



# **National Commission for Academic Accreditation & Assessment**

## **Handbook for Quality Assurance and Accreditation in Saudi Arabia**

### **PART 2**

## **Internal Quality Assurance Arrangements**

# **Internal Quality Assurance Arrangements**

**National Commission for Academic Accreditation & Assessment**

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# INTRODUCTION

The National Commission for Academic Accreditation & Assessment has been established in the Kingdom of Saudi Arabia with responsibility for determining standards and criteria for academic accreditation and assessment and for accrediting postsecondary institutions and the programs they offer. The Commission is committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of postsecondary institutions to ensure that quality of learning and management of institutions are equivalent to the highest international standards. These high standards and levels of achievement must be widely recognized both within the Kingdom and elsewhere in the world.

This Handbook has been prepared to assist institutions in introducing and developing internal quality assurance processes and in preparing for the external peer reviews that the Commission will conduct to verify the achievement of high standards of performance.

Part 1 of the Handbook is intended to give a general overview of the system for quality assurance and accreditation. It describes the principles that underlie the approach taken by the Commission, summarizes standards that will be applied in quality assurance and accreditation judgments, and briefly outlines the stages involved in the approval of institutions and accreditation of programs. This part of the Handbook also includes an explanation of a number of terms used for the quality assurance and accreditation system in Saudi Arabia.

Part 2 of the Handbook focuses on internal quality assurance processes. It provides advice on establishing an institution's quality center, processes of planning, evaluation and internal reporting on educational programs, and self study and improvement of institutional activities. Templates for use in preparing reports are included in appendices.

Part 3 of the Handbook provides details of what is required in preparation for and the conduct of external reviews. These processes relate to applications for approval and accreditation of a new institution, the accreditation and re-accreditation of programs, and institutions on a five year cycle.

Parts 1, 2 and 3 of the Handbook should be read in conjunction with two other key documents, a *National Qualifications Framework* setting out the learning expectations and credit requirements for levels of academic awards and two documents setting out standards for accreditation. The standards deal with eleven areas of activity in higher education institutions. The primary standards documents are *Standards for Quality Assurance and Accreditation of Higher Education Institutions* and *Standards for Quality Assurance and Accreditation of Higher Education Programs*. Both of these are accompanied by companion documents providing self-evaluation scales for assessment of performance in relation to the standards. Statements of standards for special situations are being progressively developed. These include programs offered by distance education, and standards for technical training for use with technical training programs in community colleges established by universities. Supplementary documents dealing with other special issues relevant to distance education and to programs in different special fields are in preparation. Separate statements of standards for technical training will also be provided. These documents explain the standards expected by the Commission and are intended to serve as important guides for continuing improvements in quality.

# CHAPTER 1

## Administration of Quality Assurance Processes

The organizational arrangements procedures outlined in this chapter have been found to be effective in higher education institutions in many parts of the world. They should be implemented in flexible ways that take account of the differing size and complexity of institutions and the nature of programs offered. New and different strategies are encouraged, and the quality system itself should be reviewed and improved as part of an institution's quality assurance process. Innovative ideas consistent with what is generally considered good practice and planned with the goal of improving quality in all aspects of an institution's activities are encouraged.

Committed support and encouragement from the most senior levels of an institution are essential pre-requisites for an effective quality assurance system. This should include a commitment of support from the senior policy making body (a Council, board of trustees, or a board of governors or equivalent body), leadership from the head of the institution (the Rector or Dean), and adequate support for the costs and services required for an effective quality assurance system. However, high quality cannot be achieved by the actions of leaders alone. A commitment to quality must be shared throughout the institution, with individual members of teaching and other staff, and organizational units throughout the institution, evaluating their own performance, doing their best to improve, and contributing cooperatively with others to institutional improvement as valued members of the institutional team.

### 1.1 Quality Assurance, Provisional and Full Accreditation

Quality assurance is primarily an internal responsibility and depends very heavily on the commitment and support of all of those involved in administration, management, and teaching in an institution. The procedures and standards outlined by the National Commission for Academic Accreditation and Assessment are based on an expectation that institutions will accept that responsibility and take appropriate action to ensure high quality is achieved. The information provided in this Handbook is intended to guide and support those processes.

However the importance of the higher education system for students, their families, and the wider community is such that quality cannot simply be assumed. It must be verified by independent processes that can give confidence to everyone concerned that high levels of quality are being achieved. The accreditation processes for higher education institutions and the programs they offer provide this verification.

Accreditation can be granted at two stages.

First when an institution or a new program is planned provisional accreditation can be granted. Provisional accreditation is based on the plans for the institution or for the delivery of the program concerned. It is only provisional because the quality of what is done will depend on the implementation of those plans. However if an institution or a program has been provisionally accredited those responsible for providing resources, the

students who enroll and their families, and employers who may have to rely on the skills of the graduates they employ can proceed with confidence.

For an institution to be provisionally accredited the plans for its establishment must be presented in sufficient detail for the NCAAA to have confidence that all the requirements for quality assurance that are described in the following sections will be met, and that sufficient resources, including staffing, facilities and equipment will be available as the institution progresses through its early stages of development. The implementation of the quality assurance processes and the provision of these resources will be monitored and plans must be implemented if the provisional accreditation is to be retained.

For a program to be provisionally accredited the details of the program must be provided. These plans must provide much more than a simple description of the program course structure and content. The plans must include how the courses will be taught and students' learning evaluated. They must include the learning resources to be provided including library and IT provisions, staffing, facilities and equipment and other requirements and a schedule of when these resources will be available for staff and students. The plans must include the introduction of the processes that will be expected when the program will be considered for full accreditation as described later in this Handbook.

Second, when the first group of students has completed the program and the plans have been fully implemented the institution and its programs can be granted full accreditation. This is official certification by the NCAAA that its standards have been achieved. After that there is a further independent evaluation by the NCAAA once every five years to certify that the institution and its programs are keeping up to date with developments and quality is being maintained. The processes followed by the institution itself and the review procedures for accreditation are described in detail below and in Part 3 of this Handbook.

The processes described in this Handbook for a five yearly periodic self study apply to both periodic evaluations by the institution or a program for its own improvement and as preparations for an external review for full accreditation or re-accreditation.

## **1.2 Criteria for Quality Evaluations**

Evaluations of quality involve judgments about two main elements, the extent to which goals and objectives are achieved, and consistency with generally accepted standards of performance in higher education.

The goals and objectives should be based on a clearly defined mission that is appropriate for an institution of its kind and circumstances. The mission, and the goals and objectives derived from it are for an institution to determine. However some criteria for an evaluation of the mission are included in the standards specified by the Commission.

The generally accepted standards defined by the Commission in eleven broad areas of activity relate to inputs (the level and quality of resources available) processes followed, and outcomes or results achieved. In each case the judgments about quality are not just about whether a resource is available, a process followed or an outcome achieved, but

also about how good these are compared with standards of performance at other good quality institutions of similar kind. Consequently it is necessary to identify institutions with which comparisons on important matters can be made and make arrangements for collecting (or sharing) information so this can be done. The levels of performance identified in this way are benchmarks to be used in setting performance objectives.

The Commission has identified a number of important items as Key Performance Indicators and will be collecting information from institutions relating to these indicators. See ATTACHMENT 2 to this Handbook. When this is done the Commission intends to aggregate the data so that national figures on these items are available and can serve as benchmarks. Other benchmarks should also be established by institutions, dealing with matters that are important to them in their own quality improvement strategies. These benchmarks can be based on institutions within Saudi Arabia or in other countries. However because an important objective for Saudi Arabia is to demonstrate standards equal to good international standards, at least some of the important benchmarks should be based on performance at good international institutions.

### **1.3 Quality Planning and Review Cycle**

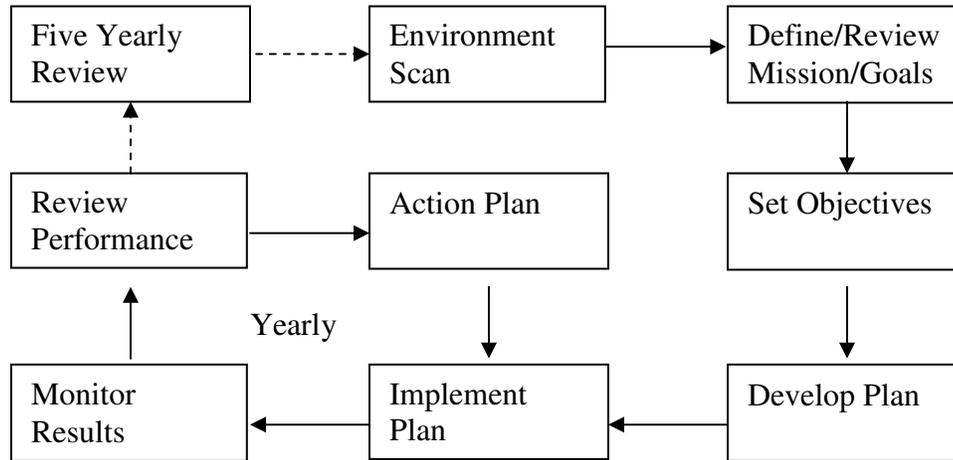
The process of improving quality involves assessing current levels of performance and the environment in which the institution is operating, identifying strategic priorities for improvement and setting objectives, developing plans, implementing those plans, monitoring what happens and making adjustments if necessary, and finally assessing the results achieved. These steps involve a repeating cycle of planning and review. Major plans may involve a sequence of activities over a number of years, with a number of steps to be taken and results of each step assessed at stages within that longer term plan.

While the monitoring should be continuing, there are normally two time periods when more formal assessments take place, one annual as performance is monitored and adjustments made as required, and one on a longer term cycle in which major reviews are undertaken on a periodic basis. For issues relating to quality assurance and accreditation periodic assessments should be planned to coincide with the five-yearly external reviews for accreditation and re-accreditation conducted by the Commission.

Although this planning and review cycle is presented as a set of steps in a linear sequence with set timelines, in practice steps may be repeated or changed in a flexible way in response to feedback and changing circumstances. For example, a review of performance may lead to a conclusion that objectives need to be redefined and a new plan for development prepared.

In considering these phases it should be recognized that they relate to a number of different levels of activity within an institution—to the institution as a whole, to academic and administrative units within it, and to individual programs or groups of programs managed by a department or college.

## Planning and Review Cycle



When applied to planning for quality improvement some of the steps in this planning cycle have special meaning. For example, the scan of the internal and external environment at the initial stage should include a thorough assessment of current quality of performance and an analysis of constraints and opportunities for development. A SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) can be a useful planning tool at this stage.

A major development strategy will normally be phased in over a period of years with implementation, monitoring and adjustments through action plans on an annual basis.

It is important to periodically step back and carry out a thorough review of the relevance and effectiveness of an institution's and to periodically review the appropriateness and effectiveness of a program.

A periodic self study of an institution should be comprehensive, and include a re-examination of the environment in which the institution is operating and any implications of changes or expected developments for the institution's activities. A periodic self study of a program should consider all aspects of the program delivery and supporting infrastructure, and the quality of learning by students. In any periodic self study a report should be prepared that includes an analysis of variations in original plans that may have occurred over the period, evaluations of the degree of success in achieving objectives, assessments of strengths and weaknesses that need to be addressed in future planning, and plans for responses to those assessments.

The primary purpose of a periodic self study is to support the institution's own efforts at improvement, but reports developed are also used as a basis for the external reviews by the Commission for re-accreditation. For this purpose there are some specific requirements and these are set out in Part 3 of this Handbook which deals with the external review processes.

## **1.4 Organizational Arrangements**

### **1.4.1 Appointment of a Quality Director**

A senior person responsible to the Rector or Dean or a senior Vice Rector should be appointed to lead the institution's quality assurance arrangements. The level of the appointment and the title used for the position will depend on the size and complexity of the institution but the person appointed should have sufficient seniority to provide effective leadership within the total institution and ensure compliance with institutional quality assurance arrangements.

### **1.4.2 Establishment of a Quality Center**

An organizational unit, commonly called a quality center, should be established within the institution's central administration. The unit or center should be directly responsible to the quality director referred to above and assist in coordinating institution-wide quality assurance activities.

### **1.4.3 Responsibilities of a Quality Center**

Particular tasks should include matters such as:

- advising on institution-wide priorities and strategies for quality improvement;
- assisting internal academic and administrative units in the development of quality improvement strategies within their own areas;
- establishing and monitoring self-assessment processes and reporting requirements;
- providing training for faculty and staff in the institution together with advice and support as required;
- developing a procedures manual describing the institution's structure and processes for quality assurance; specifying criteria for selection and formats for indicators, benchmarks, and objectives; preparing standard forms for matters such as student and graduate surveys; and advising on operational procedures for the planning and implementation of quality processes;
- maintaining systematic collections of reports on performance including data on indicators and benchmarks that will be required for analysis and reporting on trends in performance and changes in the environment within which the institution is operating;
- coordinating and leading the preparation of periodic self studies for consideration within the institution and for use in external reviews.

A separate document suggesting the roles and responsibilities of a center of this kind has been prepared by the Commission.

### **1.4.4 Formation of a Quality Committee**

A quality committee should be established with membership from all major academic and administrative units including both colleges and other functional areas, to work with the

quality center in planning and carrying out responsibilities for quality assurance. A senior administrator such as an academic Vice Rector would normally chair the committee and work closely with the director of the quality center in leading and supporting the institutions quality assurance activities. The members of the committee should be informed about and committed to quality assurance and have capacity to provide leadership within their own areas of activity in the implementation of quality assurance processes.

#### **1.4.5 Cross-Institutional Involvement in Quality Assurance**

All organizational and administrative units should be involved in quality assurance, with performance monitored and plans for improvement made and implemented. Summary reports need to be prepared regularly so the institution's senior management and governing body are aware of what is occurring. These regular reports do not need to be large or complicated, but should include key performance indicators relating to the most important objectives, and an indication of whether the short term results on operational plans conform to what is required if the longer term strategic plans and objectives are to be achieved.

In many cases it has proved valuable to appoint quality assurance officers, establish a small quality unit and form sub-committees within colleges or large departments, or other organizational units (e.g. libraries, and major administrative departments) to consider the programs and services they offer and provide assistance with quality improvement. It is extremely important that any units or committees of this kind cooperate closely with an institutional quality center and support any institution-wide quality improvement initiatives. The existence of units of this sort within colleges and other organizational units can give credibility to quality initiatives for faculty and staff who identify closely with their special academic field or area of activity and help to provide specialized assistance and resources or arrange training programs that deal with particular issues found in that area.

#### **1.4.6 Monitoring Performance**

There should be an assessment of performance by academic and administrative units at least once per year. This need not be a major task, for example it could be simply a brief analysis of performance in relation to selected items from the self evaluation scales, a check on progress made in implementation of plans for development, and consideration of data on certain selected performance indicators. The choice of indicators will depend on the area of activity and the nature of the plan, but they should be things that allow progress to be monitored annually even though a plan may take several years to complete the analysis should include details of any adjustments that should be made in planning or corrective action required.

Templates have been developed by the Commission for this annual reporting on courses and programs. However this has not been done for other administrative and organizational units because what is needed in this analysis will vary widely for different functions. Whatever format is used for this analysis and reporting there should be some formality in requirements for analysis and reports to prevent the assessment being overlooked. The reports should be prepared by those responsible for particular functions. If administration of a function is distributed to different parts of an institution, selected

items of information should be provided from each distributed section so the overall quality of performance for that function can be monitored.

The Rector or Dean, and other senior administrators should be aware of the goals and objectives of organizational units, the outcomes of their self evaluations and of the priorities for improvement on the part of those delivering services. Consequently brief reports should be prepared for them and for any institutional committees with responsibility for overseeing the function concerned.

Comprehensive self-studies followed by external reviews by the Commission will occur every five years. This time period is too long to go without some general review of performance. Consequently there should be an internal review comparable to the preliminary self-evaluation during this period. A two or three year period would be the norm, but the time could be longer or shorter depending on the circumstances of the institution, and it may vary for different activities within the institution. Like the initial step, the rating scales from the Self Evaluation Scales for Higher Education Institutions should be used, together with relevant surveys and other sources of information. Indicators should be selected, results reported on, and plans for improvement reconsidered as for the initial self-assessment.

