



BPCs

Quality Management System

Buraydah Private Colleges

1439-1440^h

2018-2019^g



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Preface

First, we thank Allah for His blessings and may the blessings and peace of Allah be upon our Prophet Muhammad. We extend our gratitude to the leaders for sponsoring and upholding higher education, particularly their initiative to promote private higher education, and for providing all of the elements of success required to have a unique education process built, from the beginning, upon the highest standards of quality to ensure the integration of quality into all of the Colleges' work.



Through our diligent and persistent work to achieve Buraydah Colleges' Mission to provide a unique education at the level of private colleges, we seek to obtain a higher profile among private institutions of higher education.

We are pleased to provide this Quality Handbook to all of our teaching staff, employees, and students, as well as those concerned with Buraydah Colleges as an emerging institution of higher education. This Handbook is simply an introduction and explanation of the Colleges' quality system and the establishment of the principles, concepts, and elements upon which it was built. The Handbook includes seven chapters and six appendices:

- ① **Chapter One:** Discusses the quality assurance system of Buraydah Private Colleges.
- ① **Chapter Two:** Explains and analyzes the Strategic planning system in general and academic planning in particular.
- ① **Chapter Three:** Discusses the management system and describes its elements.
- ① **Chapter Four:** Describes quality standards.
- ① **Chapter Five:** Describes the foundations, concepts, and principles of assessment and measurement.
- ① **Chapter Six:** Includes a brief reference to the accreditation system, both in terms of administration and programs, considering the details provided by NCAA sufficient.

The Handbook Appendices include:

- ✓ Appendix 1: Concepts, Terms, and Definitions
- ✓ Appendix 2: Buraydah Colleges' Indicators
- ✓ Appendix 3: Adequacy Indicators
- ✓ Appendix 4: Coding Handbook
- ✓ Appendix 5: Administrative Portfolios
- ✓ Appendix 6: Questionnaires

By exerting these efforts, we seek only to enhance the profile of Buraydah Colleges. May Allah support this purpose and guide us in the right path.

Chairman of the Board of Trustees
Dr. Abdullah bin Saleh Al-Shetaiwi



The Colleges General supervisor's Statement

The Kingdom of Saudi Arabia is experiencing a quantum leap in higher education, and seeks to improve all elements of the educational system: The Kingdom has expanded university construction, encouraged the private sector to invest in education, built Saudi cadres by implementing an ambitious plan of overseas scholarships, stimulated educational development to transform the system from teaching to learning, developed curricula to keep pace with modern science, invested heavily in education infrastructure development, and encouraged the establishment of a scientific research system. In short, the Government of HRH, the Custodian of the Two Holy Mosques, has spared no effort to create a quality system of higher education. To achieve this, the National Commission for Academic Accreditation and Assessment (NCAAA) was established as an independent body highly concerned with educational quality at various levels, in order to balance education outcomes with the community's need for graduates, and the economic and social need to develop scientific research.

As a step to improve the quality of education in the Kingdom, Buraydah Colleges has made bold decisions to develop all of its activities and events in accordance with NCAAA requirements, and the senior management has made a firm promise to lead this experience to successful fruition.

Accordingly, we began by implementing NCAAA's approach properly, in the hope that Buraydah Colleges will achieve a prestigious ranking among Saudi institutions of higher education.

Colleges' General Supervisor

Ahmed Abdullah Abalkhail



A Word from the Quality and Development Center

In this Handbook, the word “quality” means the quality that covers all work elements in Colleges, whether the work is related to Buraydah Colleges as an institution, or the education programs in which students in various departments of the colleges are enrolled. In that sense, quality is a multidimensional concept that includes the institution and all of its functions, activities, and procedures, in order to support the attractive characteristics of Buraydah Colleges by strengthening the Colleges’ connection with the community and working hard to address the community’s problems. On the other hand, quality also means preparing exceptional graduates who are highly competitive, can seize unique job opportunities both in public and private organizations, and even cause employers to compete to them. Thus, “quality” is not limited to a particular moment, but is instead a systematic and dynamic process, that always has the goal of optimizing and improving the characteristics of Buraydah Colleges and all of its graduates.

We recognize that the level of, and trends in quality are always linked to measurements, evaluations, and assessments. Therefore, to identify “quality,” particular concepts, and terms related to those concepts, as well as definitions related to both should be used so that, ultimately, quality will be integrated into all learning and teaching activities.



Quality Assurance

Quality Assurance¹

This Handbook is addressed to Buraydah Colleges, and its stakeholders, particularly the following:

- ✓ Senior Management
- ✓ Academic Officers
- ✓ Administrative Officers
- ✓ Teaching Staff
- ✓ Students
- ✓ Employers

Its objective is to establish and manage the College Quality Management System (QMS) and enforce college Quality Assurance. Therefore, the Development, Quality, and Accreditation Center was established as an organizational department that reports directly to the Vice General supervisor for Quality and Development.

¹The first source for this chapter is the Documents of the National Commission for Assessment and Academic Accreditation, specifically the Handbook for Quality Assurance and Accreditation in Saudi Arabia - Part one: Quality Assurance and Academic Accreditation System in the Kingdom of Saudi Arabia.



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Standards of
Quality System
of Buraydah
Colleges'
QMS



Quality Assurance

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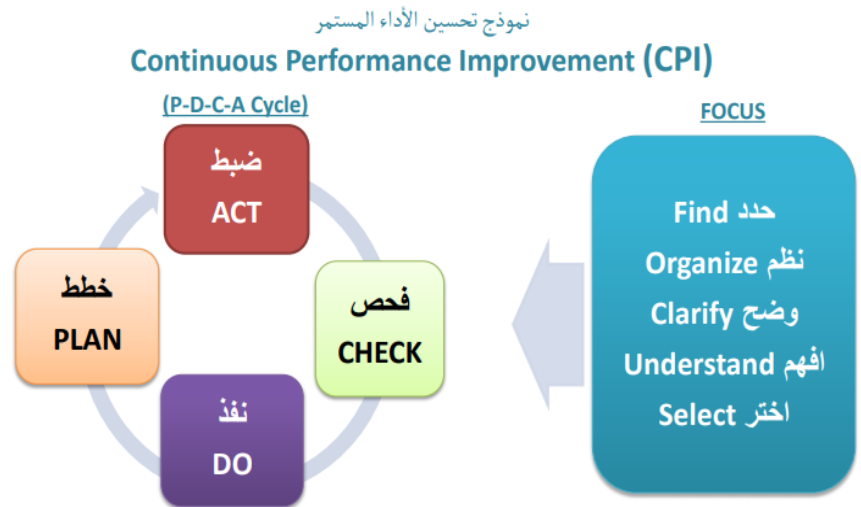
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Quality Management System Methodology

Adopted Quality management methodology ensure an established level of quality and assure the stakeholders involved in the educational process and others concerned with this matter that the corporate and program quality level of the colleges matches or exceeds that of other peer institutions, and that it is improved constantly. Buraydah Colleges follows the Continuous Performance Improvement Model which includes FOCUS process and PDCA Cycle, as illustrated in the figure below:



Buraydah Private Colleges prepared the second strategic plan 1439 – 1444 H based mainly, and other things, on SWOT analysis for both internal and external environments to figure out strengths and weaknesses. The Colleges mission and vision statement has been updated to cope with recent changes in the field of higher education, scientific research, and community service in Kingdom of Saudi Arabia.

In order to achieve BPCs' mission and vision, the following strategic objectives have been determined in the seventh element in the plan:

Objective No.1: Improving the efficiency of the Colleges' institutional system to promote its competitive position and varying investment and income resources.



Objective No.2: Improving quality of education in all academic programs according to quality standards.

Objective No.3: Enhancing competitive capabilities of BPCs' graduates to meet the needs of the labor market.

Objective No.4: Developing capabilities and skills of teaching and other staff, and improving the services provided to them.

Objective No.5: Promoting partnership with the local community.

Objective No.6: Developing and maintaining BPCs' infrastructure.

This strategic plan is used as a master plan that control all administrative, financial and educational decisions in al constituent colleges, departments and units. Thus, forming the supreme committee for strategic planning was the initial step towards qualifying the colleges for Institutional Accreditation. The Colleges adopt highly efficient quality management system which that can be described briefly in the following elements:

First: Highly Efficient Planning System³

The System depends on a Strategic Plan that includes the following elements:

1. Vision
2. Mission
3. Motto
4. Core Values
5. Identification of Strengths and Weaknesses
6. Identification of Opportunities and Challenges
7. Gap Analysis and Needs Assessment
8. Identification of Strategic Objectives
9. Development of Ways to Achieve Strategic Objectives
10. Identification of Measures of Accomplishments (and internal and external reference checks)
11. Identification of Implementation levels
12. Development of Strategic Plan Implementation Schedule
13. Development of the Draft Plan and identification of focal points and implementing actors
14. Development of operational plans for each project contained in the Implementation Plan (what is the project, who is in charge of its implementation, place of project implementation, time needed to implement the project, and its cost).

Second: Highly Efficient Administration System

This is fueled by organizational, functional and administrative structures that reflect efficiently the tasks assigned to colleges and the participation of the female branch in all

³Certified Strategic Plan of Buraydah Colleges 1434.1439H.



planning and decision-making processes, and also clearly reflect the magnitude and importance of the Quality Center.

Both organizational and functional structures also should specify clearly the responsibilities of each organizational department within the senior, middle, and executive management. They also shall demonstrate to each member of the institution their responsibilities and powers, and determine the organizational overlap between any member and others, as well as the relationship between different jobs and different organizational departments, as the definition of such powers and responsibilities ensures a good workflow.

Third: Standards of Quality System

The Standards of Quality System in colleges depend on the two documents of Quality Assurance standards issued by the National Commission for Assessment and Academic Accreditation (NCAAA), whether on the institution level or on the programs level. Subsequently, related documents shall be available.

Fourth: Highly Efficient Information System

1. Highly Efficient Data Collection System (such as an e-Register System), to record academic administration and financial data.
2. A Reports production system to help decision-makers and stakeholders.
3. Surveys and Feedback system

Fifth: Powerful System to Support Learning, Education, and Students

Supporting students, learning, and education processes comes first in any educational institution; therefore, the following are required:

1. Supporting Student Affairs processes
2. Supporting the educational services offered to students
3. Supporting various learning resources

Sixth: Assessment System⁴

Accordingly, both on the institution and program levels, we were guided by the Commission's various documents, including: Document of self-evaluation scales issued by the NCAAA.⁵

1. Statistical System to analyze the data from the Data Collection System

³Explained in detail in Chapter Five (Assessment).

⁴Document of self-evaluation scales for Institutions of higher education, the National Commission for Assessment and Academic Accreditation, June 2009, July 2013A.D. Document of self-evaluation scales for Higher Education Programs, the National Commission for Assessment and Academic Accreditation, June 2009, July 2013 A.D.



2. A system to collect and classify various proofs and evidence of performance
3. Comprehensive system of Key Performance Indicators (KPIs) maintain the privacy of higher education, and depend primarily on what is published by the Commission and the Higher Education Ministry, as follows:
 - (a) Performance indicators of Adequacy
 - (b) Performance indicators of Efficiency
 - (c) Performance indicators of Effectiveness

These indicators can be divided into two groups:

1. Qualitative KPIs
2. Quantitative KPIs

The above also can be divided into three groups:

1. Planning Management System Indicators (PMS) are concerned with the first and second quality standards (Mission, objectives, goals, authorities, and administration)
 2. Quality Management System Indicators (QMS) are concerned with standards numbers 3, 4, 10, and 11 of the Quality standards: 3) Quality Assurance Management and Improvement, 4) Learning and Teaching, 10) Scientific Research, and (11) Educational Institution Relations with the community
 3. Information Management System Indicators (IMS) are concerned with standards numbers 5, 6, 7, 8, and 9 of the Quality Standards: 5) Management of Student Affairs and Supporting Systems, 6) Learning resources, 7) Facilities and Preparations, 8) Planning and Financial Management, and 9) Recruitment processes
- (d) Creating and Implementing Reference Checks System Benchmarking, nationally and globally
- (e) Direct Assessment Systems:

Divided as follows:

First: Various Programs and their outcomes Assessment System (direct or indirect measurement) address the following:

1. Performance Assessment compared to acceptable standards of items that are good overall
2. Performance Assessment compared to the objectives and suitability of those achieved
3. Performance Assessment compared to planned educational outcomes

Second: Course Assessment Systems (direct or indirect measurements)

For example:

1. Semester or Final Written Examination
2. Clinical Examination for Health Colleges' Programs
3. Course Oral Examination for Health Colleges' Programs (Oral Examination)



4. In-class Pop Quizzes
5. Assignments
6. Student Short Research
7. Class Contribution
8. Field Training
9. Graduation Project
10. Performance Record

(G) Indirect Assessment Systems depend on:

1. Surveys and Polls
2. Personal Interviews

Seventh: Systems stimulate Quality

There will be a System to stimulate Quality, enhance all elements in adopting Quality Systems, and work to achieve consistent improvement (e.g., prizes and rewards systems)

Eighth: Handbooks and Guidelines of administration programs and units as well as the Institution areas of concern, including:

1. Institution Handbook
2. Main System
3. Institution Organizational Handbook
4. Courses Handbook
5. Plans and Courses Handbook
6. Financial and Administration Handbook
7. Quality Handbook
8. Student Handbook
9. Student Handbook for Quality
10. Teaching, and Staff members' Affairs Handbook
11. Employee Handbook
12. Colleges' Handbook
13. Library Workflow Handbook
14. Labs Workflow Handbook
15. Work Ethics Handbook
16. Academic Advising Handbook
17. Science Department Workflow Handbook
18. Standing Committees Workflow Handbook
19. Security and Safety Workflow Handbook
20. Internal Review Unit Workflow Handbook
21. Risks and Crises Management Workflow Handbook
22. Maintenance Workflow Handbook
23. Community Service Handbook



24. Learning and e-Learning Techniques Workflow Handbook
25. Public Relations Workflow Handbook
26. Health Unit Workflow Handbook
27. Student Affairs Workflow Handbook
28. Research Center Workflow Handbook
29. Committee and Council Secretariat Workflow Handbook
30. Transport and Services Workflow Handbook
31. Organizational Coding Departments Handbook
32. Coding Procedures/Forms Handbook
33. Procurement Workflow Handbook
34. Warehouses Workflow Handbook
35. Academic Programs and Implementation Regulations
36. Saudi Higher Education System
37. List of Saudi Institutions of Private Education
38. List of Saudi Private Education Implementation and Administration Rules
39. Handbook of Quality Assurance and Academic Accreditation System in the Kingdom of Saudi Arabia (Parts one, two, and three)

Ninth: Effective Documentation System

(a) A Documentation Handbook:

Documents the procedures and work guidelines concerning the fields and activities affecting Quality, and specifies non-identical cases and their corrective actions

(b) Documents Adjustment System:

Includes the processes of adjusting, reviewing, ratifying, and issuing the documents to maintain work performance as planned and approved

(c) Documents Securing System:

Students, teaching staff, employees and technical files (hard or soft) include information that varies in importance, and in all cases, should be secured to stabilize the students' scientific situations, as well as teaching staff and employees' work situation. Its objective is to enable the Colleges to follow up on situations where there is a need to adjust any procedure track or failure to obey instructions

Tenth: Effective Administration Communication

With internal departments and external institutions as well, to benefit from the government platform in this regard. Buraydah Private Colleges adopts an internal system for administrative communication that includes electronic documentation for any official letters or announcements before being distributed to departments or individuals. Concomitantly the Colleges has a strategic objective in its strategic plan 1439-1444 H to completely move to electronic systems for internal dealings and communications.

Eleventh: Team Work:



The Colleges seeks to deepen the spirit of team work in all its departments and units practices and workflow. Team work is one of the work pillars and core values of the Colleges; Quality Assurance Center works in team works from different departments and levels to achieve the Colleges mission, vision and strategic projects.

Quality, Development, and Accreditation Center ⁶

The Quality and Development Center was established to undertake the task of quality planning and college development. The ultimate goal is to integrate quality into all of the processes of the colleges and, together with the other administrative units, contribute to qualifying colleges to meet the quality standards in preparation for applying for national academic accreditation in administration and programs

The Center is led by a teaching staff member, who also assumes the position of “Vice General Supervisor for Quality and Development,” which reflects the senior management’s interest in issues related to quality and development.

- ✓ **Vision:** “Striving to establish quality as an approach adopted by colleges”
- ✓ **Mission:** “Spreading a culture of quality and applying its standards at the program and corporate levels, as well as qualifying the colleges to obtain accreditation”
- ✓ **Values of Quality, Development, and Accreditation Center:**

The values of the center are the same as those of the institution as a whole. These values include:

- **Leadership** We strive to achieve leadership in private education in all quality fields
- **Excellence** We strive to excel in all of our activities with the goal of developing our skills, and improving our work continually to provide better products and services
- **Creativity** We encourage and employ creative ideas and solutions in teaching and learning
- **Transparency** We are committed to making our practices and decisions available to all stakeholders
- **Fairness** We are committed to justice in our activities
- **Honesty** We work honestly and comply with professional ethics and values
- **Teamwork** We work to create value through teamwork. We treat each other with mutual respect and help our students participate in teamwork when they apply to the academy

⁶In this part, we make use of documents of the NCAAA, especially the document entitled “Quality Assurance Centers,” 1432H - 2012G.



Standards of Quality System of Buraydah Colleges' QMS

- **Diversity** We work to attract and develop workers and students of different nationalities to achieve cultural diversity in our global village
- **Responsiveness** We respond to all requests and inquiries of the stakeholders because of our great interest in our clients
- **Discipline** We focus on discipline in conduct, relationships, and our work methods

✓ Strategic Objectives of Quality:

- **First** Ensuring the quality and efficiency of college planning systems
- **Second** Continually ensuring the quality and efficiency of the general administrative system of the colleges and the quality management system
- **Third** Disseminating a culture of quality
- **Fourth** Ensuring that decision making processes depend on correct and accurate data and information
- **Fifth** Ensuring that college inputs, processes, and outputs undergo measurement and evaluation
- **Sixth** Supporting methods to adopt quality
- **Seventh** Ensuring that all quality processes are documented
- **Eighth** Qualifying colleges to obtain corporate and program academic accreditation

✓ Quality Policies:

The Quality and Development Center of Buraydah College relies on the following policies:

1. Adopting and supporting quality management systems in senior management, whose decisions reflect the Colleges' mission
2. Supporting Strategic Planning and transforming it into an approach for thinking and planning in all work fields of the colleges
3. Incorporating quality in all educational and administrative activities (inputs, processes, outputs, and outcomes) of the colleges in the long term, so quality becomes integral to such activities
4. Spreading a culture of quality as a whole and in terms of programs, departments, and individuals (teaching staff, administrators, and technicians)
5. Making quality teaching a priority
6. Developing teaching staff's skills and encouraging them to compete with each other in order to replace teaching with learning processes



7. Involving students in the planning and assessment of courses, programs, and activities
8. Creating a suitable environment to drive change that leads to improvement and promotes creativity
9. Building an assessment and information system to evaluate and assess quality

Overall, it can be said that quality assurance focuses on outcomes (outputs) and learning more than on teaching.

✓ **Quality, Development, and Accreditation Center Duties:**⁷

The Quality, Development, and Accreditation Center plans, follows up, and assesses the following fields:

Fulfilling commitment to improve quality:

- a. Enhancing and increasing all college employees' awareness of the importance of quality assurance and the strategic knowledge required achieving it
- b. Developing the concepts of "mission" and "objectives" to improve college quality and encourage all administrative units to take similar actions in their fields
- c. Applying concepts that describe significant development processes and outstanding achievements that should be made in the colleges while performing quality processes
- d. Engaging persons who benefit from college activities in setting quality assurance strategies, and enhancing society's awareness of the important achievements being made

Second: Helping and supporting colleges and the administrative units in order to conduct quality improvement planning:

- a. Making required arrangements to nominate and appoint quality officers in the academic and administrative units
- b. Providing and regulating appropriate training for college staff in quality assurance processes
- c. Providing and regulating appropriate training and teaching strategies, as well as assessment processes related to different forms of intended learning outcomes
- d. Cooperating with internal units and departments in preparing programs or appointing new employees to provide awareness and support programs necessary to achieve quality assurance objectives
- e. Helping prepare quality development plans and evaluation processes for the colleges' academic and administrative units

⁷Quality Assurance Centers of Post-Secondary educational institutions, NCAAA (2011G).



- f. Developing and approving (official) standards models used in colleges to conduct surveys and report on quality indicators, such as teaching assessments, inquiry processes of employers and graduates, program-profiling models, and other specialties and reports
- g. Providing technical support for tasks related to assessment tools and surveys
- h. Performing periodic surveys of graduates and other persons who benefit from the activities of the educational institution in cooperation with the Graduate Affairs unit
- i. Maintaining constant communication with those who benefit from the activities of the educational institution to elicit their opinions and recommendations for quality development strategies. Helping academic and administrative units consult with experts in fields similar to those of graduates about ways in which to enhance quality
- j. Providing references and publishing information on the development of quality assurance and accreditation and new ideas applicable to other educational institutions, both in Saudi Arabia and other countries, which could help staff by increasing quality in all matters related to the colleges. Contributing to conferences and seminars on regulations in the field of quality assurance

Third: Coordinating comprehensive strategies to ensure college quality:

- a. Developing a plan to improve the quality of the colleges as a whole
- b. Developing key performance indicators (KPIs) to be used in all college departments so that small units can develop additional indicators relevant to their own activities
- c. Maintaining planning files and records, reports, and statistical and other information that is accessible periodically, and following up on the implementation of development, planning, and monitoring
- d. Coordinating and managing external institutional assessment processes and connecting these processes with external program assessment processes to which related programs are subject

Searching continually for initiatives that deserve praise by those living outside the country.

