



National Center for Academic Accreditation and Evaluation



المركز الوطني للتقويم والاعتماد الأكاديمي

Self Evaluation Scales Report for Buraydah Private Colleges (SESR-BPCs, 2019)

January 2019



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Introduction

These self-evaluation scales are intended to provide guidance to academic and administrative units in higher education institutions in their planning, self-review, and quality improvement strategies. Evaluations of quality in post-secondary education are made with reference to generally accepted standards of good practice that serve as criteria for evaluative judgments. This document draws attention to practices that are commonly followed and uses rating scales to indicate if those practices are followed and if so how well this is done. The National Center for Academic Accreditation & Assessment has been established by the Higher Council of Education in Saudi Arabia with responsibility to establish standards and accredit institutions and programs in post-secondary education.

The system for quality assurance and accreditation is designed to support continuing quality improvement and to publicly recognize programs and institutions that meet required quality standards. The objective is to ensure good international standards in all post-secondary institutions and in all programs offered in Saudi Arabia.

Students, employers, parents and members of the community should be able to have complete confidence that what has been learned by students, the research conducted, and the services provided are equivalent to good international practice. Accreditation of an institution or a program will give public recognition that these standards have been achieved. Saudi Arabian qualifications should be accepted without question anywhere in the world. This document deals with standards for higher education institutions. The standards apply to all public and private universities and colleges, including those responsible to the Ministry of Higher Education and to any established or regulated by other ministries or agencies. The only exception is for military education which is administered under different arrangements.

There is considerable variation in the amount of experience that higher education institutions have had with quality assurance processes and the system of higher education is expanding rapidly. In recognition of this the system for accreditation will be introduced progressively over a transition period of several years. During this time institutions that are well advanced with the introduction of quality assurance systems will be considered first, and others will be evaluated and accredited as their internal quality assurance systems are put in place.

The NCAAA has developed a set of standards for quality assurance and accreditation of



higher education institutions in eleven general areas of activity.

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



Standard 1 Mission, Goals and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

**Is this true?
Y/No/NA** **How well is this done?
(enter stars)**

1.1. Appropriateness of the Mission

The mission statement must be appropriate for the institution in the community in which it is operating.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.1.1 The mission statement is consistent with the establishment charter of the institution.(including any objectives or purposes in by-laws, company objectives or comparable documents)	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.1.2 The mission statement is appropriate for an institution of its type. (e.g. a small private college, a research university, a girl's college in a regional community, etc.)	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.1.3 The mission statement is consistent with Islamic beliefs and values.	<input type="text" value="Y"/>	<input type="text" value="*****"/>
1.1.4 The mission is relevant to needs of the community or communities served by the institution	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.1.5 The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia.	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.1.6 The appropriateness of the mission is explained to stakeholders in an	<input type="text" value="Y"/>	<input type="text" value="****"/>



accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)

Overall Assessment

Comment

BPCs mission statement developed in alignment with the colleges' establishment that respond to the increased demand for higher education graduates to improve productivity and competitiveness in its community. The mission statement came appropriate in fulfilling community and constituents needs and in harmony with the decree for the nature of BPCs and its establishment as an institution of higher education. The practices in this substandard achieved rating score of 4 stars and this reflect the great attention paid by BPCs administration to its mission.

Independent Opinion (*)**

Comment:

1. The Mission statement is appropriate for the institution in the community in which it is operating. The BPCs Mission statement appropriateness is being explained to stakeholders by using posters and baners. Workshops and presentations about the Colleges strategic plan and its Mission statement are planned to be held next academic year 1440/1441 H.
2. The BPCs is encouraged to add evidences about consistency/ how the four Colleges/Programs/ Missions Statements/Goals and Objectives are aligned with the BPCs level.
3. Patient (health) care needs be covered in the BPCs Mission statement. This can be further elaborated as what exactly the medical education Programs graduate will be capable of doing in this area while on job.
4. Research: level of expectation needs to be covered in the BPCs Mission statement or goals. Most of the BPCs Programs Missions/Goals via Programs specifications reports indicated the support the academic searches.

ناصر بن محمد جميل سرهان


BPCs reply and priorities for improvement:



1. Using posters and banners for showing the Colleges mission, vision, and strategic objectives for stakeholders, employees, and students.(Annex G1.1.9& Annex G1.1.4 & Annex G1.1.1 & Annex G1.1.4 & Annex G1.1.8). Moreover, Workshops and presentations are planned to be held next academic year 1440/1441 H.
2. Programs' mission, vision, and strategic objectives have been updated to be in alignment with the institution mission, vision, and goals. (Annex G1.1.1 & G1.1.10) with an explanation of the relevance of the programs' mission to the mission and goals of the institution.
3. This recommendation is implemented as a sub-goal as follows: (1-3-2 Establishing specialized clinics and medical centers) and it will be updated for the next strategic plan to be covered in the mission statement.
4. Updating the Colleges mission through adding scientific research activation to the statement. A new sub goal has already been added to the fourth strategic objective in the Colleges' strategic plan (2018 – 2023) for a rewarding system to promote teaching staff research and creativity (4-2-2 Establishing a strategic planning centre and developing a system for promoting Faculty's scientific research, excellence, innovation and creativity). (Annex G1.1.11 & Annex G1.1.3) and it will be updated for the next strategic plan to be covered in the mission statement.

1.2. Usefulness of the Mission Statement

The mission statement must be useful in guiding planning and decision making in the institution.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.



1.2.1 The mission statement is sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies.	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.2.2 The mission statement is relevant to all of the institution's important activities.	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.2.3 The mission is achievable through effective strategies within the level of resources expected to be available.	<input type="text" value="Y"/>	<input type="text" value="****"/>
1.2.4 The mission statement is clear enough to provide criteria for evaluation of the institution's progress towards its goals and objectives.	<input type="text" value="Y"/>	<input type="text" value="****"/>

Overall Assessment

Comment

BPCs mission statement focused mainly on a higher education that contributes effectively and permanently in filling the needs of the labor market and achieving comprehensive development in its region. Mission statement contributes in the development of the strategic objectives which are being executed through different projects funded from the colleges' budget.

The mission was found valuable and useful in supplying BPCs with initial principles and rules that must be followed and at the same time it helps in assessing the objectives' achievement. Therefore, the mission statement is translated into practical assignments thus, managing and directing the colleges' activities.

Independent Opinion (*)**

Comment:

1. The strategic plan has been completed, but it doesn't indicate that the Mission statement was specific and detailed enough to guide the planning and decision making in the institution (especially in the development of medical education Programs, community service in the field of healthcare and clarifying the level of the Colleges expectations in research).
2. Although the identity of BPCs is educational (teaching) and not competitive in scientific research, the achievement of the NCAAA



Standard 10 is a one of the requirements for the institutional accreditation. The importance of scientific research in the BPCs case is important in the faculty development academically and professionally as well as scientific research is one of the most important requirements for scientific promotions.

ناصر بن محمد جميل سرهان

BPCs reply and priorities for improvement:

1. BPCs will update its mission statement in the next cycle to guide the planning and decision-making, especially the inclusion of "community service, medical education, and scientific research".
2. Updating the Colleges' goals and projects to include scientific research activation. A new sub goal has been added to the fourth Strategic Goal in the Colleges Strategic Pan 2018-2023 (4-2-2 Establishing a strategic planning centre and developing a system for promoting Faculty's scientific research, excellence, innovation and creativity). (Annex G1.1.3 & G1.1.11) and it will be updated for the next strategic plan to be covered in the mission statement

1.3 Development and Review of the Mission

The mission statement must be developed through consultative processes and formally adopted and periodically reviewed.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.3.1 Major stakeholders within the institution and the communities it serves have been consulted and support the mission.

1.3.2 The governing body of the institution formally approved the mission statement.

1.3.3 The governing body periodically reviews the mission statement and confirms or amends it in the light of changing circumstances.



1.3.4 Stakeholders are kept informed about the mission and any changes in it.

Y

Overall Assessment

Comment

Great attention paid by BPCs to the participation of stakeholders in the mission development reflects the colleges' commitment to collect multiple and various opinions that create a chance of choices. This self-study process provide a good chance for BPCs to review the mission statement and the strategic objective that has been set to meet the achievement of the colleges mission and to measure the positive responses and suggestions that need to be adopted for the coming new version of the mission statement.

Independent Opinion (***)

Comment:

The mission statement was developed through consultative processes and formally adopted in general, but there is no indication that is widely publicized in the health sector.

ناصر بن محمد جميل سرهان


BPCs reply and priorities for improvement:

- BPCs will publicize its mission more in the health sector through having more partnerships with health service providers at Qassim region.

1.4 Use Made of the Mission

The mission must be used consistently as a basis for planning and major policy decisions within the institution.



The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.4.1 The mission is used as a basis for a strategic plan over a medium term planning period. (e.g. five years)

Y

1.4.2 The mission is widely publicized, known about and supported by teaching and other staff and students.

Y

1.4.3 The mission is used consistently as a guide in resource allocations and consideration of major program and project proposals and policy decisions.

Y

Overall Assessment

Comment

The strategic planning used mission statement in developing the strategic objective which is identified in the strategic plan (2013-2018) and this proves that the mission statement play an important role in the activities carried out at the colleges. This also reflects the concern of the colleges to use the approved mission statement effectively and to consider it the guide for resource distribution and decision making regarding the different activities within the colleges.

Priorities for improvement

Developing regulations which help engaging the appropriate and effective use of the mission statement in resource distribution and decision making regarding the different activities within the colleges.

Independent Opinion (*)**

Comment:

It wasn't clear what is the process of reviewing and updating the BPCs Vision and Mission periodically (copy of any official document: for example: every two years as a minimum) in order to adapt to different changes.

ناصر بن محمد جمیل سرخان


BPCs reply and priorities for improvement:

- The resolution of forming the follow-up committee for strategic planning are modified to review the Colleges' vision and mission. Every two years to adapt to different changes. (Annex G1.i.2&Annex G1.1.3 & Annex G1.3.1 & Annex G1.5.2a& Annex G1.5.2b)



1.5 Relationship Between Mission, Goals and Objectives

The mission must be used as a basis for establishment of goals and objectives for development of the institution and organizational units within it.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.5.1 Medium and long term goals for the development of the institution and its programs and organizational units are consistent with and support the mission.	Y	****
1.5.2 Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.	Y	****
1.5.3 Goals and objectives are periodically reviewed and reaffirmed or modified as necessary in the light of changing circumstances to ensure they continue to support the mission.	Y	****
1.5.4 Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development.	Y	****
1.5.5 Statements of major objectives are accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives and the mission are being achieved.	Y	****

Overall Assessment

Comment

BPCs perceives the importance of the conformation between its mission, goals and objectives. Therefore, strategic objectives which have been developed in compliance with the mission statement have been clearly stated in the strategic plan (2013-2018) which included a system to monitor and evaluate the implementation of the plan.

Priorities for improvement



Independent Opinion (*)**

Comment:

1. BPCs may wish to consider providing one or two examples in the SSR to show that the Mission statement was used “as a basis for all strategic planning processes”. (For example, the project to expand and improve the dental clinics in the dentistry Program, starting enrolling Female students in some Programs, the development of academic Programs and possibly to provide post-graduate Programs, expansion and improvement of infrastructures and learning resources such as the new library project).
2. The BPCs Strategic Plan achievement report or annual reports is required as evidence.
3. The Mission statement is used as a basis for establishment of goals and objectives for development of the institution and organizational units within it.
4. The BPCs is encouraged to provide its implementation plans for its strategic plan including comprehensive analysis about achieving its strategic goals/objectives and initiatives.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The following are examples of using mission statement as a basis for strategic planning process (SSR also updated with these examples):
 - a. The project (6-1-2), in the Colleges Strategic Plan, was the basis for expanding and improving dental clinics in the Dentistry program.
 - b. The project (6-1-1) in the Colleges' strategic plan was the basis of completing and establishing of the Colleges' female campus.
2. Achievement reports for the Colleges previous strategic plan (2013-2018) is being drafted and included. Moreover, new responsibilities, for following up and analyzing the implementation of the assigned projects and initiatives of the Colleges Strategic Plan (2018 - 2023), have been added to the resolution of forming the Supreme Committee of strategic planning. (G1.i.1 & Annex G1.2.6 & G1.4.1 & G1.i.2a).
3. The following are examples of using mission statement as a basis developing of the Colleges:
 - a. The project (1-1-3), in the Colleges previous strategic plan, constitutes the basis of developing and implementing the Organizational Structure 2016 of the Colleges.



- b. The project (6-1-1) in the Colleges' previous strategic plan was the basis of establishing the Strategic Planning Unit in 2016. (G1.i.1)
4. More attention will be paid for upcoming execution stages of the Strategic Plan 2018-2023, by including comprehensive analysis about achieving its strategic goals and initiatives. Additionally, new responsibilities, for following up and analyzing the implementation of the assigned projects and initiatives of the Colleges strategic plan (2018 - 2023), have been added to the resolution of forming the Supreme Committee of strategic planning. (G1.4.1 & G1.i.2a).

Overall Assessment of Mission, Goals and Objectives

1.1 Appropriateness of the Mission	****
1.2 Usefulness of the Mission Statement	****
1.3 Development and Review of the Mission	****
1.4 Use Made of the Mission	***
1.5. Relationship Between Mission, Goals and Objectives	****
Combined Assessment	****

Comment

Buraydah Private Colleges' mission and objectives were developed to realize the Colleges' vision which is to achieve excellence at the level of the private higher education institutions in Saudi Arabia. The colleges' vision, mission and objectives were published through the colleges' website to increase the awareness among the academic and public community about the establishment charter of the colleges. The strategic objectives were communicated among the administrators, faculty members and students, so as to be used as guidance for the allocation of resource and decision



making and to encourage the actively participation in a package of community services.

Indicators Considered:

KPI reference No.1: Stakeholders' awareness ratings of the mission statement and objectives extent of achievement of the objectives set in the annual work plans, the achieved value is 71% compared to target benchmark less than 73%.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 2: Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. In sections for male and female student's resources must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Is this true?
Y/No/NA

How well is this done?
(enter stars)

2.1 Governing Body

The governing body must operate effectively in the interests of the institution as a whole and the communities it serves.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.1.1 The governing body has as its primary objective the effective development of the institution in the interests of its students and the communities it serves.

2.1.2 Membership of the governing body provides for the range of perspectives and expertise needed to guide the educational policies of the institution

2.1.3 Members of the governing body are familiar with the range of activities within the institution and the needs of the communities it serves.

2.1.4 New members of the governing body are thoroughly inducted into their role with information about the institution and about the role and processes of the governing body itself.

2.1.5 The governing body periodically reviews the mission, goals and objectives of the institution.

2.1.6 The governing body ensures that the mission goals and objectives of the institution are reflected in detailed planning and activities.

2.1.7 The governing body monitors and accepts responsibility for the total operations of the institution but avoids interference in management or academic



affairs. If there are concerns about detailed academic matters these are referred back for further consideration but not changed by the governing body itself.

2.1.8 Sub committees of the governing body (including members of the governing body, senior faculty and staff, and outside persons as appropriate) are established to give detailed consideration to major responsibilities such as finance and budget, staffing policies and remuneration, strategic planning, and facilities. Y ****

2.1.9 Responsibilities are defined in such a way that the respective roles and responsibilities of the governing body for overall policy and accountability, the senior administration for management, and the academic decision making structures for academic program development, are clearly differentiated, defined, and followed in practice. Y ****

2.1.10 In a private institution the relative responsibilities of the owners or company directors and the governing body are clearly specified and avoid interference in academic matters. Y ****

2.1.11 In their role as members of the governing body members who are also members of staff of the institution act in the interests of the institution as a whole rather than as representatives of sectional interests. Y ***

2.1.12 The governing body regularly reviews its own effectiveness and develops plans for improvement in the way it operates. Y **

Overall Assessment ****

Comment:

The range of expertise of BPCs governing body guides the educational and administrative policies of the institution. The members of the governing body are familiar with different activities within the colleges and the need of the communities it serves. Moreover, the responsibilities of the board of trustees are clearly defined.

Priorities for improvement:



Independent Opinion (***)

Comment:

1. The BPCs is encouraged to clearly update and define the roles and responsibilities of its General Supervisor (GS), its three Vice GSs of the Learning and Teaching, Executive Affairs, and Quality and Development, and the Colleges Deans in the SSRP (15.G1.2.2_BPCs' Executive Guide needs to be translated to English).
2. The governing body needs to annually review its own effectiveness and develop plans for improvement in the way it operates.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The role of GS, its three vice GSs has been updated and defined. The Executive Guide has been translated to English and attached to SSR.
2. This recommendation will be raised to the Board of Trustees at the next meeting for finding an action plan to review its own effectiveness and develop plans for improvement in the way it operates

2.2 Leadership

The institution's administrators must provide effective and responsible leadership for the development and improvement of the institution.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.2.1 The responsibilities of administrators are clearly defined in position descriptions.

2.2.2 Senior administrators (including the Rector or Dean and others throughout the institution) anticipate emerging issues and opportunities and exercise initiative in response.

2.2.3 Administrators ensure that action needed in their area of responsibility is taken in an effective and timely manner.

2.2.4 The levels of supervision and approval for academic affairs provide for monitoring of quality and approval of major changes by senior administrators and the senior academic committee while allowing appropriate flexibility at course and program levels. (eg. Departments have delegated authority to change text and



reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content as far as possible subject to conditions set by the university council or other appropriate authority.) (see also section 4.1.3)

2.2.5 Administrators encourage teamwork and cooperation in achievement of institutional goals and objectives within their area of responsibility.

2.2.6 Administrators at all levels in the institution work cooperatively with colleagues in other sections of the institution to ensure effective overall functioning of the total institution.

2.2.7 Administrators at all levels accept responsibility for the quality and effectiveness of activities within their area of responsibility regardless of whether those activities are undertaken by them personally or by others responsible to them.

2.2.8 When responsibilities are delegated to others this is done appropriately with a clearly defined reporting and accountability framework.

2.2.9 Delegations are formally specified in documents signed by the person delegating and the person given delegated authority, and that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.

2.2.10 Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation.

2.2.11 Administrators provide leadership and encourage and reward initiative on the part of subordinates within clear policy guidelines.

2.2.12 Regular and constructive feedback is given on performance of subordinates in a manner that contributes to their personal and professional development.

2.2.13 Senior administrators ensure that submissions to the governing body are fully documented and presented in a form that clearly identifies the policy issues for decision and the consequences of alternatives.

Overall Assessment

Comment:

The responsibilities of all BPCs' administrative and academic leaders are clearly defined in Job Description Manual. There is a system of supervision and approval for academic affairs and major and minor changes at course and program levels.



Teamwork and cooperation in the achievement of institutional goals and objectives has been encouraged. Senior administrators ensure that submissions to the governing body are fully documented.