## **1.5 Initial Quality Planning and Evaluation**

### **1.5.1 Initial Quality Planning for a New Institution**

(A new institution built on the foundation of an existing institution or formed by the merger of two or more existing institutions should follow the steps outlined below for existing institutions)

In a totally new institution the plans for a quality assurance system should be prepared as an integral part of the general planning for the institution. These plans should be included with documentation submitted to the Commission for provisional accreditation at the time the planners of the institution submit their plans to establish the institution to the Ministry of Higher Education for its approval

Details of requirements for provisional accreditation and documents that must be provided to the Commission for this purpose are included in Chapter 1 and ATTACHMENTS 2, 3, and 4 of Part 3 of this Handbook.

### **1.5.2 Initial Quality Planning for an Existing Institution**

As noted above, these processes should be followed for any existing campus or campuses as part of initial quality planning for a new institution that includes them.

There are two major tasks involved in initial quality planning for an existing institution. One of these is to establish a quality center and introduce systems to meet the quality assurance and accreditation requirements of the Commission. The second is to conduct an initial self evaluation, identify strengths and weaknesses in quality provision, and develop strategies for improvement.

The recommended first step is to establish a quality center and a quality committee as described above, and to use that center and committee in arranging the self evaluation and developing a strategy for progressively implementing quality assurance requirements.

For an existing campus or campuses that are being incorporated into a new institution a committee should be established and staff appointed to lead a self evaluation of activities at the existing campus. Any improvements required should be incorporated into the planning arrangements for the new institution.

As noted above the Commission has developed a set of Key Performance Indicators for use in evaluating quality (see ATTACHMENT 2) and data on these KPIs should be consistently obtained and used as evidence for quality assurance. However each institution should add additional KPIs that are appropriate for its own mission and objectives, specify clearly the data requirements for them, and include these in its own evaluations as well.

### **1.5.3 Carrying Out an Initial Self Evaluation**

The first stage in the process for each unit should be a frank assessment of existing performance.

The scope of the initial evaluation should be comprehensive. It should deal with programs in all areas, and with facilities, equipment, services and administrative processes.

The rating scales in the *Self Evaluation Scales for Higher Education Institutions* should be used. These scales are likely to indicate that some are done very well, some things are not done, and some are done poorly. The information about current levels of performance will provide a benchmark against which future improvements can be assessed.

#### **Preparations**

All members of faculty and other staff should be informed about the initial self-evaluation and their cooperation sought for the processes to be followed.

The announcement should explain the main reasons why the evaluation is taking place as a basis for developing plans for quality improvement and accreditation and why that is important. Reasons would normally include benefits for students and faculty and other staff at the institution, for the wider community, and for national development. Information should be given about the processes to be used and opportunities for individuals to have input. This communication should emphasize that the objective is not to find fault or to criticize, but rather to provide a realistic basis for plans for improvement.

A senior member of staff of the institution should be appointed to lead the process working with the assistance of a quality center. A planning or steering committee should be established chaired by the person appointed to lead the process. This steering

committee could be an existing quality committee, or a special committee could be appointed for this particular task.

The committee should prepare a strategy for carrying out the evaluation. This will normally involve appointment of sub-committees to carry out particular tasks related to the 11 standards identified by the Commission. Different procedures may be appropriate for different functions or organizational units within the institution.

#### **1.5.4 Managing the Self Evaluation**

Sub-committees should investigate and provide information and reports on one or more standards using the *Self Evaluation Scales for Higher Education Institutions*. The sub-committees should include representation from units responsible for functions considered users of the service provided, and wherever possible someone independent of that function to ensure some independence and objectivity in the judgments made. Students should be included in sub-committees where appropriate.

The sub-committees should consult with those responsible for the function they are considering and with users of those services, and consider any evidence of quality that is available including documents, surveys, and statistical data such as information from the student record system. They should complete the self evaluation scales using the starring system described, and indicate priorities for improvement where relevant.

Although some of the groupings of statements of good practice may coincide with the administrative responsibility of academic or organizational units, others will not, and this will vary for different institutions. This means that in completing scales from the Self Evaluation Scales for Higher Education Institutions for these functions it may be necessary to gather information from both the central units and other parts of the institution providing similar services.

This requirement to obtain information from different parts of an institution has particular relevance to programs, which are offered by colleges and departments throughout the institution. The quality of programs is a major issue in any educational institution. However there may be many programs and this could be a very large task. It is recommended that evaluations be done within each department with results consolidated at the level of colleges before being brought together for a summary evaluation in the total institution report. The summary evaluation should not be an “average” response for all programs, but one that identifies both common elements and significant variations. This approach should also be used in considering possible differences between sections for male and female students.

The self evaluation scales are intended to draw attention to processes and evaluative data that are needed, and to help identify priorities for improvement. It is not expected at this initial stage that an institution would satisfy all of these standards or follow all the processes that are included in the self evaluation scales. It is also likely that for a number of items valid evidence will not be available and benchmarks will not have been established. Because of this reliance will have to be placed on opinions and limited data. If relevant evidence is not available, that in itself is a quality matter that should be stated

clearly in reports prepared. Providing for the gathering of such evidence should be considered in suggesting priorities for improvement.

Opportunities should be provided for stakeholders or members of the university community, including users of various services, who are not directly involved in the process to provide comments and advice. Submissions or presentations of this sort should be acknowledged, and should be considered carefully by those preparing reports.

### **Report on an Initial Self Evaluation**

A report should be prepared on the outcomes of the evaluation, indicating the processes followed in conducting the evaluation, the conclusions reached, identifying areas of particular strength or requiring attention, and summarizing the evidence on which those conclusions were based. Reports by sub committees or working parties should be attached and summaries of their procedures and conclusions incorporated into a single document.

The report should include recommendations about matters that are considered of highest priority in a plan for quality improvement.

#### **Suggested Structure for an Initial Self-Study Report**

Executive summary of the self-study processes used and the major conclusions reached.

Process followed in conducting the self evaluation including the plan for conducting the self study, membership and major responsibilities of committee and any sub-committees, processes for consultation, and major sources of evidence of quality used.

Report on each of the eleven standards indicating for each standard the process followed by the sub-committee, sources of evidence and major conclusions including priorities for improvement.

Concluding statement summarize major conclusions and priorities for action that may be required for improving quality. This should take account of both the reports on quality in relation to each of the standards and the mission and strategic goals for development of the institution.

### **1.6 Developing a Strategic Plan for Quality Improvement**

As noted above a plan for quality improvement should include two major elements, planning to progressively implement arrangements to meet accreditation requirements for quality assurance if these are not already in place, and planning to deal with any problems identified in an initial self evaluation.

In an institution implementing quality assurance processes for the first time involvement in quality assurance processes by different organizational and administrative units may need to be phased in as experience is gained and faculty and staff become more confident about the processes involved. (See suggestions in ATTACHMENT 1)

### **1.6.1 Quality Assurance Requirements for Accreditation**

The timing for introduction of these requirements will vary in response to the experience and circumstances of different institutions and the extent to which these arrangements are already in place. Subject to these variations, the following requirements should be met.

- Establishment of a quality center, appointment of a director for the center and appointment of a quality committee chaired by a senior member of the institution's administration. (This has already been done in most institutions)
- Establishment of arrangements for quality assurance in each major organizational unit within the institution (for example, colleges or departments, deanship of research, organizations responsible for financial affairs, facilities and equipment etc). What is needed will vary according to the size and functions of organizational units. However the arrangements will usually involve appointing an individual as a quality officer and establishing a committee to provide coordination, leadership and advice on what should be done within the unit.
- Preparation of program specifications and course specifications for each program. In most cases this is likely to be a staged process with action taken initially in selected departments and progressively extended to others.

The development of these program specifications will need to include checking for consistency with the *National Qualifications Framework* developed by the Commission, and for meeting accreditation standards in professional fields. (As an interim arrangement, consideration should be given to standards defined by international specialist accreditors pending development of standards for professional fields in Saudi Arabia).

#### **Introduction of student evaluations of courses and programs**

Introduction of course and program reports using the templates developed by the Commission. As for the program and course specifications, this will usually be done progressively for different departments.

#### **Specification of performance indicators to provide evidence of quality in various areas of activity**

Appropriate indicators should be specified for each major organizational unit, and selected key performance indicators specified for functions (such as educational programs) that are carried out in different parts of the institution. (See note below on Key Performance Indicators identified by the Commission).

#### **Identification of performance benchmarks for assessment of quality relating to the main quality indicators specified**

Benchmarks could involve either past performance or comparisons with other institutions, but should include at least some appropriate external comparisons.

**Identification of relevant statistical information to provide evidence of quality of performance and establishment of arrangements for that information to be routinely provided to those who need it for their evaluation and planning activities**

**Provision of training programs for faculty and staff in matters relevant to the improvement of quality**

### **1.6.2 Other Priorities for Improvement following an Initial self evaluation.**

It is likely that a number of issues identified in an initial self-evaluation will be addressed through the introduction of the quality processes described above. Others will require special attention through appropriate strategies for improvement.

In some cases, action will be needed on “the institution as a whole” basis to deal with any general problems or concerns affecting the institution as a whole. In other cases action may be needed within individual organizational units or sections of the institution to deal with issues and concerns that have been identified there. The institutional strategic plan for quality improvement will give attention to issues affecting all or most parts of the institution but should also provide support for local internal initiatives where required. Internal organizational units would be expected to develop plans that complement the institutional plan and also deal with specific issues relating to their particular area of activity.

### **1.6.3 Dealing with Uncertainties About Future Funding**

Plans for improvement, whether supported from existing resources or extra funding, should have specific objectives, with timelines set and indicators of progress towards those objectives decided upon. These would normally be developed at two levels, strategic plans for development over a medium time period such as five years, and annual operational plans with specific objectives that contribute to the staged development of the strategic goals and objectives over time.

The longer term plans may need to involve assumptions about the resources that will be available since funding will normally be allocated to institutions over shorter periods. Plans should include risk assessments dealing with this funding issue as well as other possible concerns applicable to different development strategies, and adjustments may need to be made in the light of later developments. Uncertainty about future funding is common to educational institutions and cannot be allowed to prevent effective long term planning.

### **1.6.4 Relationship of a Strategic Plan for Quality Improvement to General Strategic Planning**

At the initial stage of preparing for the introduction of a quality assurance system, assessing current levels of quality and planning for quality improvement, a strategic plan for quality improvement might be prepared as a separate activity. However, it really represents one important element in a broader strategic plan for the institution that might include such things as financial matters, development of facilities, introduction of new

fields of study and so on, each of which would be represented in broad goals for development and with objectives and appropriate strategies for achievement. Consequently the plan for quality improvement should be seen as one important component of a broader strategic plan, with goals defined and objectives established, and strategies for implementation described in a way that is comparable to other strategic planning priorities.

## **1.7 Other Issues**

Additional comments are made on some issues that have been raised by institutions or that have been identified as matters of concern in institutional and program reviews.

### **1.7.1 Relationships Between Sections for Male and Female Students**

Organizational difficulties can arise because of difficulties in communication between sections for male and female students. Arrangements must conform to cultural norms in the Kingdom. However these do not prevent full participation on committees and sub committees by female members of faculty and staff using appropriate means of communication.

Variations in quality can occur for a number of understandable reasons including difficulties in recruiting appropriately qualified staff, recent development of a section of a campus, or extension of a program with resources still to be fully provided. Variations such as these must be expected and will cause no difficulty in a review for accreditation provided they are recognized and acknowledged and appropriate strategies are in place to overcome the problems. The objective must be to provide services and resources of equal quality, and to achieve equal standards of learning outcomes of for all students and, if this is not the case for particular reasons on a short term basis, action must have been initiated to overcome the problems as quickly as possible.

#### **With respect to standards required for accreditation:**

An institution with sections for male and female students is one institution and the standards apply to the institution as a whole.

A program offered in different sections for male and female students is one program and the standards apply to the program as a whole.

This does not mean that any assessment for either the institution or a program is “averaged” across the two sections. Information about quality must be collected in common form for each section in any quality report (annual report or periodic self study), then combined into a single report that identifies any common strengths or weaknesses and any significant variations. If there are any significant variations in quality between the sections the report should acknowledge this and include plans for responding constructively to the problems found.

The requirement to combine information from different sections means that information must be collected in similar form using comparable standards of judgment. To help ensure that this can occur, both sections should participate on steering committees and

subcommittees, and be involved in planning surveys and data collection including the selection of quantifiable performance indicators.

### **1.7.2 Reporting on Programs in an Institutional Evaluation.**

Institutional evaluations and reports must include educational programs. They are the core function of the institution. However, the way this is done is a little different from other functions because there are other thorough processes for the evaluation of each program and each of the courses included in them.

What is needed in relation to programs in an institutional evaluation and report is an overview of all of the programs, something that is not provided for in the individual program reviews. The process is essentially one of combining certain selected information about all the programs and reporting on the overall result and significant variations from it. In situations where a number of programs are managed by departments or colleges this should be a two-stage process with combinations at college level initially, and then further consolidation for the institution as a whole.

At the initial stage as described above for institutional self assessments, the rating scales for Learning and Teaching should be completed for all programs (though how and when this is done must be carefully considered as part of an implementation strategy). These scales might be supplemented by other information available for all programs such as program completion rates, or by student ratings of the quality of their programs. The scales can then be aggregated, (for a college, or for the institution depending on the size of the institution) and significant variations in the ratings noted. Some suggestions for combining ratings in this way are included in the section on combining assessments below.

The planning process should allow for an appropriate balance of local flexibility and overall coordination. The requirements for effective learning and the environment affecting programs, varies for different fields of study. It is entirely appropriate for colleges (and programs) to have different priorities and there should be scope in planning for these priorities to be addressed.

However, because of the importance of learning and teaching as the central task of an educational institution, it is likely that one of the major goals and strategic plans for the institution will focus on the development and improvement of programs across the institution. Annual operational plans would also normally be prepared for the institution's programs generally.

This means that, as well as providing for developments that departments and colleges require for their particular sphere of activity, there must also be scope for total institutional priorities and for policies established for programs throughout the institution. This should be done if general institutional policies are established for programs, or if any general weaknesses are found in all or most programs.

It is generally regarded as good practice for an institution to decide on certain characteristics (or attributes) of graduates that it wants to develop, and for action to be taken in all programs to develop those characteristics. For example, an institution may

decide as an overall institutional policy that its graduates should be particularly skilled in information and communications technology or that they should be particularly good at applying their learning in creative problem solving. If this is done, attention should be given to these outcomes in all programs in addition to the outcomes sought in particular courses of study. Indicators of achievement relating to these special institutional student attributes should be developed and used throughout the institution.

While a lot of detail is needed for the annual reporting and planning within individual programs, this is not needed at the institutional level and would be unmanageable for an institution as a whole. Consequently a small number of key performance indicators should be selected for reporting within the institutional monitoring process. The indicators may vary according to institutional mission and priorities, but should always include progress towards total institutional policy initiatives for programs and some general measures of quality of outcomes and processes that are directly related to them.

Some possible examples are:

- Current statistics and trends in student progression and completion rates;
- Current statistics and trends in student assessments of teaching or quality of programs;
- Data on graduate employment outcomes;
- Extent of staff involvement in professional development activities relating to teaching quality;
- Number and proportion of program reports that comply with requirements that are completed by a specified date.

The indicators selected should include the Key Performance Indicators required by the NCAAA, and also others needed for the institution's own policy objectives and quality improvement strategies.

### **1.7.3 Developing an Institutional Overview for Functions that are Decentralized**

Quality assurance processes should be followed within all academic and administrative units in an institution. Where a unit provides services for the total institution, as is often the case for central administrative functions, the evaluation and reporting of unit and institutional performance are relatively straight forward, though it is important to include the perspectives of the recipients of the services as well as those of the providers.