Fourth: Preparing periodic reports on the achievements of college quality assurance:

- a. Preparing annual reports on quality assurance that contain the principal performance indicators and correct information according to reports of internal units for presentation to Senior Management
- b. Guiding and preparing self-studies on the level of the colleges (corporate self-assessment) and coordinating those to perform self-studies on the program level (program self-assessment) in all college processes



Fifth: Full coordination with the academic units to ensure the best use of the following tools:

- a. Templates for indications of the mission and objectives
- b. Planning templates for quality development on corporate and program levels
- c. Calculating indications and performance assessment processes
- d. Templates for practical programs and courses
- e. Templates for annual program and course reports
- f. Formats for templates of program assessment inquiry by graduates
- Templates for questionnaires for employers and persons who benefit from college activities
- h. Templates for self-study reports

✓ **Organizational Structure of Quality, Development, and Accreditation Center**

Figure (1.1) represents the organizational structure of the Quality, Development, and Accreditation Center, and its location in the general organizational structure of Buraydah Colleges and the main units that form the Center.

(A) Strategic Planning Center: The center is responsible the following tasks:

1. Developing the implementation and operational plans of the Strategic Plan
2. Coordinating between different colleges and units in both planning and implementation
3. Supervising the development of the strategic and operational plans for each college
4. Developing and adjusting the performance targets of the operational plans for each college
5. Assessing actual performance compared to the plan
6. Preparing annual reports of achievements in Strategic Planning
7. Considering the unit as the technical secretariat for the High Commission of Strategic Planning

(B) Quality, Development, and Accreditation Center:

The center consists of five departments, each of which includes both male and female members, as follows:

Quality Assurance Management (followed by Internal Review Department, Internal Review Statistics and Information Management, Measurement and Evaluation Management, Academic Development Management, and Academic Accreditation Management.

1. Quality Assurance Management

The term “Quality Assurance” refers to the procedures followed to ensure an established level of quality and assure the stakeholders involved in the educational process and others concerned with this matter that the corporate and program quality level of the colleges matches or exceeds that of other



peer institutions, and that it is improved constantly. The Management shall have the following responsibilities:

- ✓ Fostering a culture of quality in the colleges
- ✓ Promoting the awareness on the part of the different levels of staff in the colleges of the importance of quality assurance, and of the strategies required to achieve it
- ✓ Monitoring the application of quality in different educational and administrative units
- ✓ Maintaining continuous communication with stakeholders, including teaching staff, students, employees, employers, and parents, to solicit their opinions and advice concerning the strategies of quality development
- ✓ Preparing annual reports on quality assurance

1.1 Internal Review Department:

The Internal Review Department temporarily follows Quality Assurance Management. Internal Review shall have the following responsibilities:

- Determining the efficiency of the applications of quality documents included in the Quality Manual and its sub-manuals
- Determining the level of Qualitative Performance Efficiency related directly to quality
- Becoming accredited to obtain objective evidence regarding the effectiveness of policies, procedures, and instructions related to quality, whether to achieve objectives or not
- Improving graduate skills, community service, and research
- Providing effective inputs for the management to review qualitative performance development

2. Measurement and Evaluation Department

This unit shall have the following responsibilities:

- ✓ Identifying and constructing measures and measurement and evaluation standards for all colleges
- ✓ Disseminating information about measurement and evaluation by holding training courses, workshops, lectures, and seminars for teaching staff and others involved in measurement and evaluation
- ✓ Providing technical support to quality units in different colleges with regard to the activity of the unit
- ✓ Helping prepare plans for the development of quality and evaluations for the educational and administrative units in the colleges
- ✓ Helping departments, colleges, and administrative units implement the processes of measurement and evaluation



- ✓ Diversifying measurement methods and adopting modern ones to measure and evaluate performance
- ✓ Monitoring evaluations in different units of the colleges
- ✓ Contributing to modernize and develop methods and measurement tools according to scientific standards
- ✓ Developing questionnaires and data collection techniques related to measurement and evaluation, and preparing and implementing a simultaneous feedback mechanism
- ✓ Monitoring the development and economies of Education

3. Statistics and Data Department

This department shall have the following responsibilities:

- ✓ Analyzing the students' data stored on the student registration system (e-register)
- ✓ Monitoring and upgrading the reporting systems based on the e-register
- ✓ Analyzing the data obtained from different surveys and informing the colleges and various units of the findings
- ✓ Calculating different indicators of sufficiency, efficiency, and effectiveness
- ✓ Using indicators to calculate the Reference Checks
- ✓ Implementing training in the field of Statistics and Information technology
- ✓ Preparing Statistical Yearbooks of all colleges in the University
- ✓ Providing colleges with the technical support needed to prepare their Statistical Yearbooks
- ✓ Managing the team responsible for preparing the annual University Progress Report (Buraydah Colleges)
- ✓ Providing colleges with the technical support needed to prepare their Statistical Yearbooks

4. Academic Development Department

This department shall have the following responsibilities:

- ✓ Introducing new colleagues and providing college pathways
- ✓ Using the teaching staff database to determine their training needs
- ✓ Planning training programs for all teaching staff
- ✓ Coordinating with competent authorities to conduct the training programs
- ✓ Developing the university books
- ✓ Developing teaching strategies

5. Accreditation Department

The Accreditation Department of The Quality, Development, and Accreditation Center is a central unit responsible for performing the procedures of internal and external academic accreditation, and coordinating



with the NCAAA in this regard. At a later stage, new independent units of accreditation may be required in each college. The Accreditation Unit has many responsibilities, including, but not limited to:

- a) Working with the NCAAA and all internal academic and administrative departments to develop institutional accreditation procedures and ensure readiness to obtain accreditation
- b) Working with the academic departments to develop and obtain programmatic accreditation

Many eligibility requirements must be established to achieve these tasks, and the unit of accreditation shall provide these requirements (Chapter five).



Quality Standards of Quality, Accreditation, and Development Center ⁸

First: Institutional commitment to improve quality

1. Staff awareness of the importance of quality assurance
2. Staff participation in quality assurance activities within their workplaces
3. Timely completion of program reports and functions
4. The ratios of recommended procedures in the work plan that were performed on time

Second: Institutional Achievement of Quality Measures

1. The processes of developing quality that have been measured by the Management through reliance on key performance indicators (KPIs)
2. Comparing the findings of graduate employment in the same fields and at the same time as in other educational institutions
3. Assessing graduates with respect to the quality of programs and required learning outcomes
4. The processes of evaluating quality in the external reviews
5. Obtaining community feedback on the quality of the colleges

Third: Effectiveness of the services provided by the center

1. Categorization of the staff and managers based on the help provided by the administrative units
2. The staff's participation rate in the professional activities organized by the center
3. Adoption of improvement measures applied in other educational institutions
4. Categorization by the Senior Management of the services and reports presented by the center

⁷Quality Assurance Centers of Post-Secondary educational institutions, The NCAAA, 1432 H (2011G), page 20.26.

5. Categorization of quality assurance processes of external reviews

Fourth: Consistency of adopted good performance measuring practices

1. The appropriateness and suitability of indicators and measures of performance used in evaluating quality
2. Reliance on performance indices rather than impressions
3. Using external, independent evaluation processes to confirm the findings of the quality and development plans
4. Using suitable strategies for learning and education, and for evaluating students in order to achieve the intended learning outcomes.
5. Stressing the use of outcomes as a pivotal aspect of evaluations
6. Participation of all units of educational institutions in the Quality Assurance activities

To facilitate quality assurance processes, sub-organizational departments were created in all colleges and departments that report directly to the Faculty Dean (or Head of Department), as specified in the college organizational structure.



لجنة الجودة بكلية / تقسيم إداري	College Quality Committee/ Administrative Department
أمانة لجنة الجودة	Quality Committee Secretariat
ممثل القسم 1	Representative of 1 st Department
ممثل القسم 2	Representative of 2 nd Department
ممثل القسم....	Representative of 3 rd Department....

Figure 1.2.Representation of Quality Committees in all Colleges and Administrative Departments

To facilitate coordination between colleges and administrative departments, the Quality, Development, and Accreditation Center has a strong coordinating relationship with the quality units in the college sand administrative departments

Internal Review Cycle of Quality

The primary goal of the internal review cycle of quality is to continue development; it is well known in the literature that quality has four pillars:

One: Planning

This refers to planning for the operation of the internal quality review

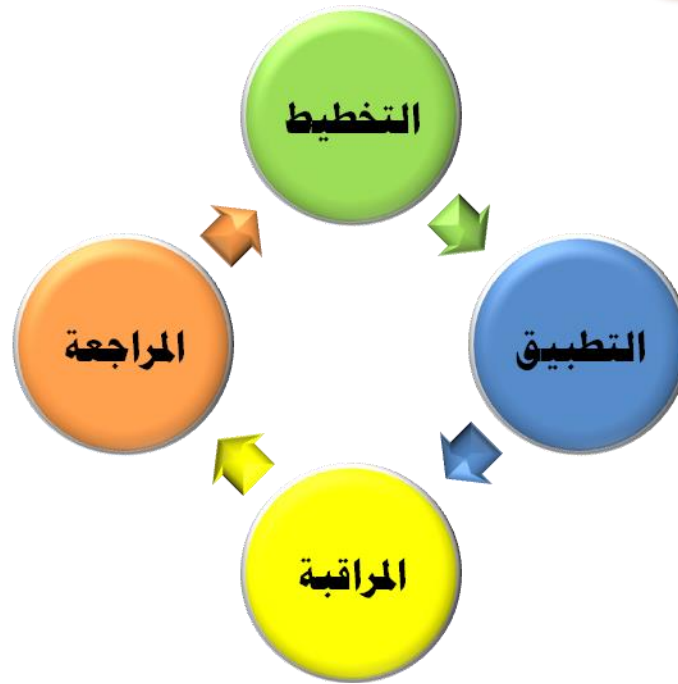
Two: Applicability

Applying what has been planned according to measures, regulations, and standards

Three: Supervision

Supervising the review work in order to achieve the planned objectives in a timely manner.

Figure 1.4 refers to the internal review in the colleges



التخطيط	Planning
التطبيق	Application
المراجعة	Review
المراقبة	Monitoring

Figure 1.4. Internal Review Cycle of Quality (PDCA cycle: Plan, Do, Check, Act)⁹

Fourth: Review

Representing the Feedback process to reposition and change the existing plans if so required.

⁹ A. Gabor. *The man who discovered quality*. Penguin Books, 1990.



Planning

Colleges' Capacity Building Process

The Capacity Building Process for new colleges (like Buraydah Colleges) consists of:

- ✓ Building Strategic Planning System
- ✓ Building Quality System
- ✓ Establishing a framework of community participation and environmental development
- ✓ Developing systems concerned with good planning and use of human, financial, and material resources
- ✓ Developing internal work systems
- ✓ Developing colleges' ethics system
- ✓ Developing leadership and governance system
- ✓ Establishing organizational and functional structures

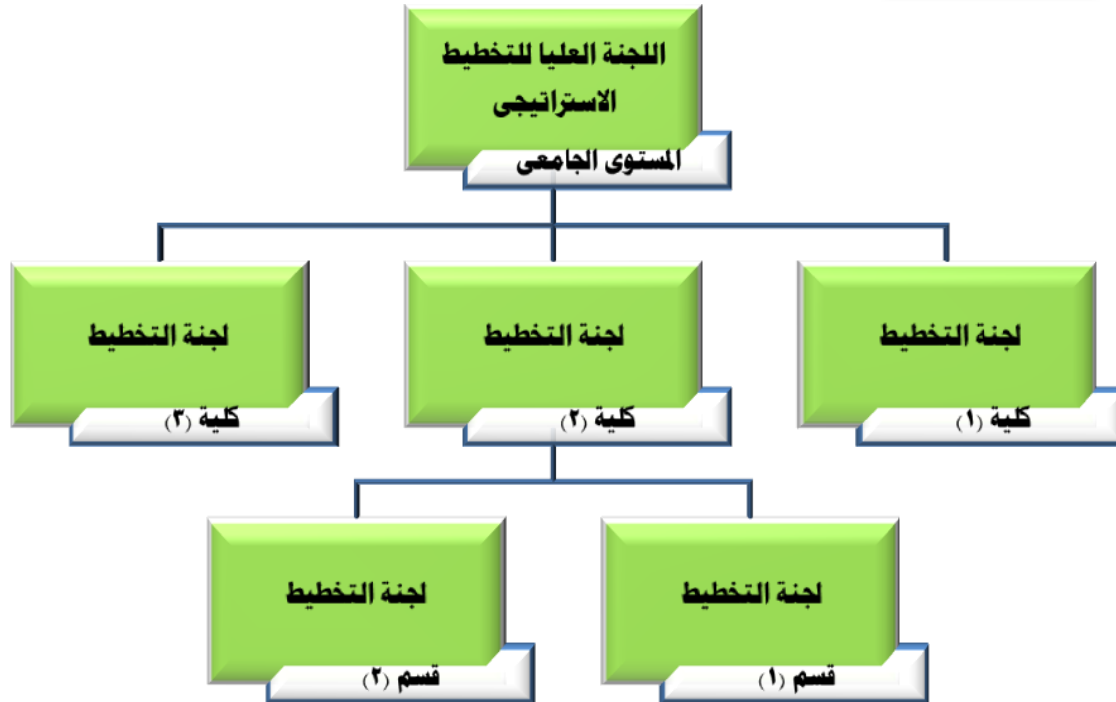
Strategic Planning¹⁰

The Colleges incorporated the Quality Strategic Plan with all its main elements in the Institution Strategic Plan. They also adopted Strategic Planning, including their vision, mission objectives, and projects during the following period. Finally, the Colleges also followed the framework of Strategic Planning, as do most universities in the world, particularly the universities in the Association of Arab Universities of the Arab League.

The Higher Committee of Strategic Planning is the first higher committee created by the College to develop its Strategic Plan, and therefore pave the way for it to develop further plans and programs.

The Higher Committee of Strategic Planning is responsible for the planning process at the university level, with a Planning Committee that operates at the College level, and one that operates at the department level, as illustrated in Figure 2.1.

¹⁰Strategic Plan 1434,1439AH, Buraydah Colleges.



اللجنة العليا للتخطيط الاستراتيجي	Senior Committee of Strategic Planning
المستوى الجامعي	University Level
لجنة التخطيط	Planning Committee
كلية (1)	College (1)
لجنة التخطيط	Planning Committee
كلية (2)	College (2)
لجنة التخطيط	Planning Committee
كلية (3)	College (3)
لجنة التخطيط	Planning Committee
قسم (1)	Department (1)
لجنة التخطيط	Planning Committee
قسم (2)	Department (2)

Figure2.1. Strategic Planning Levels

Given that the Planning period is long, it was agreed that the College Strategic Plans would be implemented over the course of five years. The first plan was launched during 1434 and 1439 AH.

The Strategic Plan will be an Implementation Plan, followed by Plans at the Project level.



During the plan's period, consecutive Development and Planning Cycles shall be applied, as described in Figure 2.2.

① Elements of Buraydah Colleges' Strategic Plan

① Second: Academic Planning¹¹

The principal element of academic planning is programmatic planning, which is designed to matriculate qualified persons with various skills suitable for the labor market.

The program is an organized group of experiences designed to develop specific knowledge and skills, and includes all the courses that constitute the program. These courses can be university, college, or department requirements, or mandatory or optional requirements.

- Academic Planning Levels¹²

Responsibility for Academic Planning is divided into five levels:

1. State
2. NCAAA
3. Society
4. Colleges (Institution)
5. Scientific Department

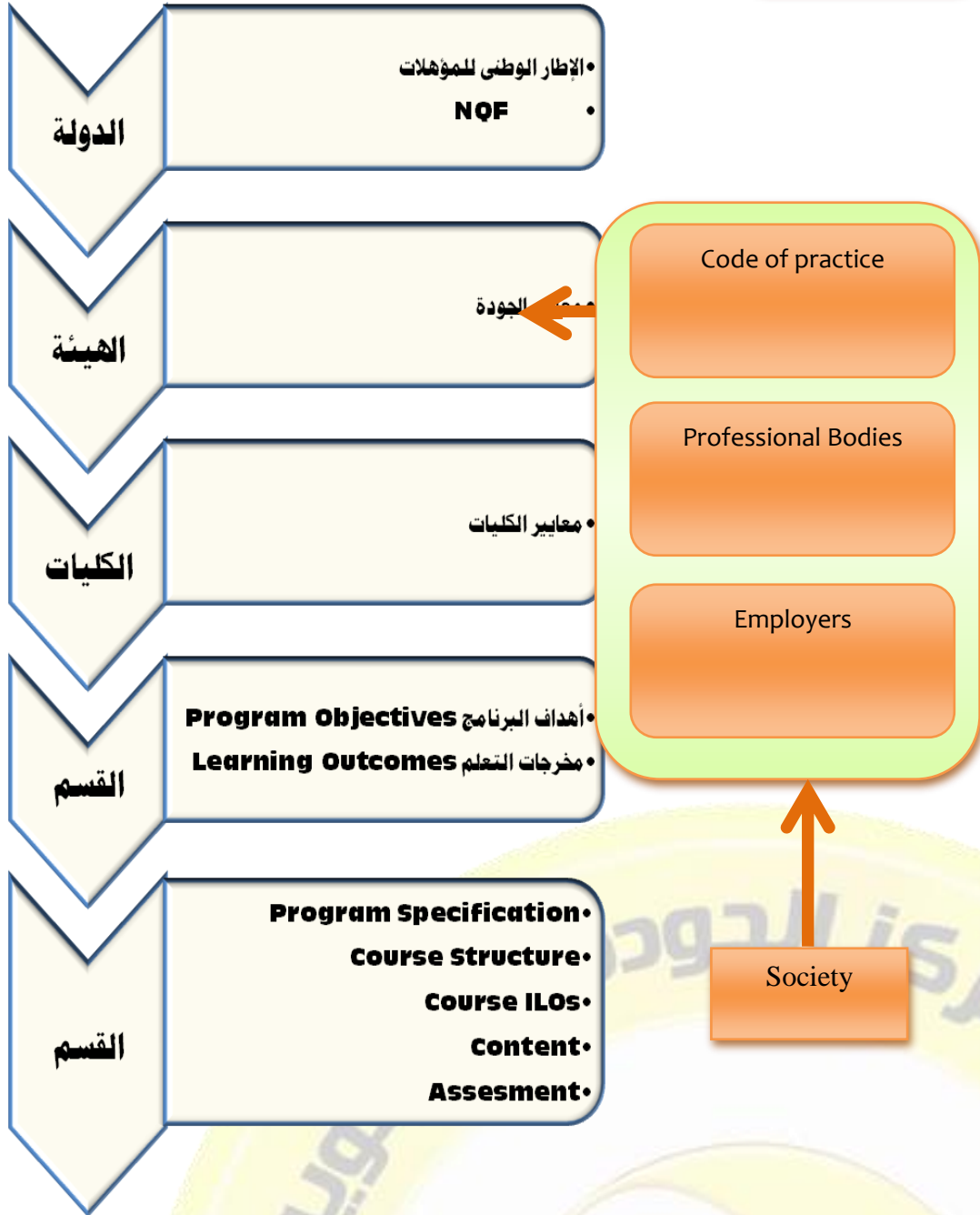
Figure 2.5 explains the role of the state and the different departments in learning and teaching planning.

¹³“Plans and Programs Handbook,” Buraydah College, 1436 AH (2015 AD).

¹⁴Extracted and adapted from “The Handbook of Quality Assurance and Academic Accreditation, and The National Commission for Academic Accreditation and Assessment,” part two, 2008 AD.



**Standards of
Quality System
of Buraydah
Colleges'
QMS**



الإطار الوطني للمؤهلات	National Qualifications Framework
الدولة	State

الهيئة	Commission
الكليات	Colleges
القسم	Department
القسم	Department
معايير الجودة	Quality Standards
معايير الكليات	College Standards

Figure 2.5. The role of the state and the different departments in learning and teaching planning

Figure 2.5 illustrates that the National Qualifications Framework (NQF) determines the characteristics that the graduate should have. There should be full coherence between the program, and what is imposed by the NQF and the standards of the NCAAA. The needs of the labor market and societal organizations must also be considered.

- **National Qualifications Framework (NQF)**

This system determines the nature, amount, level, and standard of learning required for academic or professional degrees; it also includes a general description of the knowledge and skills of students at each qualification level are expected to possess, and the learning outcomes in the four comprehensive domains, as well as motor and psychological skills (as needed). It includes several main elements:

- ✓ **Main Elements of the National Qualifications Framework**

First: Levels:

Describes the amount of knowledge accumulated, intellectual demand, and learning processes expected as students progress to higher academic levels

Second: Credit Hours

Describes the amount of work or volume of learning expected to pass an academic level, specific course, or any academic unit



Third: Learning Domains

The academic domains and the types of learning outcomes that the program is intended to develop

- **Levels:**

The NQF begins at enrollment and culminates with the doctoral degree. Postdoctoral studies and honorary degrees are not included. Table 2.2 describes the enrollment levels, certificate of each level, and the credit hours required for each certificate

Table 2.2. Learning Levels in Postsecondary Education

Level	Certificate	Credit Hours
First	Associate Diploma (one year)	Not less than 30
Second	Diploma (two years)	Not less than 60
Third	Bachelor (four years)	Not less than 120
Fourth	Higher Diploma	(24 after Bachelor's)
Fifth	Master's	39
Sixth	Doctorate	12 or 30

- **Credit Hours**

According to the National Qualification Framework, a credit hour indicates a weekly lecture (50 minutes) for 15 weeks, a weekly meeting for practical training for 15 weeks, or a 3 hour weekly meeting for field or clinical training over 15 weeks.

- ✓ **Contact Hours**

Equivalent to credit hours in practical, field, and clinical training

- **Teaching Load**

The points or credit hours allocated in the NQF and according to adoption by the Board of Trustees to determine the demand, volume, or amount of learning expected for a unit, subject, or academic program. These range from 15 credit hours (minimum) to 18 credit hours (maximum) in a semester.