Independent Opinion (***)

Comment:

The BPCs administrators provide effective and responsible leadership for the development and improvement of the institution. Nevertheless, policies and procedures are dispersed in several documents (\Eligibility list BPC's- 27-3-2019\5 Availability of policies, regulations and terms of reference\لوائح كليات بریده\الوائح Pdf). It is recommended to assemble (collate) them in a Policy Handbook, including administrative flow chart and job responsibilities and present stakeholders' evaluation of this handbook. It was mentioned in "Figure (13)" that stakeholder evaluated the Policy Handbook, including administrative flow chart and job responsibilities. The mentioned "Policy handbook" is not included in the evidences!

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

- Policies, regulations and terms of reference have assembled in a Policy Handbook. Including administrative flow chart and job responsibilities and present stakeholders' evaluation of this handbook and attached to SSR.

2.3 Planning Processes

Planning processes must be managed effectively to achieve the mission and goals through cooperative action across the institution. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstances.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 2.3.1 A comprehensive strategic plan has been developed and provides a planning framework for all sections within the institution should be developed for the institution as a whole. Y *****
- 2.3.2 Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results. Y ****
- 2.3.3. Plans take full and realistic account of aspects of the external environment affecting development of the institution. Y ****
- 2.3.4 The processes for developing major plans for the institution provide for involvement and understanding with stakeholders throughout the institutional community. Y ***



2.3.5 When major planning decisions are announced they are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.3.6 Implementation of plans is monitored in relation to short term and medium-term targets and outcomes evaluated.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.3.7 Plans are reviewed, adapted and modified, and corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.3.8 Information management systems provide regular feedback on both ongoing routine activities and progress in strategic initiatives through key performance indicators and other information as required..	<input type="text" value="Y"/>	<input type="text" value="**"/>
2.3.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.3.10 Strategic planning is integrated with annual and longer term budget processes with capacity for medium term adjustments as required.	<input type="text" value="Y"/>	<input type="text" value="**"/>
Overall Assessment		<input type="text" value="***"/>

Comment

BPCs Develops a comprehensive strategic plan that provides a planning framework for all sections. Planning in BPCs is strategic and it incorporates priorities for development and appropriate sequencing of action to produce the most effective short-term and long-term results. When major planning decisions are announced, they are communicated to all concerned with impacts and requirements for different constituencies made clear.

Priorities for improvement:

Independent Opinion (***)

Comment:

1. BPCs may wish to consider the establishment (or development) of the Colleges IT division system that provides periodic feedback on progress of strategic initiatives (projects) through key performance indicators. The system will allow for monitoring and reviewing the implementation of plans in relation with



- short-term and medium-term targets.
2. The strategic plan has been developed and provides a planning framework for all sections within the BPCs. Nevertheless, the follow-up process needs several enhancements including risk management. The risk management process needs to include appropriate mechanisms for risk assessment and minimization.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. BPCs will establish an IT division system that provides periodic feedback on progress of strategic initiatives (projects) through key performance indicators. The system will allow for monitoring and reviewing the implementation of plans in relation with short-term and medium-term targets.
2. BPCs established risk management department. The risk management process will include appropriate mechanisms for risk assessment and minimization.

2.4 Relationship Between Sections for Male and Female Students

In sections for male and female students the leaders of both sections must participate in institutional governance and be fully involved in strategic planning, decision making, and senior management with effective and continuing communication between sections. Strategic planning should ensure equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section as well as for the institution as a whole.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.4.1 Male and female sections are adequately represented in the membership of relevant committees and councils through processes that are consistent with bylaws and regulations of the Higher Council of Education.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.4.2 There is effective communication between members of committees and councils and between individuals in the different sections carrying out related activities.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.4.3 Programs, facilities and services are planned and resources provided that ensure comparable standards are achieved in each section, while taking account of variations appropriate for different needs.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.4.4 Quality indicators, evaluations and reports show results for both sections indicating similarities and differences as well as overall performance.	<input type="text" value="Y"/>	<input type="text" value="***"/>
Overall Assessment		<input type="text" value="****"/>

Comment:



BPCs offers several educational programs to both male and female students. Due to cultural and social considerations, there is physical separation between them. Leaders of both male and female sections participate in the institutional governance and they are always involved in decision making processes. They are also represented in the membership of different committees and councils. There is effective communication between them carrying out related activities using modern communication equipment and IT facilities. Programs, facilities and services are well planned and adequate resources are provided to both sections so that comparable standards are fulfilled. Similarities and differences between both sections are indicated through evaluations and reports.

Priorities for improvement

Independent Opinion (*)**

Comment:

Relationship between Male and Female students' sections is exemplary in the Saudi framework. Both sections are adequately represented in the membership of relevant committees and councils (as far as possible), and resources are provided that ensure comparable standards are achieved in each section.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

- BPCs will continue on this strategy and maintains it. KPIs for male and female sections will be analyzed regularly to detect any discrepancy and applied corrective actions when needed.

2.5 Integrity

The institution must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and take action to ensure that these standards are met by staff and students. These standards must be maintained in all of the institution's dealings with its students and teaching and other staff, and its relationships with external agencies including both government and non-government organizations.

The level of compliance with this standard is judged by the extent to which the following good practices are followed

2.5.1 Codes of practice for ethical and responsible behavior have been developed that require that teaching and other staff and students, and all committees and organizations, act consistently with high standards of ethical conduct and avoidance of plagiarism in the conduct and reporting of research, in teaching, performance evaluation and assessment, and in the conduct of administrative and service activities.

Y

2.5.2 The institution regularly reviews and modifies its policies and procedures as

Y



necessary to ensure continuing high standards of ethical conduct.

2.5.3 Administrators and others speaking on behalf of the institution represent it honestly and accurately to both internal and external agencies. (Advertising and promotional material is always be truthful, avoids any actual or implied misrepresentations or exaggerated claims, or negative comments about other institutions.)

2.5.4 Regulations are established and are consistently followed dealing with declarations of pecuniary interest or conflict of interest for faculty and staff at all levels of the institution. (The regulations apply to all staff, the governing board and to all committees and other decision making bodies in the institution.)

2.5.5 Hiring, disciplinary and dismissal practices are clearly documented and administered in a way that ensures fair treatment for all Saudi Arabian and expatriate teaching and other staff, whether appointed on a full time or part time basis.

Overall Assessment

Comment:

BPCs is committed to meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its educational activities and services functions. Codes of practice for ethical and responsible behavior have been developed. BPCs is responsive to students' appeals and student/staff complaints. BPCs reviews and modifies their policies and procedures when necessary to ensure continuing high standards of ethical conduct. Administrators and others speaking on behalf of the institution represent it honestly and accurately to both internal and external agencies Practices of appointment, discipline and sacking from service are clearly documented and administered in a way that ensures fair treatment for all.

Priorities for improvement:



Independent Opinion (***)

Comment:

The BPCs meet high ethical standards of honesty and integrity.

ناصر بن محمد جميل سرهان

BPCs reply and priorities for improvement:

- BPCs will continue on meeting high ethical and honesty of integrity and try to sustain this culture.

2.6 Internal Policies and Regulations

The institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units and positions within the institution.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.6.1 A policy and procedures manual has been prepared setting out internal regulations and procedures for dealing with major areas of activity within the institution.

Y

2.6.2 Terms of reference or statements of responsibility have been specified for major committees and administrative and academic positions and included in the policy and procedures manual.

Y

2.6.3 Policies and regulations are accessible to teaching and other staff and students including new members of staff, and members of committees.

Y

, and effective strategies used to ensure they are understood and complied with.

2.6.4 Student responsibilities, codes of conduct, and regulations affecting their behavior are defined and made known to students when they begin studies at the institution.

Y

2.6.5 The institution has a program for the periodic review and amendment of all its policies and regulations over specified time periods.

Y

**

Overall Assessment

Comment:

BPCs has prepared policy and procedures manuals that set out internal regulations and procedures for dealing with major areas of activity within the colleges. Policies



and regulations are available for teaching staff and students. Student responsibilities, codes of conduct, and regulations affecting their behavior are defined. There are sufficient evidences ensuring that these good practices are always followed at BPCs.

Priorities for improvement:

None of this sub standard

Independent Opinion (*)**

Comment:

1. BPCs is encouraged to provide a list and guide/copy of major policies, regulations, committees and Councils\Boards and their memberships and tasks in the Colleges in academic and administrative areas (this includes BoT and Colleges Council, committees responsible for oversight of and approval of Programs or major Programs changes, research development, etc.) **in English.**
2. The NCAAA required a detailed report on the compatibility and consistency between any regulations in the BPCs (scientific promotions and recruitments of the Academic staff for example) with the main regulations of private Universities and Colleges which officially designed and issued by the MOE.
3. BPCs is encouraged to develop a comprehensive manual for policies and procedures and to undergoes an ISO audit in the near future and have such Policies and Procedures Manual ISO certified.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The major policies, regulations, committees and Councils\Boards and their memberships and tasks in the Colleges in academic and administrative areas in have been translated to English and attached to SSR.
2. A statement has been added to all college regulations“ In the event of a conflict between the provisions of this Agreement, the provisions of the regulations issued by the Ministry of Education shall be applied ”.
3. The Policies, regulations and terms of reference have assembled in a Policy Handbook. Including administrative flow chart and job responsibilities and present stakeholders’ evaluation of this handbook and attached to SSR. ISO certification will be carried out after accreditation.

2.7 Organizational Climate



The institution must implement systems to maintain a positive organizational climate. (defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among teaching and other staff that their contributions are valued.)

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 2.7.1 A systematic approach is adopted by senior managers to develop and maintain a positive organizational climate.
- 2.7.2 Opinions of staff on major initiatives are sought and information is provided on how those opinions have been considered and responded to.
- 2.7.3 Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged.
- 2.7.4 Information about issues, plans and developments at the institution are regularly communicated to teaching and other staff through means such as newsletters, internal publications or electronic communications.
- 2.7.5 Responsibility is given to a senior administrator or central unit to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development.

Overall Assessment

Comment:

Board of Trustees, general Supervisor and deans at BPCs is keen to develop a positive organizational climate throughout the institution. An open-door policy is adopted by top managers, which encourages staff and employees to express their opinions and talk about their initiatives. Almost all teaching staff are involved in decision making through their membership in departments' councils and committees. Surveys are another way to consider teaching and other staff's views.

Priorities for improvement

None of this sub standard

Independent Opinion (*)**

Comment:

The institution implemented systems to maintain a positive organizational climate. Nevertheless, the use of periodic surveys (39.G2.7.2_Job Satisfaction Survey) to ensure regular feedback is somewhat without analysis.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:



- The results of the questionnaire were analyzed and the report is attached to SSR.

2.8 Associated Companies and Controlled Entities

Special Note

The term Controlled Entity is intended to include all arrangements where an institution has established a company, institute or other organization to provide services, academic or technical programs or carry out other activities. It includes, for example, a campus elsewhere in Saudi Arabia or in another country, one or more community colleges, an institute to provide a preparatory year program, companies established to undertake commercial development of patents or research findings, or companies established to provide services such as student or faculty housing or food or IT services.

In all such cases the parent institution (the college or university) must accept ultimate responsibility for what is done and have effective mechanisms for oversight of the quality of activities. Educational organizations such as a community college or a preparatory year program might also undergo separate accreditation, but a self-study of the parent institution and an external review of it for accreditation will consider whether the details of standard 2.8 are met and the extent to which the quality of the controlled entity is maintained and effectively supervised.

2.8 If institutions establish or control subsidiary corporations for matters such as service provision, publications, or development of intellectual property the institution must maintain effective policy oversight, accountability and risk management processes.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

NA	██████████
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2.8.1 The functions of the controlled entities are appropriate for and consistent with the charter and mission of the institution.

2.8.2 The administrative and financial relationship between the controlled entities and the institution are clearly specified.

NA	██████████
----	------------

2.8.3 Reporting mechanisms are established that ensure that the governing body has effective oversight of the purposes, functions, and activities of the controlled entities

NA	██████████
----	------------

2.8.4 Audited financial reports on the financial affairs of the controlled entities are reviewed regularly by the relevant committee of the governing body.

NA	██████████
----	------------

2.8.5 Administrative arrangements and planning mechanisms for activities of the controlled entity should provide for adequate risk assessment including protection for the institution against financial or legal liabilities.

NA	██████████
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2.8.6 In any arrangement under which an institution contracts out to another organization the provision of services to students or to future students (eg. a preparatory year program) the service contract should include requirements to meet all relevant quality standards. (The institution will be held responsible for ensuring the standards are met.)

NA 



Overall Assessment of Governance and Administration

2.1 Governing Body

2.2 Leadership

2.3 Planning Processes

2.4 Relationships Between Sections for Male and Female Students

2.5 Integrity

2.6 Policies and Regulations

2.7. Organizational Climate

2.8 Associated Companies and Controlled Entities



Combined Assessment



Comment

The Board of Trustees at BPCs' is doing its best to provide effective leadership in the interests of the institution as a whole and the community it serves, through policy development and processes for accountability. Senior administrators lead the activities of BPCs effectively within a clearly defined governance structure and through specific regulations. Quality of this standard was honestly assessed using self-evaluation scales set by NCAAA. Serious effort has been made to form valid and reliable judgments based on evidences.

Indicators Considered

KPI reference No.2 : Extent of achievement of the objectives set in the annual work plans the achieved value is 74.8% compared to target bench mark less than 76%

Priorities for Improvement

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

تأهیل بن محمد جمیل سرخان


BPCs reply and priorities for improvement:

- The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 3: Management of Quality Assurance and Improvement Processes

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external benchmarks. Specific requirements in the institution's quality assurance system should be periodically reviewed to ensure that unnecessary requirements are not included and that data that is provided is actually used in an effective way.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.

Is this true?
Y/No/NA (enter stars)

How well is this done?
Y/No/NA (enter stars)

3.1 Institutional Commitment to Quality Improvement

An institution must be committed to maintaining and improving quality through effective leadership and active involvement of teaching and other staff.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

The Rector or Dean strongly supports involvement in quality assurance processes.	Y	****
3.1.2 Adequate resources are provided for the leadership and management of quality assurance processes and provision of assistance where it is needed.	Y	***
3.1.3 All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.	Y	****
3.1.4 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged at all levels.	Y	**
3.1.5 Mistakes and weaknesses are recognized and used as a basis for planning for improvement.	Y	***
3.1.6 Improvements in performance and outstanding achievements are recognized and appropriately acknowledged.	Y	***
3.1.7 Evaluation and planning for quality improvement are integrated into normal administrative processes.	Y	***

Overall Assessment



Comment

The commitment for quality started from the highest level. The top management supports the higher Committee of the quality and its sub-committees as well as, the establishment of 4 quality units in the colleges and forming quality committees in each academic and administrative unit. The top management usually admits the weaknesses, identifies the opportunity, and uses the resulting information as a basis for planning processes to improve performance, as is estimated outstanding achievements.

Priorities for improvement

Independent Opinion (*)**

Comment:

1. BPCs is encouraged to establish a systematic approach for all day to day QA processes applied in the BPCs needs, and to review and update its QMS "G3.2.6_Quality management system".
2. It wasn't clear how the Colleges Deans communicate with the Vice GSs of the Learning and Teaching and Quality and Development. How they ensure the quality improvements in the BPCs and its academic Programs.
3. More KPIs need to be developed for measuring Mission achievability in its three pillars (teaching/community services including health care/research) as example: measuring the achievement of all domains OF Learning Outcomes and other KPIs to assure achieving high quality education.
4. Creativity and innovation related guidelines need to be defined and communicated clearly.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. QMS of BPCs Has been reviewed and updated for all day to day QA processes applied in the BPCs.
2. The job description has been reviewed and updated to clarify how the Colleges Deans communicate with the Vice GSs of the Learning and Teaching and Quality and Development; to ensure the quality improvements in the BPCs and its academic Programs.
3. KPIs has been updated and more KPIs added in new KPIs report for the current academic year.
4. The work in progress to create a learning environment for students to conduct competitions and executive rewards that help them to innovate, creativity, excellence and leadership



5. The work in progress to create a learning environment for students to conduct competitions and executive rewards that help them to innovate, creativity, excellence and leadership

3.2. Scope of Quality Assurance Processes

Quality assurance activities that are necessary to ensure good quality must apply to all functions carried out in the institution and involve teaching and other staff in all parts of the institution in performance evaluations and planning for improvement.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.2.1: All academic and administrative units within the institution (including the governing body, and senior management) participate in the processes of quality assurance and improvement.	Y	****
3.2.2: Regular evaluations are carried out and reports prepared to provide an overview of performance for the institution as a whole, and for organizational units and functions within it.	Y	***
3.2.3: Quality evaluations consider inputs, processes and outcomes, with particular attention to quality of outcomes.	Y	***
3.2.4: Evaluations are carried out for both routine activities and for strategic priorities for improvement.	Y	***
3.2.5: Quality assurance processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.	Y	***
3.2.6: A program of institutional research on quality issues is carried out to investigate and report to the Rector or Dean and the governing body, and inform the institution as a whole on the quality of the institution's activities and achievement of its objectives.	Y	***
3.2.7: In sections for male and female students detailed evaluations in relation to all standards should be carried out in a consistent way in both sections and quality reports on those standards should note any significant differences found and make appropriate	Y	***

Recommendations for action in response to what is found.

Overall Assessment

Comment



Academic and administrative units within the institution including the "Board of Trustees" and the other senior administrators are represented in the higher committee for quality. All processes were designed to ensure that the limit of acceptable standards have been achieved, as well as ensuring the continued improvement in performance. The evaluation was conducted through various levels on a regular basis, in addition to the preparation of special reports. The annual reports showed performance and functionality of the colleges and organizational units.

Priorities for improvement

6. Surveys should be updated from hard to soft copies in all academic programs, and the students must be encouraged to participate in the surveys in order to allow BPCs have a good Performance evaluations are done regularly but there is a need to link performance with indicators.
7. BPCs should evaluate and report on a regular basis the administrative arrangements, and processes used for quality assurance.

Independent Opinion (*)**

Comment:

At the end of each semester, faculty at each Program is supposed to submit their Courses reports regarding students' learning. The reports cover the contents, assessments, weaknesses and strategic priorities for improvement (SSRP, page number 113). The BPCs needs to add more explanations and clarifications with evidences about the following:

1. How the BPCs ensure that its Programs LOs are consistent (covering all the domains) with the NQF or SQF.
2. Is there any special attribute that a graduate should have (required by the BPCs/Colleges/Programs)? Are they incorporated as PLOs?
3. For the purpose of appropriateness and the achievement of the BPCs Programs LOs, do the Colleges/Programs have a mechanism by which it utilizes external stakeholders' views (alumni, employers, exit surveys) or (surveys, focus groups, formal meetings)?
4. What external reference points do the Colleges/Programs use to benchmark its Standards of learning? "for example, employers"
5. How do the Colleges/Programs monitor, assess and give feedback on Programs and courses specifications?
6. Evidence about discussing the questionnaire results and evaluating them during the periodic meetings with Colleges/Programs/Faculty members/Colleges councils.
7. Evidence about setting executive plans for improvement and development.

ناصر بن محمد جميل سرهان


BPCs reply and priorities for improvement:

1. BPCs have started applying SQF for all updated programs plans since the beginning of this academic year by external reviewers through agreements



with government universities.