When functions are decentralized and managed by different academic and administrative units, the evaluation and reporting processes should be followed in each unit and also consolidated to provide an overall picture of the quality of that function for the institution as a whole. For example, if some library facilities are managed within colleges it would be appropriate to consider the effectiveness of the library function within each college as part of the college's quality evaluation, and also to develop an overview of the quality of library provision for the institution as a whole, including both the central library and

provisions within the colleges. The rating scales in the *Self Evaluation Scales for Higher Education Institutions* are intended to help with this process.

The planning and delivery of educational programs is an obvious example of the same relationship. Quality assurance processes must of course be carried out at the level of courses and programs, and considered at the level of the academic departments or colleges within which they are managed. Provision at the level of programs will be the primary focus for program accreditation judgments. However, there also needs to be overall institutional consideration of the quality of its programs as a whole, and capacity to identify areas within the institution where improvements may be required.

In some cases educational support functions will be carried out within departments or colleges, and reports should be provided to those departments of colleges in the first instance. In other cases functions may be managed centrally for the total institution and the reports on those activities would be provided to the institution's central administration. There are also other functions where there is a combination of central administration and decentralization, with services provided locally within colleges or departments as well as centrally. Library services are sometimes managed in this way with a central library and branch libraries in at least some colleges. However these functions are organized, it should be possible for the overall quality of the function within the institution to be monitored by those with ultimate responsibility—the institution's senior management and governing board.

If a particular function is managed centrally as a service to the total institution evaluations need only be done once. However it is essential that the evaluations provide for input from the full range of stakeholders across the institution. (The management of buildings and grounds might be an example of such an activity)

If a particular function is fully or partly decentralized and managed by a number of different sections within the institution, the quality of provision of that function should be evaluated by those involved within each of those sections, but it must be also be possible for information to be consolidated to provide an overall picture for that function for the whole institution, in a way that identifies areas within the institution where there are particular strengths, or weaknesses that may require special attention.

The *Self Evaluation Scales for Higher Education Institutions* describes standards and rating scales in eleven areas of activity. The use of these scales should make it possible to aggregate assessments for the institution as a whole, and at the same time to identify organizational units within the institution where there are significant variations from the overall level of performance. For example:

**(a)** Where a function is managed once for the institution as a whole (possible example: Governance);

It should be possible to use the rating scales for this function once in a single assessment for the total institution.

**(b)** Where a function is decentralized and managed in different organizational units throughout the institution (possible example: Learning and Teaching);

Ratings on Learning and Teaching Scales	College or Program 1	College or Program 2	College or Program 3	Etc.	Total Institution
4.1 Student Learning Outcomes	xxx	xxxx	xx		xxx
4.2 Educational Assistance for Students	xxxx	xxxx	xxx		xxxx
4.3 Quality of Teaching	xxx	xxxx	xx		xxx
4.4 Support for Improvements in Teaching	xx	xxx	xx		xx
4.5 Etc.					
Overall Assessment	xxx	xxxx	xx		xxx

In this example there is considerable variation between the evaluations for different parts of the institution. The overall assessment is much less important than the variations and it is those that should receive most attention. College or Program 2 seems to be functioning fairly well, though there is room for improvement. However College or Program 3 appears to be having difficulties. The ratings for Student Learning Outcomes, Quality of Teaching and Support for Improvements in Quality of Teaching are all low and the information suggests that some action is needed in this College or Program to improve this set of related items. There may also be a case for developing a general institution wide strategy to improve what is done to support improvements in teaching which seems to be a general weakness for the institution as a whole.

C. Where a function is partly managed centrally and partly decentralized to different organizational units (possible example: Learning Resources).

Ratings on Learning Resources	Central Library	College or Program 1	College or Program 2	Etc.	Total Institution
6.1 Planning and Evaluation	xxx	xxx	xx		xxx
6.2 Organization	xxxx	xxxx	xxxx		xxxx
6.3 Support for Users	xxxx	xxx	xx		xxx
6.4 Resources	xxxx	xxx	xx		xxx
Overall Assessment	xxxx	xxx	xx		xxx

In this example also the details seem more significant for planning for quality improvement than the overall result. The overall assessments and the total institutional ratings seem satisfactory, but there are problems in College or Program 2 that seem to require action.

#### 1.7.4 Relationships with Community Colleges

A number of universities have established community colleges that offer programs of one or two year's duration leading to the award of a diploma or associate degree. These awards can be accepted as legitimate qualifications for employment in various areas of

activity, or in many cases, can be recognized for credit towards a bachelor's degree program at the parent institution.

The accreditation and quality assurance arrangements for these colleges must be considered from several different perspectives.

**The perspective of the university which must accept ultimate responsibility for all of its activities**

It must have appropriate oversight of the College's activities while allowing the degree of independence and flexibility necessary for its effective operations.

**The perspective of the college itself which must meet appropriate quality standards in its administrative and service provision**

**The perspective of the programs offered by the college which must meet relevant quality standards for the type and level of program concerned**

The accreditation requirements for a university require that it establishes arrangements to ensure the activities of its community colleges are of high quality. This means that appropriate quality assurance arrangements must be in place, and the effectiveness of these arrangements will be evaluated in the university's external review for accreditation. The relationship is roughly comparable to that with particular programs in the institution. While an individual program may be considered for accreditation, accreditation of the institution will consider adequacy of the institution's oversight of its programs and their overall quality.

Programs offered by a community college may be technical training programs designed to provide the specific skills required for employment in particular industries, or may be higher education in nature designed to provide more general preparation for employment or further study in a higher education environment. The standards expected for these types of programs are significantly different and the distinctions are extremely important. A community college could offer both types of program, but each program must be clearly identified as falling into one category or the other. Standards for both types of programs are available from the NCAA and the appropriate group of standards must be used in the community college's quality assurance system.

### **1.7.5 Preparatory or Foundation Year Programs**

A number of higher education institutions have introduced preparatory or foundation programs to ensure that students are adequately prepared for higher education studies.

In some cases courses that had previously been offered as part of a degree programs have been relocated to the foundation or preparatory year, making it possible to replace them with more advanced studies to keep up to date with new developments in their field. In other cases the higher education degree program has been reduced in length as a result of the relocation of the general introductory courses to the foundation or preparatory year.

In addition to these program changes some institutions have arranged for the delivery of the preparatory or foundation studies to be outsourced to another provider with particular expertise in the studies provided.

If these arrangements are properly managed they offer the possibility of significantly improving the efficiency and effectiveness of higher education programs. However, there are also dangers that have to be considered and some conditions that need to be satisfied.

Foundation or preparatory studies precede and are not part of a higher education program. They provide the knowledge and skills expected of students before they begin their higher education program. Examples include—general studies to overcome deficiencies in a secondary education program, English language studies in preparation for courses that will be taught in English, completion of studies in subjects specified as prerequisites for certain fields of study such as mathematics, training in independent study skills or use of IT for students before they begin university studies that require those skills.

A consequence of this is that a bachelor degree program must still meet MHE requirements for a minimum number of credit hours and number of semesters in higher education studies for the kind of program concerned after completion of a foundation or preparatory program. A program must also meet NCAAA accreditation requirements - a bachelor degree program must include at least 120 credit hours with not more than 18 credit hours recognized in any one semester.

If an institution out-sources provision of a foundation or preparatory program to another provider, the institution must provide effective oversight and quality assurance of what is done. The institution will be held accountable for all aspects of the program, including safety and security for students and the quality of education provided. Failure to maintain the quality of an outsourced program will affect the accreditation of the institution.

### **1.7.6 External or Remote Campuses**

A number of universities have established campuses in other locations or in some cases have acquired such campuses as a result of restructuring by the Ministry of Higher Education.

The quality of these campuses and the programs they offer are the responsibility of the university to which they belong and their quality and the university's systems for ensuring it is maintained will be considered in that university's assessment for accreditation.

Self evaluation processes including the completion of self evaluation scales should be carried out for all campuses with information retained for each campus as well as combined in a general institutional report that identifies any significant differences between campuses. Quality improvement plans should include action to deal with any problems found.

Programs offered on external, or remote campuses are assumed to be the same programs as those carrying the same title offered elsewhere in the institution. This means that the standards of student achievement must be comparable and there must be some appropriate mechanisms for ensuring that this is the case. While some specific course requirements may differ with elective courses or tracks appropriate for the students enrolled in different locations, these should be treated as equivalent to the alternatives normally available within a normal on-campus program. It is expected that there may be some variations in facilities, equipment and staffing provisions in the different locations; however, the quality standards specified by the NCAA must be met in every location.

There are some special considerations that should be kept in mind.

During a period of restructuring in the higher education system some time must be allowed for administrative and quality assurance arrangements to be put in place. If a campus has been acquired by a university through a merger within the previous two years the university will not be held to account for the quality assurance arrangements in that campus in a review for accreditation. However, it will be expected to have reviewed the quality of all elements of the quality of that campus including programs offered there as part of its self evaluation and to have developed strategies for dealing with any weaknesses or problems that were identified.

If a campus is established in another country, it will be required to comply with any regulations established in the country where it is located. This may lead to some variations in specific processes followed. However, the standards specified by the NCAA must still be met at that campus except where specifically in conflict with local regulations. Where such conflicts exist alternative mechanisms must be in place to ensure equivalent standards are maintained.

In all cases the academic awards carry the title of the university and their quality directly affects the university's reputation. Consequently the standard of learning outcomes for students must be equivalent to the standards of learning expected for similar programs at the parent university and there must be appropriate mechanisms in place to ensure that this is the case.

### **1.7.7 Distance Education Programs**

Distance education programs offer an alternative mode of flexible delivery that makes them accessible to students who might not otherwise be able to undertake programs. In addition, many institutions offer students the opportunity to take part of a program in this mode in combination with conventional face-to-face delivery while attending an institution's major campus.

However, while these arrangements provide valuable flexibility for students and an important service to the community, there are dangers if effective quality assurance processes are not in place.

A program offered under the same title through distance education processes and through face-to-face delivery is assumed to be the same program and program accreditation processes will require that the learning outcomes and standards of student achievement

are the same. Programs offered through distance education must be approved by the senior academic committees within the institution in the same way as those offered face-to-face, and the approval and subsequent monitoring and quality assurance processes must ensure that this is the case.

Of course there are very important differences in the way programs are delivered, in facilities provided, and in arrangements for student advice and support. The particular requirements for distance education are set out in a modified set of program standards prepared by the NCAAA. These standards must be met for a program delivered by distance education, and in a program delivered by a combination of face-to-face and distance education modes. They must be met for the components of the program delivered through distance education.

An institution seeking accreditation must have in place quality assurance processes that ensure that if distance education programs are offered they meet the standards required for distance education programs with learning outcomes equivalent to what are developed in comparable on campus programs. In the conduct of a self study the distance education arrangements must be evaluated against the appropriate standards with comparable data provided for both modes of instruction in the same way as is done for programs offered in different sections (male and female, or on different campuses)

The Ministry of Higher Education has published regulations for the conduct of distance education programs. Institutions that have offered distance education programs in the past were required to comply with these regulations for any new students admitted after the Fall Semester 2010, and to ensure that the new requirements are fully met in all distance education programs within five years. (i.e. by Fall Semester 2015) This allows time for adjustments to be made in arrangements for existing students who had been admitted prior to the new regulations coming into effect.

For the accreditation of an institution by the NCAAA, a comparable phasing in period has been allowed.

In addition to meeting the Ministry of Higher Education regulations for current student admissions and full implementation of its regulations by Fall 2015, the institution must have completed the self evaluation scales for distance education programs and have a strategic plan for meeting the NCAAA standards for those programs by Fall 2015. If these conditions are met, the distance education activities will be excluded from consideration in the accreditation judgments. If accreditation is granted, it will be for the institution excluding its distance education activities.

**During this transition period:**

A program offered entirely by distance education will not be considered for accreditation unless all the Ministry and NCAAA requirements are met.

If a program is offered through face-to-face delivery and also separately through distance education, the on campus component of the program may be considered for accreditation, but if accreditation is granted it will apply to the on campus component only.

If a program is offered in a way that allows some courses or other portions of the program to be taken by distance education, the NCAAA may agree to consider it for

accreditation provided its distance education standards are fully met for the elements of the program that can be taken by distance education.

## **1.8 Periodic Institutional Self Study**

An institutional self-study is a comprehensive review of the quality of all aspects of an institution's activities. It is a central component of the internal quality assurance system, but also serves as the primary focus of external reviews by the Commission.

For a new institution, a periodic self-study should be carried out immediately after the graduation of the first group of students, and prior to the Commission's external review for full accreditation.

For an existing institution, a self-study should be carried out as soon as possible after its quality assurance system has been put in place and the Commission's external review for full accreditation will be conducted after that.

After these initial institutional external reviews have been carried out by the Commission, further external reviews will be conducted every five years and an institutional self-study should be undertaken in preparation for each of those reviews.

While an institutional self-study should be comprehensive and should consider the eleven specified standards as criteria for evaluation, it should have a focus relating to the institution's mission and priorities. Particular attention should be given to what had been identified as priorities for planning and development at the beginning of the review period and progress made in dealing with those priorities, and to any current priorities and activities that the governing body or the senior administration believes should be given special attention.

### **1.8.1 Managing the Institutional Self-Study Process**

The following organizational arrangements are suggested. They assume the existence of an institutional quality unit or center with responsibility for leading, assisting, and coordinating quality assurance processes; a central quality committee chaired by a senior member of the central administration and including senior and experienced staff from major administrative units and service functions; and the identification of individuals within the major colleges or departments to assist with quality assurance processes.

A plan for an institutional self-study should be prepared by the quality center, discussed and approved by the quality committee, and adopted by the appropriate decision making mechanism within the institution. This plan should include a description in broad terms of how the self-study should be carried out, staff requirements and proposed committees and working parties, and a budget covering any additional costs. This plan should be prepared well before the proposed timing of external reviews by the Commission. The Commission will allow a minimum of 9 months for an institution to prepare for a review, but an institution may wish to initiate the process earlier than this and preparation time of at least 12 months is recommended.

Arrangements should be made with the Commission for the external institutional review. (Note that the Commission's capacity to respond to requests for particular dates will depend on the volume of activity at the time. Since the external reviews should be undertaken as soon as possible after completion of self studies, there will need to be some flexibility in the timing of the whole process.)

An announcement should be made within the institution, normally by the Rector or Dean, informing faculty and other stakeholders about the self-study and anticipated external review, and including information about opportunities to provide input. A number of sub-committees or working parties should be established to carry out the detailed analysis and planning required. Each should be chaired by a senior person knowledgeable about the area for consideration and about quality assurance processes. This could be the person responsible for the function that is being evaluated. However to provide some independence in evaluations it is generally considered preferable that for a major periodic self-study the chair of the subcommittee not be the person with administrative responsibility for the function concerned. The number and range of responsibilities of the subcommittees and working parties may vary according to requirements and priorities of the institution, but they would normally include a small steering committee drawn from among the members of the quality committee, and working parties to consider one or more of the sections in the *Standards for Quality Assurance and Accreditation of Higher Education Institutions* and the *Self Evaluation Scales for Higher Education Institutions*. The steering committee, with the assistance of the quality center, should prepare specifications or terms of reference for the work to be done by the sub-committees and working parties, including timelines, formats and templates for the provision of information and reports, guidance on procedures to be followed, and timelines for completion of major tasks.

A full briefing should be provided for the people involved on the various committees and working parties and a series of meetings scheduled for the chairs of the committees and working parties to review progress and discuss and resolve issues that may arise.

The process of review should include consideration of performance in relation to major policy objectives and completion of the rating scales in the *Self Evaluation Scales for Higher Education Institutions*. Information from surveys, focus group consultations, and examination of indicators and benchmarks should be considered. For a major self-study it is particularly important to use independent advice on aspects of the matters considered, to draw comparisons with other comparable institutions and to verify conclusions about this evidence through independent opinions. The processes of doing this should be documented.