- **Learning Domains (according to the NQF)**

The broad groups of learning outcomes that the educational program is intended to develop:



Knowledge, cognitive skills, interpersonal skills and responsibility, communication, information technology and numerical skills, and psychomotor skills, if related to the program

- **What are Learning Outcomes?**

Learning outcomes are the scientific and moral abilities and skills expected from program graduates as a result of the educational preparation acquired during their studies. Typically, there are some outcomes designed in the program that the graduates are expected to master, as well as other real outcomes that are checked as a result of the assessment process. Before graduation, the student must achieve these outcomes and must have the ability to achieve the program objectives after graduation.

Each educational program must have clear outcomes that the student must understand before his/her graduation. These are drawn up after an accurate review of the program and are linked with the program's educational objectives, then are reviewed by all the parties concerned with the program outcomes. These outcomes should be drawn up in clear and expressive words, and should:

- Relate directly to the program and college mission
- Determine one or more needs of the stakeholders
- Be realistic
- Reflect the outcomes expected from students in different academic subjects and in the total program
- Reflect what a student can know or do rather than what the program intends to achieve
- Reflect knowledge, ethics, or skills that the student is expected to master
- Support one or more of the program educational objectives
- Represent a behavior, or clear and specific performance that can be measured or assessed

To determine the complementarity among the components of the academic program, its outcomes, and the educational objectives, expected outcomes should be linked to the program objectives, and subsequently, the academic subjects should be linked to the outcomes, and the extent of their coverage. They also should be based on the planning process objectives versus outcomes, as explained in Figure 2.6.

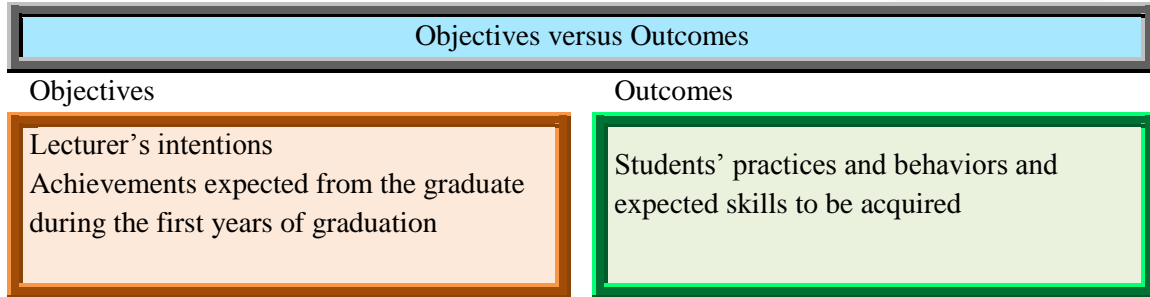


Figure 2.6. Objectives versus Outcomes¹³

On the other hand, objectives are drawn up with respect to stakeholders from the program outcomes outside the colleges, including: new students, parents, recruitment agencies, other academic agencies, academic department advisory board, the NCAAA, and/or government authority.

When planning the program and its assessment, it is essential to evaluate the following elements:

1. Labor market
2. Students and graduates
3. Teaching Staff
4. Experts in the program
5. Administrative Officers
6. NCAAA

Having made studies of the trends in the preceding elements, the program is developed to take into account two categories of those elements:

First: Category of Program Management Elements

1. Program mission
2. Program leadership and organization
3. Financial resources and physical facilities

Second: Category of Program Efficiency Elements

1. NCAAA standards
2. Developing the program
3. Learning and teaching processes

¹³ Qatar University: presentation.



4. Curricular, extracurricular, and supporting activities
5. Teaching Staff
6. Program assessment system
7. Program sustainable development

(1) Learning Outcomes:

As mentioned above, learning outcomes¹⁴ refer to what the student expects to learn, understand, and be able to demonstrate after the process of learning has ended; these are divided into five elements:

Knowledge, Cognitive Skills, Interpersonal and Communication Skills, and Responsibility, Skills using the Internet, Information Technology, and Computational Skills, and Psychomotor Skills.

¹⁷See the Handbook of Quality Assurance and Academic Accreditation within the Kingdom of Saudi Arabia - Part one: The Quality Assurance and Academic Accreditation System within the Kingdom of Saudi Arabia, The NCAAA, March 2009 draft.



1 Knowledge		
Consists of three levels		
Facts	Concepts and theories	Procedures
Arrange, Describe, Collect, Nominate, Define, Describe, Identify, Count, State, Classify, Summarize, Recall, Organize, Find, Quote, Realize, Register, Link, Repeat, State		
2 Cognitive Skills		
Consists of three levels		
Cognitive skills that are concerned with applying skills when the matter requires, as well as skills related to creative thinking and solving problems		
Verbs that describe these skills		
Use, Apply, Represent, Discover, Perform, Change, Lead, Analyze, Prove, Compare, Distinguish, Measure, Plan, Match, Assess, Justify, Define, Argue, Commend, Judge, Develop, Build, Create, Innovate, Design, Regulate, Modify, Rearrange, Establish, Show, Determine the relationship, Partition, Differentiate, Add, Aggregate, Generalize, Amend, Rewrite, Demonstrate, Model, Evaluate, Prefer, Execute, Estimate, Explain, Summarize, Write, Contrast, Diagram, Subdivide, Criticize, Calculate, Compose, Prepare, Reconstruct, Reorganize, Explain, Predict, Rate, Interpret, Appraise, Rank		
3 Interpersonal and Communication Skills and Responsibility		
The responsibility of learning, Group Participation, Leadership, Response to personal and professional situations, and the standards of moral behavior		
Verbs that describe these skills		
Accept, Pay attention, Bear, Help, React, Respond, Select, Contribute, Follow, Involve, Commit, Express, Visit, Distribute, Serve, Support, Initiate, Agree, Cooperate, Adapt, Demonstrate, Communicate		
4 Communication, Information Technology, and Numerical Skills		
Verbs that describe these skills		
Communicate, Formulate, Count, Combine, Rank, Use, Calculate, Demonstrate, Illustrate, Interpret, Research, Operate, Appraise, Assess, Use		
5 Psychomotor Skills		
Include all movements, simulation, and imitation		



Verbs that describe these skills

Draw, Print, Practice, Lead, Assemble, Play, Simulate, Imitate, Illustrate, Perform, Dramatize, Employ, Manipulate, Operate, Prepare, Produce, Examine, Investigate, Construct, Experiment, Reconstruct, Drive

- **The Importance of Learning Outcomes:**

The importance of learning outcomes is concealed as it represents the core of the academic planning and the manual for planning of the program.

Learning outcomes are highly important at all levels:

1. They light the way for students when they choose the program they would like to join
2. They help the college in academic planning at the level of programs and courses
3. At the national level, they help distinguish between different bachelors and help them transition between different jobs
4. They help the graduate achieve recognition among bachelors globally

- **Education and Learning (the traditional and modern views of the educational process)**

In summary, academic planning refers to focusing on learning outcomes rather than inputs; thus, the outlook has changed in many cases by comparison to the concepts that prevailed for several eras in the following areas, as defined in Table 2.3.

Table 2.3. Comparison between Traditional and Modern Views of Learning and Education¹⁵

¹⁵Working paper presented at the International Conference on Quality, Damman, April 2003 G.

No.	Traditional view: Focus on	No.	Modern view: Focus on
1	Education based on instruction	1	Learning what students can do
2	Inputs	2	Outputs
3	Teaching	3	Learning
4	Curricula	4	Curricula
5	Education as the goal	5	Learning as the means
6	Quantity Care	6	Type Care
7	The quality of inputs ensures the quality of outcomes	7	The quality of outcomes is based not only on the quality of inputs

Figure 2.7 represents the traditional view that was based on inputs, while Figure 2.8 represents the modern view that is based on learning outcomes.

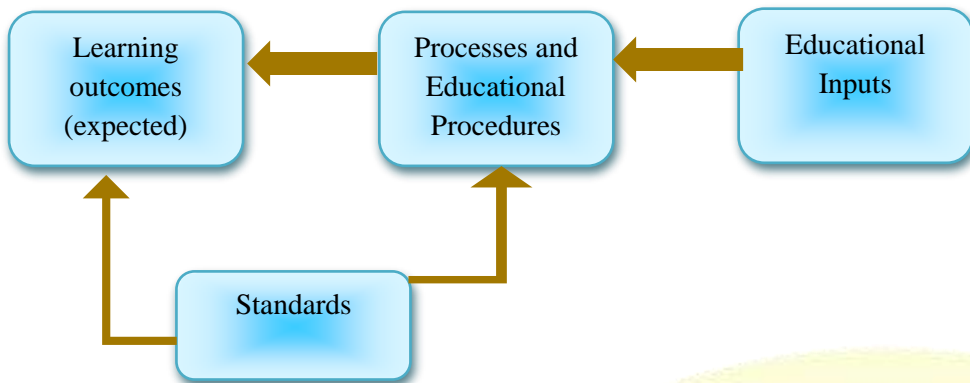


Figure 2.7. The traditional view of the educational process (Education)

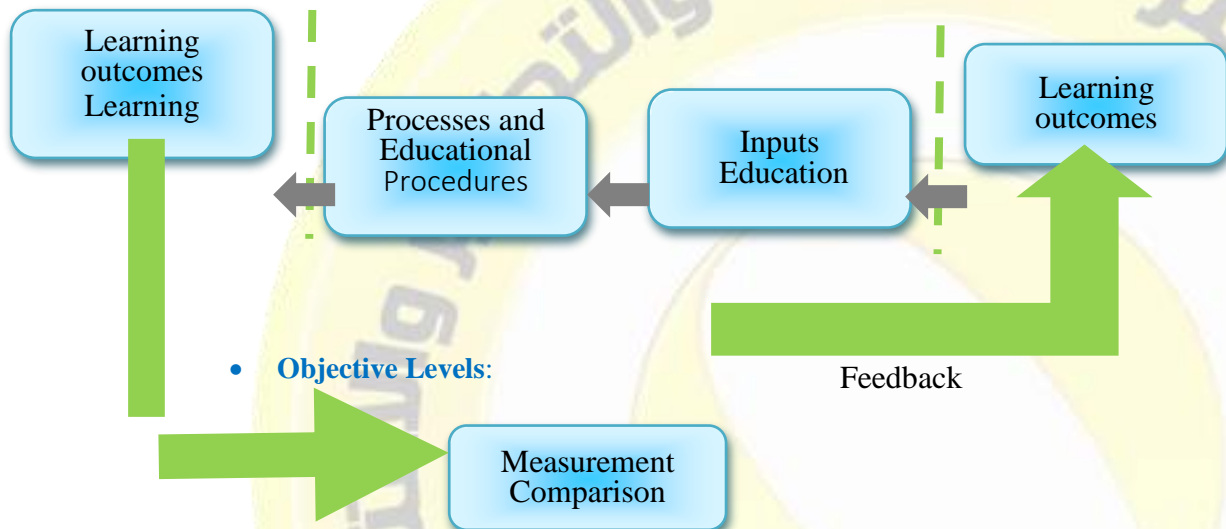


Figure 2.8. The modern view of the educational process (Learning)¹⁶

According to the department of “BLOOM - 1956,” the goals range in level from the simplest—the level of knowledge—to the most complex, the level of evaluation. These are called “levels of thinking,” as shown in Figure 2.9.



² ²⁰Hammali, Rashid bin Mohammed, 2008. “Comprehensive quality standards in the Arab institutions of higher education” - King Saud University, the Council of Quality Assurance and Accreditation - General Secretariat of the Association of Arab Universities, Amman.



التحليل	Analysis
التطبيق	Application
الفهم	Comprehension

Figure 2.9. Levels of goals (levels of thinking)¹⁷

Table 2.4. Levels of objectives and determining actions

The level of the objective	Verbs	
Evaluation	6	Compare, Assess, Justify, Recommend, Judge, Evaluate, Prefer, Execute, Judge, Summarize, Write, Contrast, Criticize, Rate, Appraise, Rank, Explain, Measure, Predict, and Forecast, Prove, Valuate, and Support.
Synthesis	5	Measure, Plan, Develop, Build, Create, Innovate, Design, Aggregate, Generalize, Amend, Rewrite, Demonstrate, Model, Diagram, Compose, Reconstruct, Reorganize, Build up, Construct, Establish, Arrange, Change, Formulate, Combine
Analysis	4	Lead, Distinguish, Define, Argue, Modify, Rearrange, Determine the relationship, Partition, Differentiate, Add, Compare, Subdivide, Calculate, Analyze, Estimate, Sort, Examine, Classify, Investigate
Applicability	3	Apply, Estimate, Change, Represent, Discover, Perform, Analyze, Prove, Infer, Match, Regulate, Establish, Rearrange, Show, Explain, Prepare, Predict, Produce, Use
Understanding	2	Describe, Choose, Classify, Summarize, Translate, Illustrate, Represent, Discuss, Transform, Reformulate, Give example, Read symbols, Read parts, Recognize, Record, Outline, State, Recall, Memorize, Reproduce, Tell
Remembering	1	Arrange, Nominate,

^{3.} ²²According to Bloom's department 1956 G.



The level of the objective	Verbs
	Identify, Define, Mention, Repeat, Address, List, Restore, Recount, Count

- Quality assurance and programmatic planning

The main question is: What is the purpose of the program?
The educational program has four main functions shown in Figure 2.10.

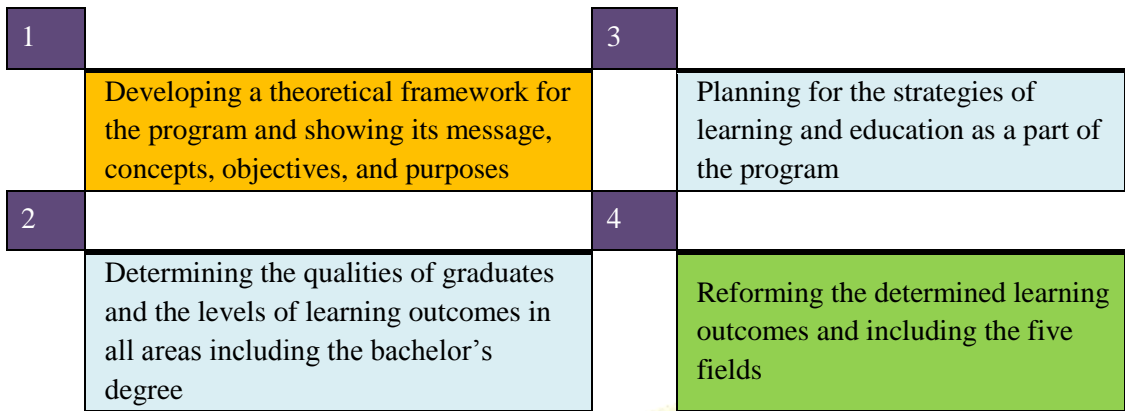


Figure 2.10. The Functions of the Educational Program

Table 2.5 presents an illustrative map for the distribution of outcomes of program learning to its courses.

Table 2.5. Learning Outcomes Program Distributed by Courses¹⁸

No.	Skills Learning outcomes	Courses (number and symbol of the course)					
		1	2	3	Etc.
1	Knowledge (facts, concepts, special procedures and theories)						
2	Cognitive Skills Applying skills when creative thinking and solving problems are required						

¹⁸ Adapted from: "Program specifications document," NCAAA, 2103. Courses are divided into groups such as group (I), which indicates the elementary courses' Introduction, Professional courses, and finally, advanced courses.



No.	Skills Learning outcomes	Courses (number and symbol of the course)					
		1	2	3	Etc.
3	Interpersonal and Communication Skills and Responsibility, Group Participation, Leadership Response to personal and professional situations, and the standards of moral behavior						
4	ICT and numerical skills, Oral and written communication, using IT and Basic Mathematics and Statistics						
5	Psychomotor skills						

Example (1): Planning the estimated percentages of course outcomes to the program learning outcomes.

- We assume the following to simplify the calculations:
 - The Educational Program has only two courses, z_1 and z_2 .
 - The Program Advisory Committee assigns 24 weights for courses in accordance with the program, and depending on the number of contact hours for each course, as the program is one of the scientific programs that contain clinical and practical lessons.

Table 2.6. The Weights of Program Courses

Course	The relative weight of the program
Z_1	40%
Z_2	60%

- We assume that every course is evaluated on a scale of 100 points that are distributed among the program learning outcomes, taking into consideration the number of contact hours (or any other criteria of the Program Advisory Committee) for each program of learning outcomes, and that these points are distributed according to the following (Table 2.7).

Table 2.7. Calculating the Estimated Points for Course Learning Outcomes



Program learning outcomes	Course z ₁		Course z ₂	
	Degree	Estimated degrees= degree× relative weight (40%)	Degree	Estimated degrees= degree the relative weight (60%)
Knowledge	30	12	10	6
Cognitive Skills	20	8	30	18
Interpersonal and Communication Skills, Responsibility	15	6	20	12
ICT and numerical Skills	15	6	10	6
Psychomotor skills	20	8	30	18
Total	100	40	100	60

Table 2.8. The Percentage of Estimated Learning Outcomes to the Estimated Learning Outcomes of the Program

Program learning outcomes	The estimated degree for course z ₁	The estimated degree for course z ₂	The estimated degree for the program	The percentage of course outcomes to program learning outcomes (%)	The percentage of course outcomes to program learning outcomes (%)
Knowledge	12	6	18	67	33
Cognitive Skills	8	18	26	31	69
Interpersonal and Communication Skills, Responsibility	6	12	18	33	67
ICT and numerical Skills	6	6	12	50	50
Psychomotor skills	8	18	26	31	69
Total	40	60	100		

This will be explained in detail in Chapter Six (evaluation).

- Plans for Improvement

According to what the department determines concerning the necessity of developing the program, a clear plan must be developed to address specific points. To do so, specific forms, including the development points, must be used according to teaching and field experiences, from the point of view of the Program Advisory Committee and teaching staff, as well as those of other related groups.

- **The Relationship between Institutional and Programmatic planning**

The primary way in which colleges achieve their visions, missions, and objectives is through educational programs. When the programs succeed in achieving their visions, missions, and objectives, the departments will have achieved theirs. Similarly, when the departments succeed in achieving their visions, missions, and objectives, Buraydah Colleges will have succeeded in achieving its visions, missions, and objectives. As the strategic objectives are derived from the college mission (university level), the program objectives also stem from that mission. Plans to develop learning domains, research, and relationships with the community, in addition to the development of quality, human resources, and facilities are launched. After the program is completed, an evaluation report should be prepared, and depending on this report, the plan will be reviewed and the program modified, if necessary.

Figure2.11 shows the relationship between Programmatic and Institutional planning.