2. Special attributes that a graduate should have and their incorporated in PLOs it will be considered in next programs improvement plan.
3. For the purpose of appropriateness and the achievement of the programs LOs the BPCs used employer's views and exit surveys for the graduates. In addition to that, view of alumni views will be include improvement plan.
4. The BPCs depend on the feedback from the stakeholders and standard national exams to improve its study plan.
5. The BPCs monitor and assess the programs and courses specifications by direct and direct assessment methods
6. The BPCs will include the questionnaire results and evaluate them in meetings in programs and colleges councils in the next academic year and it will be a responsibility of Quality and Development Center.
7. In the BPCs, the improvement and executive plans of programs are extracted from annual program reports, course report and achievement report of strategic plan. These plans monitored by Quality and Development Center.

3.3. Administration of Quality Assurance Processes

The institution must make adequate arrangements for the leadership and administrative support for quality assurance processes throughout the organization.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.3.1 A senior member of faculty is assigned responsibility and given a sufficient time allowance to provide guidance and support for the quality processes within the institution.

Y	****
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3.3.2 A quality center is established within the institution's central administration and given sufficient staff and resources to operate effectively.

Y	****
---	------

3.3.3 A quality committee is formed with members drawn from all major sections of the institution. As a general guideline this might involve 12 to 15

Y	****
---	------



members and in a large institution might require representatives from groups of colleges in similar fields rather than from each college.

3.3.4 The committee is chaired by a member of the institution's senior administration who works closely with the director of the quality center in guiding and supporting quality initiatives throughout the institution.

Y ****

3.3.5 The roles and responsibilities of the head of the quality centre, the centre itself, and the quality committee are formally defined and their relationship with other planning and administrative units made clear.

Y ****

3.3.6 If quality assurance functions are managed by more than one organizational unit, the activities of these units are effectively coordinated under the supervision of a senior administrator.

Y ****

3.3.7 The institution's quality assurance system is fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review.

Y ****

3.3.8 Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include consideration of predetermined indicators, and (iv) take account of independent verification of interpretations.

Y ***

3.3.9 Common forms and survey instruments are prepared for use for similar activities across the institution (eg. programs, courses, libraries etc.) and responses used in independent analyses of results including trends over time. (This does not preclude additional questions relevant to different programs or special instruments dealing with particular functions eg. specialized libraries or student services)

Y ****

3.3.10 Statistical data (including pass rates, progression and completion rates and data required for indicators) are retained in a central data base and provided and

Y ****

promptly to colleges and departments (normally each semester or at least annually) for their use in preparation of reports on indicators and other tasks in monitoring

3.3.11 The administrative arrangements and processes used for quality assurance in the institution are evaluated and reported on in a way that is comparable to the quality assurance processes for other functions and organizational units.

Y ***



3.3.12 Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.

Y

Overall Assessment

Comment

A senior faculty member with sufficient experience is appointed as a Deputy General Supervisor for quality and development. He granted sufficient time and authority to manage and monitor the quality processes. Reports are directed to the colleges' general supervisor. A Main Quality Committee is formulated from members representing all colleges and major units. Responsibilities at all levels are formally defined and documented.

The QMS handbook of BPCs contains a separate chapter for planning, administration, evaluation and monitoring. In addition to QMS handbook, there are different thirty-nine handbooks, one of them is the Handbook of Organizational Structure. Quality committees and units have a clear organization and function structure at both institutional and program levels. Staff and administrators with formally defined duties, responsibilities and relationships have contributed to effective planning, implementation and follow-up of quality activities.

Priorities for improvement

Independent Opinion (*)**

Comment:

1. Quality assurance arrangements for the BPCs is effectively administered and coordinated with the quality assurance arrangements for the Colleges. However, the good practices related to this Sub-Standard need to be enhanced especially those related to statistical data on KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, Research productivity and community/Healthcare services which should be retained in an accessible central data base and regularly reviewed and improvement of quality assurance arrangements each Program.
2. The BPCs is encouraged to establish electronic databases in the Colleges/Programs for easier access and periodically reviewing it to get required statistics accurately.
3. The BPCs is encouraged to provide evidence about the involvement of the Programs faculty members and the like fulfill their role in improving and developing the Colleges/Programs. The required standards of Colleges/Programs quality assurance and the improvement and development processes are met and supervised by Vice GSs of the Learning and Teaching, and Quality and Development through the Quality Assurance center/Team which should entrusted with the following tasks:
 - **Communicating the culture of quality and accreditation in the Colleges/Programs through:** For examples:



- Setting up awareness activities, assigning a week for quality, holding orientation meetings for fresh students in the Colleges, and alumni meeting.
- Encouraging students to participate in the quality activities and setting up students' friends of quality committee.
- **Supervising the development of the academic plans:**
 - Reviewing all Programs/Courses specifications and learning outcomes templates periodically. (Assessment cycle)
 - Reviewing all Programs/Courses reports by academic committees, discussing difficulties and problems that obstruct the learning process and suggesting solutions
- **Taking part in visits to several local universities to benefit from their experience in accreditation**
- **Visiting local/ international Universities.**

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. There is an administration department for statistics and information under quality and development centre collect all data base of KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, Research productivity and community / Healthcare services. This administration will be developed and supported more in the next year.
2. A central data base system was implement only in college of Administrative and Human Sciences. The system in the other colleges under progress. Also there is E-Register system that includes student statistics for academic achievement and progress in all colleges.
3. Orientation meetings among new students have been done every year. However, quality issues are not address in that meeting. We plan to address the Quality in the next year meetings. Quality and development centre organized a week of awareness about quality to celebrate World Quality Day in the colleges (annex report of world quality day).
4. In order to Communicating the culture of quality and accreditation in the Colleges/Programs, BPCs:
 - It was partially done. Students' friends of quality committee will be a priority in the next year
 - Partially done and it will be done for all programs and courses before



the beginning of the next academic year

- The visiting of local universities will be included in the next year improvement plan

3.4. Use of Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for evaluation of the achievement of goals and objectives and for the quality of major institutional functions.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.4.1 A limited number of key performance indicators that are capable of objective measurement have been identified and provide clear objective evidence of quality of performance for sections within the institution (including colleges and departments) and for the institution as a whole.

Y

3.4.2 Additional indicators that provide clear evidence of quality of performance in achieving their objectives are selected by or for each academic and administrative unit within the institution.

Y

3.4.3 When functions that are carried out by different organizational units (eg. teaching, research, community service) some common indicators are selected for all such units as measures of quality and to provide for comparisons of performance.

Y

3.4.4 Benchmarks for comparing quality of performance (including past performance and at least some comparisons with other institutions) are established and achievements in relation to those benchmarks is regularly monitored.

Y

3.4.5 Key performance indicators and benchmarks for major organizational units or functions are approved by the appropriate committee or council within the institution (e.g. senior academic committee, university council)

Y

3.4.6 The format for indicators and benchmarks is consistent across the institution and provides specific evidence relating to important objectives.

Y

Overall Assessment

Comment



NCAAA suggested 33 key performance indicators (KPIs) to be utilized by universities in their self-evaluations. Buraydah Private Colleges (BPCs) as a high-educational institution has adopted 38 KPIs of them in its self-assessment. These KPIs have been selected to provide clear objective evidence of quality performance within the institution (including colleges and departments). The selected key performance indicators have been approved by higher quality committee. Internal and external benchmarks for comparing quality performance are established.

Priorities for improvement

Non for this substandard

Independent Opinion (*)**

Comment:

1. The BPCs has utilized some KPIs suggested by the NCAAA. However, the scope of use KPIs and the analyses need to be reviewed, checked and enhanced, and further KPIs analyses are needed for formulating external benchmarking locally and internationally according to the Colleges/Programs Vision and Mission.
2. All KPIs analyses in the SSRP and in the KPIs reports: The internal benchmarking should be made by comparing the KPIs findings historically M/F (i.e. for the last two years data).
3. The BPCs is encouraged to provide a plan about the external benchmarking processes according to its Vision and Mission.

ناصر بن محمد جميل سرهان


BPCs reply and priorities for improvement:

1. All colleges/programs BPCs Missions/Goals has been revised and aligned with colleges' mission and vision. There is a new KPIs reports that will include further KPIs analysis.
2. The new report of KPIs include values of KPI for male and female (BPCs KPIs report for academic year 2018/2019)
3. The BPCs new report of KPIs comprise external benchmark values from similar institutions with almost the same scale (BPCs KPIs report for academic year 2018/2019).



3.5. Independent Verification of Standards

Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.5.1 Self-evaluations of quality of performance are based on several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and teaching staff, graduates and employers.

Y

3.5.2 Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.

Y

3.5.3 Institutional policies and procedures have been established for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.

Y

Overall Assessment

Comment

Self-evaluation of quality performance based on several evidences, including feedback through questionnaires, views of stakeholders and beneficiaries such as students, faculty members, graduates, and employers. The results of student questionnaires are the main measure which give data about program development and students' level of achievement.

Priorities for improvement



Independent Opinion (***)

Comment:

1. Evaluations of performance are based on evidences and conclusions based on that evidence are independently verified to some extent. The process has just started and needs verifications and revision of the surveys.
2. The BPCs is encouraged to set mechanisms of reviewing its Programs curricula and measuring the achievement of its Programs LOs periodically to include the following:
3. Programs LOs are consistent with National Qualification Framework.
4. Courses assessments are carried out through QA team.
5. A student satisfaction questionnaire has been done to measure the procedures and mechanics of electronic assessment process in order to improve quality.

ناصر بن محمد جميل سرهان


BPCs reply and priorities for improvement:

1. Indirect assessments carried out from all programs used in depth verification and efficiency of evidence since the end of the first semester of the academic year 1439-1440, under the regulation of central measurement.
2. It is already done for some programs i.e. Pharmacy, Nursing and Physical Therapy programs and the rest will be included in the next academic year improvement plan
3. All questionnaires will be shifted from hard to electronic assessment process completely and students will be encouraged to participate in the survey. It was addressed in SSR Priorities for improvement page 10.

Overall Assessment of Quality Assurance and Improvement Processes



3.1 Institutional Commitment to Quality Improvement (3.1)	***
3.2 Scope of Quality Assurance Processes (3.1)	***
3.3 Administration of Quality Assurance Processes (3.75)	****
3.4 Use of Indicators and Benchmarks (4)	****
3.5 Independent Verification of Standards (3.66)	****
Combined Assessment	****

Comment

Overall evaluation of the quality of mission, goals and objectives refer to obtained evidence and provide a report based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action. The overall evaluation is very good (****) according to actual achievement for all sub standards. There are so many strength points in this standards and they are:

1. "Board of Trustees", deanships and the other senior administrators are briefed about all quality processes and participate in issues affecting overall institutional performance.
2. A senior faculty member with sufficient experience is appointed as a Deputy General Supervisor for quality and development.
3. Quality committees and units have a clear organization and function structure at both institutional and program levels.
4. Main Quality Committee is formulated from members representing all colleges and major units,
5. Responsibilities at all levels are formally defined and documented.
6. BPCs has a strategic a plan for routine activities and strategic projects for improvement.
7. BPCs has set their own list of KPIs which approved by the higher committee of quality. The aggregated actual raw data were compared with internal and external benchmark.
8. All quality processes of academic programs are based on NCAAA forms and procedures and they are very transparent to all participants.
9. Self-evaluation of quality performance in BPCs is based on documented evidences



10. Statistical and academic data that are used in quality evaluation are kept in high-efficiency data collection E-Register system.

Indicators Considered:

KPI reference No.3: Students overall evaluation on the quality of their learning experiences at the institution; the achieved value is 4.09 compared to target benchmark less than 4 out of 5.

KPI reference No.4: Proportion of courses in which student evaluations were conducted during the year; the achieved value is 90% compared to target benchmark not less than 100 %.

KPI reference No.5: Proportion of programs in which there was independent verification of standards of student achievement by members external to the institution during the year; the achieved value is 72.72% compared to target benchmark not less than 100 %.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced especially those related to statistical data on KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, Research productivity and community / Healthcare services which should be retained in an accessible central data base and regularly reviewed and improvement of quality assurance arrangements each Program.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

There is administration department for statistics and information under quality and development centre collecting all data base of KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, research productivity and community / Healthcare services. This department will be developed and supported with manpower in the next improvement plan during next academic year.



Standard 4: Learning and Teaching

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

Sub-Standards:

- 4.1 Institutional Oversight of Quality of Learning and Teaching
- 4.2 Student Learning Outcomes
- 4.3 Program Development Processes
- 4.4 Program Evaluation and Review Processes
- 4.5 Student Assessment
- 4.6 Educational Assistance for Students
- 4.7 Quality of Teaching
- 4.8 Support for Improvements in Quality of Teaching
- 4.9 Qualifications and Experience of Teaching Staff
- 4.10 Field Experience Activities
- 4.11 Partnership Arrangements with Other Institutions

Comment and General Description of Good Practice

The quality of learning and teaching should be central to the institution's planning and quality assurance processes. The focus should be on quality of learning outcomes, which must cover a range of kinds of learning, with knowledge, skills and patterns of behaviour that are assessed within the program, and continue to be reflected in personal and professional lives after graduation.

It is a vital function of all higher education institutions to maintain systems to ensure that high standards of learning and teaching are maintained in all programs offered. This involves approval processes for new programs and major changes in programs, monitoring and regularly considering reports on programs, and taking appropriate action to support improvements in programs provided by colleges and departments.



Different types of learning as described in the Qualifications Framework require different ways of teaching and different forms of student assessment, and these must be used in a systematic way in educational programs. Consequently teaching strategies and methods of assessment that are appropriate for different kinds of learning should be planned and described in program and course specifications. Where an institution has identified any special skills or student attributes that it wants to develop in its students, this adds an additional requirement for planning how those special abilities will be developed in the courses and programs that are taught.

Generic skills such as group participation, capacity for self-directed learning, commitment to sound moral and ethical principles, and the effective use of numerical and communication skills should be reinforced and built upon in all courses. Although units of work or specific courses may focus particularly on learning of this kind, all faculty should be aware of the learning objectives of the program as a whole and contribute to those outcomes in their teaching.

In an institution or program with high standards of teaching and learning a number of sources of evidence are used to assess the quality of students' learning and the effectiveness of the strategies used to develop these abilities. These include such things as student questionnaires about teaching effectiveness, observations of teaching by "critical friends", questionnaires for graduates and employers, and external check assessments of the quality of students' performance on tests and assignments. In most cases these sources of evidence must be interpreted since many factors could influence ratings on surveys and evaluative judgments. Consequently several different sources of evidence are often used, with interpretations of the evidence verified by an independent person.

The delivery of programs and individual courses should be monitored on a continuing basis, with annual reports on what has happened and consideration of any adjustments that may be needed. More extensive reviews of the quality of teaching and learning for each program, and in summary for the institution as a whole, should be undertaken periodically, at least on a seven yearly basis, to coincide with external review and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

Quality of teaching is vital, and this involves appointment of faculty with appropriate levels of knowledge and skill for the programs to be taught, and thorough orientations so the necessary strategies for development of the range of learning outcomes and methods of assessment of those outcomes are understood. In many cases assistance



may be needed for faculty to develop expertise in the particular strategies to be used, and students may need to be prepared for ways of teaching and learning that may be unfamiliar to them. Members of faculty must have flexibility to draw on their particular strengths, and to respond to the needs of the particular students with whom they work. However they must also see themselves as members of instructional teams who collectively and cooperatively work to develop a wide range of abilities and patterns of behavior in their students.

Assessment of the adequacy of qualifications and experience of faculty involves not only possession of qualifications at appropriate levels, but also the specific knowledge and skill required for particular courses of study. For programs in professional fields this normally includes some teaching by experienced members of those professions, and in courses that involve consideration of recent developments in theory and research, teaching by staff who are themselves active scholars or researchers in the field.

Mechanisms for the support of students' learning include access to faculty for counselling and advice, and sufficient high quality equipment and learning materials. The specific requirements vary according to the field of study and the teaching strategies used. The adequacy of provision should be assessed by student evaluations, independent peer reviews, and comparisons with other highly regarded institutions. Individual student progress should be monitored, and those in difficulty identified and assisted.

There are some special considerations that apply to situations where institutions are involved in partnerships with others in the development and delivery of programs. The specification of program content and the description of course outlines is only one small element in the quality of a program. What is critically important is the resources and services available to students in the local environment, the quality of faculty and staff with whom they interact, the experiences in which they are involved, and the quality and relevance of learning that students achieve. A relationship with another institution to provide details of courses of study or programs, or to provide quality assurance services may add to the effectiveness of local quality assurance mechanisms, but does not replace them.

A second special consideration relates to the quality of teaching and learning provided through distance education or packaged learning materials. Teaching processes through electronic means have developed rapidly and distance education strategies can offer valuable services to students who might not otherwise have access to study opportunities. Packaged materials can also supplement conventional on-campus instruction in a variety of useful ways and increasingly institutions are utilizing these



materials in their teaching programs. A separate document is available dealing specifically with the delivery of programs through distance education.

Special Note

Requirements for distance education programs have been recommended by the National Center for E-Learning and Distance Education. The NCAAA has also specified requirements for the accreditation of programs offered by distance education.

Under the Higher Education Council requirements students can no longer be admitted to distance education programs that do not meet these requirements, and older style distance education programs that do not meet the new requirements must be phased out before September 2015.

An institution offering programs by distance education seeking accreditation by the NCAAA must comply with these requirements and its distance education programs must also meet the NCAAA's standards for distance education programs. However a period of transition is allowed to give a reasonable amount of time for processes used for those programs to be modified.

The following arrangements will apply:

To be eligible for consideration for accreditation the NCAAA's self-evaluation scales for distance education programs must have been completed for the distance education program(s) and a strategic plan prepared for transition to meet both the Higher Council regulations and the NCAAA distance education programs before September 2015.

If a program is offered by both distance education and face to face instruction the self-evaluation scales must have been completed and the strategic plan must deal with the distance education delivery. Note that programs leading to a degree with the same title will be considered as the same program regardless of whether they are managed by the same or a different organizational unit within the institution.

If other eligibility requirements are met the institution may be considered for accreditation before September 2015. However the certificate of accreditation will indicate that the accreditation does not apply to the distance education programs.



Evidence and Performance Indicators

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

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

Standard 4 Learning and Teaching

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

Note: Good practices related to the institutions responsibility for oversight of quality of programs throughout an institution are described under standard 4.1. Standards and good practices applicable to all individual programs and that should be monitored and overseen by the relevant institutional committees and administrative units are described in standards 4.2 to 4.11.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Is this true? Y/No/NA	How well is this done? (enter stars)
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4.1 Institutional Oversight of Quality of Learning and Teaching

The institution must have effective systems for ensuring that high standards of learning and teaching are achieved in all programs offered, and for supporting their improvement. Institutional processes must be



in place to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for all the programs across the institution. Appropriate action must be taken by the institution to deal with problems and support improvements through general institutional strategies or support for initiatives within particular organizational units where they are needed.

The level of compliance with this standard is judged by the extent to which the following good practices are followed

4.1.1 New program proposals and proposals for major changes in programs are thoroughly evaluated and approved by the institution's senior academic committee.