As the committees and working parties undertake their tasks, assistance should be provided as required by the quality center. The center may help in finding appropriate persons external to the institution to provide independent comment on interpretations of evidence and conclusions drawn from it.

The reports from the various working parties and subcommittees should be brought together and reviewed by the coordinating committee with the assistance of the quality center. The information provided should be incorporated into an overall report that includes a description of the processes followed, a summary of independent external

advice received and the institutions response to that advice, and recommendations for change and improvement. The quality committee should review the draft report for consistency and appropriateness in responding to information obtained and provide comments on priorities for improvement from a strategic institution-wide perspective. Its conclusions should be incorporated into the report.

### **1.8.2 Matters for Inclusion in an Institutional Self-Study Report**

(See template for institutional Self-Study Report in ATTACHMENT 2 (o))

Please note that it is extremely important to provide statistical data and hard evidence to support conclusions wherever possible. Opinion statements and judgments about quality based on the starring system in the self evaluation scales are useful of course, but of relatively little value in an accreditation assessment unless backed up by solid evidence wherever possible.

#### **Institutional Profile**

- A brief summary of the institution's history, scale and range of activities
- A brief description of the community (ies) where the institution is located with comments on implications for the development and programs of the institution
- Description and charts showing the management and administrative structure of the institution
- Campus locations (with maps) showing major buildings and facilities
- Faculty, staff and student numbers by department and college
- Information about previous of planned accreditations
- Summary of quality assurance arrangements
- Summary of strategic plan

#### **Context**

- Institutional Context--Brief summary description of the history and development of the institution.
- Environmental Context—Main features of the environment in which the institution is operating noting any significant changes that have occurred during the last planning period or that are expected to occur in the next.

#### **Mission, Goals and Objectives**

The mission goals and strategic quality improvement objectives established by the institution and performance on indicators and benchmarks selected to evaluate performance.

#### **Special Focus in the Review**

A statement of any particular aspects of the institution's operations to which the institution wishes to give particular attention during the self-study. These may reflect changes in the institutional or environmental context, development priorities at the

institution, responses to internal quality assessments, government policies, or other matters.

### **Self-Study Process**

Summary description (using charts and diagrams as appropriate) of the structure and organization of the self-study process

### **Institutional Performance Evaluation**

Discussion of performance in relation to the institutions major strategic quality objectives, considering results as shown by indicators and benchmarks, and implications of those results for future planning.

Reports should be prepared on performance in relation to each of the eleven specified standards, i.e.

1. Mission 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

Information on institutional performance and performance in relation to the standards should be supported by specific information including KPIs wherever possible.

For a number of the standards the administrative arrangements and processes for the activity concerned will be described in other documents and need not be repeated. However the introductory section of the report on each standard should include any background information the steering committee believes should be drawn to the attention of an external review team. This should include a brief description of processes followed in relation to that standard and how the quality of performance was assessed, including evidence considered. It might also include recent changes in arrangements or new strategies being introduced.

The reports on the standards should be considered as research reports on the quality of the institution and presented in a way that is comparable to other research reports. For each standard there should be a brief statement on the processes followed for investigation and preparation of the report.

The completed rating scales from the *Self Evaluation Scales for Higher Education Institutions* will be made available to the external review team and that level of detail need not be repeated in this descriptive report though ratings on particular items may be

shown. However, particular strengths and weaknesses should be noted with evidence cited in tables or other appropriate forms of presentation. As noted above, key performance indicators and benchmarks should be referred to wherever appropriate and reference should be made to other documents where more detailed information could be obtained.

For functions that are fully or partly decentralized and administered by units in different parts of the institution consideration should be given to the overall level of performance, and also to variations in quality of performance in different parts of the institution. Very high levels of performance (verified by evidence) should be acknowledged, and problem areas identified. Where weaknesses are found these should be considered as opportunities for improvement and the reports should indicate what is planned to deal with them. Trends in quality of performance should be noted and improvements in response to remedial action acknowledged.

### **Independent Evaluation**

Summary of views of independent external evaluator(s)

This might be an overview of the views presented by evaluators to the sections of the evaluation above, a comment by an external evaluator on the report as a whole, or a combination of these approaches.

### **Conclusion and Action Plan**

- An overall summary of the results of the self-study noting areas of high achievement and areas of concern that require attention
- A list and brief description of actions that are recommended at the level of the institution as a whole, in parts of the institution where weaknesses have been identified, or where strategic priorities have been established for improvements. Matters that are regarded as the highest strategic priorities should be identified.

## CHAPTER 2

### Program Planning and Reporting

The recommendations made in this chapter are for use by institutions in their own internal quality assurance processes for educational programs. However they also support the preparation for external reviews for the purposes of program accreditation and re-accreditation. Processes for quality assurance for administrative units and for whole of institutional evaluations are described in Chapter 3.

#### Criteria for Evaluation of Programs

The most important criterion for program evaluation is the learning achieved by students and evaluations focus particularly on the quality and appropriateness of that learning, processes to verify standards of achievement, and the infrastructure and services provided to support and improve its quality. The most direct measure of students learning is the tests and assignments that they undertake. However, results on these have little meaning unless there are processes to verify:

- that the intended learning outcomes include what is necessary for a program in that field of study,
- that standards achieved are appropriate for the level of qualification to be granted, and
- that standards for assessments by instructors are consistently and rigorously applied and comparable to those at other good quality institutions.

There are several sources of guidance on what should be included in programs in various fields of study, These include a *National Qualifications Framework* that identifies broad domains of learning that should be developed in all programs, the requirements for program accreditation by specialist accrediting organizations in most professional fields, consideration of what is included in similar programs elsewhere, and an analysis of any particular requirements for professional practice in the environment for which students are being prepared. In addition, recent research and developments in the field concerned should be monitored on a continuing basis, and appropriate modifications made in programs to reflect these developments.

To assist institutions in specifying learning outcomes for programs, the NCAAA has, with the assistance of leading international experts and substantial consultation within KSA, prepared illustrative learning outcomes for undergraduate programs in seven fields—Business Studies, Engineering, Teacher Education, Dentistry, Medicine, Pharmacy, and Nursing.

There are also a number of sources of guidance (and evidence) about the standards that are expected of students and it is very important that these be used. The *National Qualifications Framework* gives descriptions of standards expected for different levels of qualifications. These are necessarily expressed in general terms and other mechanisms are needed in applying those general descriptions and checking standards in relation to appropriate external benchmarks. Mechanisms to verify standards can include standard tests in some areas of learning, but for many learning outcomes informed judgments must

be made and it is necessary to take action to ensure those judgments are appropriate and consistent. Commonly used practices include clear specification of criteria for assessment, workshop activities for teaching staff in which examples of students work are evaluated and judgments compared and standardized, blind second marking of at least a sample of student tests and assignments, and most importantly, comparisons of samples of student work and assessments given for similar tasks by students at other comparable institutions.

It is sometimes suggested that as an aspect of academic freedom individual instructors should have the flexibility to vary the detailed content of courses and make their own judgments about standards for assessment. This is not correct. While some flexibility is desirable to meet varying needs of different groups of students, to consider and learn from external events that occur while a course is in progress, and to benefit from the special professional or research expertise of different instructors the course belongs to the institution, not the individual instructor, and the institution (through department or college administration) must have effective mechanisms for ensuring that course expectations are met and that standards of student achievement are consistent and appropriate. Common signs of difficulty are significantly varying pass rates or grade distributions in different courses within a program. These should be investigated.

The standard for learning and teaching specified by the Commission includes several sub standards and a number of specific practices relating to student learning outcomes, program planning and review, and student assessments. Satisfaction of these requirements is necessary for program accreditation. There are also a number of other expectations relating to processes for improving the quality of learning and teaching, supporting services and facilities, and administrative and planning arrangements that are set out in the *Standards for Quality Assurance and Accreditation of Higher Education Programs*, and the *Self Evaluation Scales for Higher Education Programs*. Judgments for accreditation will pay particular attention to the appropriateness and standards of students learning outcomes, but all of the specified standards must be met

### **Integrated Planning for Educational Programs**

An educational program should be considered as a coordinated package of learning experiences within which all the components contribute to the learning expected of students. It is not simply a collection of separate courses taught in relative isolation from each other. Each course should complement and reinforce what is taught in others, and this applies not only to the substantive content of the courses, but also to development and refinement of communication skills, interpersonal skills, capacity for leadership and so on. This means that each course must be planned as part of the total program package and delivered as proposed.

Of course the planning must also provide for flexibility to take advantage of special skills of particular instructors, the experience and needs of different students and to respond to changing circumstances. Consequently there must be mechanisms to monitor what happens when courses are taught, and if necessary, to make adjustments to ensure that the overall objectives of the program as a whole are met. The documents described in this chapter are designed to support these comprehensive planning arrangements, to note what happened when plans were implemented, and to assist in planning response that may be

needed. The periodic self studies are designed as a more comprehensive re-examination of the approach taken in the light of quality evaluations and changing circumstances.

## **2.1 Program Planning and Review Cycle**

Details of what should be included in various specifications and reports are set out in Section 2.2 below. They are based on the following arrangements for quality planning and review applied to educational programs:

For each program a specification is prepared setting out the plans for development of the program—its mission and objectives, the courses that will be included, the main learning objectives in the form of intended learning outcomes, what teaching strategies should be used to develop that learning, how learning will be assessed and how the quality of the course should be evaluated. This specification, once prepared, is followed on a continuing basis, though it may be adjusted from time to time as a result of experience or changing circumstances.

Similar plans are developed for each course, so those who are to teach the course are clear about what is to be learned, what its contributions are to the overall program, and how its effectiveness should be assessed. The course specification also applies on a continuing basis subject to changes required as a result of experience. In programs with field experience components (such as an internship or cooperative program), a field experience specification is prepared setting out intended learning outcomes, planning and organizational arrangements and processes for evaluation.

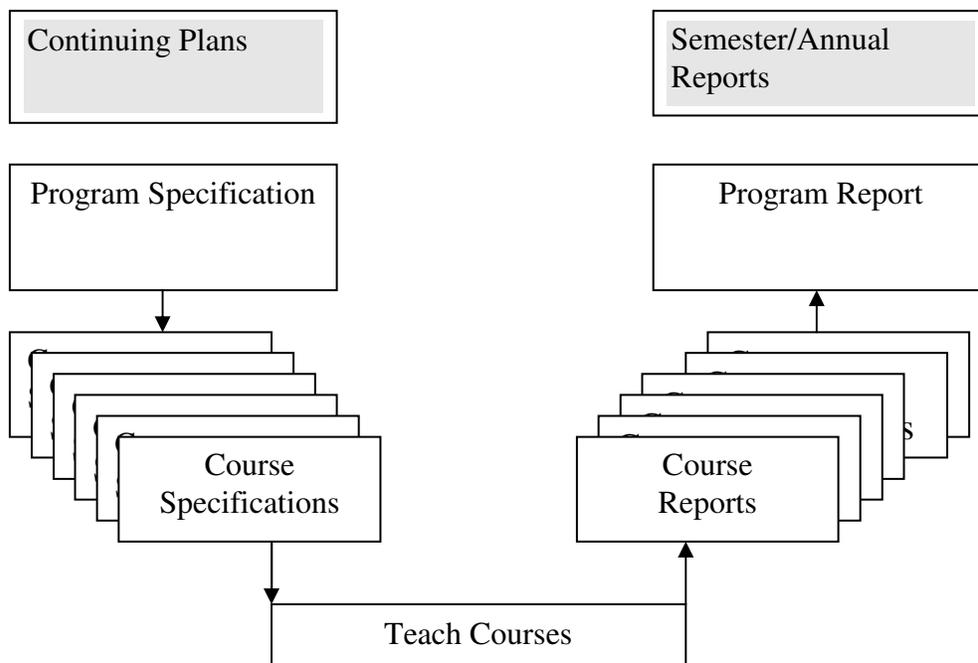
At the end of each year (or each time the course is taught) brief reports are prepared by the instructor for each course indicating what happened as it was taught and providing a summary of students' results. These reports should be given to the program coordinator.

When the course reports are received the program coordinator prepares a program report recording key information about the delivery of the program in the year concerned and noting any adjustments in the specifications that are needed.

If for any reason important components of the course could not be completed or there were any other unanticipated developments, details should be made known to the program coordinator so any necessary adjustments can be made in later courses to compensate. It is also possible that modifications may need to be made in the course for other reasons, and the program coordinator should be in a position to consider any suggestions of this sort taking account of their impact on the overall program.

Any modifications in the program or the courses taught within it should be noted in the program and course specifications, with the reasons for the changes recorded.

The following diagram illustrates this planning and review sequence



These documents, together with any other relevant material such as course or program evaluations, or information about other matters affecting the program should be retained in course portfolios and a program portfolio, so reference can be made to them as required at a later time.

In addition to this annual cycle periodic self studies of a program should be undertaken on a five yearly cycle to coincide with requirements for re-accreditation by the Commission. These periodic self studies involve stepping back from ongoing operations and reviewing all aspects of the program in the light of developments over a period of time and possible changes in the environment for which students are being prepared. Details of requirements for these periodic self- studies are included in Section 2.12 below.

## 2.2 Program and Course Specifications and Reports

### 2.2.1 Program Specifications

The primary purpose of the program specification is to support the planning, monitoring and improvement of the program by those responsible for its delivery. It should include sufficient information to demonstrate that the program will meet the requirements of the *Standards for Quality Assurance and Accreditation of Higher Education Programs*, the *National Qualifications Framework*, and any specific requirements relating to professional accreditation in the field of study concerned. In addition to guiding those teaching in the program, the program specification is a key reference for processes of accreditation by the Commission.

Matters to be included in a program specification are set out in detail in a template for program specifications in ATTACHMENT 3 (a) together with brief guidelines for

completing the template. The specification should include general descriptive information about the program, the external environment affecting it, the learning outcomes expected of students and the approach to teaching and student assessment strategies to develop those learning outcomes in different domains of learning. The emphasis in the approach taken is on the program being an integrated package of learning experiences provided through the courses taught. The program specification must include plans for ongoing evaluation of its effectiveness and planning processes for improvement.

### **2.2.2 Course Specifications**

Individual course specifications should be prepared for each course in a program, and kept on file with the program specification. The purpose is to make clear the details of planning for the course as part of the package of arrangements to achieve the intended learning outcomes of the program as a whole. Consequently course specifications should include the knowledge and skills to be developed in keeping with the *National Qualifications Framework* and the overall learning outcomes of the program, the strategies for teaching and assessment in sufficient detail to guide individual instructors, as well as the learning resources, facilities requirements and any other special needs. Course specifications should be prepared for both core and elective courses.

As for the program specifications a template for course specifications is included in ATTACHMENT 2 (e) together with guidelines for completing the template.

The structure of a course specification is similar to that for a program as a whole. It includes the intended learning outcomes and the strategies for developing those learning outcomes for the different types of learning described in the *National Qualifications Framework*, processes for course evaluation based on evidence with verification of interpretations of that evidence, and planning for improvement.

### **2.2.3 Field Experience Specifications**

In many professional programs a field experience activity (which may be called a practicum, a cooperative program, an internship or another title) is one of the most valuable components of a program. Although normally offered off campus in an industry or professional setting and supervised at least in part by persons outside the institution, it should be considered as the equivalent of a course and planned and evaluated with considerable care.

A separate specification should be provided to indicate as clearly as possible what is intended for students to learn and what should be done to ensure that learning takes place. This should involve careful preparation of the students and planning in cooperation with the agencies where the field experience will occur. It must also involve some follow up activities with students to consolidate what has been learned and generalize that to other situations they are likely to face in the future.

The arrangements for these preparatory and follow up activities, and the processes that will take place during the field experience should be included in a field experience specification. A template for the specifications and guidelines for completing it are

included in ATTACHMENT 2 (i). Like the other templates there are a number of items that are applicable to most field experience activities. However additional matters can be added if needed to meet any particular requirements for a program or institution.