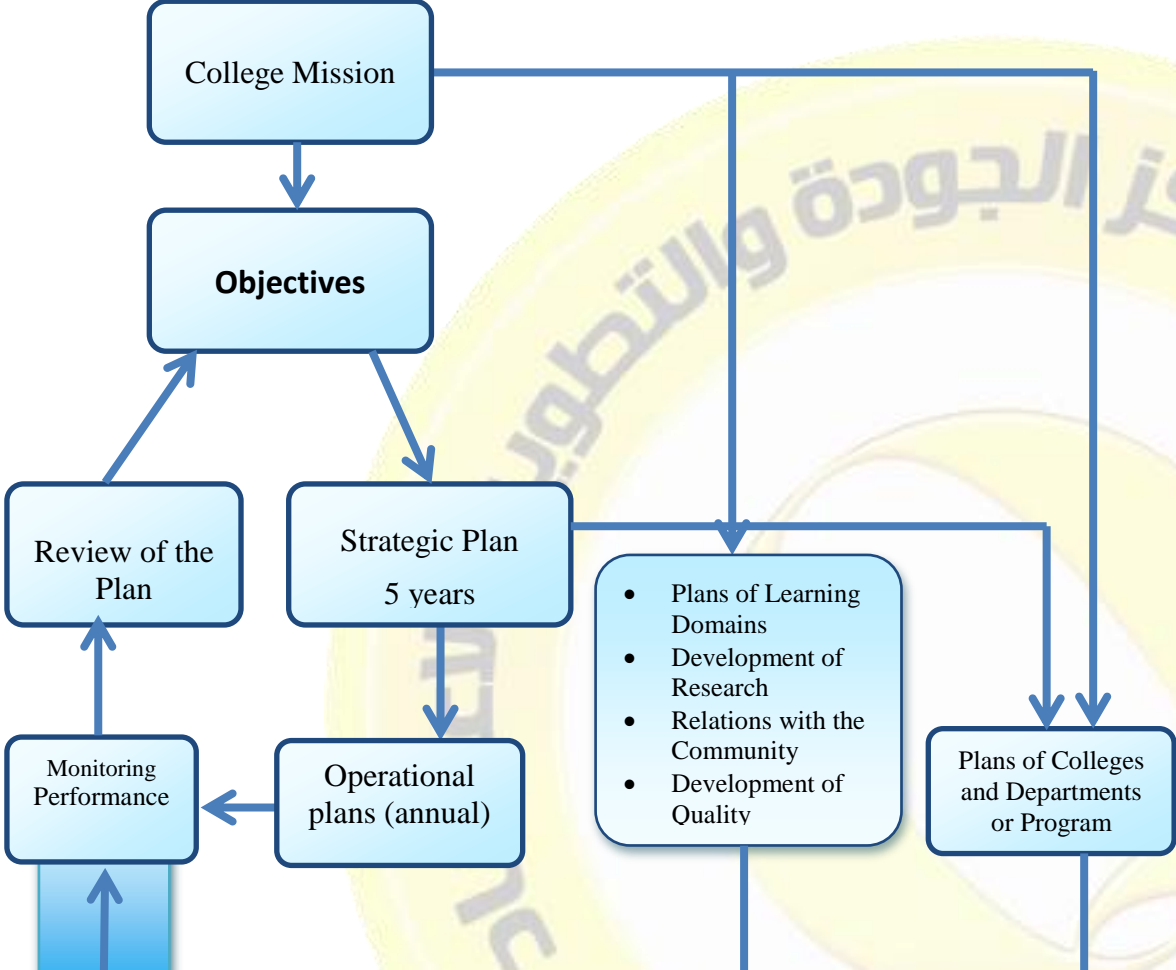


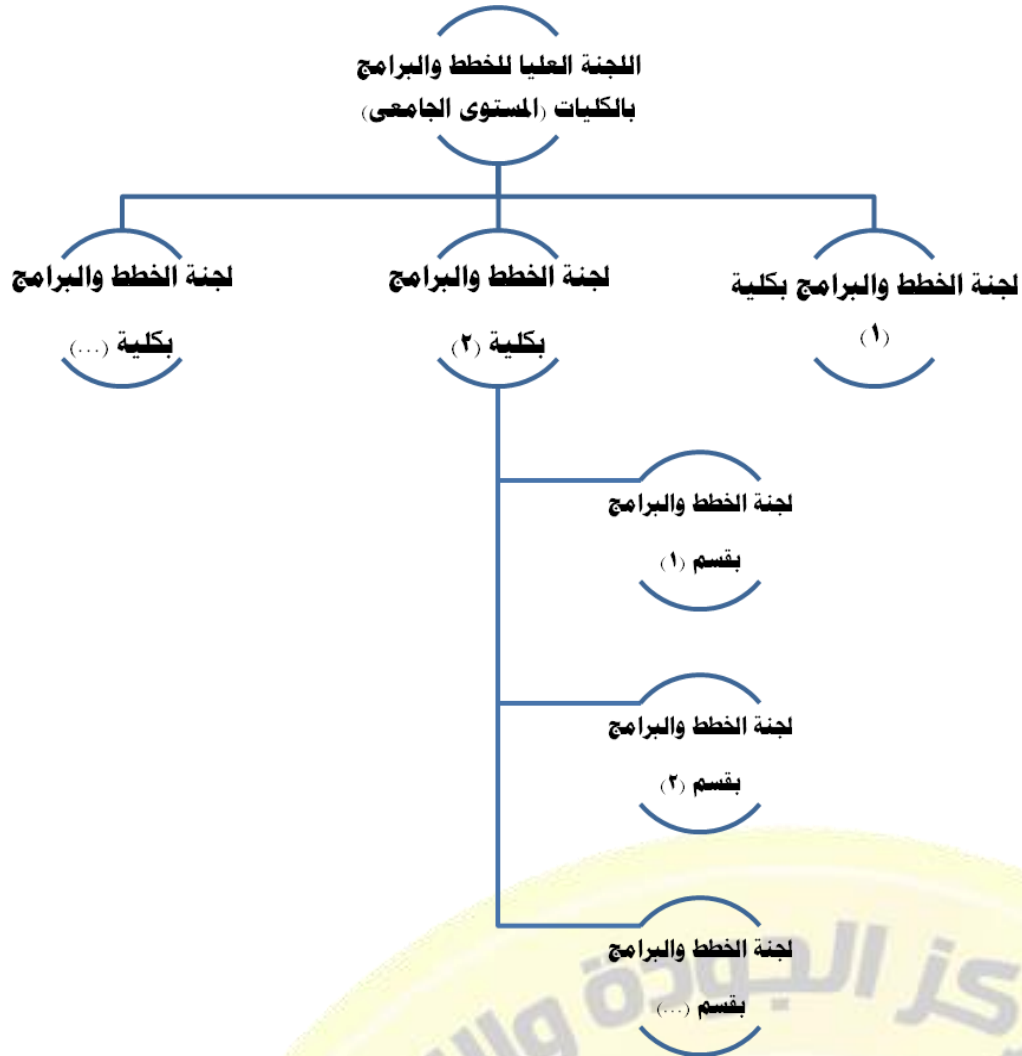


Figure 2.11. The relationship between Institutional and Programmatic planning¹⁹

- **The Sequence of Programmatic Planning Processes:**

Programmatic planning is also developed throughout the three levels: university, college, and finally, the department level, as shown in Figures 2.12, 2.13, and 2.14. Figure 2.12 shows the levels of programmatic planning, which begin with the Plans and Programs committee in the department, then the Plans and Programs committee in the college, and finally, the Higher Committee for Plans and Programs at the university level.

⁴ ²⁶ Saleh Bin Ali Al-Qahtani, "Self-evaluation of Educational Programs," The NCAAA, 2009 G.



اللجنة العليا للخطط والبرامج بالكليات (المستوى الجامعي)	Higher Committee for Plans and Programs (University level)
لجنة الخطط والبرامج بكلية (١)	Committee for Plans and Programs in College (1)
لجنة الخطط والبرامج بكلية (٢)	Committee for Plans and Programs in College (2)
لجنة الخطط والبرامج بكلية (...)	Committee for Plans and Programs in College (...)

Figure 2.12. Levels of Programmatic Planning



Figure 2.1 illustrates the mechanism of development and modification of plans and programs that originate in the department and end at the relevant authority, as provided in detail in the Plans and Courses Handbook.

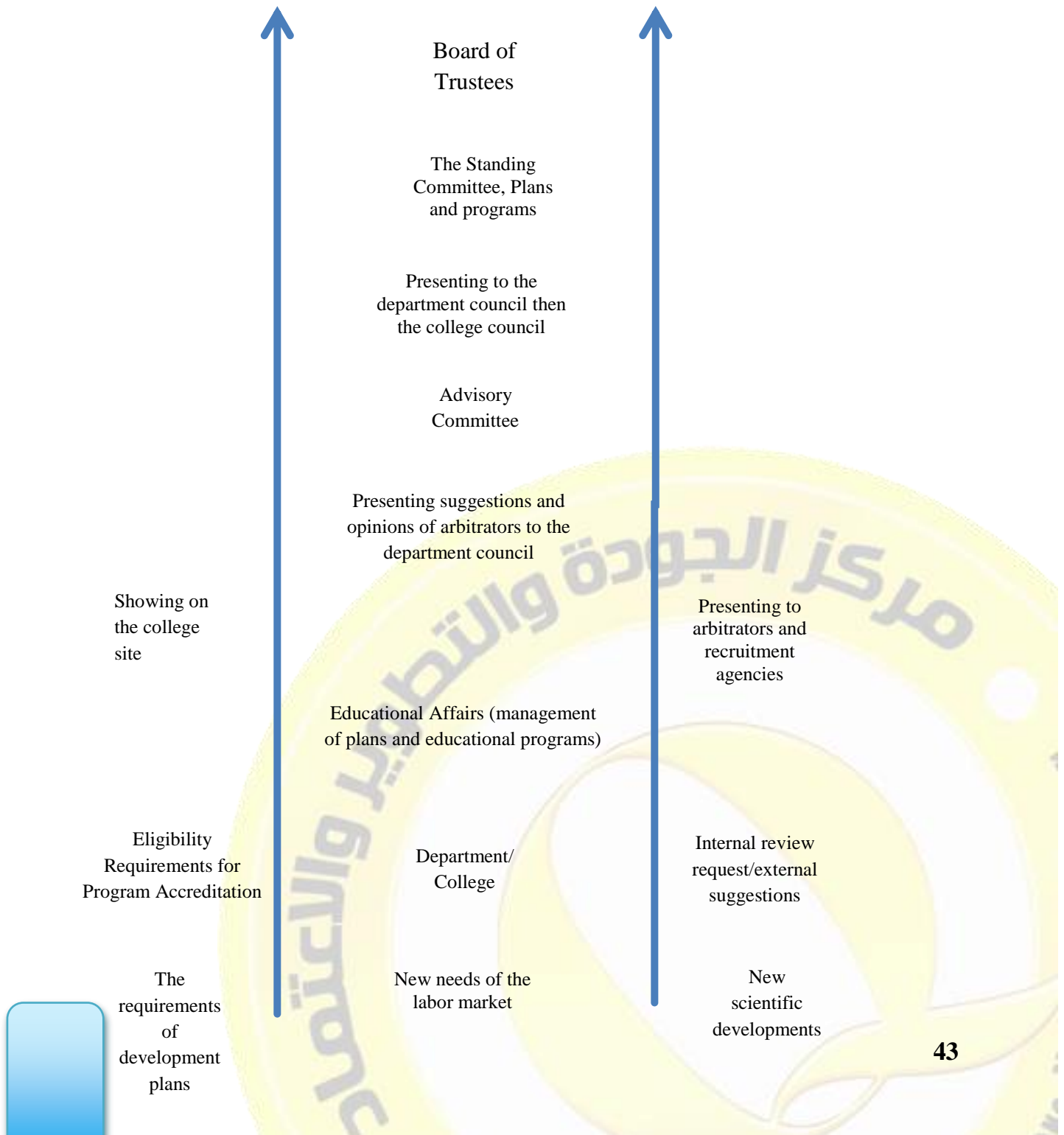


Figure 2.13. The Mechanism of Development and Modification of Plans and Programs²⁰

Figure 2.14 presents the amendment path and development of programs.



مجلس الكلية	College Board
اللجنة العليا للخطط والبرامج	Higher Committee for Plans and Programs
لجنة الخطط والبرامج بالكلية	College Committee for Plans and Programs
لجنة الخطط بالقسم	Department Committee for Plans
مجلس الأمناء	Board of Trustees
مجلس القسم	Department Board

Figure 2.14. The Amendment Path and Development of Programs

⁵ ²⁸Zainab Ahmed Abdel-Ghani, "Program planning," Buraydah Colleges, 2013G.



The Higher Committee for Plans and Programs shall have the following responsibilities:²¹

1. Making decisions to establish new, and cancel existing programs
2. Making decisions concerning the development of existing programs
3. Making decisions concerning the development of existing curricula

The Handbook contains detailed explanations of the following subjects:

1. Elements of the study plans
2. Development mechanism for study plans
3. Stages in preparing study plans
4. Summary of procedures in preparing study plans
5. Graduation requirements for Bachelor's degree
6. Operational plans of program education
7. Forms of The NCAAA
 - a) Template of program specifications.
 - b) Template of field experience specifications.
 - c) Template of course specifications.
 - d) Template of program report.
 - e) Template of course reports.
 - f) Template of field experience report.
 - g) National Qualifications Framework (NQF)

- **Elements of the Strategic Plan**

1. Introduction to the college
2. Introduction to the departments
3. Operational plan
4. Available human and physical abilities, and the requirements necessary to perform, evaluate, and develop the plan
5. Mechanism of development of study plans
6. Study plans of scientific departments
7. Structure of the program, university course, college course, and major course

- **Relationship between the mission, objectives and learning outcomes**

The objectives of the program derives from its mission, then through the process of determining the program learning outcomes expected, and finally, by determining the assessment tools that will be used to evaluate learning outcomes.

^{6.} ²⁹The General Supervisor, decision no. 35/1/1644 d in the date of 16/11/1435 H.



3. The educational objectives of the program are determined with respect to the program's mission, and learning outcomes are determined subsequently
4. Course learning outcomes are determined with respect to the learning objectives

- **Vertically:**

1. The mission of the college is determined with respect to all colleges (university level), after which the program mission is determined
2. The educational objectives of colleges are determined with respect to the educational objectives of the colleges (university level), and subsequently, the educational objectives of the course are determined
3. After actual completion of the courses, feedback from course reports is used to review the higher levels of educational objectives (program objectives, college objectives, and colleges' objectives: university level).

- **Outcomes of the Learning Program (according to the NQF)**

Table 2.9 shows the outcomes of the learning program that Bachelor's degree Graduates must have (accredited certificate of the college).

Table 2.9. Outcomes of the Learning Program (according to the NQF)

The Cognitive Field	Program learning outcomes
Knowledge	The learner should have extensive, integrated, and organized knowledge about the field of study and the principles and main theories related to it. The learner should master knowledge and theories in other scientific fields related to his/her field, and master other related professional fields if the field is professional. The learner should master the latest developments in the specializations of his study area, including having higher awareness of modern research about ways in which to address issues and increase knowledge in the area of specialization. Graduates should be familiar with systems and regulations of the profession, and its technical requirements, and ways in which to develop over time to respond to changes in the surrounding circumstances
Cognitive Skills	The learner should have the ability to conduct surveys, and understand and evaluate the information, concepts, and new evidence from a variety of sources. Further, s/he should be able to apply those findings to cases and problems on a large scale with minimal direction. The learner should review relatively complex problems through the use of various types of information technology and other resources. S/he should provide innovative solutions, taking into consideration theoretical knowledge and related practical



The Cognitive Field	Program learning outcomes
	experiences, and the consequences of the decisions made. S/he also should be able to apply these skills and knowledge in academic and professional contexts related to the study area. In the professional programs, the learner should be able to use routine procedures effectively and determine the situations that require innovative solutions.
Interpersonal and Communication Skills and Responsibility	<ul style="list-style-type: none"> • The learner should contribute to, and facilitate finding constructive solutions to issues in collective situations, whether s/he is in a leadership position, or is a member of a group. S/he should be able to lead a group in a variety of situations that require innovative responses • The learner must take the initiative in identifying any issues that require special care, and respond to them appropriately, whether individually or through collective action • The learner must take responsibility for his/her learning, determine and use means of finding new information, and the required analysis methods to accomplish the tasks assigned to him/her • The learner must cope with ethical and professional issues that are related to values and moral judgments in ways that are sensitive to others and are compatible with fundamental values and accepted professional ethics
Internet, Communication, IT, and Numerical Skills	<ul style="list-style-type: none"> • The learner must be able to determine the statistical and mathematical methods needed to analyze issues and problems, and apply them creatively in interpreting the information and proposing solutions • S/he must be able to communicate effectively, both verbally and in writing, and choose and use the appropriate forms of presentation for different issues and recipients • The learner must be able to use suitable information and communication technologies routinely to gather, interpret, and communicate information and ideas

Table 2.10. Learning Attributes (according to the NQF)



Attributes of Bachelor's Graduates

Bachelor's graduates should have achieved the following:

- Knowledge of a comprehensive, coherent, and organized set of expertise in a particular study area, and the theories and principles related to that area
- The ability to understand complex problems and find innovative solutions with limited direction using concepts from their area of study and other related areas
- The ability to identify and use appropriate mathematical and statistical methods to analyze and find solutions to complex issues, and the ability to choose the most suitable mechanisms to present the results to various recipients
- Leadership ability and readiness to cooperate fully with others in joint projects and initiatives
- If the program is professional, the learner should be familiar with a broad range of integrated knowledge and the skills required for effective participation in the professional area
- If the program is academic, and does not lead to professional practice, the learner should have acquired deep knowledge and comprehensive understanding of the research literature in the area of specialization, and be able to interpret, analyze, and evaluate the importance of such research to increase knowledge in the academic area

Graduates of this level should:

- Take the initiative in identifying problems and issues and finding solutions in both individual and collective situations, and exercising leadership to find practical and innovative solutions
- Apply the perceptions and survey methods that they acquired in their study area to address problems and issues in various contexts
- Understand the nature of the rapid changes in the information landscape in their specialization, and be able to take that into account when examining academic or professional issues and proposing solutions
- Participate in activities in order to remain current with the latest developments in their academic and professional areas, and continue to enhance their knowledge and self-understanding
- Always show a high level of ethics and disciplined behavior, as well as the spirit of leadership in academic, professional, and social contexts
- Behave in ways compatible with Islamic values and beliefs, and reflect high levels of dedication, responsibility, and commitment to community service



Attributes of Bachelor's Graduates

The learner should have the ability to conduct surveys and understand and evaluate information, concepts, and new evidence from a variety of sources, and to apply the findings to cases and problems on a large scale with minimal direction. The learner should review relatively complex problems using various types of information technology and other resources. S/he should provide innovative solutions, taking into consideration the theoretical knowledge and related practical experiences, as well as the consequences of the decisions made. S/he also should apply these skills and knowledge in academic and professional contexts related to the study area. For professional programs, the learner should have the ability to use routine procedures effectively and determine the situations that require innovative solutions, as well as the theoretical and practical responses needed, depending on the related process.

- The learner should contribute to, and facilitate the development of constructive solutions to issues in collective situations, whether s/he is in a leadership position, or is a member of a group. S/he should be able to lead the group in a variety of situations that require innovative responses
- The learner should take the initiative in identifying issues that require special care and respond to them appropriately, whether individually or through collective action
- The learner must take responsibility for his/her learning, determine and use means of finding new information, and the required analysis methods to accomplish the tasks assigned to him/her
- The learner must cope with the ethical and professional issues that are related to values and moral judgments in ways that are sensitive to others and are compatible with fundamental values and accepted professional ethics
- The learner must be able to determine the statistical and mathematical methods needed to analyze issues and problems, and apply them creatively in interpreting the information and proposing solutions
- S/he must be able to communicate effectively, both verbally and in writing, and choose and use the appropriate forms of presentation for different issues and recipients
- The learner must be able to use suitable information and communication technologies routinely to gather, interpret, and communicate information and ideas

Table 2.11 refers to the transition process from the college mission and program objectives to the learning outcomes expected and the evaluation tools used.



Table 2.11: The Transition from the Program Mission to the Program Objectives Expected when Applying to the Human Resources Program

Program Mission	Program Objectives	Learning outcomes expected	Measurement Tools		What should be written in the formulation of learning outcomes and what should not be written
			Direct	Indirect	
The mission of the Human Resources program includes the preparation of specialized cadres in the area of Human Resources management and the professional skills and positive attitudes that enable them to be innovators and responsive to the needs of the community.	1. The Human Resources program is designed to present knowledge, basic information of principles, concepts, and Human Resources theories.	It is expected by the end of the program that the student will be able to: Learn principles, theories, and concepts related to Human Resources, and distinguish the different characteristics of the work in the field.	At the course level: - Daily jobs - Sudden short tests - Duties - Discussions - Participation - Tests At the program level: - Specialized tests in area - Attend conferences - Scientific issues for the student - Field training - Actual observation of the student	At the course level: Evaluating the course: The percentage of students who participate in active learning At the program level: Meetings with students. Register in special programs providing information on human resources.	Eliminate mysterious and incomprehensible words. Eliminate words that carry more than one meaning. Use measurable verbs: see Table). Determine conditions of desirable behavior. Determine the content of learning. Determine performance criteria. Remember that expected learning outcomes are derived from the objectives of the program and courses, as program objectives are
	2. The human resources program aimed at providing	It is expected by the end of the educational activities that the student will be able to: -Apply the principles and	At the course level: Class discussions		



Program Mission	Program Objectives	Learning outcomes expected	Measurement Tools		What should be written in the formulation of learning outcomes and what should not be written
			Direct	Indirect	
	students with human resources management skills in various positions	concepts of human resources. -To be able to analyze behavioral attitudes of individuals. -To be able to anticipate the attitudes of individuals towards the department's decisions. -To be able to lead groups of colleagues. -To be able to obtain important and effective results by analyzing statistical data.	At the program level: External participation in governmental and private institutions to learn Human Resource management methods.	At the course level: - Class and university activities related to the program. - The percentage of students who participate in active learning in class activities. At the program level: Survey workers in work places.	derived from the college mission. Remember that the focus is on the student's behavior, not your activity. Formulate the outcomes in the same language of actions and works

- Quality Assurance and Learning outcomes

According to the NCAAA system, the following must be taken into consideration:

1. The consistency of learning outcomes with The National Framework
2. Learning outcomes must be consistent with the mission and objectives of the program
3. Learning outcomes must be determined accurately

4. Scientific and professional principles must be considered
5. The needs of the labor market must be considered
6. Programs and courses must be described according to learning outcomes
7. Provide what proves that planned learning outcomes fit with those achieved (e.g., Graduate opinions/employer surveys/student achievement records)
8. Graduates' characteristics must be taken into consideration according to the National Framework
9. Opinions of academic and related professional experts must be taken into consideration

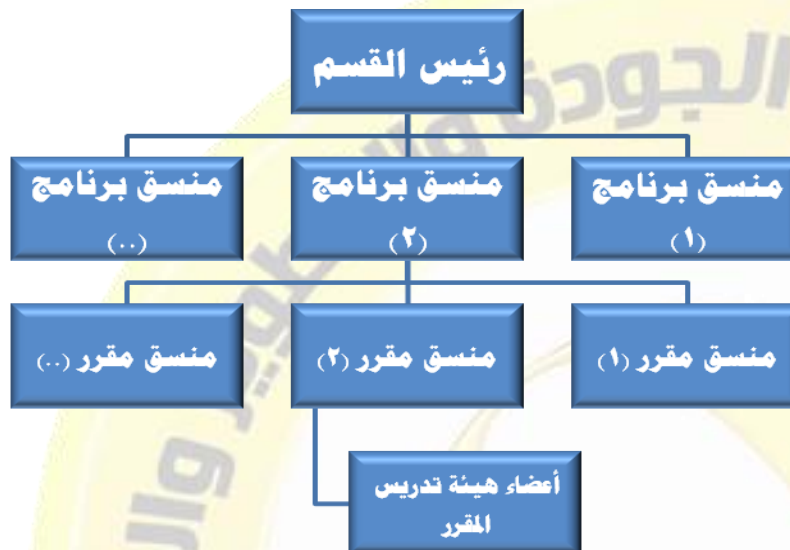
- **How to write learning outcomes**

These can be written in the infinitive form, such as: "It is expected that by the end of the course or program study, the student will be able to..."

Learning outcomes in Buraydah Colleges have been formulated to in alignment with the National Framework for Qualifications and in the Quality Assurance and Academic Accreditation Guide issued by NCAAA. Furthermore, they are measured by using direct and indirect methods of assessment.

Figure 2.16 shows the administrative organization of the scientific departments.