4.1.2 The evaluation of new programs or major changes in programs by the senior academic committee includes consideration of the matters described in the standard for learning and teaching, including any special requirements applicable to the field of study concerned and requirements for graduates in that field in Saudi Arabia.

4.1.3 Guidelines are established defining the levels for reviewing indicators and reports on courses and programs. (For example a head of department might consider course reports for all courses and a departmental committee approve minor changes to keep courses up to date. A dean might consider program reports that include summary information about courses. The vice rector responsible for academic affairs, the quality committee and the senior academic committee might consider a general summary of program reports and data on key

Y

Performance indicators, and approve more significant changes in programs.)
(See also section 2.2.4)

4.1.4 Guidelines have been established defining the levels for approval of changes in courses and programs. Minor changes required to keep programs up to date and respond to course and program evaluations should be made flexibly and rapidly at departmental level and more substantial changes referred to the relevant senior committees for approval.

Y

.(Note that these approvals for changes in courses and programs in sections 4.1.3 and 4.1.4 are under delegations from the university council or other responsible authority and are subject to conditions and constraints that may be set by that council or authority.)

4.1.5 Data on key performance indicators for all programs are reviewed at least annually by senior administrators responsible for academic affairs, the institution's quality committee and the institution's senior academic committee, with overall institutional performance reported to the governing board.

Y

4.1.6 Annual reports are prepared for all programs, and reviewed by

Y



department/college committees, with appropriate action taken in response to recommendations in those reports.

4.1.7 Self evaluations using the self-evaluation scales for higher education programs are undertaken periodically (eg. every two or three years) for each program and reports prepared for consideration by the quality committee and the relevant academic committees.

Y

**

4.1.8 Reports on the overall quality of teaching and learning for the institution as a whole are prepared periodically (eg. every three years) indicating common strengths and weaknesses, and significant variations in quality between programs/departments and sections.

Y

4.1.9 Reports by departments to their college, or by departments or colleges to the central administration, are acknowledged with responses made to any queries or proposals made.

Y

4.1.10 The senior administrator responsible for academic affairs takes responsibility, in cooperation with the quality committee and deans/heads of department, for developing and implementing strategies for improvement to deal with common issues affecting programs across the institution.

Y

4.1.11 Colleges/departments cooperate with and participate in general institutional strategies for improvement, and arrange complementary further initiatives to deal with quality issues found in their own programs.

Y

**

4.1.12 If programs are offered in different sections, including sections for male and female students, or in branch campuses, the standards of learning outcomes, the resources provided (including learning resources and staffing provisions and resources to undertake research) should be comparable in all sections. Data used for evaluations and performance indicators should be provided for all sections as well as for the programs in total.

Y

Overall Assessment

Comment:

The highest governing body of BPCs (Board of Trustees) develops, monitors and reviews all educational policies and strategies of the quality of learning standards. There is a higher academic committee in Buraydah Private colleges for depth evaluation and approval of the new program proposals concerning any special requirements applicable to the field of study concerned and requirements for graduates in that field in Saudi Arabia. Regular continuous assessment is found to clarify the annual reports of all programs by the department / college committees. This system is well



designed by NCAAA and covers all aspects of the program. Moreover, a clearly instructions and rules preliminary from the departments and then the deanship of the Colleges and finally by Deputy General Supervisor of academic affairs to determine the levels of review of KPIs and reports on courses and programs.

Priorities for improvement:

Independent Opinion (*)**

Comment:

The BPCs is encouraged to provide more explanations with evidence about the following:

1. PLOs/CLOs/ Mapping matrixes/ assessment methods/ the alignment between teaching strategies and assessment methods with PLOs supposed to re-examined by external examiner according to NCAAA and NQF requirements.
2. Evidence about PLOs achievements are required by using direct and indirect assessments and by using KPIs and comparison benchmarks with similar Programs locally or externally.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The BPCs improvement plan will address reviewing the LOs, CLOs, Mapping matrixes, assessment methods, and the alignment between teaching strategies and assessment methods with PLOs by external examiner according to NCAAA and NQF.
2. The BPCs assessed the achievement of PLOs in some programs by direct and indirect assessment methods, however, the next improvement plan of BPCs will be applied them in all programs and by using KPIs and compare them with benchmarks locally or externally.



4.2 Student Learning Outcomes

Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned, including requirements for any professions for which students are being prepared. Programs must be planned in a way that ensures that all courses contribute to program learning outcomes in a coordinated way.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.2.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice

Y

4.2.2 Intended learning outcomes are consistent with the Qualifications Framework. (Covering all of the domains of learning at the standards required).

Y

4.2.3 Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or regional needs)

Y

4.2.4 If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined; strategies for developing them planned and implemented across all programs, and mechanisms for assessing and reporting on the extent to which graduating students have developed them are in place.)

Y

4.2.5 Appropriate program evaluation mechanisms, including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates, are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.5.2 dealing with processes for program evaluation and verification of standards of student achievement)

Y

Overall Assessment



Comment:

BPCs programs have learning outcomes consistent with the National Qualifications Framework. Individual course learning outcomes are put by specialists in each department under the supervision of academic expertise. An effective mechanism is available in all academic programs that provide evidence on the appropriateness of learning outcomes, including graduate and student surveys and independent reviewer feedback. Most of learning outcomes are measured by a variety of valid assessment methods.

Priorities for improvement:

Independent Opinion (*)**

Comment:

The BPCs is encouraged to submit its assessment Plan (process of follow-up the assessment methods and the alignments between the two Male/Female campuses). The evaluation processes and procedures and results in Courses reports analyses should demonstrate a realistic analysis and action plans of the learning outcomes of each Program.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

Some of BPCs programs using same assessments methods identically for both male and females (same exams and homework etc.). This practice will be applied for all programs from next academic year. Moreover, results and survey analysis in course reports analyzed for male and female compared with overall.

4.3 Program Development Processes

Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program. The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.3.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications. (These should include knowledge and skills

Y



to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.)

4.3.2 Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.

Y

4.3.3 The content and strategies set out in course specifications are coordinated to ensure effective progressive development of learning for the total program in all the domains of learning.

Y

4.3.4 Planning includes any actions necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.

Y

4.3.5 The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.

Y

4.3.6 In professional programs practitioners from the relevant occupations or professions are included in continuing advisory committees that monitor and advise on content and quality of programs.

Y

4.3.7 New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.

Y

Overall Assessment

Comment:

Curriculum development processes are continuously being reformed and discussed on a large scale. BPCs has a strategic mechanism to develop the abilities of faculty members in order to use the different strategies included in programs and courses. The developed curricula has been compared and bench marked with curricula of elegant universities. Consultants and



reviewers' remarks have been considered to evaluate these curricula.

Priorities for improvement: -

Independent Opinion (*)**

Comment:

The BPCs is encouraged to establish Medical education units in the two medical education Colleges.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

It will be include in the improvement plan for next academic year.

4.4 Program Evaluation and Review Processes

The quality of all courses and of programs as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.4.1 Courses and programs are evaluated and reported on annually and reports include information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
4.4.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
4.4.3 Quality indicators that include learning outcome measures are used for all courses and programs.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="***"/>
4.4.4 Records of student completion rates are kept for all courses and for programs as a whole and included among quality indicators.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>



4.4.5 Reports on programs are reviewed annually by senior administrators and quality committees. (See also item 4.1 3 relating to the level of detail for these reports at different levels of academic administration)	Y	**
4.4.6 Systems have been established for central recording and analysis of course completion and program progression and completion rates and student course and program evaluations, with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.	Y	***
4.4.7 If problems are found through program evaluations appropriate action is taken to make improvements, either within the program concerned or through institutional action as appropriate.	Y	****
4.4.8 In addition to annual evaluations a comprehensive reassessment of every program is conducted at least once every five years.	Y	***
4.4.9 Program reviews involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.	Y	***
4.4.10 In program reviews opinions about the quality of the program including the extent to which intended learning outcomes are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.	Y	***

Overall Assessment

Comment:

BPCs provides an integrated system for keeping student records and grades for all academic programs. These results are included in quality indicators. Most programs apply direct assessment of students' achievement in intended learning outcomes and indirect assessment for the program and courses in order to prepare regular annual report including improvement plans. All



programs keep records for all processes of teaching and assessment or modifications in courses or the program itself in course and program portfolio respectively.

Priorities for improvement:

Independent Opinion (*)**

Comment:

The BPCs is encouraged to utilize and evaluate KPIs for curricular and non-curricular achievements.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The BPCs will use and evaluate the key performance indicators for academic and non-academic achievement.

4.5 Student Assessment

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.5.1 Student assessment mechanisms are appropriate for the forms of learning sought.

Y

4.5.2 Assessment processes are clearly communicated to students at the beginning of courses.

Y

4.5.3 Appropriate, valid and reliable mechanisms are used in programs throughout the institution for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole,

Y



and in comparison with other highly regarded institutions. (Arrangements for verifying standards may include measures such as check marking of random samples of student work by teaching staff at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)

4.5.4 Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.

Y

4.5.5 Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.

Y

4.5.6 Appropriate procedures are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

Y

4.5.7 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.

Y

4.5.8 Feedback to students on their performance and results of assessments during each semester is given promptly and accompanied by mechanisms for assistance if needed.

Y

4.5.9 Assessments of students work are conducted fairly and objectively.

Y

4.5.10 Criteria and processes for academic appeals are made known to students and administered equitably (see also item 5.3)

Y

Overall Assessment

Comment:

Application of objective assessment tools in programs is consistent with learning outcomes.

The matrices are used for student tests and assignments to ensure that the planned scope of the student learning outcomes areas are addressed.

Moreover, Application of rational procedures to ensure that students'



performance in assessments is fairly and objectively graded. BPCs follow study and examination guidelines and rules manual in which students have the right to appeal for re-evaluating their performance in exams.

Priorities for improvement: -

Independent Opinion (*)**

Comment:

1. The BPCs is encouraged to develop a mechanism for internal and external benchmarking of student achievement.
2. Faculty development activities in relating to assessment of PLOs/CLOs should be a regular feature of the Colleges/Programs and not merely one-time activity.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

- 1- New mechanisms will be added to develop internal and external benchmarking of student achievement
- 2- Faculty development activities in relating to assessment of PLOs/CLOs will be added in the next year FD plan

4.6 Educational Assistance for Students

Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.6.1 Teaching staff are available at sufficient scheduled times for consultation and advice to students. (this is confirmed, not simply scheduled, and if there are part time as well as full time students the

Y



scheduled times provide for access by both groups)

4.6.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.6.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through means such as analysis of response times and student evaluations.	<input type="text" value="NA"/>	<input type="text" value="-----"/>
4.6.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	<input type="text" value="Y"/>	<input type="text" value="**"/>
4.6.5 Appropriate preparatory and orientation mechanisms are used to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and transition programs if necessary for students transferring to the institution with credit for previous studies.	<input type="text" value="NA"/>	<input type="text" value="-----"/>
4.6.6 For any programs in which the language of instruction is not Arabic, action is taken to ensure that language skills are adequate for instruction in that language before students begin their higher education studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in countries where that language is the native language. (Verification of standards should involve testing of at least a representative sample of students on a major recognized language test.)	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.6.7 If preparatory programs are required but outsourced to other providers the institution accepts responsibility for ensuring the quality of these programs and ensures that required standards for entry are met.	<input type="text" value="NA"/>	<input type="text" value="....."/>



4.6.8 Systems are in place within each program throughout the institution for monitoring and coordinating student workload across courses.

Y

4.6.9 Systems are in place for monitoring the progress of individual students and assistance and/or counselling is provided to those facing difficulties.

Y

4.6.10 Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.

Y

4.6.11 Adequate facilities are available for private study with access to computer terminals and other necessary equipment.

Y

**

4.6.12 Teaching staff are familiar with the range of support services available in the institution for students, and refer them to appropriate sources of assistance when required.

Y

4.6.13 The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students.

Y

Overall Assessment

Comment:

Time devoted for students' academic counselling is scheduled and clearly announced for students in male and female sections. The colleges use an e-register system which strictly governs the load of students as per program study plan. Students' completion rates in courses and program are reviewed periodically and used in the program and course report as performance indicator. Each teaching faculty is responsible for a group of students to follow their academic performance and to conduct regular meetings to identify the weaknesses and strength, especially the students with low GPA.

Priorities for improvement: -



Independent Opinion (***)

Comment:

1. The BPCs is encouraged to review the analyses of the student progression and completion rate according to the cohort analysis for each Program. Results need to be updated with internal (for the last 3 years) and external benchmarking (if possible).
2. There is a strong Student counselling and advisory program exists in the BPCs, but there is no evidence about the impact on student progress and student satisfaction. The BPCs is encouraged to add examples of communications between the counsellor and the students through emails, and records of actual counselling sessions along with the Student satisfaction survey with the advisory program.
3. How is the preparation of Programs students in the Preparatory year monitored? Self-directed learning, motivation, other basic courses to bridge the gap between high school and higher education!
4. Do the BPCs Programs get involved in the PY Orientation program?
5. It wasn't clear if credit hours of English language in PY are enough for the student to be sufficiently proficient in the English language.
6. Collaboration with the PY may help monitor the students and see how well PY program is preparing the students.

ناصر بن محمد جمیل سرخان


BPCs reply and priorities for improvement:

- 1- Analysis of the student progression and completion rate were compared according to KPIs for the last three years (KPI S4.4- KPI S4.5) and have been added to SSR.
- 2- Examples of academic guidance for students, quarterly follow-up reports and results of students' surveys on academic guidance have been added in SSR (annex G4.6.5)
- 3- The colleges will begin to provide training courses for new students such as Self-directed learning and motivation
- 4- The BPCs have common courses and PY not applied. It has been clarified and updated in SSR.
- 5- The BPCs have common courses and PY not applied. It has been clarified and updated in SSR.



- 6- The BPCs have common courses and PY not applied. It has been clarified and updated in SSR.

4.7 Quality of Teaching

Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.7.1 Effective orientation and training programs are provided for new, short term and part time staff. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.2 Teaching strategies are appropriate for the different types of learning outcomes programs are intended to develop.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.3 Strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to meet the needs of different groups of students.	<input type="text" value="Y"/>	<input type="text" value="****"/>
4.7.4 Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.	<input type="text" value="Y"/>	<input type="text" value="****"/>
4.7.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.6 Textbooks and reference materials are up to date with latest developments in the field of study.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.7 Textbooks and other required materials are available in sufficient quantities before classes commence.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.8 Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.	<input type="text" value="Y"/>	<input type="text" value="****"/>



4.7.9 A comprehensive system, (including but not limited to student surveys) is in place for evaluation of teaching effectiveness in all courses.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.10 The effectiveness of planned teaching strategies in developing learning outcomes is regularly assessed and adjustments made in response to evidence about their effectiveness.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.11 Regular (at least annual) reports are provided to program administrators on the delivery of each course including any material that could not be covered and any difficulties found in using planned strategies.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.7.1 Appropriate adjustments made in plans for teaching as a result of course reports.	<input type="text" value="Y"/>	<input type="text" value="***"/>
		<input type="text" value="***"/>

Overall Assessment

Comment:

Teaching faculty follow the stated teaching strategies as per course specification and course report. Any variation of the planned strategies is mentioned in course report. Students have been informed at the beginning of the course regarding the contents, learning outcomes, and assessment tools to be used during the course. BPCs uses effective e-register system which enable course instructors to enter attendance of students class by class and students with absence more than 25% were denied from the course after approval of the college council.

Priorities for improvement: -

Textbooks, reference material other required materials (clinical) need to be reviewed according to recommendations highlighted in Programs/Courses reports.



Independent Opinion (***)

Comment:

1. Faculty Development Programs over past 3 years, Orientation programs for new faculty and training sessions with the preceptors are needed as evidences (KPIs).
2. Course plan and Course description are provided to the students at the beginning of each semester and student Survey show their satisfaction.
3. Textbooks, reference material other required materials (clinical) need to be reviewed according to recommendations highlighted in Programs/Courses reports.
4. Examples of changing teaching strategies to see improvement in the PLOs/CLOs achievement are required as evidence.
5. The BPCs is encouraged to provide appropriate analysis to explain the workload and class enrollment for each Program, and to explain how this issue was addressed at the Programs.
6. Average Credit Workload and Average Class Enrollment were not mentioned in Programs specification/Reports. The leakage of faculty members especially PhD holders in some Programs (Dentistry for example) is a real problem and required an immediate and effective action plan.
7. KPI: Ratio of students to faculty results average of the last 3 years is very important evidence.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. Annex (G4.7.1) updated to include Sample of faculty development activity for last 2 years.
2. Evidence regarding orientation session for new staff has been submitted (4.7.2) to measure the quality of this practice and whether students really notified and understand the major the course objective and course completion requirements (first and second questions in survey)
3. To recommend that learning resource unit on college level is responsible to review the availability of recommended text books and reference on lab/clinic requirements and plan for actions to fulfill the needs.
4. 12 sample of CR and CS has been provided as evidence for including PBL/ cases as teaching method in some courses (section G in CR)
5. Appropriate analysis to explain the workload and class enrollment for



each Program, and to explain how this issue was addressed at the Programs has been updated in SSR.

6. This notation will be considered during the requirement plan this summer.
7. KPI team included ratio of students to faculty for last 3 years as KPI for this substandard.

4.8 Support for Improvements in Quality of Teaching

The institution must implement appropriate strategies to support continuing improvement in quality of teaching.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.8.1 Training programs in teaching skills are provided for both new and continuing teaching staff including those in part time positions.	Y	****
4.8.1 Training programs in teaching should include effective use of new and emerging technology.	Y	**
4.8.2 Adequate opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.	Y	***
4.8.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.	Y	***
4.8.4 Teaching staff develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.	Y	****
4.8.5 Formal recognition is given to outstanding teaching, and encouragement given for innovation and creativity.	Y	*
4.8.6 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.	Y	***

Overall Assessment

Comment:

Training programs in teaching skills are provided for both new and



continuing teaching staff in male and female sections.

Priorities for improvement:

Independent Opinion (*)**

Comment:

The BPCs is encouraged to add examples of recent new book purchases for all levels, new teaching methods adapted to the faculty, and training programs provided to faculty to use new teaching techniques.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

- The BPCs updated its books lists for all levels, and implemented training courses for developing faculty member's skill in teaching methods (Sample of workshop on teaching and assessment method included as evidence (G 4.8.4)).

4.9 Qualifications and Experience of Teaching Staff

Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.9.1 Teaching staff have appropriate qualifications and experience for the courses they teach.

Y

4.9.2 If part time teaching staff are needed there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of teaching staff should be employed on a full time basis.)

Y

4.9.3 All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

Y



4.9.4 Full time staff teaching postgraduate courses, are themselves active in scholarship and research in the fields of study they teach.

N/

4.9.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field.

Y

Overall Assessment

Comment:

Qualifications of teaching faculty are in consistence with programs requirements. Full time teaching faculty represent 99% of the total number which contribute to the availability of teaching staff all the time to fulfill the needs of the students. All certifications must be authenticated from the Saudi Cultural Attaché at the country of certificate origin.