#### **2.2.4 Course Reports**

At the conclusion of each semester or year in which a course is taught the instructor should prepare a summary report for the program coordinator. This should be attached to a copy of the course specification, included in a subject file or portfolio, and used for consideration in the review of the program.

As for the other specifications and reports, a template for course reports and guidelines for completing the reports are included in ATTACHMENT 2 (g).

#### **2.2.5 Field Experience Reports**

Field experience reports should be prepared each year to document what happened, how effective the program has been, and to review the results and make plans for any future adjustments to improve it. The main elements of the report are similar to those for regular courses though necessarily different in some respects because of the nature of the activity. A template for a field experience activity is included in ATTACHMENT 2 (k) with a further set of guidelines for completing it.

#### **2.2.6 Annual Program Reports**

A program report should be prepared at the end of each year after consideration of course reports and other information about the delivery of the program. The report should be based on the program specification and describe how what happened in the program compared with what was intended to happen, report on its quality, and indicate any changes that should be made for future delivery as a result of experience in the year concerned. The program report would normally be prepared by a program coordinator/director, reviewed by a program committee, and kept on file with the program specification as an ongoing record of the development of the program over time.

A template for annual program reports is presented in ATTACHMENT 2 (c) together with guidelines for completing it. The matters identified for inclusion in a program report focus on specific matters likely to be significant in most programs. However additional matters may be included if considered relevant to a particular program.

The action plan developed following the initial ratings on relevant sections of the *Self Evaluation Scales for Higher Education Programs* should identify particular priorities for development, and matters of concern that should be closely monitored on a continuing basis. Ratings on the matters selected for continuing monitoring should be included with the annual report.

The report on quality in the program should be based on evidence provided from a range of sources, including students and others, and interpretations of that evidence should be verified by someone who is not directly involved in it. An important element in this process must be an appropriate mechanism for checking standards of student

achievement against standards in similar programs elsewhere. The reports should include a relatively small number of key performance indicators that can be used for within-institution comparisons as well as monitoring aspects of the quality of the program over time.

The annual report should include an action plan that indicates action to be taken in response to the evaluations undertaken and subsequent reports should consider the results of that action as well as any new information emerging at that later time.

Procedures should be in place to ensure that course and program reports are completed as soon as possible so that any necessary responses can be implemented without undue delay.

Copies of the program report should be provided to the head of the college or department responsible for the program and to the institution's central quality center.

To enable senior administrators responsible for academic affairs in the institution, the senior curriculum committee, and the quality committee to monitor quality of programs in the institution on a continuing basis, information should be provided each year on key performance indicators applicable to all programs. These KPIs should include those required by the Commission, together with any others identified by the institution to monitor performance or the progress on any new policy initiatives.

## **22.7 Initial Development of Program and Course Specifications**

The logical sequence in developing a program and course specification and a set of courses and field experience activities is to begin with a program mission and broad objectives, consider examples of programs and courses offered elsewhere and any special requirements and priorities for this particular program, and start with a program specification. The program specification should include the knowledge and skills to be developed, the strategies to be used in developing those abilities for the program as a whole. A second task is to distribute responsibility for parts of that overall task to individual courses. This second task involves specifying the knowledge and skills to be included in different courses and also assigning responsibility for developing the more generic abilities such as communication skills and use of IT, independent study skills, and capacity to work effectively in groups and exercise leadership and so on. Certain courses may be given the responsibility for initial development of these abilities, but they must be reinforced and progressively strengthened in other courses throughout a program.

While it is logical to start planning by developing a program specification in this way and then proceed to the development of individual courses to implement that program plan, in practice most programs will already be in existence. Members of faculty may be committed to "their course", one they have been teaching for many years, and the planning process must be one of modifying an existing program structure rather than developing a completely new one.

In a situation of this sort the logical sequence described above may be modified provided certain precautions are taken. The alternative approach involves preparing initial drafts of the program and course specifications concurrently, then bringing them together with

appropriate modifications in courses to ensure coherence for the total package. This provides for wider participation, but carries a danger that the result will simply perpetuate the current set of courses without reviewing them thoroughly in the light of what the total program requires.

If this second approach is used the following steps are recommended:

Specify very carefully the mission and learning outcomes of the program and the range of problem solving abilities and generic skills that should be developed in the program as a whole. In doing this consideration should be given to the learning outcomes specified in the *National Qualifications Framework* for the qualification level concerned, to the knowledge and skill required for any profession for which students are to be prepared, to what is included in similar programs at other good quality institutions, and to any special requirements for graduates in that field in Saudi Arabia. This should be done in sufficient detail and with any necessary explanations to provide a basis for decisions about what should be included or excluded in the program. Wherever possible express the learning outcomes in terms of what students can do (or will habitually do) rather than giving a list of content. A very clear statement is essential. The intended learning outcomes can be specified in a more formal summary statement at a later stage for inclusion in the program specification.

This work should be done by a small program planning committee, and then discussed and (hopefully) agreed in a broader meeting with staff teaching in the program.

The program planning committee prepares a draft program specification using the template provided by the Commission. Information in the sections of the template should be sufficiently detailed to communicate clearly to all members of teaching staff involved with the program.

Individuals or small sub-committees of teaching staff familiar with existing courses prepare draft specifications for their courses. They should be asked to indicate clearly any prerequisite learning that is necessary before students start the course, to indicate how material taught could be utilized or further developed in later courses, and to make tough decisions about any content that could be omitted or new information or skills that should be included, taking into account the mission and learning outcomes specified in (i) above.

The program planning committee then reviews the suggested course specifications, making adjustments where necessary, and assigning major responsibility for the development of generic skills (e.g. utilizing web based reference material, group processes, use of IT for analysis and reporting, etc) to individual courses as appropriate. A course planning matrix summarizing these allocations should be attached to the program specification. Teaching staff who have been responsible for courses should be consulted about these amended course plans and assignments of responsibility, the final drafts discussed in a broader meeting of teaching staff, and the program and course specifications formally approved by the relevant decision making body.

One of the problems faced by program planners is that the amount of relevant knowledge in almost any field of study is continually increasing. Faculty members with expert

knowledge in their specialized teaching field are likely to be aware of this and continually introduce new information. When this tendency is combined with demands to broaden approaches to teaching to include group processes, independent learning skills, open ended problem solving and communication skills the expectations for students can become unrealistic, and some tough decisions have to be made about what is essential learning and what, if anything, can be left out. There must be a strong mechanism for final decision making to ensure that essential knowledge and skills are included, that total expectations for student learning are realistic and appropriate for the level of qualification concerned, and that students have the capacity, and the commitment to continue learning to keep up to date with developments in their field.

### **2.3 Initial Program Evaluation Using the Self Evaluation Scales**

It is important at an early stage in the implementation of program quality assurance arrangements to carry out an evaluation of the quality of the program using the rating scales provided in the *Self Evaluation Scales for Higher Education Programs*. An evaluation carried out in this way should reveal strengths and weaknesses and draw attention to any important matters that may have been overlooked. Following that assessment, priorities should be determined and action plans developed for improvements where needed. This information should be kept on file in the program portfolio, and progress in implementation of plans for improvement relating to these matters monitored on at least an annual basis. Other matters might be checked periodically, but need not be formally assessed each year.

An initial program evaluation might be carried out as part of a broader institutional assessment, in which case the institution's quality center or quality committee may have developed some procedures or templates for presentation of results. Subject to any such requirements the following arrangements are suggested. They follow the same general steps as an institutional self evaluation, but on a smaller scale.

Form a small committee to plan for the evaluation. Depending on the numbers involved and the size of the program this committee might function as a planning and steering committee with subcommittees carrying out detailed work, or might serve as a working party and undertake much of the work itself. If the program is offered in both male and female sections, there should be adequate participation from both sections. Inclusion of some students on relevant subcommittees is encouraged.

Make a general announcement about the evaluation to teaching and other staff, and to students, indicating why it is being done, explaining the procedures to be followed, and inviting participation. Depending on the nature of the program, if there are other stakeholders they should be informed and invited to contribute.

Preliminary consideration should be given to the self evaluation scales for each of the standards to determine what evidence is available or could be obtained to support quality judgments. For some items the planning group will know whether a practice is followed or not, and will have an informed opinion about how well this is done. In other cases evidence may not be currently available, but could be obtained by examination of documents, from student or other records available in the department or elsewhere or in the institution, or through surveys or interviews with individuals or groups. There may

also be cases where evidence is not available, and cannot be provided at the time to assist in the initial self evaluation.

The committee or subcommittees complete the self evaluation scales drawing on the evidence that is available or that can be obtained. An important initial step should be to think about what kind of evidence would be appropriate for each individual item. In some cases, it will be obvious whether certain processes are followed or not. However the main concern is how well they are done. Evidence might include statistical data or completed evaluation scales by students, graduates, teaching staff or employers, or informed opinions by people independent of those supplying a service. Evaluations will usually require comparative judgments which could be comparisons with past performance, results in other parts of the institution or other good quality institutions similar to your own. Scales should be completed for both male and female sections where relevant, using the same processes for collecting information. Where evidence on matters judged to be important is not available this should be noted and consideration given to how evidence could be provided in future. Members of teaching staff and students might be asked to complete some of the scales or related survey items. However distributing the complete scales is not recommended because it would be a very large survey and information about many of the items would not be available to them. On the other hand where students and staff could reasonably be expected to have valid opinions, the possibility of different perceptions by the different groups could be an important source of information.

The committee reviews the responses noting any differences between sections, and either develops recommended priorities for improvement or further development, or reviews the recommendations of sub-committees to propose overall priorities.

The results of the self evaluation, including completed self evaluation scales and suggested priorities for improvement or development could then be the subject of a general meeting of teaching staff during which opinions could be expressed about the evaluations and the recommendations.

Any recommendations arising from this process should be included in a (strategic) quality improvement plan for the program to be considered by the appropriate administrators and committees within the department or institution.

These suggestions have been made for a department responsible for the administration of a program. They can be modified as appropriate for differing circumstances.

For example if the process is followed for a college with a number of departments offering different programs, a steering committee could be established at the level of the college, with membership drawn from each of the departments. Detailed evaluations would then be carried out at department level, and an overview of the programs developed for the college using a procedure similar to that described in Section 1.6.3 in Chapter 1. In a college of education or a college of medicine there may be a number of departments contributing courses to a single program. A similar process should be followed using a steering committee and subcommittee considering the quality of what is done in each department.

## **2.4 Quality Improvement Planning for a Program or Department**

A quality improvement plan for a program or department should include both any action required to deal with problems found in an initial self evaluation (or to build on strengths) and any action needed to meet the requirements for accreditation of programs.

The exact requirements will vary for different programs, but they will always include:

A program specification and course specifications for all courses (and a field experience specification if applicable) in the format required by the Commission (See ATTACHMENT 2)

Preparation of annual course and program reports in the format required by the Commission.

The processes required for the standard for learning and teaching including those relating to consistency with the *National Qualifications Framework*, and relevant specialized accreditation requirements, mechanisms for verifying standards of student achievement and improving quality of teaching. Student surveys and other forms of program evaluation are required and information must be provided on the Commission's Key Performance Indicators.

The program should satisfy all of the standards specified for higher education programs and the major subsections of those standards. Although a high rating is not required on every single item within each subsection any weaknesses should have been identified and appropriate action should be being taken to deal with them.

## **2.5 Verifying Consistency With the National Qualifications Framework**

One of the requirements for accreditation of a program is that it is consistent with the *National Qualifications Framework*. It is important to ensure that a program is consistent with the qualifications framework as it is being developed, and also during a self study leading to an external review for accreditation. For provisional accreditation of a program the design of the program and the processes planned for program evaluation will be considered. For full accreditation it will be necessary to provide evidence that the learning outcomes actually achieved by students meet the requirements of the framework.

The *National Qualifications Framework* does not prescribe detailed content of programs. However it does set out broad areas or domains of knowledge and skill and describes in general terms, the standards that should be achieved in each of those areas or domains for each qualification level.

Particular requirements include:

Use of qualification titles that clearly and consistently describe the education sector, the qualification level, and the field of study or specialization

The minimum number of credit hours required for each qualification

Appropriately specified learning outcomes in each of the domains of learning (knowledge, cognitive skills, interpersonal skills and responsibility, communication, IT and numerical skills, and where relevant to the program, psychomotor skills)

Evidence that required standards of learning outcomes for the qualification level concerned are achieved in each of those domains

The following notes describe what must be done to meet these requirements for accreditation.

**Requirement 1** The title of the qualification must comply with the *National Qualifications Framework*.

Particular attention is drawn to the need to use the correct term for the qualification level concerned and the requirements for citing a field of study specialization. A technical training program should include the term “technical” and a higher education program should not. A qualification with the title Master or Doctor must meet all the requirements for such a title in the *National Qualifications Framework* regardless of any differing practice in another country. Any program that does not fully satisfy these requirements will not be accredited.

**Requirement 2** The number of credit hours required for the qualification must be at least as specified in the framework.

When considering credit hours included in a program several important considerations should be kept in mind.

- The credit hours in a program must be in addition to any foundation or preparatory studies
- The Commission will recognize a maximum of 18 credit hours within a semester of full time study or work.

The credit hour formula is based on a numbering system in which a full time student load is 15 to 18 credit hours in a semester and 120 to 138 credit hours in a four year degree. The credit hour formula is used as a surrogate for estimates of the amount of learning achieved. If a program has a high number of contact hours this formula can result in an unrealistically high number which does not accurately represent the amount of learning that can reasonably be expected.

**Requirement 3** The program objectives should develop learning outcomes in all of the required domains of learning. (Note that the domain of psychomotor skills is required for some but not all programs)

To provide evidence that this is done:

- Learning objectives specified for the program should include outcomes in all of the domains.

- Responsibility for achieving these learning outcomes should be distributed appropriately across the courses within the program and included in course objectives.
- Program and course specifications should include methods of teaching and student activities that are appropriate for the learning outcomes in each of the domains.
- Tests, examinations and other required assessment tasks should include appropriate forms of assessment of learning in each of the domains.
- Program evaluations, including student, graduate or employer surveys and/or other mechanisms should include attention to learning outcomes in each of the domains.

**Requirement 4** The standards achieved in each of the domains must be consistent with the descriptions of characteristics of graduates and the descriptions of learning outcomes for the qualification level concerned.

Some of these learning outcomes can be assessed in tests and examinations or other assessment tasks within the program and others relate to characteristics of graduates after they have left the institution. A further complication is that the standards are expressed in general terms that require levels of judgment about standards achieved. Consequently much of the evidence of consistency with standards of achievement must rely on indirect measures and informed professional judgments. To satisfy requirements for accreditation the following sources of evidence should be included in program evaluations.

- Program evaluations and self assessments by graduates of the program.
- Independent advice by professional colleagues from other institutions or trained evaluators on the level of difficulty in tests and assignments and the standards achieved by students.
- Survey responses from employers of graduates or senior professional associates of graduates.

## **2.6 Using Programs Developed by Another Organization**

Arrangements are sometimes made for the development of programs by another organization. This could be done as a special task by a consulting organization or by another higher education institution and may be part of an ongoing arrangement to provide assistance in program development and quality assurance. Arrangements of this sort can be very helpful for an institution opening a new college or developing a program in a new field of study, but there are a number of things that must be considered if the arrangement is to work effectively and meet local requirements.

Development of a program by another organization does not remove responsibility for quality from the Saudi Arabian institution. In considering a program for accreditation, the Commission will regard the materials and advice provided as one source of external advice on the design of the program. However, the institution delivering the program and issuing the qualification is ultimately responsible for that design as well for all the resources and services associated with the teaching of the program.

All requirements for accreditation of the program in Saudi Arabia must be met regardless of the standing or reputation of the organization that develops the program. Adopting a program that has been accredited elsewhere does not remove any of these requirements.

The requirements in Saudi Arabia include consistency with the *National Qualifications Framework*, the standards for learning and teaching and other standards required by the Commission, presentation of the program and course designs in the format required for program and course specifications, and adaptation of any material developed elsewhere to meet any special needs in Saudi Arabia for a program of its type. An institution seeking help from another organization in developing programs is strongly advised to provide details of all Saudi Arabian requirements to that other organization at an early stage in the development process.

