



A Summary for Fundamentals of Total Quality to Build a Guide of Plans and Study Programs

The report provides a model for the quality course of graduates from educational institutions, consisting of four stages that begin with the quality-building phase. It is well known that building the quality of the graduates from the educational institutions depends mainly on the quality of the plans and programs offered by the educational institution. It is the requirements of the Ministry of Higher Education to approve the establishment of new private colleges: evaluation, approval of educational and teaching programs, their contents, items, and their teaching and training hours. (Article four of the executive rules and the administrative and technical procedures for the rules of the private colleges).

The report has drawn up special sections of the plans and programs of the National Authority for Assessment and Academic Accreditation, to be accessible to the faculty members and others in their preparation or development of the plans and academic programs. They also include an example of an academic program, which can be used when preparing the program description and concludes with the proposed method of the National Authority for Assessment and Academic Accreditation for the implementation of the institutional self-evaluation and the preparation of its final report. The project, which the colleges are working on during the current academic year, God willing, and attached at the end of the report a model of the structure of the study plan that conforms to the manual plans and programs prepared by the Higher Committee of the plans and programs of the colleges to be filled when the development of plans and programs , followed by guidelines for using the models of the National Authority for Assessment and Academic Accreditation for the study plans.

In designing the Guide to Plans and Study Programs, the requirements of the National Authority for Assessment and Academic Accreditation should be taken into consideration concerning the study plans, which are included in its guides and the national qualifications framework. To illustrate the great picture of the total quality, from which the preparation of the framework of the plans and programs of study should come from, as one of the projects of the strategic plan of Buraydah Colleges or any other educational institution of higher education.

This report begins with the basics of total quality. It consists of a cycle to produce, prepare, achieve, and maintain quality, then some of the extracts related to the design of the Guide of Plans

and Study Programs from the National Assessment and Accreditation Manual and the National Qualifications Framework, which include:

- Quality planning, planning, monitoring, evaluation and review to clarify the course during which the study plans are going through.
- Integrated planning of educational programs.
- Planning for the program and the planning, monitoring, evaluation and review cycle.
- Initial development of both program and curriculum descriptions.
- Planning for quality improvement of a program or department.
- Validation of national qualifications frameworks

Presenting an applicable example to one academic programs, which can be used in the preparation of the program description. Then comes an appendix showing the proposed method of the National Authority for Assessment and Academic Accreditation for the implementation of the evaluation of institutional structure and the preparation of its final report, which should be followed in conducting institutional self-evaluation. Attached to the report is a sample of the structure of the college's study plan that complies with the curriculum and study guide for Buraydah private Colleges.

The report ends with guidelines for the use of the National Authority for Assessment and Academic Accreditation (Sample of Course Specification, Field Experience Specification, Course Report, Field Experience Report, and Annual Program Report). This report is prepared in the framework of spreading the culture of total quality in the field of higher education and may resort to it when preparing, developing the academic plans and programs

The fundamentals of Total Quality and Academic Accreditation.

1. Focus on the client and stakeholders.
2. Inclusion of employees and team work
3. Focus on the process supported by continuous improvement and learning.

Product Quality Cycle and its applications on the educational institutions:

1. The product quality cycle consists of all product activities and includes four phases: Quality, Preparation, Achievement, and Maintenance Quality.
2. Application of the concept of quality cycle stages Product On the educational institution.

The quality stage of the educational institution includes the following:

1. Preparation of study plans for the educational programs of the institution
2. Matching them with best practices
3. Complying with the requirements of the labor market and the requirements of comprehensive development of the state
4. Determining the methods used in the presentation of study plans
5. Teaching in classrooms
6. Training in laboratories
7. Training in classrooms
8. Field visits
9. Field training (cooperative training)

Preparation of the quality of the educational institution

1. Rehabilitation and selection of faculty members and the like - as well as technical and administrative staff
2. Preparation of classrooms - laboratories – computers and the connection to the Web - Office
3. Learning resources
4. Sources of different suppliers requirements

Stages to achieve quality in the educational institution:

1. Students admission
2. Preparing students to graduates
3. Graduation

Stages to maintain quality in the educational institution

1. Employment of graduates in different jobs
2. Follow them up after graduation

Integrated planning of educational programs

The educational program is a consistent portfolio of educational experiences, each component of which contributes to the desired learning process of students. It is not just a set of separate courses taught separately from each other. But complement and reinforce each other, and this applies not only to the content of these courses, but also to the process of developing and

strengthening communication skills and interpersonal skills and leadership capabilities, etc. This means that each course should be planned as part of an integrated software package and presented as proposed.