Priorities for improvement: -

Independent Opinion (***)

Comment:

- 1- The BPCs recruit's faculty through procedures where degrees of the faculty members are verified, and appropriate faculty is hired, however the BPCs is encouraged to update its recruitment and retention plan.
- 2- The BPCs is encouraged to provide more development workshops to the faculty members in how to write and assess PLOs/CLOs, teaching strategies and new technologies.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The BPCs have updated its recruitment regulation which include procedure of verification and hiring the right faculty members (G4.9.2). The retention will be addressed in the improvement plan.
2. It will be considered for the new academic year 1440-1441H faculty



development program.

4.10 Field Experience Activities

(Field experience includes any work-based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.10.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting	<input type="checkbox"/>	<input type="checkbox"/>
4.10.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.	<input type="checkbox"/>	<input type="checkbox"/>
4.10.3 Teaching staff from the institution should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)	<input type="checkbox"/>	<input type="checkbox"/>
4.10.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.	<input type="checkbox"/>	<input type="checkbox"/>
4.10.1 Students should be required to prepare a report on their field experience that is appropriate for the nature of the activity and the learning outcomes expected.	<input type="checkbox"/>	<input type="checkbox"/>
4.10.6 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.	<input type="checkbox"/>	<input type="checkbox"/>



4.10.7 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.	<input type="text" value="Y"/>	<input type="text" value="****"/>
4.10.8 In situations where the supervisors in the field setting and teaching staff from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.	<input type="text" value="Y"/>	<input type="text" value="****"/>
4.10.9 Provision is made for evaluations of the field experience activity (i) by students, (ii) by supervising staff in the field setting, and (iii) by staff of the institution, and results of those evaluations considered in subsequent planning.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.10.10 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.	<input type="text" value="Y"/>	<input type="text" value="***"/>

Overall Assessment

Comment:

Most programs at BPCs provide well specified field training experience related to the profession in which the learning outcomes are integrated with programs goals. Field experience placement is specified and approved by colleges' council to ensure that it complies with required learning outcomes. During the field training, students are assessed by both the college training supervisors and the training site preceptors according to specification of field experience in each program. Teaching faculty monitor students in the training site to follow up the development of their skills and to provide the needed corrective actions.



Priorities for improvement: -

Independent Opinion (*)**

Comment:

- 1- The BPCs is encouraged to submit the co-operation and summer training programs/annuals for all its academic programs including the assessment methods and its policy to ensure that all the field experience's learning outcomes are assessed.
- 2- Field experience program, Cooperative programs or summer training forms an integral part of all Colleges/Programs. Analyses of the outcomes of such programs need to be carried out annually and the results should be used in a systematic way to improve those programs.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

- 1- Co-operation and summer training programs for all academic programs has been attached to SSR.
- 2- It will be included in the BPCs improvement plan

4.11 Partnership Arrangements With Other Institutions

In situations in which local institutions deliver programs through cooperative arrangements with another institution the arrangements must be clearly specified, enforceable under Saudi Arabian law and all requirements for programs in the Kingdom of Saudi Arabia must be fully complied with.

Educational programs or courses offered by international organizations including on line or other distance education programs or courses, must not be used unless they have been accredited or otherwise quality assured and approved by the relevant government authorized educational quality assurance agency in the country of origin. Any such programs must be adapted as needed to suit the needs of students in this country, and must meet all Saudi Arabian requirements regardless of where and by whom materials are developed.

If institutions deliver programs using materials developed by another institution, the institution granting the academic award must accept full responsibility for the quality of all aspects of the program including the materials used and the teaching and other services provided.

An institution based in another country and delivering programs in Saudi Arabia through a Saudi Arabian agent or local institution, and for which it grants an academic award, must meet all Saudi Arabian requirements for standards of educational provision and for cross border provision of education into the country.

The level of compliance with this standard is judged by the extent to which the following



good practices are followed.

4.11.1 Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia.	N/	----
4.11.2 The effectiveness of the partnership arrangements is regularly evaluated..	N/	----
4.11.3 Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.	N/	----
4.11.4 Teaching staff from the partner institution who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.	N/	----
4.11.5 If arrangements involve assessment of student work by the partner in addition to assessments within the institution, final assessments are completed promptly and results made available to students within the time specified for reporting results under Saudi Arabian regulations.	N/	----
4.11.6 If programs are based on those of partner institutions, courses, assignments and examinations are adapted to the local environment, avoiding colloquial expressions, and using examples and illustrations relevant to the setting where the programs are to be offered.	N/	----
4.11.7 Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and when relevant include regulations and conventions relevant to the Saudi environment.	N/	----
4.11.8 If courses or programs developed by a partner institution are delivered in Saudi Arabia adequate processes should be followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.	N/	----
4.11.9 If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information should be provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course	N/	----



specifications and reports.



Overall Assessment of Learning and Teaching

4.1	Institutional Oversight of Quality of Learning and Teaching	***
4.2	Student Learning Outcomes	****
4.3	Program Development Processes	****
4.4	Program Evaluation and Review Processes	***
4.5	Student Assessment	****
4.6	Educational Assistance for Students	***
4.7	Quality of Teaching	***
4.8	Support for Improvements in Quality of Teaching	***
4.9	Qualifications and Experience of Teaching Staff	****
4.10	Field Experience Activities	***
4.11	Partnership Arrangements With Other Institutions	NA

Combined Assessment



Comment:

The board of trustee as the higher governing body in BPCs is directly monitoring, reviewing all the academic issues related to the quality of learning and teaching and approving any modifications in the existing program or approving new programs according to recommendation of the curricula and programs committee. A clear instructions and rules govern the flow report and recommendations through departments then the Deanship of the Colleges and finally the Deputy General Supervisor of academic affairs to determine the levels of review of KPI and reports on courses and programs.

Learning outcomes of all programs are designed in consistency with the National Qualifications Framework. Each individual course learning outcomes are prepared by qualified teaching faculty in each department under the supervision of academic expertise. To assure the appropriateness of learning outcomes asset of measures are followed like graduate student surveys and independent reviewer feedback. All learning outcomes are assessed with a variety of valid assessment methods.

BPCs provide an integrated system for keeping student records and grades for all academic programs and they are included in quality indicators. BPCs applies direct assessment of students' achievement in intended learning outcomes and indirect assessments for the program and courses, in order to prepare regular annual report including improvement plans. Moreover, all colleges follow academic counselling program to follow-up students' performance especially the low grade students.

BPCs uses an e-register system which strictly governs the load of students as per program study plan, regulate students' attendance , ensure that students are regular in classes and provide source to retrieve students records and grades to be used.

Teaching faculty are qualified enough to assure that they implement the recommended teaching and assessment strategies as per courses specifications. In addition to that, courses portfolio are compiled and they contain evidence regarding improvements in all aspect of course quality.



BPCs provides field training experience related to the profession, in which the learning outcomes are integrated with programs goals. Field experience placement is specified and approved by colleges' council. Students during the field training are assessed by both the college training supervisors and the training site preceptors according to specification of field experience in each program.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 5 Student Administration and Support Services

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

**Is this true?
Y/No/NA** **How well is this done?
(enter stars)**

5.1 Student Admissions

Student admission processes must be reliable, efficient and simple for students to use.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- | | | | |
|-------|---|---------------------------------|------------------------------------|
| 5.1.1 | The admission and student registration processes are efficient and simple for students to use. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 5.1.2 | Computerized systems used for admission processes are linked to data recording and retrieval systems. (For example to fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.) | <input type="text" value="Y"/> | <input type="text" value="****"/> |
| 5.1.3 | Admission requirements are clearly described, and appropriate for the institution and its programs. | <input type="text" value="Y"/> | <input type="text" value="*****"/> |
| 5.1.4 | Admission requirements are consistently and fairly applied. | <input type="text" value="NA"/> | |
| 5.1.5 | If programs or courses include components offered by distance education, or use of e-learning in blended programs information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, <i>Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education</i> .) | <input type="text" value="Y"/> | <input type="text" value="****"/> |
| 5.1.6 | Student fees, if required, are paid at the time of registration unless deferral has been approved in advance. | | |



- 5.1.7 If the institution's regulations provide for deferral of payments, the conditions and dates for payment are clearly specified in a formal agreement signed by the student and witnessed, and opportunities for financial counselling provided.
- 5.1.8 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.
- 5.1.9 Rules governing admission with credit for previous studies are clearly specified.
- 5.1.10 Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.
- 5.1.10 Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.
- 5.1.11 A comprehensive orientation program is available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.

Overall Assessment

Comment

A highly functional advanced computerized system (e-register) used at BPCs for students' admission and registration procedures. The admission and registration procedures at BPCs are fully documents and followed all the time. Students can easily access to online admission application through the colleges website (<http:// bpc- portal .com>). The admission policy and relevant information are clearly described and provided consistently to all applicants in hardcopies. The Admission and Registration Unit staff provide face to face explanation during physical admission process.

Priorities for improvement:

- 5.2 Student evaluation of the adequacy of the system will be done through survey in collaboration with BPC Quality Centre.



Independent Opinion (***)

Comment:

1. Student admission processes seems to be reliable, efficient and simple through the online E-Register ([http:// bpc-portal.com](http://bpc-portal.com)). Nevertheless, student evaluation of the adequacy of the system is not presented. The BPCs website, on the other hand, is comprehensive but needs more frequent updates.
2. The BPCs is encouraged to clearly define the admission criteria for enrolling bridging students.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. Student evaluation of the adequacy of the system will be done through survey in collaboration with BPCs Quality Centre, and The BPCs website will be regularly updated.
2. The admission criteria for enrolling bridging students is already clearly defined and advertised on the BPC website and also on the Ministry of Education Website.

5.2 Student Records

Student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should be protected.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

5.2.1 Effective security is provided for student records. (Central files containing cumulative records of each student's enrolment and performance are maintained in a secure area with back up files kept in a different and secure location, preferably in a different building off campus)	<input type="text" value="Y"/>	<input type="text" value="****"/>
5.2.2 Formal policies establish the content of permanent student records and their retention and disposal. The student record system regularly provides statistical data they require for planning, reporting and quality assurance to departments, colleges, the quality center and senior managers.	<input type="text" value="Y"/>	<input type="text" value="****"/>
5.2.3 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.	<input type="text" value="Y"/>	<input type="text" value="****"/>
5.2.5 Automated procedures are in place for monitoring student progress throughout their	<input type="text" value="Y"/>	<input type="text" value="****"/>



programs.

5.2.6 Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.

Y ****

5.2.7 Eligibility for graduation is formally verified in relation to program and course requirements.

Y ****

Overall Assessment

Comment

Buraydah Private Colleges (BPCs) provides paramount security for students' records. Mandatory document information is required to make complete files. The retention and disposal of students' records is governed by registration policy. The hard copies of these records are stored in retrieval file protected system accessed only by record office staff. In addition, duplicate and full backup system of all files is located electronically on e-register system accessed only by the administrator and this proves that the confidentiality of individual student information is protected and accessed only by the authorized administrators.

Priorities for improvement:

Independent Opinion (***)

Comment:

Appropriate security is provided for both hard and soft copies of student records.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

The BPCs will continue to provide security for both hard and soft copies of student records and it will be maintained and improved.

5.3 Student Management

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

5.3.3 A code of behaviour is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.

Y

5.3.4 Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be

Y



imposed.

- 5.3.5 Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.
- 5.3.6 Student appeal and grievance procedures are specified in regulations, published and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.
- 5.3.7 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.
- 5.3.8 Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.
- 5.3.9 Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.
- 5.3.10 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.

Overall Assessment

Comment

Buraydah Private Colleges (BPCs) developed policies and regulation for fair consistent process of students' management. Before starting the semester, the newly enrolled student in BPCs programs provided detailed information of their rights and responsibilities through the orientation program and student handbook. The students hand book which is available in hard and soft copies on the colleges website provide a clear code of behavior that approved by The Board of Trustees with relative sanctions to be imposed in the incidence of misconduct.

Priorities for improvement

None.



Independent Opinion (***)

Comment:

1. Policies and regulations that ensure fair and consistent processes of student management, with proper protections for independent consideration of disputes and appeals and in line with the pertinent MOE bylaws are in place.
2. Student appeal and grievance system needs some improvements specified in detail to students and automated through online system.
3. The BPCs is encouraged to add more clarification and explanation about the following:
4. Who is responsible for assembling student progress statistics for quality assurance processes?
5. How are students made aware of the College's code of behavior (provide a copy of that document)?

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. The BPCs will continue to provide Policies and regulations that ensure fair and consistent processes of student management, and it and it will be maintained and improved.
2. Student appeal and grievance system are already specified in detail to students and automated through online system through the electronic gate of e-register.
3. Student progress statistics for quality assurance processes are available through e-register system for all authorized users. College's code of behaviour is available as a hard copy as well as on the website of the colleges:

<http://www.bpcportal.com/regulations/%D9%84%D8%A7%D8%A6%D8%AD%D8%A9-%D8%AA%D8%A3%D8%AF%D9%8A%D8%A8-%D8%A7%D9%84%D8%B7%D9%84%D8%A8%D8%A9>

5.4. Planning and Evaluation of Student Services

Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

5.4.1 The range of services provided and the resources devoted to them reflect the mission of the institution and any special requirements of the student population.

Y

5.4.2 Formal plans are developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular

Y



basis.

5.4.3	A senior member of teaching or other staff is assigned responsibility for oversight and development of student services.	Y	****
5.4.4	The effectiveness and relevance of services is regularly monitored through processes which include surveys of student usage and satisfaction. Services are modified in response to evaluation and feedback.	Y	***
5.4.5	Adequate facilities and financial support are provided for the services that are needed.		***
5.4.6	If services are provided through student organizations, assistance is given in management and organization if required, and there is effective oversight of financial management and reporting.		
5.4.7	If student newspapers or other student documents are published there are clear guidelines defining publication standards and editorial policy and the extent and nature of oversight by the institution.		

Overall Assessment

Comment

Students Affairs Units at Buraydah Private Colleges (BPCs) provide a range of services to their students and the resources devoted to them are related to the missions of the colleges. These students' services were developed and elaborated in the colleges' strategic plan for provision and improvement and effectively monitored on regular basis. BPCs provide adequate facilities and financial support for students' services and the effectiveness and relevance of these services has been monitored through students' surveys. The results of last survey reflects the extent of students' satisfaction. BPCs is committed to develop the required improvement on the student's services in response to evaluation and feedback.

Priorities for improvement:

- 6 The BPCs is encouraged to enhance the mechanisms of student feedback (surveys) to be online to increase reply rate.



Independent Opinion (***)

Comment:

1. Effective processes are established for planning administrative oversight and the evaluation of student services and activities.
2. The BPCs is encouraged to enhance the mechanisms of student feedback (surveys) to be online to increase reply rate.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. The BPCs will continue on effective planning administrative oversight and the evaluation of student services and activities, and it will be maintained and improved.
2. Student feedback (surveys) is already available online through e-register system electronic gate and it will activated and enhanced through quality units at each college.

5.5 Medical and Counseling Services

Medical and counseling services appropriate for the needs of the student population must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective follow up processes used for students in need.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

5.5.1 Student medical services are staffed by people with the necessary professional qualifications.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
5.5.2 Medical services are readily accessible with provision made for emergency assistance when required. (Fees for services may be charged and they may be provided on a part time basis but emergency access must still be available)	<input type="checkbox" value="Y"/>	<input type="checkbox" value="***"/>
5.5.3 Provision is made for academic counselling and for career planning and employment advice in colleges, departments or other appropriate locations within the institution.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="***"/>
5.5.4 Personal or psychological counselling services are made available with easy access for students from any part of the institution.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="***"/>
5.5.5 Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>



5.5.6 Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.

Y

Overall Assessment

Comment:

Buraydah Private Colleges (BPCs) provides free medical services during emergency cases due to limited resources. For critical cases, the colleges offer ambulance services in collaborations with the central hospitals at Buraydah city. These medical services do not meet the colleges' requirements and remain a priority for the colleges to revise measures that manage these essential services.

Academic counselling services at BPCs provided by qualified and professional Faculty members on the programs level. In this context, The colleges developed an academic counseling regulation to monitor students' academic progress, give alert signs of students who are at risk and protect confidentiality of personnel issues discussed with faculty, staff or students.

Priorities for improvement

Independent Opinion (*)**

Comment:

1. Medical and counseling services are appropriate for the needs of the student population. The BPCs is encouraged to response to the mentioned Recommendations for improvement (page 185) with action plans.
2. Career advising is a critical issue and should be addressed by academic advisors for graduating students and an organized career day.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. An action plan for the mentioned recommendations for improvement has been completed and attached to SSR.
2. BPC every year participate in the career day and held career advising workshops. SSR has been updated with more evidences.



5.6 Extra-curricular Activities for Students

Adequate provision must be made for extra curricula activities for students

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

5.6.1	Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.	<input type="text" value="Y"/>	<input type="text" value="****"/>
5.6.2	Arrangements are made to organize and encourage student participation in cultural activities such as clubs and societies and in the arts and other fields appropriate to their interests and needs.	<input type="text" value="Y"/>	<input type="text" value="***"/>
5.6.3	Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students.	<input type="text" value="Y"/>	<input type="text" value="***"/>
5.6.4	Participation in sports is encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged.	<input type="text" value="Y"/>	<input type="text" value="***"/>
5.6.5	The extent of student participation in extra-curricular activities is monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation.	<input type="text" value="Y"/>	<input type="text" value="**"/>

Overall Assessment

Comment

BPCs provides identical limited facilities for both male and female campus. Students are amply access to the cafeteria only between classes and gap period between lectures. In addition to that, BPCs provides central football stadium for sport activities. Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.

Priorities for improvement

Student participation in extra-curricular activities should be monitored and benchmarked against other comparable institutions through BPC Quality Centre.



Independent Opinion (***)

Comment:

Adequate provision is made for extra curricula activities for students. The extent of student participation in extra-curricular activities does not seem to be monitored and benchmarked against other comparable institutions.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

- The Administration of student affair in BPCs will monitor student participation in extra-curricular activities and benchmarked against other comparable institutions in collaboration with the BPCs Quality Centre.

Overall Assessment of Student Administration and Services

5.1 Student Admissions	****
5.2 Student Records	****
5.2 Student Management	****
5.4 Planning and Evaluation of Student Services	***
5.5 Medical and Counseling Services	***
5.6 Extra-curricular Activities for Students	***
Combined Assessment	****

Comment



Buraydah Private Colleges (BPCs) introduced an electronic system (e-register) that made all student administration and support service easily to perform appropriately. This system maintains the security of students' records and facilitates the reports that may serve other parties inside and outside the colleges. In addition, the colleges develop clear regulations that manage the students' activities and governing privacy of information and controlling access to students' records. The evidences and the KPIs data that were collected indicate that satisfactory levels are normally achieved in most of applicable substandard practices. They are many strength points in this standard and they are:

- 1- Admission and student registration processes are efficient and simple for students to use.
- 2- Admission requirements are clearly described and they are appropriate for the institution and its programs.
- 3- Student fees, if required, are paid at the time of registration unless deferral has been approved in advance.
- 4- Rules governing admission with credit for previous studies are clearly specified.
- 5- Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.
- 6- Full information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.
- 7- Effective security is provided for student records. (Central files containing cumulative records of each student's enrolment and performance are maintained in a secure area with back up files kept in a different and secure location, preferably in a different building off campus).
- 8- The student record system regularly provides statistical data required for planning, reporting and quality assurance to departments, colleges, the quality center and senior managers.
- 9- Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.