## **2.7 Programs Offered in Different Locations**

A program offered under the same title in different locations is the same program and will be considered as a single program in any review for accreditation. This applies to sections for male and female students, to an institution's main campus and other branch, remote or distant campuses, including campuses in other countries. In conducting a self-study in preparation for an accreditation review, quality data must be collected using the same processes in all locations and information provided both by the campus and for the program as a whole. Delivery arrangements may vary according to differing circumstances in different locations but the overall standards for accreditation must be met in each location. Where weaknesses are found, appropriate strategies must have been developed for remedying those weaknesses.

While these requirements are generally applicable there are several special circumstances that will be taken into account.

If an institutional merger has taken place within the two years prior to a review for accreditation and an existing program on a newly acquired campus is in the process of modification to comply with the program specification for the institution it has joined, the program at the merging campus will be excluded from the review. However, the self evaluation scales must have been completed at the merging campus and there must be an appropriate strategic plan for any changes needed. If accreditation is granted the program at the merging campus will be excluded. When the strategic plan has been implemented a supplementary review may be conducted at the merging campus and if accreditation standards are met, the accreditation may be extended to include the program at that location.

For full accreditation of a program, the first group of students must have graduated, and the accreditation judgment will take account of the skills developed by the graduates. However, a situation may arise where a program from which students have graduated in one location is being introduced at another location and there are no graduates from that section or campus. In these circumstances the quality of the program at the locations where it is being introduced will be assessed using processes for a developmental review. This process considers the adequacy of plans for the program, and an evaluation of what has been done by the time of the review. Full accreditation may be granted for the sections of the program where students have graduated and provisional accreditation for

the locations where it is still being introduced. After the first students have graduated from that location, the NCAAA may conduct a supplementary assessment and if standards are met, may extend the full accreditation to the program in that location.

If a program is offered in another country, it will be expected to comply with the regulations that are in place in that location. This may necessitate some variations from the standards and processes required for accreditation in the Kingdom of Saudi Arabia. In this situation, the program can still be accredited in Saudi Arabia by the NCAAA provided any conflicting regulations or requirements are clearly specified, that all NCAAA standards other than those that are in conflict are met, and that where conflicts exist quality assurance arrangements that are equivalent to those of the NCAAA are in place. The program must demonstrate that at least equivalent standards of learning outcomes are achieved.

## **2.8 Programs Offered in Community Colleges**

A number of institutions have established community colleges with programs that may be either technical or higher education in nature. There are very important differences in the nature of these different types of program and any program at a community college must be clearly and specifically identified as one or the other.

If a community college offers a technical training program, it will be assessed by the NCAAA according to the standards it has defined for technical and vocational training programs. If the college offers a higher education program, that program will be evaluated according to the standards of higher education programs. This means that program and course specifications and reports and other requirements for higher education programs must be prepared.

Higher education programs offered by community education colleges normally lead to a diploma or associate degree as a qualification for employment or for admission with advanced standing to a degree program at a university or other higher education program. Both these objectives can be met but they require different forms of evidence of quality. If an important objective is to prepare students for employment, the program must be able to demonstrate that it has consulted fully with employers in that field about the employment skills required, that its graduates have developed those skills to a satisfactory level, and that employers are satisfied with the result. If an important objective is to prepare students for admission with advanced standing to other higher education programs, it must be possible to demonstrate that a significant proportion of graduates are admitted to those programs and that they have the knowledge and skills to proceed successfully to further study. This does not mean that such programs should duplicate exactly the first two years of study for a four year degree at a university. In fact it is probably undesirable that they do so if they are also preparing students for employment at that stage. However, there should be sufficient grounding in core courses to provide a sound basis for further studies at a more advanced level.

## **2.9 Preparatory or Foundation Year Programs**

A number of institutions have introduced preparatory or foundation year programs to ensure that students have the knowledge and skills to succeed in their higher education

studies. These precede and are not part of a higher education program. The higher education program that follows must meet all the credit hour requirements for a program in that field, excluding any credits that may have been granted during the preparation or foundation program.

An important item in the standards for higher education programs is entry standards that ensure that students beginning a program have the necessary knowledge and skill to succeed in that program.

Preparatory or foundation programs can help in meeting this requirement. However, time spent in such a program does not guarantee that those skills have been developed and progress into a degree program should not be automatic. Appropriate standards, for example in standardized English language tests or in mathematics as required for different higher education programs should be set, and admission to the higher education programs at the higher education institution should be conditional on those standards being met.

These requirements should not be common for all programs. For example, if a higher education program is to be taught in English, a higher standard of English should be set. If a program in engineering or science requires skills in mathematics, a higher standard could be required for entry to those programs than for one in humanities where the requirements for mathematical skills may not be as high.

## **2.10 Distance Education Programs**

Programs offered through both on campus face-to-face delivery and through distance education that carry the same title are considered as the same program. For such a program to be accredited, the learning outcomes for the programs and students standards of achievement must be equal.

The approach to a program self study for a program offered by distance education and by face-to-face delivery should be comparable to that for a program offered in different sections or locations. That is evaluations should be carried out for both modes of delivery with any significant differences in the extent to which standards are met made clear in a combined report.

General standards for higher education programs, and a set of self evaluation scales based on those standards have been defined by the NCAAA. There are also separate documents that show the same general standards and self evaluation scales with additional items dealing with particular requirements for distance education programs. For a program offered only by distance education, the distance education documents should be used. For a program offered through both modes, both sets of documents should be used.

Reference is made elsewhere in this Handbook to program and course specifications and reports that show detailed plans for teaching and reports on the effectiveness with which those plans have been implemented. If a program is offered through both distance education and face-to-face delivery the strategies for teaching and processes for

evaluation will be different. Consequently there should be different versions of these specifications that show what is planned and done in each delivery mode.

It was noted in Chapter 1 of this Handbook that the Ministry of Higher Education has introduced new regulations for the delivery of distance education programs that are being introduced over a five year transition period commencing in the Fall Semester 2010. During this period new students may only be admitted to programs that meet the new regulations, but institutions will have until Fall 2015 to fully implement the new arrangements for students that were admitted previously to distance education programs.

The NCAAA has agreed to work with the same transition period in its accreditation processes and the details of its approach are described in section 1.7.7. For accreditation of a program that may be offered by distance education during this period, the self evaluation scales for distance education programs must have been completed and have a strategic plan developed for meeting the NCAAA standards by Fall 2015. If this condition is met, the distance education portion of the program will be excluded from consideration in the accreditation judgment. If accreditation is granted, it will be for the face to face component of the program only.

#### **During this transition period:**

- A program offered entirely by distance education will not be considered for accreditation unless all the Ministry and NCAAA requirements are met.
- If a program is offered through face-to-face delivery and also separately through distance education, the on campus component of the program may be considered for accreditation, but if accreditation is granted it will apply to the on campus component only.
- If a program is offered in a way that allows some courses or other portions of the program to be taken by distance education, the NCAAA may agree to consider it for accreditation provided its distance education standards are fully met for the elements of the program that can be taken by distance education.

## **2. 11 Changes in Accredited Programs**

It is expected that adjustments will be required in programs and courses from time to time in response to changing circumstances and results of course and program evaluations. Such changes are highly desirable to ensure that programs are to be kept up to date. However, if there is a major change to an accredited program it could affect the program's accreditation status and any such change should be notified to the Commission at least one full semester before it is introduced. The Commission can then assess the impact of the change on accreditation and would notify the institution if accreditation would be affected. Examples of major changes would be the addition or deletion of a major track within a program (e.g. accounting or international finance majors within a commerce or business degree); the addition or deletion of a core course (e.g. mathematics in an engineering degree); a change in title that implied a new or different field of study or qualification in a different profession, re-orientation or development of a program to prepare students for a different occupation or profession; a change in the length of a

program; or a new exit point within a longer program (e.g. the granting of an associate degree within a bachelors degree program).

In addition to such major changes, the Commission needs to maintain a record of what is included in programs that have accreditation. To enable the Commission to monitor developments in accredited programs, institutions are expected to provide brief (one page) annual reports on changes made, using the templates provided for this purpose. The templates for reporting on changes in programs are shown in ATTACHMENT 5, Part 3 of this Handbook.

## **2. 12 Periodic Program Self Study**

Self study reviews of a program can be undertaken by the institution, college or department at any time, but to coincide with requirements for program re-accreditation by the Commission one should be undertaken in the fourth year after its initial accreditation, and after that on a five yearly cycle This periodic self-study examines the program in greater depth, re-evaluating the need for it, checking on how effectively it is achieving its mission and objectives, and planning for any changes that are needed. The course and program portfolios are important resources for this self-study since they should contain details of developments over time, the reasons for those developments, course and program evaluations, and the ideas of those who have had responsibility for teaching and learning.

The periodic program self-study provides the basic resource for the external review for re-accreditation of a program. Internal processes for carrying out a self study and preparing a self study report are described in section 2.10 below, and the external review procedures for accreditation and re-accreditation are described in Part 3 of this Handbook.

Periodic self-studies involve stepping back from day to day operations and thoroughly reviewing all aspects of a program and the extent to which it is achieving its objectives.

A self-study should also consider how a program has evolved over time in response to evaluations and changing circumstances and the probability that it will continue to be refined and improved in the future. Consequently developments over the period of review need to be considered as well as quality issues at the time of the self-study.

Periodic self-studies may be carried out at any time, but to provide information required for accreditation reviews by the Commission should be undertaken in the year prior to such an assessment. For a program that has provisional accreditation and for which full accreditation is sought this will normally be as soon as the first group of students has completed their programs. For a program that has full accreditation this will normally be once every five years.

The audience for periodic program self-studies is primarily the institution itself, as an important part of its processes of quality assurance and improvement. However since the self-study reports also provide the basis for external reviews for accreditation and re-accreditation, the steps undertaken and the format of reports must take account of the Commission's requirements.

A periodic self-study can be a major undertaking, but if it builds on the outcomes of continuing monitoring and planning, and if subject and program portfolios have been properly maintained most of the necessary information will already be available. A template for a periodic Program self study is included in ATTACHMENT 2 (m).

A self study will consider inputs, processes and outcomes and these are all incorporated in the standards and lists of “good practices” in the *Self Evaluation Scales for Higher Education Programs*. However, the most important of these considerations and the ultimate test of the value of a program is what students have learned and can do as a result of participating in it. Consequently special attention should be given to student learning outcomes including standards of student achievement and how these standards are verified.

Each program will have its own particular learning objectives relating to the field of study and/or profession for which students are being prepared. It must also deal with the range of domains of learning set out in the *National Qualifications Framework* at the level of performance expected for the qualification that is being obtained. Consequently particular attention in a program self-study should be given to student learning across this range of learning outcomes, the appropriateness of teaching strategies for those outcomes, and the effectiveness of coordination of students learning experiences across courses in the program.

### **2.13 Managing the Program Self-Study Process**

A senior member of faculty should be nominated to take responsibility for leading the self-study with a small group of colleagues to help plan and coordinate the process. The nominated person might be the manager/coordinator of the program. However, it is generally considered preferable that a different person take on this role to ensure greater independence in the evaluations and recommendations that are involved. That could mean nomination of the dean of the college or head of the department within which the program is located, or another widely respected senior member of faculty familiar with the program, with good working knowledge of quality assurance processes, and desirably with recent experience in participating in or leading equivalent reviews.

Assistance and advice in developing the structure and processes of the review should be obtained from the institution’s quality center or unit, and if one has been appointed, from a nominated quality coordinator in the college or department. A comprehensive plan for carrying out the periodic program self study should be developed before it begins.

In planning the self-study a number of issues should be considered:

- **Scope and Special Emphasis**

There may be a number of factors influencing the scope and extent of the review. For example there may be parallel reviews in similar programs that require coordination of evaluations of core and elective subjects, there may have been significant developments in the profession or academic field of study that require investigation to assess implications for the program, and there may have been information from evaluations or changes within the institution that could mean

additional collections of evidence, or affect other aspects of planning. Any matters of this sort will affect the way the review process is planned and coordinated, and the time required to carry it out.

- **Time Scale**

Adequate time should be allowed for the planning and analysis involved in the self-study. Although time required may vary according to the nature of the program, the issues to be addressed, and the availability of surveys used for program evaluation it is usually expected that a periodic program self study could take up to nine months to complete. A plan for carrying out a self study should include time lines for carrying out stages of the process, and allow at least some time for unanticipated developments.

- **Administrative Arrangements**

A small steering committee should be established to help with planning and monitoring the process, and to advise on developments. If a program is offered in male and female sections representatives of both sections should be included. As for the person nominated to lead the process it is important that these people be respected colleagues who are familiar with quality assurance processes, have at least a reasonable understanding of the program and what it is trying to achieve, but have sufficient independence to reliably evaluate evidence and draw potentially critical conclusions. Depending on the experience of those available it may be beneficial to include some people from another department or program to help achieve objectivity. If resources are available the appointment of an independent facilitator can be extremely beneficial.

Small working groups should be established and asked to investigate and report on particular issues (for example, quality of teaching, developments in the professional or academic field, adequacy of learning resources). Students can often provide important contributions as members of these groups, but whether they are included as members or not, mechanisms to obtain their views should be built into the process. Representatives of both male and female sections should be included in these working groups as well. The use of working groups helps in providing for the participation of faculty as well as contributing to completion of the task. Membership of a group of this sort should also be regarded as a useful professional development exercise providing experience in quality assurance processes and insight into the effectiveness of their own activities as providers of elements of the program. The terms of reference for their activities should be clearly defined as part of the planning process and members should be fully briefed on their role. Members of the steering committee may take on the task of chairing one or more of these working groups. It is important to retain notes of meetings and of any special investigations or interviews conducted by these groups. These should be retained in a central file for the program and be available for subsequent reference if required.

- **Use of Evidence**

It is extremely important that analyses and conclusions should be based on valid evidence rather than subjective impressions. Much of the evidence required should be available from annual subject and program reports and these should be

made freely available to those in need of that data. Performance indicators selected in advance are important and should be carefully considered. However, the self-study should look beyond these to other sources, and may lead to a view that the selected indicators should be changed. An important part of the study will be to assess the responsiveness of the program to changing circumstances and to evaluations of quality in successive years. Consequently particular attention should be given to such things as surveys and questionnaire reports, the appropriateness of indicators and benchmarks of performance, the validity of conclusions drawn from analyses of them, the appropriateness of action plans and the extent to which they have been implemented.

It is also likely that after reviewing the available evidence some additional evidence on particular matters may be required. This may require additional data collection and analysis and interpretations of that data in drawing conclusions. It is important to obtain independent verification of such evidence wherever possible, and to cite clearly the evidence on which conclusions are based.

- **Resources**

The amount of effort required to complete a program self-study will vary according to the scope of the review and any special circumstances that may exist. However it will necessarily involve some faculty time, and it is likely that at least some special efforts will be required to investigate and find evidence relating to issues that may emerge. In planning it is desirable that some time allowance be given for key members of faculty who will have a major role in the analysis and preparation of reports, that some secretarial assistance be made available, and that provision be made for assistance with any special surveys or statistical analysis that is required.

- **Communication**

The self-study process should be open and transparent, with opportunities for faculty, students and other stakeholders to participate and offer suggestions. To achieve this result information should be provided at an early stage to all stakeholders that the self-study is being undertaken and inviting input. Any inputs should be acknowledged and considered by the relevant groups involved in the task, and there should be regular communications about stages of development. On completion of the self-study information should be made available about its main conclusions.

### **2.13.1 Independent Evaluation**

As for other components of the quality assurance process, it is important to arrange for independent analysis and comment on what has been done and the conclusions that have been drawn.

If an institution chooses to use an independent quality agency or specialized accreditor for this purpose, valuable advice can be obtained as a result of that activity. However, if such a body is not used, it is still important to obtain independent verification of the analysis and conclusions. This can provide advice on possible gaps in the analysis, other problems that might be noticed by an independent observer, and possible alternative

solutions to problems that have been identified. Clearly a person or group selected for this role should have substantial experience in quality assurance processes and knowledge of the requirements of the field of study involved, and the confidence of those involved in the review.