- **Administrative Organization of Scientific Departments**



رئيس القسم	Department Head
منسق برنامج (1)	Program Coordinator (1)

مُنسق برنامج (2)	Program Coordinator (2)
مُنسق برنامج (..)	Program Coordinator (.)
مُنسق مقرر (1)	Program Coordinator (1)
مُنسق مقرر (2)	Program Coordinator (2)
مُنسق مقرر (..)	Program Coordinator (.)
أعضاء هيئة تدريس المقرر	Course Teaching staff members

Figure 2.16. The Administrative Organization of Scientific Departments

- **Program Coordinator/Director duties:**

The Program Coordinator/Director supervises planning, and monitors and evaluates the program with respect to “program portfolio” contents (in electronic and paper form) that include the following elements:

Program Handbook:

This contains the program definition, as well as information concerning optional and obligatory courses, official hour numbers, department/college requirements, and details of courses that should be studied every year or term.

Program Advisory Committee

Program specifications document²³

This contains the following elements in both Arabic and English:

1. Name, program code, program hour number, and program coordinator
2. Program mission and objectives, and relationship between the program mission and the department, college, and university missions
3. Professions and jobs for which students are prepared
4. Program admission conditions
5. Program environment
6. Program regulatory chart
7. Study map and short description of the program course
8. Program learning outcomes
9. Program matrices:
 - a. Educational objective matrix
 - ب. Learning output matrix with teaching strategies

²³ Program specifications, NCAAA: 2013, 2009, 2015.



- د- Learning output matrix with methods of direct and indirect measurement
- ذ- Learning output matrix with course learning outcomes
- 10. Performance indicators, reference checks, proofs and evidence
- 11. Student characteristics, and their methods of measurement and development
- 12. Field Training
- 13. Rubric
- 14. Learning sources

Community service file

Academic development file of program staff members.

Annual report file of program achievements, including direct and indirect measurements of learning outcomes

Follow up communication with graduates after graduation in cooperation with Graduate Affairs Department

Statistical file

Program quality improvement file (includes internal and external references of the program)

Academic supervision file: This is coordinated with the Academic supervisor to guide and monitor the program students, and resolve their problems

Research file regarding staff members

Academic accreditation qualification file

- **Course coordinator duties (course portfolio):**

If there is more than one staff member teaching the same course, a member shall be appointed to coordinate between all members teaching the course. If there is only one member teaching the course, such member shall also act as the coordinator. There shall not be more than one course file regardless of the number of its teachers. Courses shall be planned and evaluated, taking into account program planning and assessment with respect to learning outcomes.

The Program Coordinator supervises planning, and monitors and evaluates the course with respect to “the course file.”

- **Program Coordinator’s portfolio contents (course file, in electronic and paper form):**



1. Staff members' CVs
 2. Academic excellence prizes (if applicable)
 3. Staff members' approach to teaching duties and tasks
 4. Course name, number, and code
 5. Teaching unit number and its distribution method
 6. The aforesaid, or requirements that accompany course
 7. Educational level of the course
 8. Course specifications (in both Arabic and English)
 9. Course objectives
 10. Short description of basic learning outcomes of course (according to the NCAAA)
 11. Main course subjects and distribution
 12. Course teaching strategies
 13. Course assessment methods
 14. Student evaluation schedule throughout the term and grade distribution
 15. Course teaching requirements (laboratories-devices-programs-special preparations)
 16. Learning sources (primary and additional references/websites)
 17. Course assessment and improvement processes
 18. Processes to check student achievement levels and plans for periodic review of course and improvement planning
 19. Date on which the file is approved by the department
 20. Samples of tests, homework, etc. related to courses along with their answer keys
 21. Samples of students' corrected test papers and various homework papers
 22. Statistical outcome data
 23. Students' average evaluation of professors and course (course assessment questionnaire)
 24. Outcomes of professors' course evaluation
 25. Course report (all course files should be collected in the Quality Office) and improvement plan
- **Staff member portfolio (electronic and paper portfolio):**
Portfolio contents:
 1. CVs
 2. College Handbook
 3. Staff member Handbook
 4. Ethical practices Handbook
 5. Program specifications
 6. Course specifications
 7. Study plan for the current term



8. Course report on the previous term
9. Course improvement plan for the current term
10. Academic advising Handbook
11. Assessment scale Rubric
12. Statistical file

- **Course matrix:**

As indicated in Figure 2.17, the course matrix is one the most important tools in planning and assessment. It should be reported to the students at the beginning of the term so that they know how their achievements are evaluated.

For example, the second objective is achievement of general knowledge of principles, concepts, theories and procedures (Skills Knowledge), as well as Cognitive Skills. The matrix indicates the direct measurement of course learning outcomes.

Table 2.12: Course Matrix

Objectives	Learning Outcomes	Assessment tools
1	1	Achievement file
2	2,1	
.	.	
.	.	
.	.	
4	5/4	

Table 2.13 illustrates the evaluation scale in the math department. It was taken from an electronic file.

- **Student achievement file Rubric:**

The “Student achievement” file is the foundation for student evaluation. It should be announced to the students at the beginning of the term so that they understand the different aspects of evaluation that accompany their grades. This should be in ascending form from “poor,” to “good,” to “excellent.”



Table 2.13. Student Achievement File²⁴Rubric.

Course (program, course name and code, level and professor)

Assessment aspects	Excellent (5)	Very good (4)	Good (3)	Acceptable (2)	Poor (1)	Very poor (zero)	Points
Knowledge							
Research							
Applicability							
Analysis							
Evaluation							
Total grade							Total grade of year worksheets

- **Assessment aspects**

Assessment aspects differ from one course to another, e.g., between theoretical and practical courses. They should measure how far students progress according to levels of the educational objectives introduced by Bloom (Figure 2.9), ranging from knowledge to comprehension to application and evaluation.

After developing objective levels (matrix) as in Table 2.14, students should be divided into groups. A grade evaluation scale (columns in the Table) arranges each group according to its achievement level. Table 2.14 gives an example of the course evaluation for “Medical Surgical Nursing” in the Nursing program in the College of Applied Medical Sciences.

Table 2.14 refers to evaluation of what the students learn during the term.

³³Zainab Ahmed Abdel-Ghani, “Program planning,” Buraydah Colleges, 2013G.



Table 2.14. Example of a Student’s Achievement in the “Medical Surgical Nursing “Course in the Buraydah Colleges during the term...during the academic year...distributed according to Support Factors²⁵

Assessment aspects	Very poor (No advance)	Poor (Little advance)	Acceptable (Advance less than average)	Good (Average advance)	Very good (Experienced advance)	Excellent (Experience d and professional advance)
Define	Unable to define	Tried, but failed to define	Defined in part, and failed to define the other	Defined all parts	Defined all parts and added one	Defined all parts and gave several examples
Research	No research, or presented obscure subject	Student used titles only as contained in references	Used a text from source not recommended	Used only one additional source	Used at least two additional sources	Used two sources with discussion
Apply	No application	Hardly understandable application	Application with data sources	Application with proof	Application with proof and explanation	Application with proof, explanation, and comparison
Analyze	No analysis	Uses wrong analysis	Makes analysis with comparison between a strong and a weak aspect	Makes analysis, compares between more than one strong and one weak aspect	Makes analysis with comparison between a strong and weak aspect with source analysis	Makes analysis with comparison between two strong and two weak aspects with source analysis
Assess	No assessment	Failed attempt to assess	Makes assessment without specifying change rate	Makes assessment and specifies change rate	Makes assessment that specifies the level and analyzes causes of change	Makes assessment that specifies the level, analyzes causes of change, and evaluates the approach

³⁴Applied examples can be established in different science fields according to their nature, provided that specialists in the course prepare them.



A teaching staff member should prepare an evaluation scale for every course s/he teaches so that students are evaluated fairly.

Table 2.15. Student Performance during the Term²⁶

Assessment	Assessment (such as research writing, test, group project, practical training, oral presentation, etc.)	Fixed week	Final evaluation rate
1			
2			
3			
4			
5			
6			
7			

- Designing strategies for learning, teaching and evaluation methods²⁷

Table 2.16 refers to the relationship between program learning outcomes, learning and teaching strategies, and evaluation methods.

- Program Name: _____ Program Responsible: _____

Table 2.16. Relationship between Program Learning Outcomes, Teaching Strategies and Evaluation Methods

No.	Learning Outcomes	Teaching strategies ²⁸	Assessment methods
1	Knowledge		
1.1			
1.2			
1.3			
1.4			

²⁵Table 6: "Assessment table of what the students learn during the term, course specifications, NCAAA,2015.

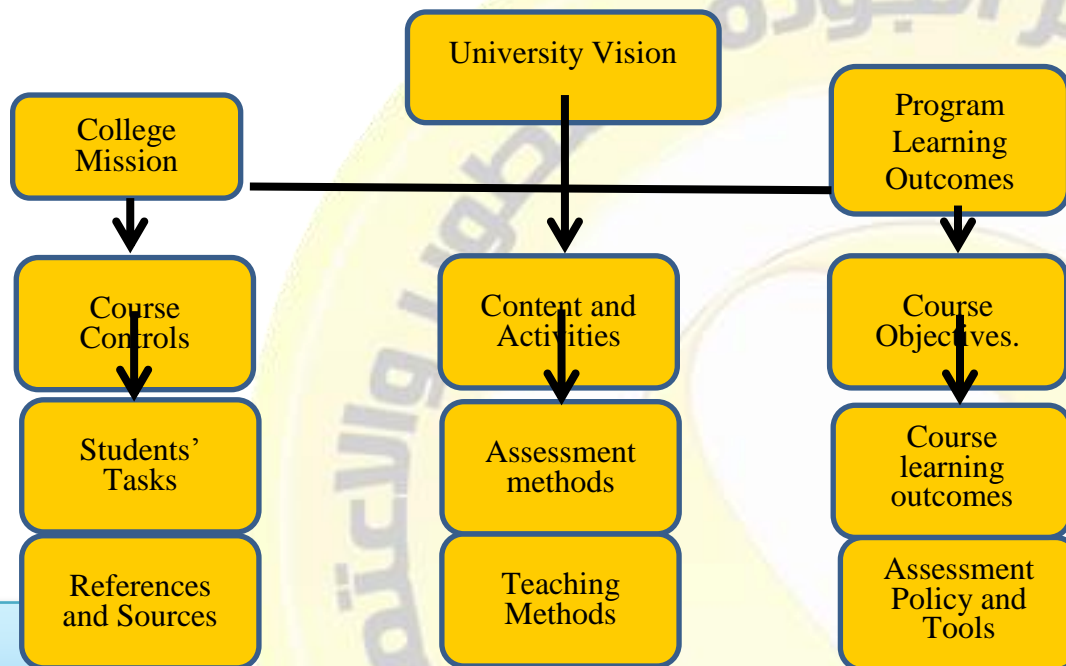
²⁶Program specifications template-NCAAA-July, 2013.

²⁷Refer to Table 3.18.



No.	Learning Outcomes	Teaching strategies ²⁸	Assessment methods
2	Cognitive Skills		
2.1			
2.2			
2.3			
2.4			
3	Interpersonal Skills and Responsibility		
3.1			
3.2			
3.3			
3.4			
4	Communication and Information Technology and Numerical Skills		
4.1			
4.2			
4.3			
4.4			
5	Psychomotor skills		
5.1			
5.2			
5.3			
5.4			

Figure 2.17 illustrates planning the course and the relationship between the university vision, program learning outcomes, and the college mission.





Appendices

Figure 2.17.Planning the Course and the Relationship between the University Vision, Program Learning Outcomes, and the College Mission

Table 2.17 refers to the matrix²⁹ for linking learning outcomes of the course to learning outcomes of the program.

Table 2.17.Matrix for Linking Learning Outcomes of the Course to Program Learning Outcomes

Number of course learning outcomes	Program Learning Outcomes (Using the same number of course learning outcomes as indicated in the program specifications)							
	1.1	1.2		2.1		3.2	4.1	
1.1								
1.2								
3.1								
2.1								
2.2								
3.2								

With respect to linking course subjects and learning outcomes, a special matrix should be prepared with the hypothesis (proposition) that the whole course (primary, advanced, or professional) is of the same nature as indicated in Table 2.18.

Table 2.18.Matrix of Distribution of Learning Outcomes to Course Subjects

- Course Teacher
- Course Code and Name

Program Name:

³⁸Course specifications “template, NCAAA, 2015.



Learning outcomes	Course Subjects					
	1	2	3	4	5	6
1	Knowledge					
1.1	√					
1.2	√					
...						
1.N			√			
2	Cognitive Skills					
2.1	√					
2.2			√			
...						
2.N				√		
3	Interpersonal Skills and Responsibility					
3.1	√					√
3.2		√				√
...						
3.N		√				√
4	Information Technology and Communication Skills					
4.1	√					√
4.2	√					√
...						
4.N	√					√
5	Psychomotor Skills					
5.1					√	
5.2						√
...						
5.N						√

Purposeful learning outcomes are associated with learning and teaching strategies. Every group of purposeful learning outcomes has adequate strategies that are not suitable for other groups. For example, representation and imitation can help students acquire a psychomotor skill, but cannot help them acquire theoretical knowledge, for which a lecture strategy can be suitable, and so on.

Table 2.19 shows an example of purposeful learning outcomes and its adequate learning and teaching strategies.

Table 2.19. Learning Output Matrix and Learning and Teaching Strategies



Learning outcomes	Learning and Teaching Resources									
	Lecture	Discussion	Problem solution	Self learning	Cooperative learning	Small groups	Practical training	Individual work	Teamwork	Representation and imitation
1 Knowledge										
1.1	√				√					
1.2	√									
...										
1.N			√	√	√	√			√	
2 Cognitive Skills										
2.1	√		√	√	√	√		√		
2.2	√		√							
...										
2.N										
3 Interpersonal Skills and Responsibility										
3.1	√					√			√	
3.2		√				√			√	
...									√	
3.N		√				√			√	
4 Information Technology and Communication Skills										
4.1	√					√				
4.2	√					√				
...										
4.N	√					√				
5 Psychomotor Skills										
5.1					√					√
5.2						√			√	√
...									√	√
5.N						√				√

In summary, academic planning is an integral process that focuses on learning outcomes and links those outcomes to the following:

1. Course contents
2. Matrix of learning methods and strategies
3. Activities supporting learning processes
4. Assessment and assessment



On the other hand, the NQF represents the heart of the planning and evaluation system, as shown in Figure 2.18.



Figure 2.18. Planning and Evaluation System.



Assessment and Measurement

Assessment and evaluation Processes are based on two factors:

- First: Assessment and measurement of Buraydah Colleges as an institution of higher education
- Second: College program assessment and measurement



System Importance

Assessment and measurement is an integral subsystem designed to maximize the proficiency of a larger system, the Quality Management System in the Colleges as a whole, by reducing educational wastage and maximizing practicality and proficiency. In order for this system to succeed, we must be concerned with qualitative training to improve quality and develop it continually.



Elements of Measurement and Assessment System

The Measurement and Assessment System of Buraydah Colleges consists of the following elements:

1. Senior Management support for quality systems
2. Performance according to scientific and professional rules
3. Internal training
4. External training
5. Technical and academic qualifications to measure and evaluate employees
6. Measurement and evaluation of employees' fulfillment of their tasks
7. The scientific and technical level of quality planners
8. Monitoring implementation of quality plan



Assessment levels according to the Authority:

According to the figure (number), assessment is divided into six levels:

1. Very poor: equal to zero grade.
2. Poor: equal to 2 grades.
3. Acceptable: equal to 4 grades.
4. Average: equal to 6 grades. This is satisfactory.
5. Good: equal to 8 grades.
6. Very good: equal to 10 grades.



Accordingly, there is no “excellent” level.

- What is the primary action required for these levels?

According to the Authority, the first four levels (very poor, poor, acceptable, and average) require improvement, while the fifth and sixth levels (good, very good) need to develop further.

Digital Assessment System (Rubric):

As described in Chapter Three with respect to the student evaluation scale Rubric, such as scale should be prepared to evaluate the course and program, and assess the department, management, college, and university.

This system consists of three elements:

1. Measurement of the achievement progress of one practice contained in the measurement documents in the Rubric consists of six grades beginning with zero. In the “zero” group, “practice” is not performed despite its importance. Thereafter, evaluation continues as indicated in Table 1.6.
2. The star system contained in the NCAAA measurement documents should be used and amended to a decimal system (by multiplying every star by 2) to assess to what degree we adhere to quality and then to evaluate its level: (* = 2), (** = 4), (***) = 6), (**** = 8), (***** = 10).
3. Every practice is calculated by a relative weight, as indicated in Table 6.1, provided that the total weights of all items equal 100. As mentioned above, these weights are assessed personally (subjectively) or statistically (objectively) by regression models. These weights ensure the relative importance of an item’s role in achieving quality.

Accordingly, the total points in the assessment and measurement system equal the practice assessment degree multiplied by its relative weight. Then, substandard assessment points are calculated by collecting substandard practice assessment points, etc.

Relative weight conditions in Buraydah Colleges:

A committee of college senior staff members (with student participation) who have long experience and are representatives of concerned agencies should be formed to set the relative weights of all practices, criteria, and standards.



The Committee shall carry out these tasks exclusively:

1. Reviewing international and local experiments when setting relative weights for quality standards of education.
2. Reviewing relative weight conditions including:
 - a. Relative weight can reflect the importance of “practice “and its effect on substandard quality and thereafter, on standard quality.
 - b. Relative weight can reflect the practice “size” compared to substandard size and thereafter, standard size.
 - c. Relative weight can reflect “the time taken” to achieve the practice compared to the substandard and then standard.
Relative weight can reflect the “cost” to implement the practice and then the substandard cost, which, in turn, reflects the standard cost.
 - e. Relative weight can establish “a rule” through systems and regulations.

Relative weight can reflect all of the previous factors.

The following table shows the relative weights of all practices, criteria, and standards. These weights have been agreed to reflect the real situations in the colleges at the date of reporting.

Table 5.1. Buraydah Colleges’ Relative Weights of Practices, Criteria, and Standards.³⁰

Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total 1000
1			55	
1.1		7		
1.1.1	2			
1.1.2	1			
1.1.3	1			
1.1.4	1			
1.1.5	1			
6.1.1	1			
1.2		10		
1/-2/-1	3			
1.2.2	3			
1.2.3	2			
4.2.1	2			
1.3		7		

⁴⁷ Practices have been coded as in the Assessment Measurement document in English, which was issued by the NCAAA in 2013AD.