- 10- Eligibility for graduation is formally verified in relation to program and course requirements.
- 11- A code of behavior is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.
- 12- Student medical services are staffed by people with the necessary professional qualifications.
- 13- Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.

Priorities for improvement:

1. Student evaluation of the adequacy of the system will be done through survey in collaboration with BPC Quality Centre.
2. Student participation in extra-curricular activities should be monitored and benchmarked against other comparable institutions through BPC Quality Centre

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 6 Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from teaching staff and students.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.

Is this true?
Y/No/NA

How well is this done?
(enter stars)

6.1 Planning and Evaluation

Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the programs offered at the institution, regularly evaluated, and kept up to date as required.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

6.1.1 Policies for the development of library and other learning resources and support services give special attention to the particular requirements for programs and research requirements at the institution.

6.1.2 A learning resource strategy has been developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.

6.1.3 The adequacy of library and resource center materials is formally evaluated at least once every two years.

6.1.4 Evaluation procedures include user surveys dealing with teaching staff and student satisfaction, extent of usage, consistency with requirements of teaching and learning at the institution, range of services, and comparisons of provision and user satisfaction



with other comparable institutions.

6.1.5 Evaluation processes include gathering of information on the extent to which library and other learning resources are used and analysis of this data in relation to teaching and learning requirements for different programs in the institution.

Y

6.1.6 Teaching staff responsible for courses and programs regularly provide advice on materials required to support teaching and learning early enough for appropriate provision to be made.

Y

6.1.7 Reserve book and other reference materials are regularly reviewed with advice from teaching staff to ensure adequate access to necessary materials for courses on offer at any time.

Y

**

Overall Assessment

Comment

Central library was developed special policies and procedures to manage and control the usage of learning resources and support services to meet the particular requirements for programs and research. Because of considering learning resources as the mainstay of the learning and teaching process; BPCs strategic planning focused on the improvement of the quality of education in all disciplines according to national standards of education as a strategic objective and accordingly the development of the central library and learning resource being strategic objective. Accordingly, four projects out of forty strategic projects specified for the achievement of this objective. Among these projects, the development and diversity of learning resources was set as strategic project to contribute in the quality of education.

Priorities for Improvement

Independent Opinion (*)**

Comment:

Library and learning resources are adequate to support student learning for Programs offered by the BPCs. The BPCs is encouraged to response to the mentioned Recommendations for improvement (SSRI, page 208) with action plans.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

All the recommendations regarding library and learning resources will be considered in the improvement plan for next academic year.



6.2 Organization

The library or resource center must be managed efficiently to provide required services in a secure environment conducive to effective study.

The level of compliance with this standard is judged by the extent to which the

following good practices are followed.

6.2.1 Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
6.2.2 Collections are arranged appropriately and cataloged according to internationally recognized good practice.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
6.2.3 Agreements are established for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.	<input type="checkbox"/> Y	<input type="checkbox"/> **
6.2.4 Reliable systems are in place for recording of loans and returns, with efficient follow up for overdue material.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
6.2.5 Heavy demand and required reading materials are held in reserve collections.	<input type="checkbox"/> Y	<input type="checkbox"/> **
6.2.6 Ready access to on-line data-bases and research and journal material relevant to the institution's programs is provided	<input type="checkbox"/> Y	<input type="checkbox"/> ***
6.2.7 Rules for behavior within the library are established and enforced to ensure maintenance of an environment conducive to effective study and student and staff research.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
6.2.8 Effective security systems are in place to prevent loss of materials and inappropriate use of the internet.	<input type="checkbox"/> Y	<input type="checkbox"/> ***

Overall Assessment

Comment



Buraydah Private Colleges (BPCs) central libraries in males and females' sections are open throughout working days at morning time from 8:00 am – 2:00 pm. Additionally, for males' section the central library is open at evening time from 6:00 pm – 10:00 pm. In such arrangement of time, libraries services are being available for sufficient and adequate hours required by faculty members and students for reading and research. The central libraries developed clear guidelines to govern the borrowing of textbooks and references with efficient follow up for overdue material. Also, behavior rules within the library were established and enforced to ensure maintenance of a good environment lead to effective study and research. Efficient security systems have been developed to preserve and protect the library's materials and equipment's and also the use of efficient systems to prevent inappropriate use of the internet within library. BPCs provides Subscription to the Saudi Digital Library. Moreover, The use of a sophisticated electronic library system (Sierra) for saving and managing library collections is available at BPCs.

Priorities for improvement

Independent Opinion (*)**

Comment:

1. It is expected that the library and the new library project to manage efficiently to provide required services in a secure environment conducive to effective study.
2. The BPCs is encouraged to enhance the online resources and data basis.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. The BPCs will develop special policies and procedures to ensure that users are provided with the required services in a secure environment conducive to effective study (Will be implemented in the next academic year 1440/1441).
2. The BPCs will increase the number of subscriptions to on-line data-bases, research and journal material relevant to the institution's programs in the next academic year 1440/1441.



6.3 Support for Users

Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

6.3.1 Orientation and training programs are provided for new students and other users to prepare them to access facilities and services.	<input type="checkbox"/> Y	<input type="checkbox"/> **
6.3.2 Assistance is available to assist users in conducting searches and locating and using information.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
6.3.3 A reference service is available through which in-depth questions are answered by qualified librarians.	<input type="checkbox"/> Y	<input type="checkbox"/> **
6.3.4 Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and elsewhere.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
6.3.5 Users are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.	<input type="checkbox"/> Y	<input type="checkbox"/> **
6.3.6 Printed or electronic guides are provided to help users find materials for popular subject areas, compiling reference lists or using data bases.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
6.3.7 The library and resource centers are staffed by a sufficient number of people qualified and skilled in relevant fields of librarianship and information technology.	<input type="checkbox"/> Y	<input type="checkbox"/> **

Overall Assessment

Comment

The libraries personnel at BPCs welling and committed to provide the utmost efforts in helping the library users on how to access the available learning resources. In this context, the libraries organized several orientation courses and special tours to the new students and



faculty members who want to learn more about the library collections and materials accompanied by “library user guides” that help the visitors to easily access the required information. In addition, library users have being informed of library developments such as gaining of new materials, training programs, or changes in services or opening hours on regular base through library page on BPCs official website(www.bpc-portal.com). Moreover, the central library developed brochure that posted in different areas in the main campus announces several of libraries’ activities.

Priorities for improvement

Independent Opinion (*)**

Comment:

BPCs is encouraged to use the suggested KPIs by NCAAA.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

The BPCs will consider KPIs of NCAAA in new KPIs report.

6.4 Resources and Facilities

Resources and facilities must be adequate for the learning and research requirements of the institution.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

6.4.1 Adequate financial resources are provided for acquisitions,

Y

**



cataloguing, equipment, and for services and system development.

6.4.2 The availability of on line access and inter library loan facilities is not used to reduce commitment to providing adequate physical resources on site.	Y	***
6.4.3 Adequate facilities are available to house collections in a way that makes them readily accessible.	Y	***
6.4.4 Up to date computer equipment and software is available to support electronic access to resources and reference material.	Y	****
6.4.5 Copying facilities supported by efficient payment mechanisms are available for users.	Y	**
6.4.6 Adequate facilities are provided for use of personal laptop computers.	Y	**
6.4.7 Books and journals and other materials are available in Arabic and English (or other languages) as required for the programs taught and research undertaken in the institution.	Y	****
6.4.8 Sufficient facilities are provided for both individual and small group study and research.	Y	**
6.4.9 The level of provision of facilities and resources (numbers of books, seats, group study facilities etc.) is benchmarked against provisions at similar good quality institutions and is adequate for the size of the institution and the programs offered.	Y	****

Overall Assessment

Comment

BPCs provides and supports the central library requirements, such as infrastructure, human resources with high qualifications and experience, information technology and contracting with other libraries such as Saudi Digital Library. The library provides online services with the availability of a sufficient number of computers with the latest specifications in order to help users in access information and books in all learning areas at the global level. The libraries contains more than



10369 physical volumes of references and textbooks as well as 2026 unique titles divided into Arabic and English editions, in addition to electronic database in different languages to cover the needs of programs offered. The level of libraries' services provided and stakeholders' satisfaction about the libraries were benchmarked against two government and two private universities using four key performance indicators that were specified by the National Center for Academic Accreditation & Assessment (NCAAA).

Priorities for improvement

Independent Opinion (*)**

Comment:

Resources and facilities are adequate for the learning but not for research requirements.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

- Increasing the level of support in terms of infrastructure, information technology and subscriptions to on-line data-bases, research and journal material to satisfy research requirements (Will be implemented in the academic year 1440/1441).



Overall Assessment of Learning Resources

6.1 Planning and Evaluation	***
6.2 Organization	***
6.3 Support for Users	***
6.4 Resources and Facilities	***
Combined Assessment	***

Comment

Adequate library and other learning resources are essential requirements and important in the development capacity for independent learning and creative application of ideas and considered as gateway to information. Therefore, at BPCs the learning resources diversity and development was set as strategic projects. The libraries at BPCs contain more than 11410 physical volumes of references and textbooks that cover the essential needs of programs curriculums. In addition, the libraries' subscription in Saudi Digital Library (SDL) create a chance of access to a lot of electronic journals that providing abstracts and full-text access to hundreds of thousands of periodical, newspaper, and government issued articles.

Indicators Considered:

- **KPI reference No. 21:** Students evaluation of library services; the achieved value is 3.12 compared to external benchmark value 3.77 out of 5.
- **KPI reference No. 24: Ratio** of books held by the library to the number of students; the achieved value is 3.52 title/1 student compared to external benchmark value 1 titles/1 student.



- **KPI reference No. 22:** Number of web-site subscriptions as a proportion of the number of programs offered; the achieved value is 0.5 compared to external benchmark value 5.5.
- **KPI reference No. 23:** Stakeholder evaluation of the digital library; the achieved value is 3.28 compared to external benchmark value 3.71.

Priorities for Improvement

1. It is expected that the library and the new library project to manage efficiently to provide required services in a secure environment conducive to effective study.
2. The BPCs is encouraged to enhance the online resources and data basis.
3. Resources and facilities are adequate for the learning but not for research requirements.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 7: Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the college, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students. Appropriate provision must be made for facilities for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.

Comment and General Description of Good Practice

Specific requirements for facilities and equipment will vary according to the type of institution and its mission, program offerings and scale of operations. However, facilities must always provide an attractive, safe and healthy environment for all staff and students, meet normal building and planning requirements, and the requirements of high quality teaching and learning.

New buildings and new campuses should be designed according specifications that outline the intended approach to teaching and learning. They should also provide flexibility to meet changing technology requirements and emerging policies.

Effective asset management necessarily involves choices among alternatives, often supported by groups within the institution with legitimate and sometimes conflicting needs. These should be resolved in an equitable manner in the long-term interests of the institution as a whole, and in keeping with its mission. Conflicting demands for resources should be resolved within a framework of clearly defined policies and management procedures which consider new capital development requirements, environmental management and minor works, maintenance, and the acquisition and replacement of equipment. While long term planning is essential, short-term flexibility is also required.

The use of facilities should be monitored and processes followed that ensure that underutilized facilities are made available for alternative uses subject to necessary arrangements for protection of expensive and easy to damage equipment.

Adequate facilities must be provided for food services and sporting and cultural activities, and where appropriate student accommodation. Consideration should be given to the most efficient and effective ways of providing these facilities and



services. Where student accommodation is provided it must be of high standard and include study facilities and necessary services, and arrangements for security, student management and support.

Developments in computing and information technology have major significance for educational programs and the equipment required to support them. These requirements are changing with increasing rapidity and must be responded to. They are substantially greater for institutions with a research role where access to up to date sophisticated equipment is often essential.

In response many institutions have adopted strategies for leasing, sharing of sophisticated equipment, or outsourcing of capital financing and construction. If this is done these strategies need to be managed as part of a comprehensive financing strategy in the long-term interests of the institution and its students.

Evidence and Performance Indicators

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

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on surveys of user satisfaction, statistics on equipment breakdowns, comparisons of provision in relation to other institution.

Sub-Standards:

7.1 Policy and Planning

7.2 Quality of and Adequacy of Facilities

7.3 Management and Administration

7.4 Information Technology

7.5 Student Residences



The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.

Is this true?
Y/No/NA

How well is this done?
(enter stars)

7.1 Policy and Planning

The college must develop and effectively implement master plans for development and management of facilities and equipment to meet its needs. This planning must be carried out in consultation with stakeholders and be responsive to their requirements.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

7.1.1 The institution has a long-term master plan approved by the governing body that provides for capital developments and maintenance of facilities.

7.1.2 Equipment planning processes include plans and schedules for major equipment acquisitions and for servicing and replacement following a planned schedule.

7.1.3 Future users of facilities or major equipment are consulted prior to acquisitions or development to ensure that current and anticipated future needs are accurately met.

7.1.4 The institution has an equipment policy designed to ensure to the greatest feasible extent, compatibility of equipment and systems across the institution.

7.1.5 Business plans are prepared prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies.

7.1.6 Proposals for leasing of major facilities and for outsourced building and management of facilities are fully evaluated in the long-term interests of the institution and managed in a way that ensures effective quality control and financial benefits

Overall Assessment

Comment:

BPCs, as a private institution, pays a special attention to its buildings, facilities and assets. It has an efficient administrative system to apply specific procedures and implement plans for development and management of facilities and equipment to meet BPCs needs. These plans are usually carried out in consultation with Deans or Vice-Deans and responsive to their colleges'



requirements. BPCs campus is designed according to specifications that outline the intended approach to teaching and learning. It also provides flexibility to meet changing technology requirements and emerging policies.

Priorities for Improvement

Independent Opinion (*)**

Comment:

1. Facilities and equipment are of good quality and fully meet health and safety requirements. Good availability of required general facilities and equipment's to all employees at the Colleges/Programs.
2. The BPCs is encouraged to develop a particular survey to get the feedback from facility users.
3. The BPCs program of Security and safety maintains the security and safety are adequate.
4. The BPCs is encouraged to enhance the students' restaurants and cafeterias.
5. BPCs does not have specialized research laboratories or any research facilities.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1-The quality and adequacy of facilities and equipment are implemented as a priority in the strategic , executive and operational plans

2-Despite the current surveys concerning facilities and equipment which are included in the self study, a more advanced electronic surveys which categorize each item separately are planned to be distributed at the start of academic year

3-Despite the available security and safety systems, BPC plan to provide a more advanced digital systems for safety and security managed simply by smart phones and tablets for more efficient control.

4- A recent plan for mosque and cafeteria is under construction (Annex G 7.2.5.A) and planned to be completed at 1/9/2019.

5-BPC has master plan to encourage scientific research

Despite current facilities which includes:

1- Computer labs at the college of dentistry and pharmacy were allocated for oral



pathology (DIGI-SCAN) and electronic examinations, this also applicable to other colleges.

2- Research lab at pharmacy department including the following (HPTLC linomat 5 with TLC scanner 4 & HPTLC & Spectrophotometer & melting point apparatus-STURT SMPS40.

3-In the pharmacology lab of pharmacy department there is a plan to bring Animal cage with single side track with 12h/temp (ISO CAGE –N-SYSTEM) *NEGATIVE PRESSURE* is under processing for research purposes.

4-Nursing Anne, nursing kid and rescue Anne at research labs of applied medical sciences are equipment for scientific researches.

5-Physiotherapy labs are equipped with Electra hydrotherapy (Chattanooga).

6-Faculty of dentistry has advanced imaging systems with newly constructed preclinical radiation room

Future plans which are implemented in the plans of facilities and equipment administration which include:

1-specialized labs for research well equipped with recent technologies all over the colleges and connected to deputy general supervisor

2-experience sharing with other colleges

3-annual supportive budget for scientific research is planned to be increased for the coming years

7.2 Quality and Adequacy of Facilities and Equipment

Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy, their quality, and services associated with them.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

7.2.1 Buildings and grounds provide a clean attractive and well maintained physical environment. Y ***

7.2.2 Facilities fully meet health and safety requirements Y ****

7.2.3 Quality evaluation processes include both feedback from principal users about the Y ***



adequacy and quality of facilities, and mechanisms for considering and responding to their views.

7.2.4 Standards of provision of teaching, laboratory and research facilities are benchmarked against equivalent provisions at other institutions (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment)

Y	***
---	-----

7.2.5 Adequate and accessible facilities are available for confidential consultation between teaching staff and students.

Y	***
---	-----

7.2.6 Appropriate facilities are provided for religious observances.

Y	****
---	------

7.2.7 Food service facilities are adequate, and appropriate for the needs of staff and students.

Y	**
---	----

7.2.8 Provision is made for students and staff with physical disabilities or other special needs.

Y	***
---	-----

7.2.9 Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extra-curricular activities.

Y	***
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Overall Assessment

Comments:

BPCs paid a great attention to the adequacy and quality of facilities and equipment. The colleges are attractive environment for students and staff. During its construction, safety and care of the handicapped had the great priority and consideration. Prayer areas and food courts are of the new projects under construction. This will give students, staff and employees a great connection towards each other and improve the exploitation of leisure time.

Priorities of improvement:



Independent Opinion (***)

Comment:

1. External benchmarking with comparable Program is required to improve the quality and adequacy of all activities in this sub-Standard especially regarding planning of measure the quality and adequacy of facilities and equipment, computer labs, research facilitate and e-learning services.
2. One of the x-ray imaging labs in the Male students' clinics needs improvements according to safety requirements.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. External benchmarking for adequacy of facilities and equipment, computer labs , research facilities and E-learning services (was obtained from comparable program (IBN SINA) and compared to the actual benchmarks)
2. There is an agreement with a medical maintenance company, specialized in the processing of radiation rooms to raise the separating walls between x-ray rooms of dental clinic number 1- from 220 cm current elevation to the roof, for more safety standards.

7.3 Management and Administration

Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

A complete inventory is maintained of equipment owned or controlled by the institution including equipment assigned to individual staff for teaching and research.

7.3.1 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out under the supervision of a senior administrative officer.

Y	****
---	------

7.3.2 Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.

Y	****
---	------



7.3.3 Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or colleges, or central administration clearly defined.

Y ***

7.3.4 Effective systems are in place to ensure the personal security of teaching or other staff and students, with appropriate provisions for the security of their personal property.

Y ***

7.3.5 Space utilization is monitored and facilities reallocated in response to changing requirements.

Y ****

7.3.6 Scheduling of general-purpose facilities is managed through an electronic booking and reservation system, and the extent and efficiency of use is monitored and reported.

Y ****

7.3.7 Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.

Y ***

Overall Assessment

Comments:

The administration of BPC continuously supervise facilities and equipment. The general supervisor has assigned an official decision to follow up the non-medical maintenance and the management of practical applications department to supervise the maintenance of medical devices. The college had signed a contract for medical wastes disposal.