The role of an independent evaluator is that of a critical friend. It is important for those responsible for the program and those conducting the self-study not to be defensive, but to share issues and problems. After all, the exercise is designed to find ways to improve the program, not to defend the status quo. It is also important for those providing comment and advice to do so in a constructive and cooperative manner. A summary of the report from an independent evaluator used in a self-study should be included in the report, and the full document attached.

### **Concluding Statement and Action Plan**

A summary of major conclusions should be included in the self-study report, indicating both successful achievements, and areas where deficiencies have been identified and need to be addressed. This summary should then be used as a basis for developing an action plan to address the most urgent and important priorities for development.

All significant problems should be clearly identified and recommendations for remedial action made even if it may take some time for everything to be completed. On the other hand, proposed changes should be realistic, recognizing that there are limits to available resources, and that it would be unusual to find a situation where every desirable change could be made at once. Consequently recommendations should be strategic, focusing initially on the most urgent priorities with a sequence of anticipated further actions in a continuing program of change and improvement.

### **2.13.2 Matters for Inclusion in a Periodic Program Self-Study Report**

(See template for a Periodic Program Self-Study Report in ATTACHMENT 2 (m))

#### General Information

Title of program, identification code and number of credit hours;

College or department responsible for the program;

Name of program coordinator/manager;

Qualifications or awards offered (including any intermediate awards);

Major tracks within the program;

Professions or occupations for which students will be prepared at each exit point;

Campus location(s) where program is delivered if not on the main campus;

If this is not the first self-study, the date of most recent self-study

Copies of the most recent version of the Program Specification, and the most recent Program Report should be attached, together with the program description in the form used for the bulletin or handbook. Copies of individual course specifications and reports should be available for reference if required.

## **Arrangements for the Self-Study**

A description of organizational arrangements for the conduct of the self-study including establishment of a steering committee and any subcommittees that may be needed, dates and timelines, persons appointed, and processes followed. Terms of reference for working groups or committees or sub-committees should be attached as appendices.

## **Mission and Objectives**

Mission, goals and objectives for development of the program, and indicators and benchmarks selected to provide evidence of performance.

## **Program Context**

Summary of any significant changes in the environment affecting the program since the program was introduced or since the last periodic program self-study. This should consider any important developments in research or professional practice, scientific or technological developments affecting the demand for graduates, the skills they need, and any other matters affecting the need for and the operations of the program. Implications for the program arising from this analysis should be indicated.

Brief statement of any changes or new requirements from within the institution that have affected the program during the review period or that will affect it in the next planning period.

Comment on any changes that have been made or that could be required as a result of the review of the context.

## **Program Developments**

A description of how the program has developed over the period since the last self-study (or if this is the first self-study, since the program was introduced. For the first self-study of a program that has been in operation in an existing institution for a number of years a period of four years is suggested to give an indication of recent changes). This description should include any courses added or deleted, significant changes in objectives, approaches to teaching or student assessment, and an explanation of reasons for those changes. The role played by stakeholders, including students, graduates, and relevant professional groups in identifying need for change and responding to changes made or proposed should be indicated;

Summary statistical information should be included on numbers of students enrolled over time, and trends in progression, completion, and employment rates;

For a new program that has been given provisional accreditation and will be considered for full accreditation, a table should be included comparing expected and actual enrollments in the program as a whole and in each major track over the period of review. Where there were significant variations from anticipated numbers, explanations should be given.

## Program Evaluation

Description of results actions taken to achieve goals and objectives for the development and improvement of the program

Descriptive reports should be prepared on performance in relation to each of the eleven specified standards, i.e.

1. Mission 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. Relationships with the Community

Note that although the standards for programs involve the same areas of activity as for an institutional self study, the focus is what happens in this particular program, or on how a function carried out by another part of the institution affects this program.

Please note that it is extremely important to provide statistical data and hard evidence to support conclusions wherever possible. Opinion statements and judgments about quality based on the starting system in the self evaluation scales are useful of course, but of relatively little value in an accreditation assessment unless backed up by solid evidence wherever possible.

For a number of the standards the administrative arrangements and processes for the activity concerned will be described in other documents and need not be repeated. However, the introductory section of the report on each standard should include any background information that should be drawn to the attention of an external review team. This might include recent changes in arrangements or new strategies being introduced within the program, or changes elsewhere in the institution that have a significant effect on the program.

The report on the standards should be considered as a research report on the quality of the program and presented in a way that is comparable to other research reports. For each standard there should be a brief statement on the processes followed for investigation and preparation of the report.

The completed rating scales from the *Self Evaluation Scales for Higher Education Programs* will be made available to the external review team and that level of detail need not be repeated in this descriptive report. However particular strengths and weaknesses should be noted with evidence cited in tables or other appropriate forms of presentation. Key performance indicators and benchmarks should be referred to wherever appropriate

and reference should be made to other documents where more detailed information could be obtained.

Trends in quality of performance should be noted and improvements in response to remedial action acknowledged.

### **Review of Courses**

A program is made up of a number of courses, and in many cases field experience activities. An important element in a program self study is a review of courses within it. The program self study should include summary information about what is done to review what happens in courses and consider any changes that might be necessary. This would normally involve consideration of course and field experience reports, data from student evaluations and consultations with graduates and employers, and developments in the field of study that might require changes in details of what is taught.

Suggestions for changes in courses based on this analysis including the addition or deletion of courses, changes in optional or required courses, and changes in course content.

### **2.14 Independent Evaluation**

Summary of views of independent external evaluator(s) who might be colleagues from other departments or colleges familiar with this kind of program, or from other institutions. Since a number of different aspects of program development and delivery are involved, several different evaluators may be used for different issues considered. A full copy of the report(s) should be attached.

### **Conclusion and Action Plan**

An overall summary of the results of the self-study noting areas of high achievement and areas of concern that require attention

Recommended action plan for achieving further improvements and overcoming weaknesses or problems that have been identified. The action plan should specify specific steps to be taken, indicate where responsibility should lie to take that action, and indicate timelines for implementation. Details of resources needed should be specified.

# ATTACHMENT 1

## Suggestions for Establishing a Quality Assurance System

The following suggestions are based on ideas from experienced quality officers in higher education institutions. They are intended as practical advice for persons who have been given responsibility for leading the development of a quality assurance system.

1. Get central support. Keep everyone informed.

Get support from the head of the institution (Rector, Dean) Ask for an announcement indicating how important it is for the institution to have an effective quality assurance system and that everyone is expected to be involved. The announcement could include reference to the introduction of systems in most other countries, and the importance for the nation of high quality here.

Ask that the announcement include reference to a quality committee, and the establishment of a quality unit or center to help plan, coordinate and assist.

2. Get a good team to work with.

Make sure the members of the committee are chosen carefully. Talk to the person nominated to chair the committee about how it is to be appointed. The chair will have good advice, and will want to influence who is selected and how it is done.

If the members are to be nominated by deans or heads of departments talk to them individually first. They may want to spread the load of administrative work rather than find you the best person for the task. Make sure they realize how important it is to have people who are committed to improving quality, who can give sound advice, and who can give leadership in their own department or college.

3. Do some research.

Talk with colleagues at other institutions. What are they doing? How did they start? Don't necessarily follow what they did; your situation may be different. But get their ideas, collect their materials and think about what would work at your institution.

Look at some websites. There are many examples of guidelines and procedures. Again, don't copy what may have been developed for a different situation, but choose ideas that you think may work for you. Look at the guidelines and templates in NCAAA Handbook 2. Try some of them out for your own course, for your own program. What help will you need to arrange for others when they use these forms.

4. Evaluate the current situation.

Think carefully about the current state of affairs in quality assurance at your institution. If you can get whatever evidence you can about the situation before you start you will have a basis for planning, and a benchmark against which to measure future performance. However do this in a non-intrusive way. You don't want to frighten everyone.

What evidence of quality is available? How reliable is it? What strengths and weaknesses are there? Are there any parts of the institution where people have been doing

interesting quality assurance activities that might provide a base for development elsewhere?

Use the self evaluation scales in the Self Evaluation Scales for Higher Education Institutions as a preliminary guide. However keep the process non threatening and as simple as possible. Talk with members of the committee about parts of the institution they know about and have them work with colleagues from the sections where they are known.

Ask some of the deans about what happens in their colleges. Ask them about the attitudes of faculty? Are they likely to be cooperative or will they resist? Is the organizational climate one in which faculty and staff will help each other?

#### 5. Define your goals and objectives.

Think carefully about what you want to achieve. Base it on the mission and goals for your institution. You will need to meet the quality standards in time, but this still leaves room for special priorities for your institution. It may help to visualize an institution of the same type (which could be a real or an imaginary one) that you would regard as being of very high quality and think about differences between that institution and your own.

#### 6. Develop a strategy.

Work out a strategy for development. Don't try to do everything at once but think about the best place for you to start. It probably won't be the worst area in the institution or even the most urgent priority (although you may need to get to that fairly quickly)

Early successes will be important so choose an area where you can try out ideas and have a good chance of succeeding, and where other groups may be interested in the results. It may be one or two programs, and an area of service provision such as the library or the deanship of student services..

When you have thought about what may be the best place to start think about things that might be barriers to change, and about things that might support you in introducing it. For example barriers to change may be lack of time or money to take on new tasks or worries about possible criticism by students. Factors supporting change may be the support of the Rector and a belief on the part of faculty that improving quality is important. Make a list of these barriers and possible supporting factors and think about how barriers could be overcome or supporting factors added to or strengthened.

Meet with the committee, get their advice, and see whether they agree with your strategy or have better ideas. Work out with them the best way to proceed.

#### 7. Try out ideas.

If you are planning to use student surveys or other evaluation devices try them out on yourself first. If you develop a questionnaire try it on your own class. How do you feel when you look at what the students have said? It will help to prepare you for how others will feel when you ask them to do the same thing, and it will help persuade them if you have done it yourself. Talk to your students. Ask them whether the questionnaire let them say what they really thought.

Have a friend visit your classroom and talk with you afterwards about your teaching. How did you feel when that happened? What could you have done to make that feedback more helpful?

#### 8. Conduct pilots.

Arrange a pilot development in the areas you selected to start with. Use the forms and processes for planning and evaluation from the attachment to Part 2 of this Handbook. Don't worry if you can't do everything the first time, do as much as you can. Have the people responsible for the area selected for the pilot study do the work, but work closely with them and keep notes on what happens. You will need to learn as much as you can from that activity so you can introduce the system to others next time. For these pilot studies, use an external evaluator who can also work as coach. The right person will be able to give advice on how your processes could be improved, as well as commenting on the evaluations and interpretations in the pilot project. Keep the committee informed about what happens, and prepare a progress report for the Rector or Dean.

#### 9. Extend the system.

Plan for wider implementation, building on what you have learned from your pilot scheme. If things go well you may expand the system semester by semester, so that more and more groups become involved, and more of the evaluating and planning processes are introduced. You will need to proceed in stages and modify your plans as experience and confidence is gained in the new procedures.

## ATTACHMENT 2

### Key Performance Indicators

Standard/Broad Area	Key Performance Indicator	Level at Which Data is Required
Management of Quality Assurance and Improvement	1. Students overall evaluation on the quality of their learning experiences at the institution. (Average rating of the overall quality of their program on a five point scale in an annual survey of final year students.)	Program Institution Data separately for male and female sections and combined for all.
	2. Proportion of courses in which student evaluations were conducted during the year.	Department Institution Data separately for male and female sections and combined for all.
	3. Proportion of departments in which there was independent verification of standards of student achievement through internal processes during the past year.	College Institution
	4. Proportion of departments verifying achievement standards through external processes during the past year.	College Institution
Learning and Teaching	5. Ratio of students to teaching staff. (Based on full time equivalents)	Department or College (see note) Institution Data separately for male and female sections and combined for all.
	6. Students overall rating of the quality of their courses. (Average rating by students on a five point scale on overall evaluation of courses.)	Department or College (see note) College Institution Data separately for male and female sections and combined for all.
	7. Proportion of teaching staff with verified doctoral qualifications.	Department or College (see note) Institution Data separately for male and female sections and combined for all.
	8. Proportion of students entering preparatory program who successfully complete that program within the specified time.	Sections within prep year program if separate sections provided. Institution Data separately for male and

		female sections and combined for all.
	9. Percentage of full time undergraduate students who are eligible to proceed to second year after their first academic year.	Program/ College (See note) Institution Data separately for male and female sections and combined for all.
	10. Course completion rates for a. Full time students b. Part time students and c. Distance education students.	Program/Department/College (see note) Institution Data separately for male and female sections and combined for all.
	11. Proportion of full time students commencing undergraduate programs who complete those programs in minimum time specified for the program.	Program/Department/College (see note) Institution Data separately for male and female sections and combined for all.
	12. Apparent completion rate for undergraduate programs. a. Full time students b. Part time students and c. Distance education students. (Actual completion rate can be used if data is available)	Program/Department/College (see note) Institution Data separately for male and female sections and combined for all.
	13. Proportion of students entering post graduate programs who complete those programs in minimum time specified for the program.	Program/College (see note) Institution Data separately for male and female sections and combined for all.
	14. Proportion of graduates from undergraduate programs who within six months of graduation are: employed enrolled in further study not seeking employment or further study	Program College Institution Data separately for male and female sections and combined for all.
Student Administration and Support Services	15. Ratio of administrative and support staff to students.	College Institution Data separately for male and female sections and combined for all.
	16. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	Institution Data separately for male and female sections and combined for all.
	17. Student evaluation of academic and career counselling. (Average rating on the	Program College

	adequacy of academic and career counselling on a five point scale in an annual survey of final year students.	Institution Data separately for male and female sections and combined for all.
Learning Resources	18. Ratio of book titles held in the library to the number of students.	Institution Data separately for male and female sections and combined for all.
	19. Number of data base subscriptions as a proportion of the number of programs offered.	Institution
	20 Number of periodical subscriptions as a proportion of the number of programs offered.	Institution
	21. Student evaluation of library and learning resource services. (Average rating on adequacy of library and or learning resource services on a five point scale in an annual survey of final year students.) (See explanatory notes)	Institution Data separately for male and female sections and combined for all.
Facilities and Equipment	22. Annual expenditure on IT as a proportion of total operating funds.	Institution
	23. Number of accessible computer terminals per student.	Institution Data separately for male and female sections and combined for all.
	24. Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	Department College Institution Data separately for male and female sections and combined for all.
Financial Planning and Management	25. Total operating expenditure (other than accommodation and student allowances) per student.	Institution
Faculty and Staff Employment Processes	26. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	Department College Institution Data separately for male and female sections and combined for all.
	27 Proportion of teaching staff participating in at least one full day or equivalent of professional development activities arranged by the department, college or institution during the past year.	Department College Institution Data separately for male and female sections and combined for all.

Research	28 Number of refereed publications in the previous three years per full time members of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	Department College Institution Data separately for male and female sections and combined for all.
	29. Number of citations in refereed journals to publications by full time teaching staff as a proportion of full time teaching staff.	Department College Institution Data separately for male and female sections and combined for all.
	30. Proportion of full time members of teaching staff with at least one refereed publication during the previous year.	Department College Institution Data separately for male and female sections and combined for all.
	31 Number of research articles published by graduate students or recent graduates based on their thesis research as a percentage of the number of postgraduate students.	Department College Institution Data separately for male and female sections and combined for all.
	32. Number of papers or reports presented at academic conferences during the past year per full time member of teaching staff.	Department College Institution Data separately for male and female sections and combined for all.
	33 Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	Institution
	34. Proportion of total operating funds spent on research in the last financial year.	Institution
Community Service	35. Number of community education programs provided.	Department College Institution Data separately for male and female sections and combined for all.
	36. Number of hours of voluntary professional work spent in the community as a percentage of full time teaching staff.	Department College Institution Data separately for male and female sections and combined for all.