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
1.3.1	4			
1.3.2	3			
1.3.3	N.A.			
1.3.4	N.A.			
1.4		10		
1/-4/-1	4			
1/-4/-2	2			
1/-4/-3	4			
1.5		21		
1/-5/-1	5			
1/-5/-2	4			
1/-5/-3	4			
1/-5/-4	4			
1/-5/-5	4			
2			65	
2.1		13		
1.1.2	2			
2.1.2	2			
2.1.3	1			
2.1.4	1			
2.1.5	N.A.			
6.1.2	1			
2.1.7	1			
2/-1/-8	1			
2/-1/-9	1			
2/-1/-10	1			
2/-1/-11	1			
2/-1/-12	1			
2.2		14		
2.2.1	1			
2.2.2	1			
2.2.3	2			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
4.2.2	1			
2.2.5	1			
2/-2/-6	1			
2/-2/-7	1			
2/-2/-8	1			
2/-2/-9	1			
2/-2/-10	1			
2/-2/-11	1			
2/-2/-12	1			
2/-2/-13	1			
2.3		14		
2.3.1	2			
2.3.2	2			
2.3.3	2			
2.3.4	2			
2.3.5	1			
2.3.6	1			
2.3.7	1			
2.3.8	1			
2.3.9	1			
2.3.10	1			
2.4		5		
2.4.1	2			
2.4.2	1			
2.4.3	1			
2.4.4	1			
2.5		5		
2.5.1	1			
2.5.2	1			
2.5.3	1			
2.5.4	1			
2.5.5	1			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
2.6		7		
2.6.1	2			
2.6.2	2			
2.6.3	1			
2.6.4	1			
2.6.5	1			
2.7		7		
2.7.1	1			
2.7.2	1			
2.7.3	2			
2.7.4	1			
2.7.5	2			
2.8		N.A.		
2.8.1	N.A.			
2.8.2	N.A.			
2.8.3	N.A.			
2.8.4	N.A.			
2.8.5	N.A.			
2.8.6	N.A.			
3			95	
3.1		18		
3.1.1	4			
3.1.2	3			
3.1.3	4			
3.1.4	1			
3.1.5	2			
3.1.6	2			
3.1.7	2			
3.2		17		
3.2.1	3			
3.2.2	3			
3.2.3	3			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
3.2.4	2			
3.2.5	2			
3/-2/-6	2			
3.2.7	2			
3.3		32		
3.3.1	3			
3.3.2	3			
3.3.3	3			
3.3.4	3			
3.3.5	3			
3.3.6	3			
3.3.7	3			
3.3.8	3			
3.3.9	2			
3.3.10	2			
3.3.11	2			
3.3.12	2			
3.4		14		
3.4.1	3			
3.4.2	3			
3.4.3	2			
3.4.4	2			
3.4.5	3			
3.4.6	1			
3.5		14		
3.5.1	6			
3.5.2	4			
3.5.3	4			
4			350	
4.1		52		
4.1.1	5			
4.1.2	2			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
4.1.3	3			
4.1.4	3			
4.1.5	5			
4.1.6	5			
4.1.7	5			
4.1.8	5			
4.1.9	4			
4.1.10	5			
4.1.11	5			
4.1.12	5			
4.2		48		
4.2.1	10			
4.2.2	9			
4.2.3	9			
4.2.4	10			
4.2.5	10			
4.3		31		
4.3.1	5			
4.3.2	5			
4.3.3	4			
4.3.4	4			
4.3.5	4			
4.3.6	4			
4.3.7	5			
4.4		42		
4.4.1	5			
4.4.2	4			
4.4.3	5			
4.4.4	4			
4.4.5	3			
4.4.6	4			
4.4.7	4			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
4.4.8	4			
4.4.9	4			
4.4.10	5			
4.5		27		
4.5.1	3			
4.5.2	2			
4.5.3	3			
4.5.4	3			
4.5.5	3			
4.5.6	2			
4.5.7	3			
4.5.8	3			
4.5.9	3			
4.5.10	2			
4.6		31		
4.6.1	4			
4.6.2	3			
4.6.3	N.A.			
4.6.4	3			
4.6.5	N.A.			
4.6.6	4			
4.6.7	N.A.			
4.6.8	N.A.			
4.6.9	4			
4.6.10	4			
4.6.11	3			
4.6.12	3			
4.6.13	2			
4.7		55		
4.7.1	5			
4.7.2	4			
4.7.3	6			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
4.7.4	5			
4.7.5	4			
4.7.6	5			
4.7.7	4			
4.7.8	5			
4.7.9	4			
4.7.10	6			
4.7.11	4			
4.7.12	3			
4.8		18		
4.8.1	3			
4.8.2	3			
4.8.3	2			
4.8.4	2			
4.8.5	3			
4.8.6	2			
4.8.7	3			
4.9		18		
4.9.1	5			
4.9.2	4			
4.9.3	5			
4.9.4	N.A.			
4.9.5	4			
4.10		28		
4.10.1	3			
4.10.2	2			
4.10.3	3			
4.10.4	3			
4.10.5	3			
4.10.6	2			
4.10.7	3			
4.10.8	3			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
4.10.9	3			
4.10.10	3			
4.11		N.A.		
4.11.1	N.A.			
4.11.2	N.A.			
4.11.3	N.A.			
4.11.4	N.A.			
4.11.5	N.A.			
4.11.6	N.A.			
4.11.7	N.A.			
4.11.8	N.A.			
4.11.9	N.A.			
5			105	
5.1		20		
5.1.1	3			
5.1.2	1			
5.1.3	2			
5.1.4	1			
5.1.5	N.A.			
5.1.6	1			
5.1.7	3			
5.1.8	3			
5.1.9	1			
5.1.10	1			
5.1.11	3			
5.1.12	1			
5.2		14		
5.2.1	2			
5.2.2	1			
5.2.3	2			
5.2.4	2			
5.2.5	2			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
5.2.6	2			
5.2.7	2			
5.2.8	1			
5.3		29		
5.3.1	4			
5.3.2	4			
5.3.3	4			
5.3.4	3			
5.3.5	4			
5.3.6	4			
5.3.7	2			
5.3.8	4			
5.4		24		
5.4.1	5			
5.4.2	5			
5.4.3	4			
5.4.4	5			
5.4.5	5			
5.4.6	N.A.			
5.4.7	N.A.			
5.5		9		
5.5.1	2			
5.5.2	2			
5.5.3	1			
5.5.4	2			
5.5.5	1			
5.5.6	1			
5.6		9		
5.6.1	3			
5.6.2	2			
5.6.3	2			
5.6.4	1			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
5.6.5	1			
6			60	
6.1		22		
6.1.1	4			
6.1.2	3			
6.1.3	3			
6.1.4	3			
6.1.5	3			
6.1.6	3			
6.1.7	3			
6.2		13		
6.2.1	1			
6.2.2	2			
6.2.3	1			
6.2.4	2			
6.2.5	2			
6.2.6	2			
6.2.7	1			
6.2.8	2			
6.3		11		
6.3.1	2			
6.3.2	2			
6.3.3	1			
6.3.4	2			
6.3.5	1			
6.3.6	1			
6.3.7	2			
6.4		14		
6.4.1	2			
6.4.2	2			
6.4.3	1			
6.4.4	2			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
6.4.5	1			
6.4.6	1			
6.4.7	2			
6.4.8	1			
6.4.9	2			
7			60	
7.1		13		
7.1.1	3			
7.1.2	3			
7.1.3	2			
7.1.4	1			
7.1.5	3			
7.1.6.	1			
7.2		17		
7.2.1	3			
7.2.2	2			
7.2.3	1			
7.2.4	3			
7.2.5	1			
7.2.6	1			
7.2.7	2			
7.2.8	2			
7.2.9	2			
7.3		13		
7.3.1.	1			
7.3.2	2			
7.3.3	2			
7.3.4	3			
7.3.5	1			
7.3.6	2			
7.3.7	1			
7.3.8	1			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
7.4		17		
7.4.1	2			
7.4.2	2			
7.4.3	2			
7.4.4	1			
7.4.5	1			
7.4.6	1			
7.4.7	1			
7.4.8	2			
7.4.9	1			
7.4.10	2			
7.4.11	2			
7.5		N.A.		
7.5.1	N.A.			
7.5.2	N.A.			
7.5.3	N.A.			
7.5.4	N.A.			
7.5.5	N.A.			
7.5.6	N.A.			
7.5.7	N.A.			
7.5.8	N.A.			
8			40	
8.1		17		
8.1.1.	3			
8.1.2.	3			
8.1.3	1			
8.1.4	1			
8.1.5	2			
8.1.6	1			
8.1.7	2			
8.1.8	2			
8.1.9	2			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
8.2		17		
8.2.1	3			
8.2.2	1			
8.2.3	1			
8.2.4	2			
8.2.5	3			
8.2.6	2			
8.2.7	2			
8.2.8	1			
8.2.9	1			
8.2.10	1			
8.3		6		
8.3.1	1			
8.3.2	2			
8.3.3	1			
8.3.4	2			
9			80	
9.1		25		
9.1.1	3			
9.1.2.	3			
9.1.3	3			
9.1.4	3			
9.1.5	2			
9.1.6	3			
9.1.7	3			
9.1.8	2			
9.1.9	3			
9.2		22		
9.2.1	3			
9.2.2	4			
9.2.3	3			
9.2.4	3			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
9.2.5	3			
9.2.6	2			
9.2.7	1			
9.2.8	1			
9.2.9	3			
9.3		24		
9.3.1	2			
9.3.2	2			
9.3.3	3			
9.3.4	2			
9.3.5	2			
9.3.6	2			
9.3.7	3			
9.3.8	2			
9.3.9	2			
9.3.10	2			
9.3.11	2			
9.4		11		
9.4.1	3			
9.4.2	2			
9.4.3	2			
9.4.4	2			
9.4.5	2			
10			50	
10.1		23		
10.1.1	4			
10.1.2	3			
10.1.3	4			
10.1.4	4			
10.1.5	4			
10.1.6	1			
10.1.7	1			



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
10.1.8	N.A.			
10.1.9	2			
10.1.10	1			
10.2		8		
10.2.1	2			
10.2.2	2			
10.2.3	N.A.			
10.2.4	N.A.			
10.2.5	2			
10.2.6	1			
10.2.7	1			
10.3		N.A.		
10.3.1	N.A.			
10.3.2	N.A.			
10.3.3	N.A.			
10.3.4	N.A.			
10.3.5	N.A.			
10.4		19		
10.4.1	5			
10.4.2	3			
10.4.3	4			
10.4.4	3			
10.4.5	4			
10.4.6	N.A.			
11			40	
11.1		11		
11.1.1	2			
11.1.2	3			
11.1.3	2			
11.1.4	2			
11.1.5	2			
11.2		16		



Standard/substandard/practice	Relative weight			
	Practice Item	Substandard	Standard	Total
				1000
11.2.1	2			
11.2.2	2			
11.2.3	2			
11.2.4	2			
11.2.5	2			
11.2.6	1			
11.2.7	1			
11.2.8	2			
11.2.9	2			
11.3		13		
11.3.1	2			
11.3.2	2			
11.3.3	2			
11.3.4	3			
11.3.5	2			
11.3.6	2			

⊙ Total System Points:

Assessment points of any one of the eight elements are calculated by multiplying the assessment degree of the element level by the weight of the element. The total points of all elements represent the total system points.

Table 5.2. Assessment levels

Assessment possibilities	Evaluation				
	By level	By stars ³¹	Pentathlon system ³²	Percentage system ³³	Amended percentage system
1	Very poor	Zero	Zero	Zero	Zero

⁴⁸“Self Assessment Measurements” document, NCAAA, 2007AD.

⁴⁹The previous reference.

⁵⁰This was built on a five-part department as contained in the Assessment Measurement document, NCAAA.



2	Poor	*	1.5 or less	30 or less	Less than 31
3	Acceptable	**	1.6-2.5	32.50	-31
4	Good (average)	***	2.6-3.5	52.70	-52
5	Very good	****	3.6-4.5	72.90	-72
6	Excellent	*****	More than 4.5	More than 90	-90

The system is subject to the following assessments:

1. Zero = very poor
2. More than zero and less than 31 = poor
3. From 31 to less than 52 = acceptable
4. From 52 to less than 72 = good
5. From 72 to less than 90 = very good
6. From 90 and above = excellent

As a result, the four grades (very poor, poor, acceptable, average) are subject to analysis to identify causes of weakness. The goal is to take adequate measures to address them. The two grades (good, very good) only need to be improved and maintain progress.

Assessment processes are arranged respectively as in Figure 4.5, which shows assessment and measurement processes that should be used in self-assessment. It is also illustrated in the documents: "Self Assessment Measurements of Institutions of higher education" and "Self Assessment Measurements of Higher Education Programs."

The Figure shows that nine steps should be used in "self assessment," as follows:

1. Studying quality assurance standards
2. Studying measurement documents
3. Providing proofs and evidence
4. Providing performance indicators (sufficiency and efficiency)
5. Concluding agreements to provide reference checks
6. Studying aspects of weakness and strength
7. Identifying priorities for improvement
8. Independent verification
9. Preparing detailed plans for improvement

Figure 5.1 shows the relationship between corporate and program assessments. Figure 5.2 illustrates program planning, and Figure 5.3 presents the description cycle and report preparation for programs.

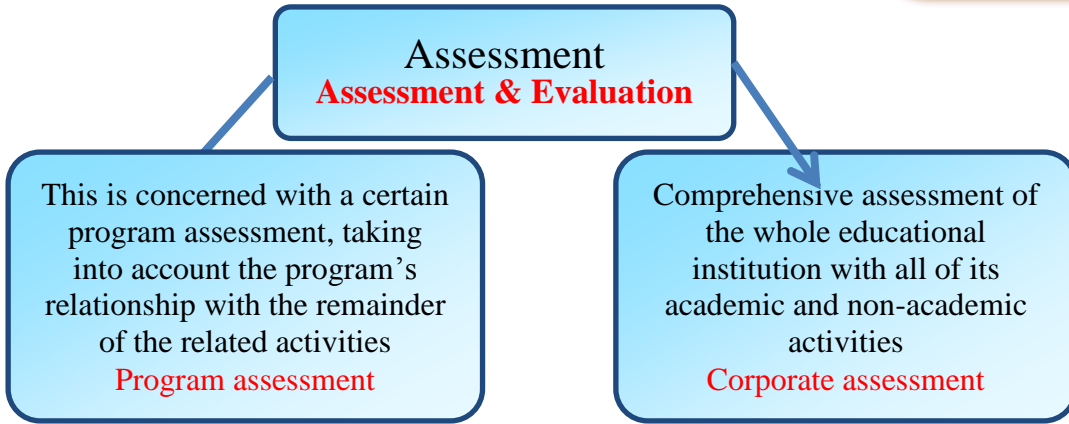


Figure 5.1. Corporate Assessment and its Relationship to Program Assessment

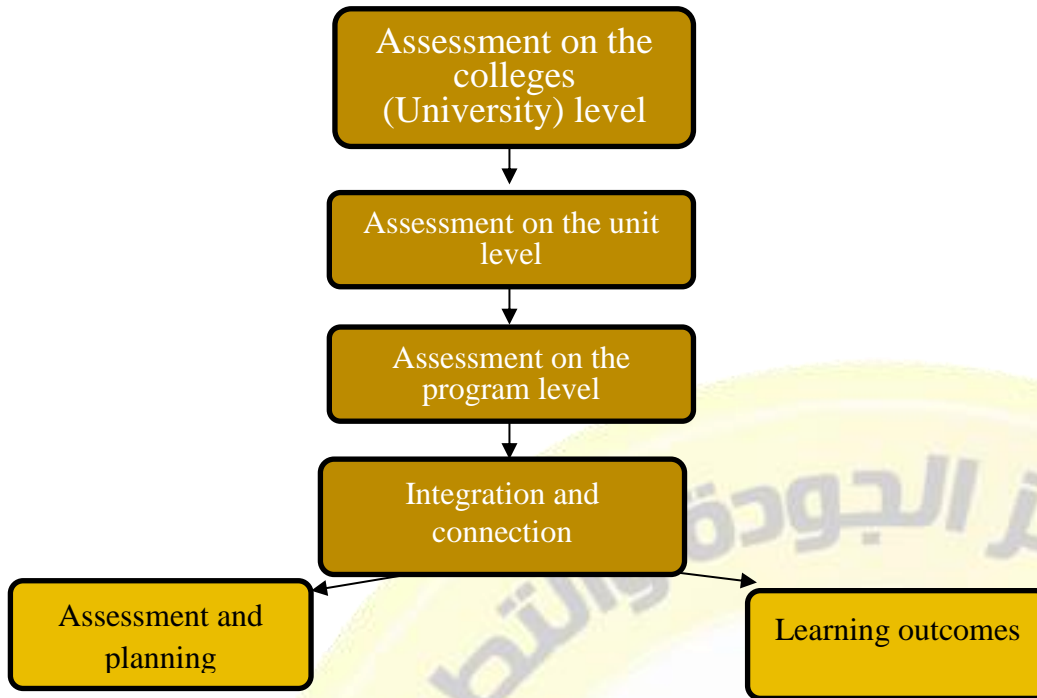


Figure 5.2. Assessment





Figure5.3. Description Models and Reporting³⁴



How to evaluate learning outcomes?

These are evaluated with two types of measurement: Direct and indirect

- **The direct measurement of program learning outcomes**

There are many ways to measure the direct effect of program learning outcomes.

First: Students' results in program courses (as the first example shows)

These methods require an accurate testing system so that the results reflect the students' level generally and their aptitudes in particular. It also requires a highly efficient academic planning system, and a system of transparent reference comparisons to ensure that the results are not exaggerated or unjust, or fail to reflect the students' level.

Second: Program exit test

This method depends on questions directed to the students in the final year that are based on the measurement of learning outcomes (for each group of skills) according to the NQF. These questions are not formulated in a way that exposes the details of courses, such as the final semester exams (as in the case of the College of Dentistry). The grade that the student received represents a direct measurement of program learning outcomes. However, this method has a defect, in that it is not connected with the student's general grade. Subsequently, students are not motivated to attend these exams unless they are given incentives to do so.

Third: Exams of capstone courses

In this method, certain courses that the learner must pass are selected. For example, the ninth level of the General Surgery course in the College of Dentistry is considered a comprehensive course for subjects such as anatomy, and other basic sciences that were studied in previous levels.

³⁴ Handbook of Quality Assurance and Academic Accreditation, the NCAAA.



Fourth: Professional tests

Professional tests, such as the Saudi Commission for Health Specialties, and the Saudi Council of Engineers, are one of the means used to assess program learning outcomes.

Fifth: Standard tests

Some specialized agencies take into consideration the fact that passing a specialized course indicates that the graduate has acquired the main skills. There are other methods that are used rarely.

To address the question of how to measure the direct effect of program learning outcomes, we gave examples in Chapter Three and in Tables 2.7., 2.8, and 2.9, which were prepared during program planning. Example 1 below, illustrates the evaluation of a direct effect:

Example 1: Calculating the estimated percentages of course outcomes to the program learning outcomes

We assume the following to simplify the calculations:

- (1) Educational program Z has only two courses, z1 and z2.
- (2) The Program Advisory Committee has assigned weights⁵³ for courses in accordance with the program, depending on the number of contact hours for each course, as the program includes scientific programs that contain clinical and practical lessons.

Table 2.7. The Weights of Program Courses

Course	The relative weight of the program
Z ₁	40%
Z ₂	60%

- (3) We assume that every course is evaluated on a scale of 100 points that are allocated among the program learning outcomes, taking into consideration the number of contact hours (or any other criteria of the Program Advisory Committee) for each program of learning outcomes and these points are allocated according to the following:

Table 2.8. Calculating the Estimated Points of Course Learning Outcomes

Program learning outcomes	Course z ₁		Course z ₂	
	Degree	Estimated degrees= degree × the relative weight (40%)	Degree	Estimated degrees= degree × the relative weight (60%)
Knowledge	30	12	10	6

⁵³ The weights of the curricula may be according to 1: approved course hour to the approved hours of the program, 2: the number of contact hours to the program contact hours, or 3: The course relative importance to the program and any other substandards of the Program Advisory Committee.



Cognitive Skills	20	8	30	18
Interpersonal and Communication Skills and Responsibility	15	6	20	12
ICT and numerical Skills	15	6	10	6
Psychomotor Skills	20	8	30	18
Total	100	40	100	60

Table 2.9. The Percentage of Estimated Learning Outcomes to the Estimated Learning Outcomes of the Program

Course Learning Outcomes	Course estimated degree: z1	Course estimated degree: z2	The estimated degree for the program	The percentage of course outcomes in z1 to program learning outcomes (%)	Course learning outcomes in z2 to program learning outcomes (%)
Knowledge	12	6	18	67	33
Cognitive Skills	8	18	26	31	69
Interpersonal and Communication Skills and Responsibility	6	12	18	33	67
ICT and numerical Skills	6	6	12	50	50
Psychomotor skills	8	18	26	31	69
Total	40	60	100		

Throughout Tables 2.7, 2.8, and 2.9, we can measure learning outcomes directly depending on the results that already were achieved at the end of the program, as shown in Table 5.3.

Table 5.3. Calculating the Actual Degrees of Course Learning Outcomes



Program learning outcomes	Course z ₁		Course z ₂		The direct effect of program outcomes %
	The actual degree	The actual contribution of course outcomes to the program outcomes=(the actual degree of course ÷ the course estimated degree) × the course estimated contribution to the program outcomes.	The actual degree	The actual contribution of course outcomes to the program outcomes=(the actual degree of course ÷ the course estimated degree) × the course estimated contribution to the program outcomes.	
Knowledge	20	(20÷30) ×12=8	8	4.8	12.8
Cognitive Skills	18	7.2	25	15	22.2
Interpersonal and Communication Skills and Responsibility	12	4.8	18	10.8	15.6
ICT and Numerical Skills	15	6	10	6	12
Psychomotor Skills	20	8	28	16.8	24.8
Total	85	34	89	53.4	87.4

Table 5.4. The Percentage of Actual Learning Outcomes of the Program to the Estimated Learning Outcomes of the Program

Program learning outcomes	The actual contribution of course outcome z ₁ to the program outcomes	The actual degree of course outcomes z ₂ to the program outcomes	The actual degree of program Z ₁ +Z ₂	The actual percentage of course outcomes z ₁ to program estimated learning outcomes (%)	The actual percentage of course outcomes z ₂ to the program estimated learning outcomes (%)	The actual percentage of program outcomes to the percentage of program estimated learning outcomes (100x)
Knowledge	8	4.8	12.8	(8÷18)×100=44	27	71
Cognitive Skills	7.2	15	22.2	27.7	57.7	85.4



Program learning outcomes	The actual contribution of course outcomes z1 to the program outcomes	The actual degree of course outcomes z2 to the program outcomes	The actual degree of program Z1+Z2	The actual percentage of course outcomes z1 to program estimated learning outcomes (%)	The actual percentage of course outcomes z2 to the program estimated learning outcomes (%)	The actual percentage of program outcomes to the percentage of program estimated learning outcomes (100x)
Interpersonal and Communication Skills and Responsibility	4.8	10.8	15.6	26.7	60	86.7
ICT and numerical Skills	6	6	12	50	50	100
Psychomotor Skills	8	16.8	24.8	31.8	64.6	95.4
Total	34	53.4	87.4			

© The relationship between the rubric and the measurement of program and course influences:

1. The Rubric makes a fair distribution of the student's scores overall for each output, according to the specialists' opinions in both the program and the course.
2. Various examinations, including written, oral, clinical, or others, should measure the students' skills (learning outcomes) and actual levels (grades) compared to the Rubric (Target levels or grades).

These are explained in the following example:

- A. If there is a program (physiotherapy, accounting, electrical engineering, dentistry, etc.).
 1. The program is being taught to a number of levels: one, two, three, and so on, until the last level. Statistically, this can be indicated as (1,2,3,...n) where (n) is the number of levels within the program.
 2. The level is being taught in a number of courses: one, two, three, and so on, until the last course. Statistically, this can be indicated as (1,2,3,...n) where n is the number of courses within the level.



3. The course is taught according to a number of topics: one, two, three, and so on, until the last topic. Statistically, this can be indicated as (1,2,3,...n) where n is the number of topics within the course.
4. The topic is taught to acquire a number of skills. According to Bloom's Taxonomy, it begins with skill one, then two, three, and so on, until the last skill. Statistically, this can be indicated as (1,2,3,...n) where n is the number of skills the student acquires in the topic. The group of skills (cognitive or psychomotor) acquired by the student is formed from one or more of the intended learning outcomes (ILOs).
5. The exam, whether written, oral, clinical, or any other type, measures a number of ILOs. Statistically, this can be indicated as (1,2,3,...n) where n is the number of questions covering a topic.
6. The actual score a student receives for an answer is (X). Therefore, x_1 is the first question's score, x_2 is the second question's score, and so on, until the last question's score, which is x_n . This can be indicated as ($\dots x_n, x_2, x_3 x_1$).
7. The target score a student receives for an answer that is shown in the student's Rubric is (Y). Therefore, y_1 is the first question's target score, y_2 is the second question's target score, and so on, until the last target score, which is y_n . This can be indicated as ($\dots y_n, y_2, y_3 y_1$).