Priorities of improvement:

Independent Opinion (***)

Comment:

The BPCs needs to add more details about the annual expenditure on Clinics, requirements and maintenance budget.

تأشير بن محمد جميل سرخان

BPCs reply and priorities for improvement:

A detailed budget to the annual expenditure of facilities and equipment is provided and attached as an (Annex G7.1.1).



7.4 Information Technology

Computing equipment and software and related support services must be adequate for the institutions needs and managed in ways that ensure secure, efficient and effective utilization.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- | | | |
|---|--------------------------------|-----------------------------------|
| 7.4.1 Adequate computing equipment is available and accessible for teaching and other staff and students throughout the institution. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.2 The adequacy of provision of computer equipment and support services is regularly assessed (through surveys or other means and comparisons with other institutions). | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.3 Policies are established and effectively implemented governing the use of personal computers by students. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.4 Technical support is available for staff and students using information and communications technology. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.5 Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.6 An institution-wide acquisitions and replacement policy is established for software and hardware to ensure that systems remain up to date and that compatibility is maintained as replacements are made. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.7 Security systems are in place to protect privacy of sensitive personal and institutional information, and to protect against externally introduced viruses. | <input type="text" value="Y"/> | <input type="text" value="****"/> |
| 7.4.8 A code of conduct is established relating to inappropriate use of material on the Internet. Compliance with this code of conduct is checked and instances of inappropriate behavior dealt with appropriately. | <input type="text" value="Y"/> | <input type="text" value="****"/> |
| 7.4.9 Training programs are provided for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.10 Effective use is made of information technology for administrative systems, reporting, and communications across the institution. Software systems are coordinated to ensure compatibility where relevant. | <input type="text" value="Y"/> | <input type="text" value="***"/> |
| 7.4.11 Internal information systems are compatible and integrated with external reporting requirements. | <input type="text" value="Y"/> | <input type="text" value="****"/> |

Overall Assessment



Comments :

BPCs adopts IT technologies at the daily routine work. There is a specialized IT center which can solve any problem at once. Computers are widely distributed among the colleges and internet services with enough protective software is available. IT center provides supportive emails to staff for their usernames and passwords to the electronic system. BPCs has an intention to upgrade the total bandwidth to reach a target value of 140 kbps per user. Several good practices are followed to ensure efficient and secure utilization of IT.

Priorities of improvement:

Independent Opinion (*)**

Comment:

Computing equipment, software and related services are adequate for the institutions needs and are managed in ways that ensure secure, efficient and effective utilization.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

Computing services are planned to be increased to much the increasing number of students as following:

- 1-Increasin number of computers by 30% every year
- 2-Purchasing advanced software
- 3-Purchasing advanced protection system
- 4-Increasing the capacity of IT center to manage the increasing demands
- 5-Updating the computer usage policies

7.5 Student Residences

Not Applicable

N/A

Overall Assessment of Facilities and Equipment



7.1 Policy and Planning

7.2 Quality of and Adequacy of Facilities

7.3 Management and Administration

7.4 Information Technology

7.5 Student Residences

N/A

Combined Assessment

Comment:

Focus groups greatly appreciated the quality of facilities and equipment. This can make the educational process proceeding at a confident pace based on modern facilities managed by an advanced electronic system that provides information protection. The observations of the Ministry's programs committees have had a positive impact on the development of facilities and equipment through which priorities have been set for improving. Executive plans have included many improvement programs which, upon completion, will keep pace with the expected development in 1444. Finally, this self-evaluation showed that the three stars' evaluation which is based on average (3.49 stars) can support what we mentioned above

Indicators Considered:

- KPI reference NO. 25 (S7.1): Annual expenditure IT allocated per student.
- KPI reference NO. 26 (S7.2): Stakeholders evaluation for IT services.
- KPI reference NO. 27 (S7.3. a): Stakeholders evaluation of website.



- KPI reference NO. 28 (S7.3. b): Stakeholder evaluation of e-learning services
- KPI reference NO. 29 (SG7.1): Number of accessible computer per student.
- KPI reference NO. 30 (SG7.2): Average overall rating of adequacy of facilities and equipment is a survey of users.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

تأشير بن محمد جميل سرخان


BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSRI and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 8: Financial Planning and Management

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term planning over at least a three-year period. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.

Is this true? Y/No/NA	How well is this done? (enter stars)
--------------------------	--

8.1 Financial Planning and Budgeting

Financial planning processes must be responsive to institutional goals and priorities, maintain viable revenue/expenditure relationships and take full account of long term and short term funding implications.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

8.1.1 Budgeting and resource allocation are aligned with the mission and goals of the institution and strategic planning to achieve those goals.

8.1.2 Annual budgets are developed within a framework of long-term revenue and expenditure projections that are progressively adjusted in the light of experience.

8.1.3 Budget proposals are developed by senior academic and administrative staff in consultation with cost center managers, carefully reviewed, and presented to the governing body for approval.



8.1.4 Proposals for new programs or major activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.	<input type="text" value="Y"/>	<input type="text" value="***"/>
8.1.5 If new ventures are cross-subsidized from existing funding sources the cost sharing strategy is made explicit and intermediate and long term costs and benefits are assessed.	<input type="text" value="Y"/>	<input type="text" value="***"/>
8.1.6 If loans are used debt and liquidity ratios are monitored and benchmarked against commercial practice and equivalent ratios in other higher education institutions.	<input type="text" value="Y"/>	<input type="text" value="****"/>
8.1.7 Ratios of expenditure on salaries to total expenditure are planned and monitored, with variations for colleges or departments with different cost structures.	<input type="text" value="Y"/>	<input type="text" value="*****"/>
8.1.8 Borrowing and other long term financing schemes are used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, with obligations to be met from projected additional revenue, or from known existing revenue sources.	<input type="text" value="Y"/>	<input type="text" value="*****"/>
8.1.9 Financial planning aims to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, reduce its dependence on a single funding source.	<input type="text" value="Y"/>	<input type="text" value="****"/>

Overall Assessment

Comment

Annual Budget and resource allocation at BPCs are usually aligned with its mission and goals and with the strategic plan to achieve those goals. Annual budget is prepared under the supervision of General Supervisor within a framework of long-term revenue and expenditure expectations, then it is approved by Board of Trustees. Proposals for new programs or major activities, equipment or facilities are accompanied by business



plans that include cost estimates. Ratios of expenditure on salaries to total expenditure are planned and monitored with variations for colleges or departments with different cost structures.

Priorities for Improvement

Independent Opinion (*)**

Comment:

1. The BPCs is encouraged to conduct appropriate benchmarking with similar Programs internally and externally to improve the planning and budgeting processes.
2. The BPCs is encouraged to establish a long/mid/short term financial plan for all its activities including research, and for its academic Programs. (Planned and approved budget for the medical education Colleges and the teaching Clinics).

تأشير بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. This section has been updated in SSR based on your recommendation
2. Illustrated as comparison percentage in table No.60 (Actual, target and new target Benchmark).

8.2 Financial Management

Financial affairs must be effectively managed with a proper balance between local flexibility for cost center managers and institutional accountability and responsibility.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

8.2.1 The oversight and management of the institution's budgeting and accounting functions are coordinated by a business or financial officer responsible to a senior manager.

Y

8.2.2 Sufficient delegation of spending authority is given to managers of

Y



organizational units within the institution for effective and efficient administration.

8.2.3 Financial delegations are clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
8.2.4 Cost center managers are involved in the budget planning process, and are held accountable for expenditure within approved budgets.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
8.2.5 The accounting system provides for accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost center and for the institution as a whole at least once every semester.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
8.2.6 Discrepancies from expenditure estimates are explained and impact on annual budget projections assessed.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
8.2.7 Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="*****"/>
8.2.8 The accounting and reporting systems ensure that funds provided for particular purposes are used for those purposes.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
8.2.9 Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
8.2.10 Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.	<input type="checkbox" value="Y"/>	<input type="checkbox" value="****"/>
Overall Assessment		<input type="checkbox" value="****"/>

Comment

The financial management administration at BPCs is responsible for the oversight and management of the BPCs budgeting and accounting functions. In fact, this administration is associated with the Vice-General Supervisor for Executive Affairs, who in turn is responsible to the General Supervisor. In other words, financial management at BPCs



is not an individual work but it is a collective work. For effective administration within BPCs, colleges' Deans are given authority to spend on items that are clearly specified in financial delegation decision. Accounting system complies with accepted professional accounting standards and as far as possible attributes total cost to particular activities.

Priorities for Improvement

Independent Opinion (*)**

Comment:

The BPCs is encouraged to give careful attention to the financial affairs and effectively manage them, with a proper balance between local flexibility and institutional accountability and responsibility, especially with respect to the balance between Male/Female faculty members between the two campuses, and with regard to requirements of scientific research and community services (this should include healthcare services). There are also promising projects such as the new library and the provision of modern laboratory simulations to the medical education Programs such as Pharmaceutical science Program.

تأشير بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. BPCs will allocate more resources for scientific research and development medical clinics and laboratories
2. BPCs allocate a huge (enough) budget for new projects such as (new library, development of dental clinics and medical laboratories).

8.3 Auditing and Risk assessment

Risk assessment and auditing processes must provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

8.3.1 Planning processes include independently verified risk assessment.

Y



8.3.2 Risk minimization strategies are in place and adequate reserves maintained to meet realistically assessed financial risks.

Y

8.3.3 Internal audit processes operate independently of accounting and business managers, reporting directly to the Rector or Dean or chair of the relevant governing board committee.

Y

8.3.4 External audits are conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, financial, or other senior staff in the institution, and members of the governing body.

Y

Overall Assessment

Comment

In BPCs, planning processes include independently verified risk assessment. In addition, Risk minimization strategies are in place and adequate reserves maintained to meet realistically assessed financial risks. An administration for financial audit and risk assessment is established. However, external audit is conducted annually by an independent reputable external auditor that is independent of BPCs financial or other senior staff and members of the Board of Trustees. He audits the BPCs' accounts and budget and then he submits an annual report to the General Supervisor showing results of his auditing.

Priorities for Improvement

Independent Opinion (*)**

Comment:



The BPCs is encouraged to review its risk assessment strategy and mitigation plans.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

- The BPCs will review its risk assessment strategy and mitigation plans.

Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

8.2 Financial Management

8.3 Auditing and Risk Management

Combined Assessment

Comment

Most of practices of standard 8 (Financial Planning and Management) is applied in BPCs, either explicitly or implicitly. BPCs have the ability to fund programs and services it offers using its revenues in an efficient and effective manner. Quality of this standard was honestly assessed using self-evaluation scales set by NCAAA. Serious effort has been made to form valid and reliable judgments based on evidences. The overall evaluation has given 4 stars (****) to the standard 8, as well as to each sub-standard of it. This means that practices are perfectly sufficient, and good quality for this standard is achieved. Since BPCs is a small institution, the number of personnel working in financial affairs is few. Even though, they do their best to perform all financial tasks according to the accepted professional accounting



standards. There are many strength points in this standard and they are: direct supervision of the General Supervisor in preparing the budget and accounting processes, following the professional accounting standards in accounting systems, BPCs has adequate financial reserves to meet realistically assessed financial risks and there is an external auditor who scrutinizes BPCs' accounts and monitors its financial performance.

Indicators Considered

- **KPI reference No.31:**Total operating expenditure (other than accommodation and student allowances) per student; the achieved value is SR 25,097
- **KPI reference No.32:** Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service ...); the achieved value is in 2017: learning and teaching: 36.37%, research: 0.12%, community service: 0.12%.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.

Standard 9: Employment Processes



Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff should be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Is this true? **How well is this done?**
Y/No/NA (enter stars)

9.1 Policy and Administration

The institution must have clearly defined staffing and employment policies. The policies should include a desired staffing profile (e.g. numbers, qualification levels, areas of specialization, experience requirements etc.) and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

9.1.1 A desired staffing profile appropriate to the mission and nature of the institution is approved by the governing body. (The profile includes matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization).

9.1.2 A comparison of current teaching and other staff provision with the desired



staffing profile is maintained and progress towards that profile is monitored on a continuing basis.

Y

9.1.3 A comprehensive set of policies and regulations is established and made widely available in an employment handbook or manual. (This should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counseling and support processes, professional development, and complaints, discipline and appeal procedures.).

Y

Y

9.1.4 Effective strategies are used for succession planning for senior positions.

9.1.5 Teaching loads are established equitably across the institution, taking account of the nature of teaching requirements in different fields of study.

Y

9.1.6 Promotion policies and processes are clearly documented and fair.

9.1.7 The exercise of delegations relating to employment processes is monitored and coordinated to ensure equitable treatment across the institution. (These delegations may relate to matters such as junior appointments, promotions, rewards for outstanding performance, and professional development opportunities.).

Y

Y

9.1.8 Indicators of successful administration of staffing and employment policies are clearly specified and performance compared with successful practice elsewhere.

Y

9.1.9 The governing board studies annual reports from the person with overall responsibility for employment practices on implementation of policies on staffing and employment practices.

Y

Overall Assessment

Comment

BPCs has a desired staffing profile appropriate to the mission and nature of the colleges which is approved by board of trustees. The profile includes matters such as gender balance where relevant classification levels, qualifications, educational background and objectives for Saudization. This practice is usually followed but with less than satisfactory quality. Most of the time BPCs held comparison between current teaching staff and other staff provision with the desired staffing profile to develop continually towards the desired profile.



Independent Opinion (***)

Comment:

The BPCs may wish to consider the following:

1. Develop and implement indicators of successful administration of staffing and employment policies.
2. Develop a system to monitor the process of delegations relating to employment processes.
3. Develop a monitoring system to compare current teaching and other staff with the required profile.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. A report was prepared on those recruited from inside and outside the Kingdom, including deans. The report is attached to SSR.
2. A circular has been issued by the general supervisor to present any decision concerning the issuance of a delegation to the Department of Legal Affairs to ascertain the legal form and the absence of a conflicting mandate and not to exceed the powers.
3. Human resources Department has Applied Article No. 4 of the executive rules and the administrative and technical procedures of the regulations of the private colleges issued by the Ministry of Education in terms of the percentage of faculty members of the students

9.2 Recruitment

Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new faculty and staff are thoroughly prepared for their responsibilities.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

9.2.1 Recruitment processes are managed to ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.

Y

9.2.2 When appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet

Y



qualifications and skill requirements, and contribute to achievement of the desired staffing profile.

9.2.3 If a particular appointment can be made either from within or from outside the institution the position is publicly advertised, internal candidates are given adequate opportunity to apply, and judgments made are equitable considering the applicants experience, qualifications, and current levels of performance.

Y

9.2.4 Candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)

Y

9.2.5 References are checked, and claims of experience and qualifications verified before appointments are made.

Y

9.2.6 Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.

Y

9.2.7 In professional programs there are sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.

Y

9.2.8 New teaching staff are given an effective orientation to ensure familiarity with the institution and its services, programs, and student development strategies, and institutional priorities for development.

Y

9.2.9 The level of provision of teaching staff in all programs (ie the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the programs offered and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.

Y

Overall Assessment

Comment

Faculty members are an important and effective element in the educational process. To contract with the most appropriate and best suited members, BPCs follow certain



criteria for selection such as previous experiences, personal qualities and capabilities without neglecting appropriate qualifications which are suitable to the nature of their work in colleges. Professional experience are taken into consideration during the selection of applicants for jobs to provide all programs with sufficient number of professional expertise who give consultations and advices related to the labor market for students.

Priorities for Improvement

Independent Opinion (*)**

Comment:

1. The BPCs have sufficient Faculty members with successful experience in their fields. However, Table 1" Buraydah Private Colleges Programs Data" showed that recruiting more faculty members with doctoral qualifications is a continues challenges in some Programs. This issue may be considered as the main reason of the unstable working load especially those faculty members should involve in scholarly activities and commonly services.
2. The BPCs is encouraged to conduct appropriate external benchmarking with similar Institutions/Programs locally or internationally **at Program level** to improve quality and number of faculty members (faculty members with doctoral qualifications).
3. The BPCs may wish to consider the following:
 - Improve the orientation process for BPCs faculty and staff.
 - Improve and benchmark the student to faculty ratio by recruiting and hiring adequate number of teaching staff.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The new plan will concentrate to hire more PhD holders which expected to be achieved before the beginning of next academic year.
2. It will be considered for next academic year and during program accreditation process.
3. The BPCs will improve the orientation process for faculty and staff.
4. The BPCs will improve and benchmark the student to faculty ratio by recruiting and hiring adequate number of teaching staff.

9.3 Personal and Career Development

Processes for personal and professional development must be fair to all teaching



and other staff, designed to encourage and support improvements in performance, and recognize outstanding achievements.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

9.3.1 Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.2 Consultations about work performance by supervisors (including heads of department, deans, administrative supervisors) are confidential and supportive, and occur on a formal basis at least once each year.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.3 If performance is considered less than satisfactory clear requirements are established for improvement.	<input type="checkbox"/> Y	<input type="checkbox"/> **
9.3.4 Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Teaching and other staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.5 Outstanding academic or administrative performance at any level of the institution is recognized and rewarded.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.6 All teaching and other staff should be given appropriate and fair opportunities for personal and career development.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.7 Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.8 Promotion criteria include contributions to achievement of the mission of the institution, and in the case of teaching staff include proper recognition of quality of teaching and efforts to improve it, and service to the institution and the community as well as research.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
9.3.9 Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
9.3.10 Appropriate professional development activities are provided to assist with new programs or policy initiatives.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
i. Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.	<input type="checkbox"/> Y	<input type="checkbox"/> ***



Overall Assessment

Comment

Criteria for performance evaluation are clearly specified in advance but it seems not known adequately for staff members. Consultations about work performance by supervisors as heads of department, deans and administrative supervisors are confidential and supportive which aimed to improving staff performance and to stand on the weaknesses to work on improving it. This takes place at least once each year. Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Teaching and other staff don't have the opportunity to explain causes of negative points in their report.

Priorities for Improvement

Independent Opinion (***)

Comment:

The development of faculty members and their scientific promotions and the annual awards for best performance are apparently **not carried out** in the BPCs.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

- A competition was held to select the best faculty member at the college level. A committee was formed for this purpose in each college. Attached are the letters of the competition from the four faculties. The candidates' papers were examined. The most efficient member of each faculty was selected.
- Documents issued by the financial administration to pay bonuses to members of the teaching staff on the work of quality and assignments of work.