Initial Development of the Descriptions of the Program and Course

The logical sequence begins with the development of a program or course description along with a set of courses and field experience activities by developing the broad message and objectives of the program, then examining examples of similar programs and courses presented in other institutions, And priorities for the specific program, and finally begin to develop a description of the program. The program specification should include the knowledge and skills to be developed, the strategies to be used in developing these capabilities for the program as a whole.

Planning to improve the quality of a program or department

The quality improvement plan for a program or department should include two things: first, any work required to deal with problems created by the assessment process (Or based on the strengths of the program), and second, any work needed to meet the accreditation requirements of the program.

The program characteristics are:

A degree that requires a minimum of 120 credit hours, usually four academic years The length of the program varies according to the field of specialization, and the passing of 120 credit hours - from the study within the university – is considered the minimum number of bachelor's degree programs.

The characteristics of the graduates should have the following:

1. Comprehensive, systematic and structured knowledge in a given field of study, theories and principles in this field
2. Ability to research complex problems and create innovative solutions under limited guidance, using insights from their field of study and other relevant areas.
3. Ability to identify and use appropriate mathematical and statistical methods in analysis, solutions to complex issues, and the ability to select and use the most appropriate mechanisms to deliver results to different recipients.
4. Ability to lead and prepare for full cooperation with others in joint projects and initiatives.

5. In the case of a professional program, a wide and integrated range of knowledge and skills required for effective professional practice is required.

Expected learning outcomes at level III, for each area

1. Knowledge: To have comprehensive knowledge in an integrated and systematic field of study, and basic principles and theories related to that area. In addition, to be familiar with the knowledge and theories in other scientific fields related to his field, and familiar with other relevant professional fields if the specialization is professional.
2. Cognitive skills: can carry out the survey, understand and compose new information, concepts and evidence from a variety of sources, and apply the results to a wide range of issues and problems with a simple degree of guidance. In addition, can explore relatively complex problems using various forms of information technology and other sources, and propose innovative solutions.
3. Skills of dealing with others and taking responsibility: Contributes to and facilitates constructive solutions to issues in collective situations, whether in a leadership position or as a member of a group . Community leadership can be exercised in diverse situations that require innovative responses.

An applicable example of accounting department (containing one program of accounting) in the Faculty of Economics and Administration Qassim University, which was prepared during the academic year 1428/1429 (2008/2007) while working on the development project of the university where the accounting department was one of seven programs included in the project,

1. **Our mission** is to develop our educational and research capacities in a dynamic environment conducive to the development and development of advanced and accredited educational programs to graduate qualified and trained human resources, and to actively participate in theoretical and practical research to achieve the aspirations of the institutions of society and to cooperate with them to keep up with the objectives of development.
2. **Goals and objectives**
 - a) knowledge (Students learn basic principles in management, marketing, economics, finance, accounting and management information systems, and have a scientific understanding of

the facts, concepts, theories and procedures in management, marketing, economics, finance, accounting and management information systems.

- b) Cognitive Skills (Empower students with the ability to analyze and solve practical applications in business areas, and Students have the skills of scientific thinking and development in solving problems in the fields of business and the ability to use descriptive and quantitative research methods in those areas.)
 - c) Leadership, interpersonal skills and responsibilities (Students have the ability to take personal responsibility for learning, the ability to collaborate, and build and lead teams, and Students have the ability to act responsibly in personal and professional situations in accordance with ethical standards and professional ethics.)
3. **The goals and objectives of the department (program):** (Providing students with basic concepts, principles and theories in different fields of accounting, taking into account Islamic values, Empowering students to apply cognitive concepts and provide them with the skills of critical thinking, problem solving and decision making in different areas of accounting, and Providing the students with the basics of the teamwork, its effectiveness, business ethics issues and personal and social responsibility.)
 4. **The relationship between the objectives of the department (program) and the goals and objectives of the college.**
 5. **Evaluation tools and symbols :**(Direct assessment tools: Semester tests, Final tests, Participation in lecture halls, Commitment to homework, Demos, and Field research.), Indirect assessment tools (Questionnaires , Examinations (internal / external) , External interviews)
 6. **Learning outcomes for the accounting department** (Knowledge learning outcomes , Knowledge, learning, understanding, Learning Outcomes Cognitive Skill Learning outcomes for cognitive skill that are capable of applying existing procedures through serious thinking and creative problem solving. Learning products for interpersonal skills and responsibilities(These include the following skills: 1. Ability to contribute and facilitate solving problems creatively, the ability to take the initiative in identifying issues and the proper measurement, the responsibility and the continuation of learning,
 7. **The relationship between goals, objectives of the accounting department:** (The basic financial statements and the typical reports of all forms of organization 2. Enable students to

- conduct a serious analysis of financial statement data 3. Provide students with the concepts, principles and theories of the review function)
8. Relationship between the academic courses of the department (program), its objectives, and its evaluation tools.
 9. Relationship between the academic courses of the accounting department (program), and Learning Products
 10. Relationship between the Objectives of the Accounting department and the Evaluation Tools Used.