Hence, Direct Measurement can be shown by a general equation (D) for ILOs within any level (student, topic, course, educational level, or program) as follows:

$$D = \frac{\sum_{m=1}^n \sum_{l=1}^n \sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n x_{mlkij}}{\sum_{m=1}^n \sum_{l=1}^n \sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n y_{mlkij}}$$

Based on the general equation, the following can be deduced:

1. The Direct Measurement value of a student's ILOs from his/her actual answers and the Rubric=

$$D = \frac{\sum_{j=1}^n x_j}{\sum_{j=1}^n y_j}$$

(J): a symbol that indicates the ILOs in general

1=J: a symbol that indicates the first learning outcome to be measured

2=J: a symbol that indicates the second learning outcome to be measured

=J: a symbol that indicates the last learning outcome to be measured.

When the total actual scores of all ILOs are divided by the total target scores' value of all ILOs, the result we have is the Direct Measurement value of all ILOs for one student.

2. Consequently, we can obtain the Direct Measurement value of all ILOs for all students by using the following equation (part of the general equation):

$$D = \frac{\sum_{i=1}^n \sum_{j=1}^n x_{ij}}{\sum_{i=1}^n \sum_{j=1}^n y_{ij}}$$

3. The Direct Measurement of ILOs for a topic:



$$D = \frac{\sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n x_{kij}}{\sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n y_{kij}}$$

4. The Direct Measurement of ILOs for a course:

$$D = \frac{\sum_{l=1}^n \sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n x_{lkij}}{\sum_{l=1}^n \sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n y_{lkij}}$$

5. The Direct Measurement of ILOs for a program:

$$D = \frac{\sum_{m=1}^n \sum_{l=1}^n \sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n x_{mlkij}}{\sum_{m=1}^n \sum_{l=1}^n \sum_{k=1}^n \sum_{i=1}^n \sum_{j=1}^n y_{mlkij}}$$

- **Indirect Measurement of ILOs:**

Indirect Measurement includes several indicators:

1: Recruitment Rate

Given that each program qualifies graduates to occupy certain jobs according to NQF and the entities regulating government recruitment, such as the Ministry of Civil Service, or unions and organizations that regulate private sector recruitment, the graduates' recruitment rate indicates primarily the success of the program in equipping them with the skills required in the labor market and vice versa.

2: Postgraduate Studies Enrollment Rate

Postgraduate Studies Enrollment Rate is one of the indicators that the graduate has the main skills and is qualified sufficiently to meet the academic and professional conditions and burdens of postgraduate studies

- ✓ **Key Performance indicators (KPIs):**³⁶

Indicators are divided into key indicators that measure the performance of an institution (program) overall, or Key Performance Indicators (KPIs), using the Key Indicators issued by the Authority. Key Indicators vary from one institution of higher education to another, and there were 43 indicators in total for Buraydah Colleges in 2015. On the other hand, institutions of higher education prepare detailed indicators to measure inputs and processes in all sectors, which amounts to approximately 988 detailed indicators in all institutions of higher education.³⁷

Indicators can be divided into three groups:

⁸. ⁵⁵ Appendix 2.

⁵⁶Teay, Shawyun. 2014. Developing strategic KPIs of King Saud University, King Saud University Research Report–Deanship of Quality DoQ # 1/2014 April 2014 .



1. Sufficiency Indicators:

These focus on the sufficiency of human, physical, financial, and information resources to support the ability and qualifications of colleges to perform their educational and functional processes. For example, for a program to reach its objectives, there should be 100 teaching staff within its specialties, and if the institution can afford only 70, this would be deemed the sufficiency rate of the teaching staff, which is calculated by dividing “the already afforded number” by the “the planned number”(70/100 or 70%).

2. Efficiency Indicators:

These assess the relationship between the “actual resources” available and the “results achieved,” focusing on how efficient the colleges are in using their resources to prepare highly qualified graduates able to compete with their counterparts to obtain distinguished job opportunities and make employers compete to hire graduate who will provide outstanding services to society. These are referred to as Efficiency Indicators: for example, the educational institution allocated SAR 10 million as an operational budget to spend on an academic class consisting of 100 students who joined a 4 year Bachelor’s degree program that has an average cost of SAR 100 thousand for each student throughout the program. However, only 80 students graduated. This indicates that the student cost was approximately SAR 125 thousand throughout the program. Therefore, the efficiency indicator in the use of funds declined by approximately $25\% = \frac{100-125}{100}$. This decline is a negative indicator, while an increase in the indicator value is a positive indicator.

3. Effectiveness Indicators:

These assess accomplishments compared to those planned. For example, if the plan was for 100 students to join the medical specialties during the academic year 1434/1435H, and they all applied to take a test held by the Saudi Commission for Health Specialties, with the plan that 80 of them would pass the test (the target), but only 60 did (the actual), the effectiveness indicator of medical programs in colleges would be calculated as $= \left(\frac{\text{Actual}}{\text{Targeted}} \times 100 \right)$ worths $(60/80) \times 100$ (actual/planned) worth 75%.



Standards of Quality Assurance and Academic Accreditation

Standards in Saudi university education

✓ **Definition of the Main Standard:**

A standard is known in the field of higher education as a performance model that consists of several associated components designed to achieve the goal of quality in a definite field, or to develop elements of the educational process.

✓ **Definition of Substandard:**

A substandard is an aspect of a performance model that consists of a homogeneous set of practices designed to achieve a part of the main standard goals.

✓ **Definition of practice**

Each practice is designed to achieve a specific goal among the substandard goals. Consequently, in all parts of the Handbook, we can say that “actual practice is the basis for developing criteria, and that criteria are the basis for developing the main standard. If there is no practice, there is no permission to develop any main standards.” In Chapter Five, we will clarify the method of measurement.

This chapter will discuss four important subjects:

1. Quality System Components

2. Quality Standards:

These are encoded digitally with just two digits. Digits take the form (01,02,03, ...0.11), the same as the encoding history.

3. Criteria:

Each set follows a main standard, and is encoded digitally with two digits: if the sub-group follows the first standard, for example, it is encoded using four digits: the first two digits indicate the first standard, and the next two indicate the number of criteria subsequent to the first standard, and so on (0301,0201,0101,... until the last substandard.

4. Practices:



Each set follows a substandard, and is encoded digitally with two digits: if the sub-group follows the first substandard, for example, it is encoded using six digits: the first two digits indicate the first standard, the second two indicate the number of criteria subsequent to the first standard, and the last two indicate the number of practices, and so (030101.020101.010101,...until the last practice of the first substandard, subsequent in turn to the first standard.

Table4.1 shows the method of encoding above.

Table4.1. Encoding Practices

STANDARD STANDARD		SUBSTANDARD SUBSTANDARD		Practice ITEM	
1	0	1	0	1	0

For example: When we mention practice 4.9.4, which states the following: The teaching team in professional programs includes highly experienced and skilled professionals in such fields, we mean “practice four – 04” of “substandard nine – 09,”“one of the criteria of standard – 04,” which is the standard of learning and teaching.

In Chapter Six (assessment and evaluation), we will address matters related to assessment and evaluation, most importantly:

1. Key Performance Indicators (KPIs)
2. Weights³⁸
3. Evidence
4. Assessment and Measurement



Quality System Pillars:

NCAA devoted a special document that explains the different criteria, which we can refer to as the “Standards of Quality Assurance and Academic Accreditation for Institutions of higher education-2009G),”and another document, “Standards of Quality Assurance and Accreditation for Higher education programs-2009G.”These two documents are similar, in that they include eleven standards, but the criteria and items differ.

This group of criteria is listed under five main groups. Each is referred to as a “pillar,” and as shown in Table4.1.includes: -

⁴³ In this part, we used the template of “European excellence awards 2014.”



1. Leadership

First, second, and third criteria.

2. Basic supporting structure

Seventh, eighth, and ninth criteria.

3. Teaching and learning

Fourth substandard

4. Supporting student education

Fifth and sixth criteria

5. Serving society and research

Tenth and eleventh criteria

On the other hand, quality pillars include the following main items:

(A) Leadership:

This indicates the efficiency of the senior management in Colleges (university level), and in every college, in developing their strategic and executive plans according to benchmarks, and operational plans for the projects included in these plans, and considers that leadership entails integrating those works to achieve the strategic objectives in a way that focuses on satisfying society and the relevant authorities continuously and permanently, as well as providing material and human resources to achieve those goals.

(b) Inputs:

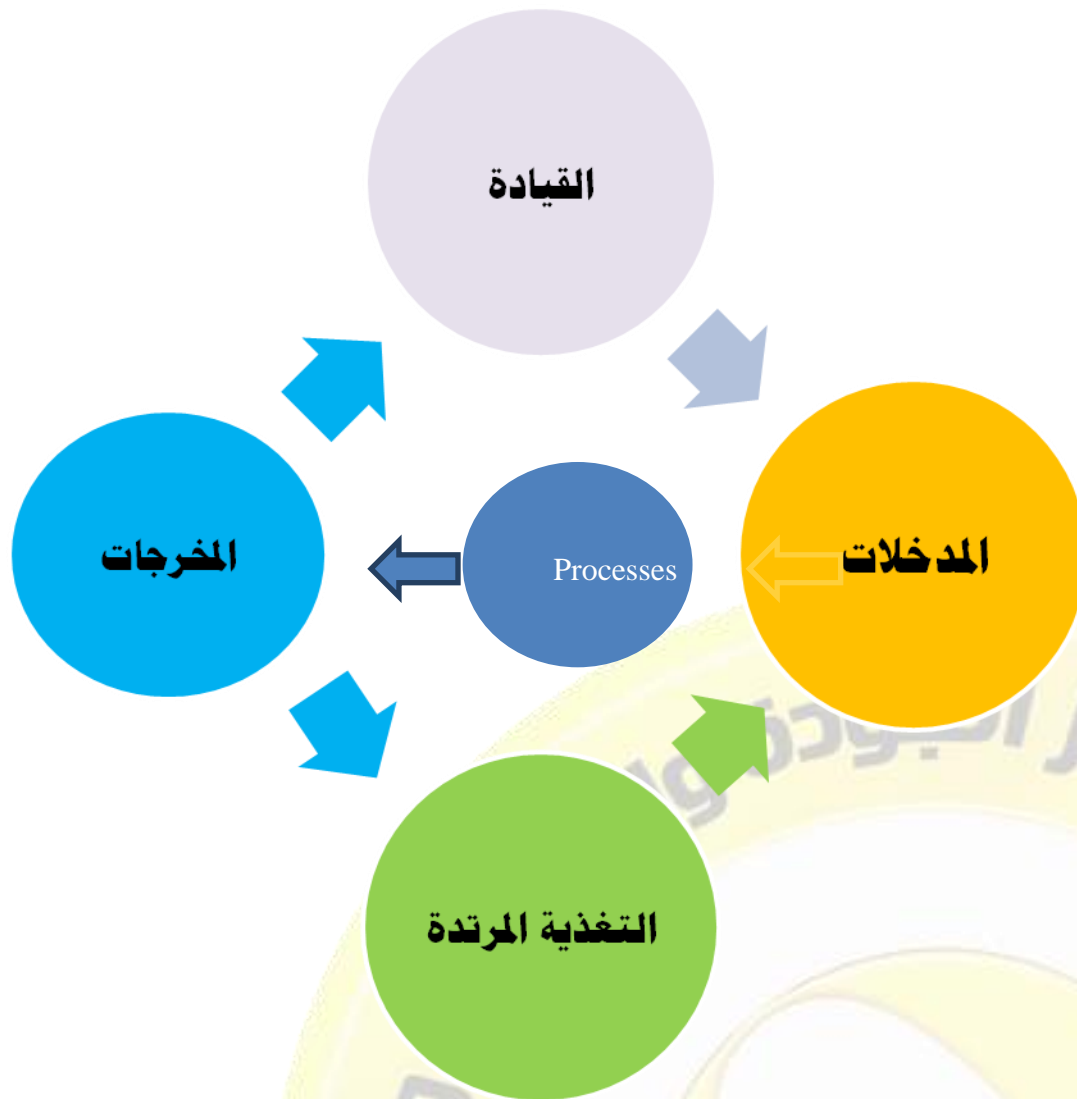
These specify the ways in which to achieve quality and develop a work plan to control and implement them on the ground by controlling activities to achieve the target outcomes and improve them continually. Moreover, it refers to developing the programs necessary to ensure proper use of labs, libraries, workshops, courses, internal and external experiences, and all the employees in learning and teaching domains in colleges.

(c) Processes:

These control all of the activities performed by the employees in the educational institution to achieve quality in strategic and executive coordination. It involves ensuring that these activities are monitored and amended (if necessary), in order to achieve more than what the community and stakeholders expect of the colleges' outcomes.

(d) Outcomes:

This involves measuring outcomes against community satisfaction with the quality of educational products and services, and the Colleges' awareness of ways to exceed the expectations of the community and stakeholders, and to achieve employee and employer satisfaction as well, to reach the highest levels of quality that satisfy the community fully. The plan explained in Figure 5.2 illustrates the relationships among the Quality pillars in colleges.



القيادة	Leadership
المدخلات	Inputs
المخرجات	Outputs
التغذية المرتدة	Feedback

Figure 4.2. The Relationship among the Quality pillars in Higher Education Institutions

Figure 4.3 illustrates the relationship between the educational process and the institutional processes that support it.



الجودة	Quality
المباني	Buildings
التجهيزات	Facilities
هيئة التدريس	Teaching Staff
معايير الاختيار	Admission Standards
شئون الطلاب	Student Affairs
البرامج والمقرارات	Programs and Courses
مصادر التعلم	Learning Sources
النشاطات الاضفية	Extracurricular Activities
التوظيف	Employment
التأهيل والتواصل	Qualification and Communication
خريجون	Graduates
(مخرجات)	(Outputs)
متقدمون	Applicants
(مدخلات)	(Inputs)
العملية التعليمية	Learning Process
(تشغيل)	(Operating)

البحوث والتعاون العلمي وخدمة المجتمع	Research, Scientific Cooperation and Society Service
معايير دولية	International Standards

Figure 4.3. The Relationship between Educational and Institutional Processes

Figure 4.4 illustrates the economic sectors in which the graduates enroll and to which the “employers” belong.



النشاط الاقتصادي والمجتمع المحيط	Economic Activity and Surrounding Community
الزراعة والصيد	Agriculture and Fishing
الصناعات الاستخراجية	Extractive Industries
التشييد	Building
الصناعات التحويلية	Transformational Industries
الغاز والماء والكهرباء	Gas, Water and Electricity
النقل والمواصلات	Transport and Communications
التجارة والمطاعم والفنادق	Trade, restaurants and hotels
المصارف والتأمين والخدمات المالية	Banks, Insurance and Financial Services
الإسكان	Housing



الخدمات الحكومية (الصحة والتعليم والدفاع...الخ)	Governmental Services (Health, Learning, Defense...etc.)
خدمات أخرى	Other Services

Figure 4.4. Economic Sectors

Quality Standards

- **First group:**
Related to Institutional Quality Standards³⁹
- **Second group:**
Related to Institutional Quality Standards⁴⁰

Table 4.1 shows these standards.

Table 4.1. Quality Assurance Standards

Institutional Quality Assurance Standards		Programmatic Quality Assurance Standards	
No.	The standard	No.	The standard
1	Mission, Ends, and Objectives	1	Mission, Ends, and Objectives
2	Authorities and Management	2	Plan administration
3	Managing and improving quality assurance	3	Managing program quality
4	Learning and Teaching	4	Learning and Teaching
5	Student Affairs and Support Services management	5	Student Affairs and Support Services management
6	Learning Sources	6	Learning Sources
7	Facilities and equipment	7	Facilities and equipment
8	Financial Management and Planning	8	Financial Management and Planning
9	Recruitment processes	9	Recruitment processes
10	Scientific Research	10	Scientific Research

⁴⁶ The document of standards of "Quality Assurance and Academic Accreditation, and The National Commission for Academic Accreditation and Assessment, part two, 2009G." What is between the brackets is quoted from this document.



11	The relationship between the educational institution and society	11	Relationship with the Community
----	------------------------------------------------------------------	----	---------------------------------

✓ The relationship between institutions' quality standards and program quality standards:⁴¹

The previous standards are considered general standards for quality assurance for institutions and programs of higher education. These two types of standards cover the differences in aspects of public activities that, on the one hand, give an overview of the educational institution, and on the other, give a specific sense of the scientific program in the educational institution. Furthermore, there are some jobs and general activities that are not taken into consideration when the program is evaluated.

Activities related to standards are divided into three groups:

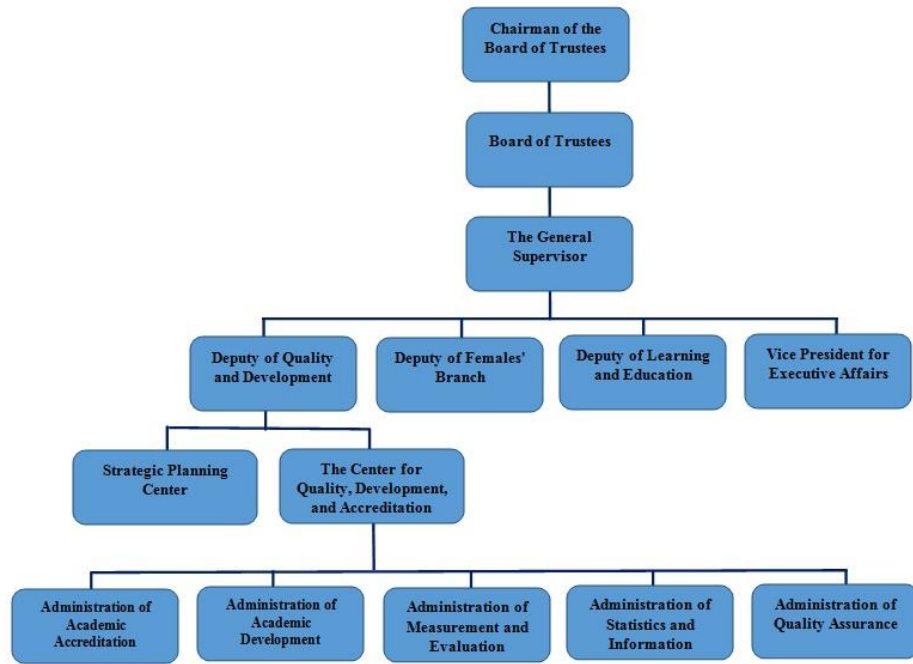
1. Such institutional activities that have no effect or have an indirect effect on programs, for example, the management of extracurricular and the attractiveness of the educational institution's headquarter and facilities are not taken into consideration while applying the program standards.
2. General institutional tasks and activities have significant effects on programs, for example, providing learning resources throughout the library, recruitment, and teaching staff promotion. These institutional level activities and tasks are evaluated generally and are related to the management and services provided to the educational institution, and to the effectiveness of support for these activities and tasks in all areas of the institution. In evaluating the program, these activities are considered. For example, the library may be distinguished in many aspects, but does not have the subjects and resources to support a particular program. In this case, the standard of learning resources may receive a relatively high grade in the institutional evaluation, but will receive a low grade in terms of the program concerned.

This refers to the activities related directly to planning and performing the programs, for example, the suitability of targeted learning outcomes to students, and the quality of the educational process in programs. In the institutional evaluation, these activities and elements should be considered comprehensively for all programs, and then their strengths and weaknesses as indicated by the colleges should be evaluated overall. There may be a substantial difference between programs. In any institutional evaluation, a considerable amount of attention with respect to the area of learning and education should be focused on the effectiveness of processes that ensure that all programs are of high quality, and on monitoring performance and supporting improvement in all areas of the college. Any evaluation of learning and teaching goals

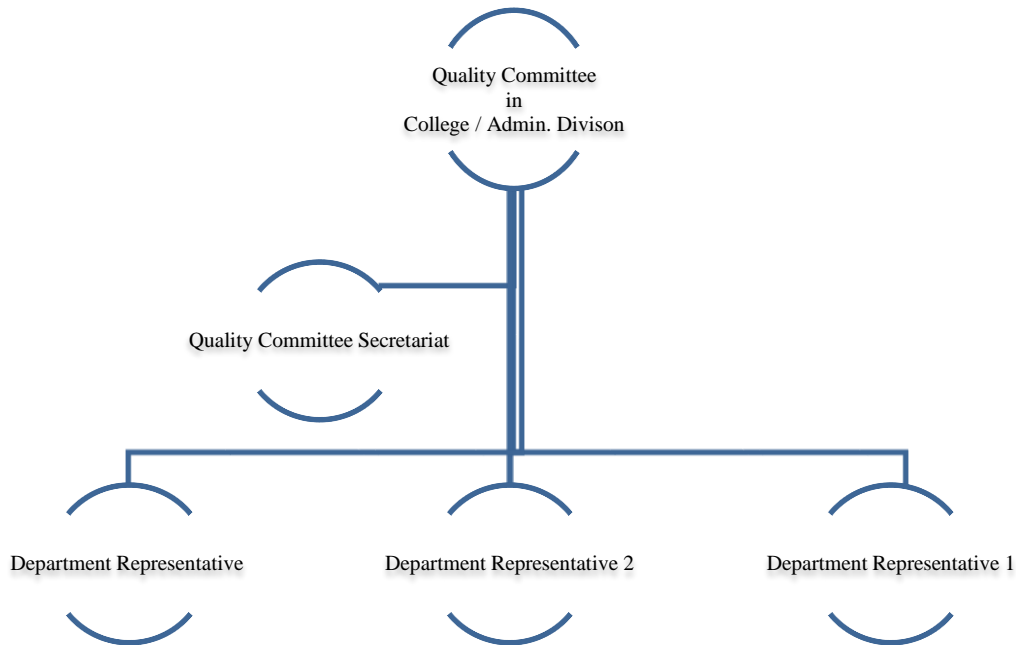


is obtained in an overview (profile) about the performance at the level of departments and colleges, and a report is prepared to determine the programs' similarities, differences, and general performance.