9.4. Discipline, Complaints and Dispute Resolution

Procedures for management of disputes must be efficient and fair to all parties



involved.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

9.4.1 Procedures for dealing with complaints about or by teaching or other staff, and resolving disputes among them, are clearly specified in policies and regulations.	<input type="text" value="Y"/>	<input type="text" value="****"/>
9.4.2 The normal initial step in resolving disputes that cannot be settled by those directly involved is through conciliation by a person independent of the issue, with the possibility if required for referral to a committee or senior officer for determination.	<input type="text" value="Y"/>	<input type="text" value="****"/>
9.4.3 Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior, are clearly specified in regulations and consistently followed.	<input type="text" value="Y"/>	<input type="text" value="****"/>
9.4.4 The regulations provide for rights of appeal against decisions to a person or committee at least one level beyond that at which the dispute occurs.	<input type="text" value="Y"/>	<input type="text" value="****"/>
9.4.5 Serious disputes are addressed through quasi-judicial processes including provision and verification of evidence and impartial judgments by a person or persons experienced in such procedures.	<input type="text" value="Y"/>	<input type="text" value="****"/>

Overall Assessment

Comment

BPCs usually follows procedures guide for dealing with complaints about or by teaching or other staff and resolving disputes among them. This is clearly specified in policies and regulations and widespread across colleges. This manual has helped to reduce the number of complaints issued by teaching staff and administrators compared with total number of complaint which is 7.3% according to KPI. Procedures start with conciliation by a person independent of the issue to resolve disputes that cannot be settled by those directly involved, with the possibility if required for referral to a committee or senior officer for determination. Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior are clearly specified in regulations and consistently followed. This usually serves as the first line of defense to avoid mistakes in order to avoid



possible sanctions.

Priorities for Improvement

Independent Opinion (*)**

Comment:

Procedures for management of disputes are efficient and fair to all employee involved.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The BPCs will continue in this procedures to sustain and maintain this practice.

Overall Assessment of Employment Processes

9.1 Policy and Administration

9.2 Recruitment

9.3 Personal and Career Development

9.4 Discipline, Complaints and Dispute Resolution

Combined Assessment

Comment

Employment process depends on effective discussions between Board of Trustees, deans ,vice deans, head of departments and learning and teaching committee to meet the requirements of National Center for Academic Accreditation & Assessment (NCAAA) standards.

Indicators Considered



- **KPI reference No. 33:** Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement; the achieved value is 8.98%.
- **KPI reference No. 34:** Proportion of teaching staff participating in professional development activities during the past year; the achieved value 72.07%

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSRI and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 10: Research

The institution should develop a research strategy consistent with its nature (eg. as a university with research obligations or as an undergraduate college) and its mission All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Is this true? How well is
Y/No/NA this done?
(enter stars)

10.1 Institutional Research Policies

An institution with research responsibility must have a comprehensive research development plan based on its mission that includes performance targets, support and development strategies and administrative arrangements that encourage widespread involvement across the institution. It must have mechanisms for ensuring that ethical standards are maintained in the conduct and reporting on research.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.1.1 A research development plans consistent with the nature and mission of the institution and the economic and cultural development needs of the region has been developed and published.

10.1.2. The research development plan includes clearly specified indicators and benchmarks of performance.

10.1.3 Clear policies are established for defining what is recognized as research, consistent with international standards. (This normally includes both self-generated and commissioned activity, but requires creative original work, independently validated by



peers, and published in media that are highly regarded by scholars in the field.)

10.1.4 Reports on overall institutional research performance are published annually and records maintained of the research activities of individuals, departments and colleges..

Y

10.1.5. Cooperation with local industry and with other research agencies is actively encouraged. Where appropriate these forms of cooperation may involve joint research projects, shared use of equipment, and cooperative strategies for development.

Y

10.1.6. Mechanisms are established for collaboration and cooperation with international universities and research networks.

Y

10.1.7. The institution has policies that deal with the establishment, accountability, and periodic review of research institutes or centers.

Y

10.1.8. The establishment of research institutes or centers does not inhibit research activities of others who are not directly associated with them.

Y

10.1.9. A high level committee is established to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues.

Y

10.1.10. An adequate research budget is provided to enable the achievement of the institution's research plan.

Y

Overall Assessment

Comment

BPCs' mission and objectives were developed based on the initial feasibility, environmental analysis studies and stakeholders proposed opinions. Excellence in education and community services comprises the main aspects of the mission statement. Although the strategic plan of BPCs does not contain explicit strategic objective regarding scientific research, BPCs has established policies and regulations to provide framework for research activities within the colleges.

Priorities for Improvement



Independent Opinion (***)

Comment:

1. The BPCs is encouraged to develop and implement a comprehensive research plan and related policies (such as ethics and the ISI and the international/National publishing requirements). The plan needs to be revised and industrial partnerships should be intensified. It should be made clear to faculty that research is as important as teaching activities.
2. The BPCs research plan should include the following:
 - Research funds: The BPCs should consider the effectively increase the engagement and productivity of research staff.
 - Full Time Research Scholars.
 - Research output Expectations and research Priorities for the next five years.
 - The BPCs needs a better develop its uses of statistical data and KPIs (per Programs) for measuring research activities improvements and to develop benchmarking plan against similar Programs externally.
 - A research interest survey.
 - A research priorities questionnaire.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. BPCs is working now to develop a comprehensive research plan which will be apply for next academic year.
2. BPCs added a conditions for renewing contract for staff members by publishing an article at least each year.
3. Encouragement & rewarded for publishing in high impact journals is mentioned in BPCs research guidelines.
4. Industrial partnership with for some programs will be established for the next semester.
5. Research funds in BPCs targeted to be raised annually by 0.5% of the total expenditures in the improvement plan. It has been clarified in the SSR (P. 281).



6. The BPCs will implement a system to motivate scientific research among staff.
7. BPCs research priorities for the next five years will be considered by doing:
8. Questionnaire research priorities
9. A research interest survey
10. Animal human policy is now inserted in BPCs research guidelines.
11. Criteria for establishing Ethics committee is described in scientific research guidelines
12. The BPCs will develop its statistical data and KPIs (per Programs) for measuring research activities improvements and developing benchmarking plan against similar Programs, through the statistic and information department.

10.2 Teaching Staff and Student Involvement

Expectations for involvement in research and scholarly activities by teaching staff must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.2.1 Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities there is an expectation of at least some research and/or appropriate scholarly activity.

10.2.2. Support is provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and startup funding.

10.2.3. Postgraduate research students are given opportunities for participation in joint research projects.

10.2.4. When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.

10.2.5. Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

10.2.6. Research and scholarly activities of teaching staff that are relevant to courses they



teach are reflected in their teaching together with other significant research developments in the field.

10.2.7. Strategies are developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

Y

**

Overall Assessment

Comment

Expectations for involvement in research and scholarly activities by teaching staff are made clear to some extent for every instructor in BPCs. Moreover, teaching staff evaluation form is about research activities of the instructor during the year under evaluation. The personal relationships between junior and senior faculty members within colleges and departments helps juniors to conduct progress and understanding of their research programs. Meanwhile, research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching to make the students aware of the contemporary scientific issues.

Priorities for Improvement

- 1 Establishment of research teams within the constituent colleges and departments.
- 2 Establishment of a “Research Committee” that includes director of the research center and representatives from all academic programs to plan and activate research and scholarly activities.

Independent Opinion (*)**

Comment:

- 1 Expectations for teaching staff involvement in research and scholarly activities need to be clearly specified and considered in performance evaluation and promotion criteria.
- 2 Polices should allow reducing the teaching load of faculty members who are actively involved in research. Also, publications in high impact journals should be recognized and rewarded.

ناصر بن محمد جميل سرخان



BPCs reply and priorities for improvement:

1- BPCs Renewing contract is now conditioned with publishing an article annually at least.

2- Reducing of teaching load for staff members who are actively involved in research will be concerned in next academic year. Encouragement & rewarded for publishing in high impact journals was mentioned in BPCs research guidelines and applied from the current year.

10.3 Commercialization of Research

Commercialization of research should be encouraged, opportunities for commercial development of intellectual property carefully investigated, and help provided to establish appropriate commercial relationships. Policies on ownership of intellectual property must be clearly specified and consistently followed.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.3.1 A research development unit or center is established with capacity to identify and publicize institutional expertise and commercial development opportunities, assist in developing proposals and business plans, preparation of contracts, and when appropriate, development of spin off companies.

N/A 


10.3.2 Ideas with potential for commercial development are critically evaluated with advice from experienced persons from industry and relevant professions before investment by the institution is authorized.

N/A 

10.3.3. Intellectual property policies define ownership and establish procedures for commercialization of ideas developed by staff and students, and specify scales for equitable sharing of returns to the inventor(s), and the institution.

N/A 

10.3.4. A culture of entrepreneurship is actively encouraged throughout the institution, with particular emphasis on teaching staff and postgraduate students.

N/A 

10.3.5. Regulations are established that require disclosure of pecuniary interest and avoidance of conflict of interest in activities related to research.

N/A 



Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment:

It was mentioned that this sub-Standard is not applicable, but it is required by NCAAA. The advice here is to make sure through a formal correspondence with the NCAAA on the requirements of this sub-Standard and its applicability to the private Institutions.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

Correspondence with the NCAAA on the requirements of this sub-Standard and its applicability to the private Institutions in progress.

10.4 Research Facilities and Equipment

Adequate facilities and equipment appropriate for research in the fields of study offered in the institution must be available for use by teaching staff and postgraduate students. Clear policies should be established for ownership and care of specialized facilities and equipment obtained through research grants or cooperation with industry.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.4.1 Adequate laboratory space and equipment, library and information systems and resources are available to support the research activities of teaching staff and students in the fields in which programs are offered.

Y	***
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10.4.2. An adequate budget is provided for funding of research equipment and facilities in all academic sections of the institution

Y	***
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10.4.3. Arrangements are made for joint ownership or shared access to major equipment items within the institution and with other organizations if appropriate.

Y	***
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10.4.4. Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding area.

Y ***

10.4.5. Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through research grants, commissioned research or other external sources.

Y ***

Overall Assessment

Comment

Research activities need commitment and good support system such as updated learning resources, laboratories and information system and effective and efficient administrative body. A great cooperation and smooth communication between different administrative levels and researchers is required. At BPCs, there are scientific laboratories equipped with the basic instruments and tools that serve the practical training and conducting experiments for the students accompanied with the arrangement between the departments to share the use of major equipment

Strengths:

Providing adequate laboratory space and equipment, library and information systems to support the research activities

Priorities for Improvement

Independent Opinion (*)**

Comment:

- 1 More research funds need to be sought from KACST and other research supporting organizations.
- 2 The BPCs is encouraged to recruit skilled technicians and engineers for research labs.
- 3 The BPCs needs to encourage faculty researchers to submit research proposals to KACST or any other research centers locally or internationally which will enrich the BPCs equipment's lists, publications and research activities.



ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

1. It will be considered and its availability for private colleges will be investigated.
2. Recruit of skilled technicians for research labs will be considered in the recruitment plan this summer
3. The BPCs will encourage faculty researchers to submit research proposals to KACST and other research centers locally or internationally.

Overall Assessment of Research

10.1 Institutional Research Policies

10.2 Teaching Staff and Student Involvement

10.3 Commercialization of Research



10.4 Research Facilities and Equipment

Combined Assessment

Comment

Although BPCs is a private institution and its obligations towards research is not as high as in universities, most of applicable practices of standard 10 (Research) is applied in BPCs, either explicitly or implicitly. BPCs has develop a research strategy consistent with its nature. In addition, BPCs allocates an amount of its annual operational budget to research, which may need more reconsideration in its amount



and the ways of its spending. The quality of this standard was realistically assessed using self-evaluation scales and KPIs set by NCAAA. Serious efforts were made to form valid and reliable judgments based on evidences and values of KPIs compared with external benchmarks

Indicators Considered:

- **KPI reference No. 35:** Number of refereed publications in the previous year per a full-time member of teaching staff, the achieved value is 0.36:1.
- **KPI reference No. 36:** Proportion of full time member of teaching staff with at least one refereed publication during the previous year, the achieved value is 24.2%.
- **KPI reference No. 37:** Proportion of the total, annual operational budget dedicated to research the achieved value is 0.12%.

Priorities for Improvement:

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.



Standard 11 Relationships with the Community

Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments. Teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

**Is this true?
Y/No/NA**

**How well is this done?
(enter stars)**

11.1 Institutional Policies on Community Relationship

The institutions commitment to service to the community must be clearly specified, clear in its nature and scope, supported by policies to encourage involvement and regular reports should be prepared on activities that take place.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

11.1.1 The service commitment of the institution is relevant to the community or communities within which the institution operates, and included in its mission.

11.1.2 Policies on the institution's service role have been approved by the governing body and these policies should be supported in decisions made by senior administrators



11.1.3 Annual reports are prepared on the institutions contributions to the community.

Y

11.1.4 Promotion criteria and faculty assessments include contributions made to the community.

Y

11.1.5 Websites providing details of institutional structures and activities, including news items of potential interest to potential students and members of the wider community, are provided and kept up to date.

Y

Overall Assessment

Comments:

There is a clear commitment of institution toward community services as stated in its mission. An Annual community services reports are regularly prepared. Despite the great attention paid to community service at BPCs, web site is not regularly updated with community services activities and promotions criteria include contribution made to community is still not activated efficiently.

Priorities for Improvement:

1. The BPCs commitment to service to the community is clearly specified and is supported by policies to encourage involvement of students and faculty. Nevertheless, services to the community needs to be intensified in the form of community-oriented research activities, free-of-charge healthcare/ professional services, workshops, seminars, awareness campaigns, etc.



Independent Opinion (***)

Comment:

1. The BPCs Mission statement is including community engagement as an integral component.
2. The BPCs commitment to service to the community is clearly specified and is supported by policies to encourage involvement of students and faculty. Nevertheless, services to the community needs to be intensified in the form of community-oriented research activities, free-of-charge healthcare/ professional services, workshops, seminars, awareness campaigns, etc.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. The BPCs will continue include community in its mission statement as an integral component.
2. Services to the community in the form of community-oriented research activities, free-of-charge healthcare/ professional services, workshops, seminars, awareness campaigns, etc. will have more focus in the new plan for community service center

11.2 Interactions With the Community

Relationships must be established with the community to provide needed services and draw on community expertise to support the program.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed and plans for community development considered.

Y

11.2.2 The institution and its colleges and departments cooperate in the establishment of community support or professional service agencies relevant to the needs of the community, drawing on the expertise of staff members.

Y

**

11.2.3 A range of community education courses are provided in areas of interest and need.

Y



11.2.4 Relationships are established with local industries and employers to assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)	<input type="checkbox"/> Y	<input type="checkbox"/> ***
11.2.5 Local employers and members of professions have been invited to join appropriate advisory committees considering programs and other institutional activities.	<input type="checkbox"/> Y	
11.2.6 Continuing contact is maintained with schools in the community, offering assistance and support in areas of specialization, providing information about the institution's programs and activities and subsequent career opportunities, and arranging enrichment activities for the schools.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
11.2.7 Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new developments.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
11.2.8 Advantage is taken of opportunities to seek funding support from individuals and organizations in the community for research and other developments in the institution.	<input type="checkbox"/> Y	<input type="checkbox"/> *
11.2.9 A central data-base is maintained in which records are maintained of community services undertaken by individuals and organizations throughout the institution.	<input type="checkbox"/> Y	<input type="checkbox"/> ****

Overall Assessment

Comment:

A regular contact is maintained between schools and colleges in order to activate community service. Moreover, program advisory boards include in their formation representatives of local employers and members of professions. But, actually there is no funding opportunities for research and community services and there is no regular contact through alumni.

Priorities for Improvement:



Independent Opinion (***)

Comment:

The BPCs is encouraged to develop a community services/healthcare data base and the BPCs website should be updated to reflect this aspect.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

- BPCs will regularly update of website by community services activities.

11.3 Institutional Reputation

The reputation of the institution in the community must be monitored and enhanced through provision of reliable and accurate information about its activities.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

11.3.1 A comprehensive strategy has been developed for monitoring and improving the reputation of the institution in the local and other relevant communities.

Y

11.3.2 Clear guidelines have been established for public comments on behalf of the institution, normally restricting such comments to the Rector or Dean or a media office responsible to the Rector or Dean.

Y

11.3.3 Guidelines have been established for public comments on community issues by members of staff, where such comments could be associated with the institution.

Y

11.3.4 An institutional media office has been established with responsibility for managing media communications, seeking information about activities of the institution of potential interest to the community, and arranging for publication.

Y

11.3.5 Community views about the institution and its activities are sought and strategies developed for improving perceptions.

Y

11.3.6 If issues or concerns about operational issues involving the institution are

Y



raised in public forums these are dealt with immediately and objectively by the Rector or Dean or other designated senior members of faculty or staff.

Overall Assessment

Comment:

At BPCs, there is an institutional media office with the responsibility for managing media communications. There are also guidelines for public comments on community issues which have been stated in the teaching staff member guide. But, no clear strategy has been set for monitoring institutional reputation. Moreover, no questionnaires have been done to explore the feedback of individuals and organizations regarding the institution activities.

Priorities for Improvement:

Independent Opinion (***)

Comment:

Several activities are recommended to enhance the institution image including enhanced community services, healthcare services, community-based research, academic environment conducive to learning; Job market-oriented programs and established relations with industries and top ranked institutions.

ناصر بن محمد جميل سرخان


BPCs reply and priorities for improvement:

1. Developing a comprehensive plan for improving the institutional image includes enhancing healthcare services will be carried out for next academic year.
2. Monitoring the community opinions regarding institution activities through questionnaires and open forums.



Overall Assessment of Relationships with the Community

11.1 Institutional Policies on Community Relationships	***
11.2 Interactions With the Community	***
11.3 Institutional Reputation	***
Combined Assessment	***

Comment

Buraydah Private Colleges (BPCs) dedicated to serve the community to attain its mission. The encouraged involvement of the faculty staff and students in the community serves accompanied by supporting policies indicate the formal commitment. The community service and continuous education center in collaboration with the departments within the colleges and external parties sponsored different and diverse services that provided to the internal and external community. The center final report summarizes the services and contribution provided to the community during semester (352). These services covered mainly medical services, advisory programs, public lectures and professional workshops. While there is an active contact with the community but still some areas require further improvement. As such the colleges' reputation strategic planning and the establishment of programs advisory committees involves local employer and member of profession.

Indicators Considered:

- **KPI reference No.38:** Proportion of full time teaching and other staff actively engaged in community service activities, the achieved value 0.2%.
- **KPI reference No.39:** Number of community education programs provided as a proportion of the number of departments, the achieved value 2.09.



- **KPI reference No.40:** Number of individuals benefited from Buraydah private colleges community service programs, the achieved value 1000.

Priorities for Improvement

1. The BPCs commitment to service to the community is clearly specified and is supported by policies to encourage involvement of students and faculty. Nevertheless, services to the community needs to be intensified in the form of community-oriented research activities, free-of-charge healthcare/ professional services, workshops, seminars, awareness campaigns, etc.
2. The BPCs is encouraged to develop a community services/healthcare data base and the BPCs website should be updated to reflect this aspect.
3. Several activities are recommended to enhance the institution image including enhanced community services, healthcare services, community-based research, academic environment conducive to learning; Job market oriented programs and established relations with industries and top ranked institutions.

Independent Opinion (*)**

Comment:

The good practices related to this Standard need to be enhanced in response to the above recommendations, the required evidences for this standard and the suggested performance indicators by NCAAA.

ناصر بن محمد جميل سرخان

BPCs reply and priorities for improvement:

The required evidences for this standard improved and attached to SSR and the suggested performance indicators of NCAAA added to BPCs KPIs reports.