Method of implementing the institutional self-evaluation and preparation of its final report (proposed by the National Authority for Academic assessment and Accreditation):

1. Using self-assessment standards for quality standards.
2. Adoption of plans and mechanisms to implement specific aspects of self-assessment
3. Contribution of officials in the educational institution in the self-evaluation that their suggestions and guidance should be taken into consideration.
4. Contribution of the beneficiaries directly from the activities of the institution in self-assessment: Benefiting from the participation of individuals who are informed and beneficiaries directly from the activities of the educational institution

Preparing the final report of the self-evaluation of the institution.

The self-evaluation process should end with a detailed report on the results of the evaluation process including:

1. Executive summary.
2. Presentation of the background on which the report is based.
3. A description of the steps taken in the implementation of the various assessments.
4. A presentation of the results reached through the various evaluations at the institutional level (according to the institutional and programmatic self-evaluation criteria prepared by the authority)
5. Identification of strengths to be maintained and developed and deficiencies that require further attention.
6. Proofs and evidence supporting the results shown in the report

7. All reports of task forces and subcommittees should be attached to the overall report and enclosed to it.
8. An executive summary setting out the steps followed and the results achieved during the preparation of these reports.

Making a guide for academic plans and programs of Buraydah colleges

It includes a project to characterize and identify the requirements and development of plans and educational programs. The period of 6 months to complete this project was completed during the academic years 1434-1436 H. Given the importance of this project not only because it occurred at the quality production stage of model 1435 and the quality of the graduate but also because of the need to update the plans that move the approval of five years in accordance with the regulations of the National Higher Education, the college administration held during the second semester of the academic year 1435/1434 AH that it is important to present this project to work on it so can be updated study plans for colleges according to this framework. The work was completed with the help of God Almighty and his will on the project in the first semester / academic year 1435/1436 e

A model of the structure of the study plan is consistent with the Guide to Plans and Study Programs. 1435/1436, which includes:

1. Historical background (a historical profile of the college is written with reference to explaining the number and date of the decision to approve the establishment of the college)
2. Vision of the College
3. Mission of the College
4. Objectives of the College
5. Admission Requirements
6. The labor market for the specializations of the college.
7. Development features / features of the plan (where the development features are explained for the developed plans, the new plans are explained in the plan's features)
8. Degrees awarded by the college
9. Departments and programs

The overall structure of the study plan and the number of units required for each.

1. Requirements of the University: These courses studied by all the students at the university and its number is 19 credit units
2. The requirements of the college are: Compulsory and optional courses which are taught by all the students of the college according to the nature of the program and the preparatory year courses are included (except the requirements of the university) within the compulsory college requirements.
3. The department requirements
4. Optional courses (within or outside the college)
 - The total number of hours required must be within 16 credit hours per semester
 - The preparatory year courses should be included in the requirements of the university or college requirements.

Approval of the departmental councils and the faculty council on the study plan Study plans for the departments

1. A synopsis on the department
2. Vision of the department
3. Mission of the department
4. Objectives of the department
5. Linking the department to the objectives and mission of the faculty
6. Admission requirements (general conditions)
7. Graduation requirements
8. Job opportunities for graduates

Course Description

1. Basic course information
2. Objectives of the course.
3. Course contents.
4. Course outputs (skills expected from this course)
5. The course book
6. References (reference name, author's name, date of issue, publisher)
7. Distribution of content on the semester (optional)
8. Course evaluation



College operational plan including:

1. First studying the available potentialities and the required needs
2. A list of the faculty members, technicians and administrators.
3. A list of the needs of the faculty members, technicians and administrators

Guidance on using the models of the National Authority for Academic Assessment and Accreditation

1. Course Specification Form: An explanation of what should be included in the descriptions the program
2. Field experience specification (Introduction to the field experience and General Information)
3. Course Report Form: Introduction to the Course and General Information
4. Field Experience Report Form: General Information on the name and code of Field Experience and the Program Provided

The annual report of the program (a description of what should be included in the program descriptions, curriculum descriptions, and annual and periodic reports).

Our Vision

Leadership and Excellence at the Level of Higher Education Institutions in Kingdom of Saudi Arabia

Our Mission

Buraydah Colleges offers a university education that contributes effectively and permanently to fulfilling the needs of the labor market and achieving comprehensive development in the Qassim region through the achievement of the highest standards in the fields of education and community service, activating research, integrating individuals, information technology, business systems and human capital development.

Our Logo:

Leadership and Excellence

Our Values

(Leadership - Excellence - Creativity - Transparency - Justice - Honesty - Team Work - Diversity - Response - Disciplin