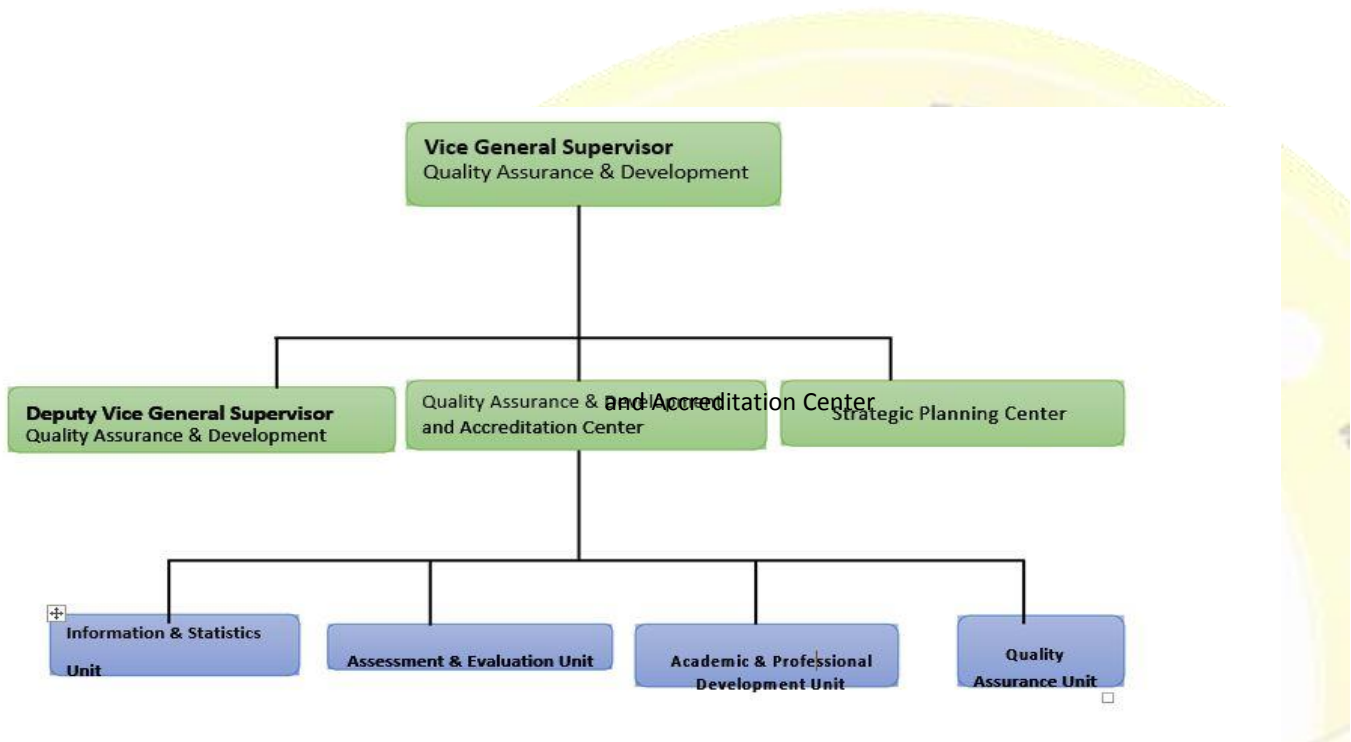
Organizational Structure Charts for Quality Management



The Deputy General Supervisor supervises each of the Center of Strategic Planning and the Center of Quality, Accreditation, and Development.



In order to activate the coordination processes between the colleges and administrative departments, the Center of Quality, Development, and Accreditation is linked by strong coordination relations with quality units in the college and administrative departments.





Senior Administration and Leadership in the Colleges

1-1 Board of Trustees:

A) Organizational Relationship:

Each college in BPCs has a Board of Trustees appointed by the Minister of Higher Education. The Board is the highest authority within BPCs as it sets its general policies, follows up their implementation and oversees all of its activities and systems. The Board possesses absolute institutional authorities in accordance with the Saudi National Higher Education's directives and the regulations of each college.

B) Overall Objective

The Board of Trustees works in accordance with the strategies and public policies aimed at achieving the vision, mission and objectives of BPCs. Such a practice allows the different colleges to reach excellence and maintain the highest standards of quality and accreditation in a manner that strengthens and enhances its overall status and identity. It, also, consolidates its competitive advantages and emphasizes the role of BPCs in achieving scientific and practical partnership with business organizations and community institutions. These practices are carried out within the frameworks provided for in the approved regulations, rules and executive decisions issued in its regard.



C) Tasks

✚ Functions, Authorities and Duties of the Board of Trustees

The Board of Trustees is the supreme authority in each college. It practices its authorities and functions as identified in the guidelines and work systems associated with each college as well as in adherence of the regulations of the Saudi Council of Higher Education and the Saudi Private Education Directives. The Board is entrusted to abide by the public strategies in order to achieve the vision, mission and objectives of each college and in accordance with the purpose for which it was created while maintaining the highest standards of institutional and programmatic quality.

The Board of Trustees shall exercise the following functions, authorities and duties: -

1. Implementing the by-laws of BPCs as issued and signed on by the Chairman of the Board of Trustees.
2. Determining the number of admissions in every semester in accordance with the capacity limits of the college.
3. Devising the operational conditions and procedures for the acceptance of students, their academic careers proceedings, dismissal, re-enrollment, graduation and Academic Advising System taking into account the curriculum and tests for the university phase.
4. Approving the provisional annual budget three months before the beginning of the financial year.
5. Discussing the annual financial report issued by the college's legal adviser before the end of the fourth month of the following year.
6. Approving the curriculum, textbooks and references in the college.
7. Determining the tuition fees and the fees of other educational services provided by the college.



8. Granting academic degrees as per the recommendations of the boards of the different colleges no later than one semester following the completion of the degree requirements.
9. Deciding on the appointment of faculty members and their assignment based on the recommendation of the councils of departments and colleges.
10. Making the appropriate recommendations regarding the promotion of faculty members and submitting them to the Scientific Council of Saudi Universities. The Chairman of the Board of Trustees would issue the promotion decision based on the recommendation of the Scientific Council.
11. Appointing the heads of departments.
12. Approval of administrative staff appointments, promotions and termination of contracts.
13. Approving the scholarship for teaching assistants and lecturers, and who is to be granted scholarships from inside or outside BPCs.
14. Awarding students scholarships offered by BPCs or from external sources.
15. Approving the Annual Report which contains the activity of each college, the terms of acceptance, study systems, faculty members, the number of students in each discipline, the date of admission, the number of graduates, the financial situation of the college, in addition to the difficulties and obstacles faced by BPCs and ways to address them.
16. Making the appropriate decisions on student matters falling within its authorities as per the referrals by BPCs Board.
17. Approving research programs and the expansion of scientific research in accordance with the college's budget.



D) Membership of the Council

The Board of Trustees consists of a) two faculty members in Saudi universities or other higher education institutions with a degree of at least an Associate Professor. They are appointed by the Minister of Higher Education; and b) four members chosen by the founders in addition to the deans and a representative of the Ministry of Higher Education. The Board shall select from its members a president and a vice president. The members shall be appointed for a period of three renewable years.

E) Board Meetings

The Council meets at least twice in the academic year. It would be considered valid only when two-thirds of its members are present in the meeting. Its decisions are issued with two-thirds majority of members present. In the case of a tie of votes, the president shall have the final say. The decisions of the Board shall be implemented within fifteen days unless objected to by the relevant minister.

The President of the Council calls upon the members to convene via an official invitation that includes a proposed agenda as well as the date and place of the meeting. The President may invite the Council to convene in an emergency session called for if needs be.

F) Board Committees

Upon its discretion, the Board shall establish Permanent Committees and other temporary and ad-hoc ones to carry out its duties. Each Committee will be established via a written decision that illustrates and lists its responsibilities and mode of operation as per the decision of the Board. Each Committee shall report on its work and performance.



1-2 General Supervisor of the Colleges

A) Regulatory Relationship

The General Supervisor is the executive-in-charge of all colleges. He is appointed by the Board of Directors and shall be responsible for academic, administrative and financial functions of BPCs and shall report to the Board of Directors.

B) The Overall Objective

The General Supervisor works in accordance with the established strategies and public policies in order to achieve the vision, mission and objectives of BPCs. The correct implementation of these strategies allows BPCs to achieve excellence and maintaining the highest standards of quality and accreditation in a manner that strengthens and enhances its status and identity. It would also sharpen its competitive advantages both at the institutional or programmatic level.

C) Tasks

✚ The Functions, Authorities and Duties of the General Supervisor of the Colleges

The General Supervisor will be in charge of managing the scientific, administrative and financial affairs of BPCs within the rules and regulations in force as follows:

1. Work on the preparation of plans and programs necessary to provide BPCs with the needed teaching staff.
2. Work on strengthening the colleges' facilities and to provide it with the needed services and logistics in accordance with latest scientific trends.
3. Oversee the affairs of faculty members, students, libraries and youth in all scientific and social aspects.



4. Monitor the work of BPCs in all scientific, technical, administrative and financial aspects in addition to following up the implementation of the decisions and recommendations of the Board of Trustees and boards of academic departments.
5. Report on the financial, educational, administrative and scientific affairs of BPCs to the Board of Trustees.
6. Report on the different aspects of college activities and achievements and express an opinion on the level of personnel affairs, scientific research, study and exams.
7. Develop appropriate solutions to avoid defects and to overcome the difficulties. The General Supervisor shall report on these issues back to the Board of Trustees.
8. Invite visiting professors (after receiving the approval of the Chairman of the Board of Trustees) to teach at BPCs for periods exceeding one semester and make the appropriate financial arrangements.
9. The General Supervisor will be directly responsible for the electronic system in BPCs as he is the Direct Supervisor for the manager of the electronic systems.

The General Supervisor of BPCs is in charge of the following:

1. Determine all the policies and procedures of all colleges and submit it for approval.
2. Review all general administrative and academic policies of BPCs in accordance with the instructions given by the Board of Trustees that align with the mission of BPCs and the needs of the Saudi community.
3. Assign Deputy Assistants for the General Supervisor based on the recommendations of the Deputies of the General Supervisor.
4. Suggest assigning deans of colleges to the Board of Trustees.



5. Approve or disapprove offering summer courses based on the recommendations of the Board of Trustees.
6. Recommend to the Board of Trustees the establishing new colleges, departments, centers, institutions, and new programs, or suspending it or modifying its position in the organizational chart, and supervising the establishment of such bodies after the approval of the Board of Trustees.
7. Approve the code of conduct “Policies and Procedures for Job Ethics” in the colleges.
8. Follow up on the preparation of the annual review of the activities of the General Supervisor office and ensuring that the other administrative offices are doing the annual performance evaluation.
9. Represent BPCs in the governmental bodies, courts, public and official meetings, and various gatherings and forums.
10. Recommending job offerings, job renewals and retirements and promotion of the faculty to the Board of Trustees.

✚ Board of Trustees assigns a number of tasks that General Supervisor execute, including the following:

1. Formulating the Executive Plan of the Strategic Plan as approved by the Board of Trustees and the announcement of the implementation.
2. Presenting colleges' budget to the Board of Trustees for approval to ensure its implementation as planned.
3. Submitting for the consideration of the Board of Trustees the needs of BPCs (in terms of buildings and facilities construction) along with a statement of priorities. Upon the approval of the priorities, The General Supervisor assures its implementation in the required manner.



4. Proposing changes (if needs be) in academic, administrative and financial regulations for colleges to the Board of Trustees for approval. Upon approval, the General Supervisor make sure that the changes have been implemented in the required manner.
5. Carrying out any other functions assigned by the Board of Trustees.

1.3 General Supervisor's Associated Bodies at Colleges

1.3.1 General Supervisor Office

A) Regulatory Relationship:

The Director of the General Supervisor Office reports directly to the General Supervisor.

B) The Overall Objective:

General Supervisor Office works in accordance with the strategies and public policies of BPCs which would contribute to the achievement of the vision, mission and objectives of each college. The Office will provide all aspects of support and office services to the General Supervisor efficiently and effectively. The Office will process proposals and complaints quickly and accurately within an accepted time frame.

C) Tasks:

The Terms of Reference, functions and duties of the Office of the General Supervisor

1. Receiving instructions from the General Supervisor and working to implement them through specialists.
2. Providing the General Supervisor with the incoming correspondence and mail and formulating the appropriate responses.
3. Signing the outgoing letters issued by the General Supervisor.



4. Attend meetings with the General Supervisor.
5. Accompanying the General Supervisor in his visits or trips if requested to do so.
6. Receiving and recording secret mail and implementing the directives of General Supervisor in its regard.
7. Coordinating the reception of the guests of the General Supervisor and organizing his visits according to his directives.
8. Receiving the incoming correspondence and mail to the Office and providing the appropriate responses.
9. Supervising the organization and archiving the incoming and outgoing correspondence and mail and private documents in a manner that facilitates its easy retrieval and utilization.
10. Copying and printing correspondence carried out by the Office.
11. Following-up with the tasks assigned by the General Supervisor to assure their implementation.
12. Prepare Quarterly Reports on the work of the office and submit them to the General Supervisor.
13. Updating the needs of the office staff, equipment and furniture and providing follow-up purchase procedures.
14. Performing any other tasks assigned to the Office, which fall within its specializations.

1.3.2 Permanent Committees

A) Regulatory Relationship

Permanent Committees are established by the General Supervisor and are to be accountable in front of him for the implementation of the tasks entrusted to them.

B) The Overall Objective



Permanent Committees are working in accordance with the strategies and public policies of BPCs which would contribute to the achievement of the vision, mission and objectives of each college. This, in turn, will allow BPCs to obtain excellence, maintain the highest standards of quality and accreditation in a manner that strengthens and enhances its status, identity and activates its competitive advantages.

C) Tasks

The decision to establish each committee shall determine the tasks and functions assigned to it.

1.3.3 Advisory Councils

A) Regulatory Relationship

Advisory Councils follow administratively the General Supervisor and are accountable for the implementation of the tasks entrusted to them.

B) The Overall Objective

The Advisory Councils function in accordance with the strategies and public policies of BPCs which would contribute to the achievement of the vision, mission and objectives of each college. The Councils will be providing help and advice to the General Supervisor in the performance of his duties and responsibilities and coordinating between the academic and administrative functions of the colleges.

C) Tasks

The decision to establish advisory boards shall specify the tasks and functions assigned and associated with it.

2-0 Second Organizational Level

2-1 Deputy General Supervisor for Executive Affairs



A) Regulatory Relationship

The Deputy Supervisor General for Executive Affairs reports directly to the General Supervisor.

B) The Overall Objective

Deputy General Supervisor for Executive Affairs works in accordance with the strategies and public policies of BPCs, which would contribute to the achievement of the vision, mission and objectives of BPCs. To reach such objectives, the Deputy would be responsible for the effective and sound management of human, material and financial resources and assets of the colleges. He would also be responsible for the implementation of the financial and administrative laws and regulations in the different colleges.

C) Tasks

The functions and authorities and duties of Deputy General Supervisor for Executive Affairs

The Deputy General Supervisor for Executive Affairs tasks and responsibilities

1. Overseeing the implementation of the financial and administrative policies and procedures approved by the Board of Trustees and the submission of proposals that include adjustments according to the outcome of the application procedures.
2. Managing the financial, technical and human needs required to achieve the objectives and objectives of BPCs.
3. Preparing a comprehensive budget proposal of the different colleges and presenting it to the General Supervisor and Chairman of the Board of Trustees. He is also tasked of overseeing the implementation of the budget items after approval in accordance with the provisions prescribed.



4. Coordinating with the Deputy Supervisor of Quality and Development to ensure that budget lines meet the priorities of the different colleges and that the budget supports the overall strategic plan.
5. Following up with the resolutions and decisions of the Board of Trustees concerning the financial and administrative policies and procedures in order to implement them.
6. Following up with the Bids and Tenders Committee as well as the Sales Committee to ensure the adoption of their procurement decisions.
7. Overseeing the implementation of projects, financial and administrative programs and following up their implementation in accordance with the approved plan.
8. Nominating financial and administrative managers for the approval of the General Supervisor.
9. Appointing heads of departments and units in the Financial and Administrative Affairs Department.
10. Forming, as appropriate, a number of committees at BPCs level to assist him in matters relating to financial and administrative affairs.
11. Preparing the Annual Financial Report and submitting it to General Supervisor as to present it to the Chairman of the Board of Trustees.
12. Overseeing the evaluation of the performance of staff and issuing instructions that would raise the level of job performance at all levels of management.
13. Conducting an annual evaluation of the Office of the Deputy Supervisor General for Executive Affairs in terms of performance and duties of the job.
14. Performing full administrative oversight on the medical clinics while keeping the technical component to the Dean of the relevant college.



15. Performing any other tasks assigned to the Department lying in its authorities.

2.1.1 Bodies of the Deputy Supervisor General for Executive Affairs:

2.1.1.1 Department of Finance and Administration Affairs.

A) Regulatory Relationship

The Director of the Department of Finance and Administration reports directly to the Deputy of Executive Affairs.

B) The Overall Objective

Department of Finance and Administration works in accordance with the strategies and public policies of BPCs, which would contribute to the achievement of the vision, mission and objectives of BPCs. Such objectives are met through the implementation of all policies, financial and administrative procedures and making sure their application is done in accordance with the relevant rules, regulations and instructions. In addition, these objectives are met through supervising the implementation of all actions that ensure good use and the preservation of college property.

C) Tasks

✚ The functions, authorities and duties of the Department of Finance and Administration Affairs

1. Providing direct supervision of its organizational units.
2. Providing data and relevant information required for the preparation, development and evaluation of plans and programs in the colleges.
3. Participating in the implementation of the strategic and operational plans of the colleges according to their authorities.



4. Applying the relevant regulations in the financial and administrative arenas while guaranteeing its application according to the scientific standards.
5. Providing detailed instructions for the implementation of the financial and administrative plans and supervising its implementation.
6. Participating in the preparation of budgets for projects approved in accordance with the strategic plan and following up its application.
7. Overseeing all financial operations of the different colleges according to the approved accounting procedures.
8. Supervising all administrative procedures relating to faculty members while maintaining integrated and updated files.
9. Supervising the contracts with the teaching staff and coordinating with the relevant bodies inside and outside BPCs in this regard.
10. Initiating direct supervision of staff and worker attendance, preparing periodic reports in this regard and submitting them to the Deputy Executive Affairs in coordination with the internal audit management mechanisms.
11. Providing direct supervision of the maintenance work of public buildings and facilities in BPCs according to the highest standards.
12. Providing direct supervision of the cleaning works of public buildings and facilities in colleges according to the highest standards.



13. Providing direct supervision on the complete and speedy movement of correspondence and documents while assuring its accuracy and confidentiality.
14. Providing direct supervision of the work of the incoming and outgoing tasks and to do what is necessary to ensure its accuracy, completeness and speed of delivery.
15. Providing direct supervision of colleges warehouse and ensure the maintenance of its inventory and safety.
16. Providing direct supervision of the exchanges taking place in the colleges' warehouse in accordance with the approved rules and regulations.
17. Providing direct supervision of the annual inventory of colleges' assets.
18. Assessing the needs of colleges in terms of furniture and appliances in coordination with colleges.
19. Assessing the offers made to BPCs to meet its different needs and implementing all necessary related measures in accordance with the approved rules and regulations.
20. Participating in determining the training needs of staff colleges all in their respective fields.
21. Participating in the development of measures of achievement in the financial and administrative units.
22. Developing the forms and records used for the completion of the financial and administrative work in coordination with the relevant units.
23. Developing overtime forms in coordination with the Departments and in accordance with the approved regulations.
24. Submitting proposals for the computerization of all financial and administrative work to facilitate their operations and maximize their usage efficiently and effectively.



25. Evaluating the performance of the administrators and professional college staff in accordance with the adopted mechanisms in addition to preparing an annual report in its regard and submitting it to the Deputy Director of Executive Affairs.
26. Preparing periodic reports on the work of Finance and Administration Affairs Department which includes development proposals.
27. Preparing activity plans on the financial and administrative levels and ensuring their implementation and follow-up.
28. Supervising the preparation and implementation of the college's budget.
29. Performing any other tasks assigned to the Department lying in its authorities.

2.1.1.1.1 Human Resources Department

A) Regulatory Relationship

The Director of Human Resources Department reports directly to the Director of Financial and Administrative Affairs.

B) The Overall Objective

Human Resources Department works in accordance with the strategies and public policies of BPCs, which would contribute to the achievement of the vision, mission and objectives of BPCs. Such objectives are met through the implementation of service routines to the employees of BPCs according to the highest standards of quality management

C) Tasks



✚ The functions, authorities and duties of the Human Resources Department

1. Participating in determining the needs of BPCs in terms of faculty members and administrative staff.
2. Preparing and saving ID cards and Personnel Files of colleges' employees.
3. Distributing, classifying and saving circulars concerning the affairs of the employees of the different colleges.
4. Applying upgrade and promotion decisions in accordance with the approved rules and regulations.
5. Awarding the periodic bonuses in accordance with the approved rules, procedures and regulations.
6. Carrying out the procedures for granting time off in accordance with the approved rules and regulations.
7. Carrying out the procedures for granting adequacy reports in accordance with the approved rules and regulations.
8. Applying sanctions (financial and otherwise) on staff in accordance with the approved rules and regulations.
9. Obtaining a residence permit for foreign workers in accordance with the approved rules and regulations.
10. Approving the Entry and Exit Forms to and from the Kingdom for the employees in accordance with the approved rules and regulations.
11. Providing procedural services to foreign and citizen employees and staff of the college.
12. Issuing travel orders in accordance with the approved mechanism.
13. Providing procedural services to job seekers and raise the recommendations in its regard to the Deputy of Executive Affairs.



14. Participating in the preparation of salaries and bonuses for work outside official working hours and during public holidays.

15. Performing any other tasks assigned to the Department lying in its authorities