Note: In indicators 5 to 14 where the level at which data is required shows department/college, program/college, or program/department/college the larger administrative unit should be used where a substantial number of common courses are taken within the larger unit.

**ATTACHMENT 2 (a)**

**Program Specification**

**Kingdom of Saudi Arabia**

**National Commission for Academic Accreditation &  
Assessment**

**Program Specification**

## Program Specification

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of this Handbook and to the Guidelines on Using the Template for a Program Specification in ATTACHMENT 3 (b).

Institution
College/Department
<b>A. Program Identification and General Information</b>
1 Program title and code
2. Total credit hours needed for completion of the program
3. Award granted on completion of the program
4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program)
5. Intermediate Exit Points and Awards (if any) (e.g. associate degree within a bachelor degree program)
6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)
7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/> (b) Continuing Program <input type="checkbox"/> Year of most recent major program review <input type="text"/> Organization involved in recent major review (e.g. internal within the institution, Accreditation review by _____? Other _____?
8 Name and position (e.g. department chair person) of faculty member managing or coordinating the program.
9. Location if not on main campus or locations if program is offered in more than one location.

## B Program Context

1 Explain why the program is needed.	
a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.	
b. Explain the relevance of the program to the mission of the institution.	
2. Relationship (if any) to other programs offered by the institution/college/department.	
a. Does this program offer courses that students in other programs are required to take?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what should be done to make sure those courses meet the needs of students in the other programs?	
b. Does the program require students to take courses taught by other departments?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what should be done to make sure those courses in other departments meet the needs of students in this program?	
3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (e.g. Part time evening students, limited IT or language skills)	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what are they?	
4. What should be done in the program to respond to these special characteristics?	

## C. Mission and Goals of the Program

Program Mission Statement
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2. List goals of the program for a specified period of time (e.g. 5 to 10 years)

3. List specific objectives for development of the program. (Objectives should be expressed in specific measurable terms with a date for achievement –normally up to 3 to 5 years)

4. List Key Performance Indicators to be used in monitoring the effectiveness and quality of the program. For each KPI indicate the source of the data to be provided and the person responsible for obtaining it. The list should include KPIs identified by the NCAAA that are relevant to individual programs and any additional KPIS specified by the institution or the college or department.

Key Performance Indicators	Source of Data/ Person Responsible

4. List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

Major Changes or Developments	Strategies	Indicators

**D. Program Structure and Organization**

**Program Description**

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification.

This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

**2. Development of Special Student Characteristics or Attributes**

List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. For example, graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.

Special Attributes	Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes
	Strategy
	Evidence
	Strategy

	Evidence
	Strategy
	Evidence
	Strategy
	Evidence

3. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)

<p>Summary of practical, clinical or internship component required in the program. Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program.</p>
<p>a. Brief description of field experience activity</p>
<p>b. List the major intended learning outcomes for the program to be developed through the field experience</p>
<p>c. At what stage or stages in the program does the field experience occur? (e.g. year, semester)</p>
<p>d. Time allocation and scheduling arrangement. (E.g. 3 days per week for 4 weeks, full time for one semester)</p>
<p>e. Number of credit hours</p>

4. Project or Research Requirements (if any)

<p>Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)</p>
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a. Brief description
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)
d. Number of credit hours
e. Summary description of provisions for student academic advising and support.
f. Description of assessment procedures (including mechanism for verification of standards)

### 5. Development of Learning Outcomes in Domains of Learning

<p>For each of the domains of learning shown below indicate:  The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program;  The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);  The methods of student assessment to be used in courses in the program to evaluate learning outcomes in the domain concerned.</p>
a. Knowledge
(i) Summary description of the knowledge to be acquired

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Teaching strategies to be used to develop that knowledge
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Methods of assessment of knowledge acquired
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b. Cognitive Skills
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(i) Cognitive skills to be developed and level of performance expected
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(ii) Teaching strategies to be used to develop these cognitive skills
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Methods of assessment of students cognitive skills
c. Interpersonal Skills and Responsibility
Description of the level of interpersonal skills and capacity to carry responsibility to be developed
(ii) Teaching strategies to be used to develop these skills and abilities
Methods of assessment of students interpersonal skills and capacity to carry responsibility

d. Communication, Information Technology and Numerical Skills
(i) Description of the communication, IT and numerical skills to be developed
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills

e. Psychomotor Skills (if applicable)
Description of the psychomotor skills to be developed and the level of performance required
(ii) Teaching strategies to be used to develop these skills
Methods of assessment of students psychomotor skills

6. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
- b. Progression from year to year.
- c. Program completion

E. Regulations for Student Assessment and Verification of Standards

1. Regulations or policies for allocation and distribution of grades

If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of student's grades, state the policy or regulation, or attach a copy.

2. What processes will be used for verifying standards of achievement (e.g. check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

F Student Administration and Support  
Student Academic Counseling

Describe arrangements to be made for academic counseling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level)

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?

2. What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?

## H. Faculty and other Teaching Staff

### 1. Appointments

Summarize the process of employment of new teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

### 2. Participation in Program Planning, Monitoring and Review

Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

### 3. Professional; Development

What arrangements are made for professional development of teaching staff for:

(a) Improvement of skills in teaching?

(b) Other professional development including knowledge of research and developments in their field of teaching?

### 4. Preparation of New Teaching Staff

Describe the process used for orientation and/or induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

## 5. Part Time and Visiting Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e., Approvals required, selection process, proportion of total teaching staff etc.)

### I. Program Evaluation and Improvement Processes

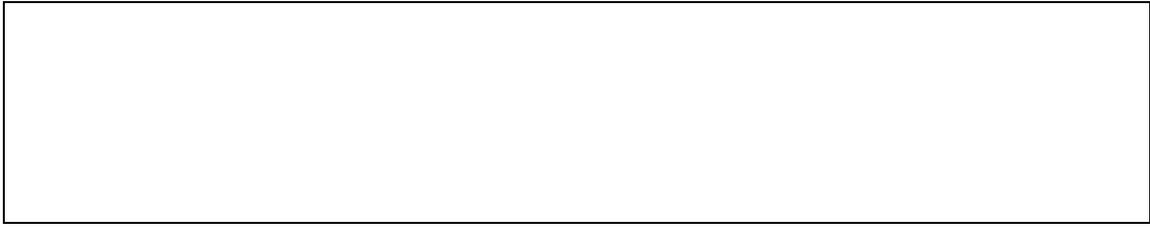
#### 1. Effectiveness of Teaching

a. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (e.g. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?

## 2. Overall Program Evaluation

<p>a. What strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:</p>
<p>(i) From current students and graduates of the program?</p>
<p>(ii) From independent advisors and/or evaluator(s)?.</p>
<p>(iii) From employers and/or other stakeholders.</p>
<p>b. What processes will be used to gather and record data on key performance indicators for the quality and effectiveness of the program?</p>
<p>c. What processes will be followed for reviewing these assessments and planning action to improve the program?</p>



#### Attachments

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all courses including field experience specification if applicable.
3. Learning outcomes for the program if more extended listing is needed. (See item 5 and reference to that item in Guidelines on Using the Template for a Program Specification.
4. Course Planning Matrix

### Allocation of Responsibilities for Learning Outcomes to Courses

Learning Outcomes	Courses																			
Course Code and Number																				
Knowledge Facts Concepts, theories Procedures																				
Cognitive Skills Apply skills when asked Creative thinking and problem solving																				
Interpersonal Skills and Responsibility																				
Responsibility for own learning																				
Group participation and leadership																				
Act responsibly-personal and professional situations																				
Ethical standards of behavior																				
Communication IT and Numerical Skills																				
Oral and written communication																				
Use of IT																				
Basic math and statistics																				

Psychomotor Skills																					
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√ Major Responsibility    x Minor Responsibility

(Note: Add additional sheets if necessary to provide for all required courses in the program including any courses offered by other departments)

**ATTACHMENT 2 (b)**  
**Guidelines on Using the Template for a Program Specification**

Institution, College/Department	Show the name of institution and the college or department principally responsible for the program.
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A Program Identification and General Information	
1. Program title and code	Insert the title and the institutional code number for the program.
2. Credit hours	Write the number of credit hours required to complete the program. If there are variations in the credit hours for different majors or tracks in the program these details should be shown.
3. Award granted on completion of the Program	Write the title of the academic award or qualification granted by the institution for students who complete the program.
4. Major tracks/pathways within the program	Write the title of any major tracks or pathways within the program. A major track or pathway is one in which a specified group of courses are undertaken, normally in the second half of a program, and that lead to a specialization that is recognized by the institution. Individual selection by a student among a number of elective courses would not be regarded as a major track or pathway.
5. Intermediate Exit Points and Awards	If the program is designed so that a student can complete an award part way through a longer program and then continue in the longer program write the title and number of required credit hours for any such intermediate award. An example could be an associate degree program that provided valuable employment skills that also provided a basis for continuing studies to complete a bachelor's degree.
6. Professions/occupations for which students are prepared	Write the name of any professions or occupations the program is designed to prepare students for. (Note that students may enter other occupations or professions. However this item relates to what the program is designed for, not what individual students may eventually do)
7. New or Continuing Program	Indicate whether this is a new or continuing program. If it is a new program indicate the proposed commencing date. If it is a continuing program indicate the year in which the program was evaluated in a major review. The kind of review this item refers to could be a major self study for accreditation, or a major review by the institution itself.
8. Faculty Member responsible for the	Write the name of the person responsible for coordinating the program and the position held by that person. This may

program	be the head of department or another person given that responsibility.
9. Location(s) where the program is offered	If the program is offered away from the main campus indicate the location. If it is on the main campus leave this item blank. If it is offered in several locations provide details. If the program is offered both through distance education and on campus this should be indicated in the template. It should be noted that there are additional special requirements and standards that relate to delivery of a program through distance education. (Template for distance education programs is not yet available)
<p><b>B Program Context</b></p> <p>This section is intended to explain the need for the program and indicate any significant elements of the context in which it is being offered that affect the way it should be planned and delivered</p>	
<p>1. Explain why the program is needed</p> <p>a. Economic cultural, technical or other reasons</p> <p>b. Relevance to the mission of the institution.</p>	<p>This should be a general explanation of why the program is important</p> <p>a. Briefly describe reasons the program is needed that may relate to the local, national or international economic systems, social or cultural needs, policy developments etc and the benefits to the community that will be provided by offering the program.</p> <p>b. Explain how the program relates to the mission of the institution or college. (i.e. is it consistent with the mission and does it make a significant contribution to its achievement?)</p>
2. Relationship to other programs.	<p>Explain how the program relates to other programs in the college or university—e.g. Are any courses in this program taken as preparatory or service courses for students in other programs or do the students in this program have to take courses provided through other programs or departments?</p> <p>In such cases an indication should be given of what is done to make sure the courses concerned actually provide the skills and knowledge that are needed.</p>
3. Do the students likely to be enrolled have any special characteristics that should be considered in the program? If yes, what are they?	Briefly describe any special characteristics students enrolling in the program are likely to have that could affect what needs to be done in the program. For example they may have limited skill in IT, or previous educational experiences that do not prepare them adequately for the more independent learning requirements expected on a higher education campus.
4. What should be done in the program	For each special characteristic identified under 3. indicate what response should be made in the program to meet these

<p>because of these special characteristics that students are expected to have.</p>	<p>special requirements.  For example—If students are likely to have limited understanding of mathematical skills in a program that builds on those skills, special introductory mathematics training maybe needed followed by tutorial assistance for those who need it. If students have backgrounds in memory based studies with limited independent study skills, or are likely to become confused or frustrated by independent problem solving tasks, an orientation program that demonstrates the importance of these objectives followed by progressive introduction of new forms of study may be needed. Early courses offered in the program should be designed to help with transition and include counseling and assistance with study skills.</p>
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Mission and Goals of the Program	
<p>1. Program Mission Statement</p>	<p>Provide a brief summary statement of the mission of the program.  (This could be a modification of a mission statement for the college or department referring more specifically to what this program is expected to develop.)</p>
<p>2. Major changes or strategic developments.</p>	<p>List any major changes or strategic developments that have been identified for the development of the program over a period of three to five years. (A longer or shorter time frame would be acceptable) For each change or development shown list the main strategies to be followed and the indicators to be used to assess the impact of the change. A more detailed strategic plan and operational plans should be available for reference.  The response to this item is likely to be different for a new program and for an existing one. For a new program the major developments may reflect the key stages in implementation and critical success factors in achieving the mission. For an existing program the changes may result from plans for improvement following a quality evaluation, new policy initiatives or technological developments.  (Note that this item relates to the development and improvement of the program, not the learning outcomes for students which are referred to later. For example the program may be being changed to include greater use of IT skills and web based reference material, new teaching strategies may be in the process of being introduced to develop problem solving skills, closer relationships may be being developed with professional bodies or employers through a stronger and more clearly defined cooperative</p>

	program)
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Program Structure and Organization	
1. Program Description	Attach the program description as set out in the handbook or bulletin.
2. Development of Special Student Characteristics or Attributes	If the institution or the college has decided to develop special characteristics or attributes in its students as part of its mission, or if this has been done by the department, list each one and describe what will be done in the program to develop it. What is wanted is not the learning outcomes that would be generally expected from a program of this type, but something special that will differentiate it from what is done elsewhere and hopefully make it noticeably better. (For example if the program planners are wanting to produce graduates who are particularly good at problem solving, have excellent language skills, or be potential leaders in the community these things should be stated and the Strategies column should describe what will be done in the program to make sure these special abilities are developed. Planned strategies or student activities may include special emphases in teaching and use of particular teaching techniques throughout the program, specially designed student activities. Evidence to be used should always include some appropriate mechanisms to assess whether those special characteristics are actually being developed and are recognized by students and the community.)
3. Field Experience Component	This item should be completed if the program includes a field experience component. A field experience component could take a variety of forms including one or more solid blocks of time in a field setting, part time experience during an academic semester, a summer program in a work experience placement, or an internship at the end of a program that is regarded as part of the program. Work assignments that are part of a regular on campus course would not normally be regarded as “field experience” for the purposes of a program specification. What is wanted here in the program specification is a very brief description. Full details should be shown in a separate field experience specification.
a. Brief description of field experience	Briefly describe the nature of the field experience activity including the kinds of activity in which students will be involved, how their performance will be assessed and the locations where it will take place.

b. Specify the major learning outcomes	Summarize the learning outcomes to be developed. These should be grouped according to the domains of learning. (Knowledge, Cognitive Skills, Interpersonal Skills and Responsibility etc.)
c. Stage in the program when the field activity occurs	Indicate when within the program the field experience activity takes place. If the program includes several field experience activities indicate the stage for each. For example a program might include a fairly short period of observation in first or second year, followed by a longer and more extensive cooperative program in the final year.
d. Time allocation and scheduling arrangement	Explain how the field experience activity is scheduled and the amount of time allocated.
e. Number of credit hours	Indicate the number of credit hours allocated for the field experience activity.
4. Project or Research Requirements (if any)	If a project or research task is required a copy of the relevant regulation or statement of requirements should be attached. The items below relate to particular elements necessary for program planning purposes.
a. Brief description	Provide a summary description of the task the students are required to undertake.
b. Major learning outcomes to be developed.	Summarize the learning outcomes to be developed. These should be grouped according to the domains of learning. (Knowledge, Cognitive Skills, Interpersonal Skills and Responsibility etc.)
c. Stage in program when project is undertaken	Indicate the stage in the program when students undertake the project or research study.
d. Number of credit hours	Indicate the number of credit hours allocated for the project or research study.
e. Summary description of provisions for student advice and support	Briefly describe the arrangements made for advising and assisting students and level of support available.
f. Description of assessment procedures	Explain the process used for assessing students work including steps taken to verify the standards of students' achievement.

<p>5. Development of Learning Outcomes in Domains of Learning</p>	<p>In responding to this item reference should be made to the National Qualifications Framework which includes descriptions of the level of knowledge and skill in expected in each domain for each qualification level. The statements made here should be consistent with those general descriptions but should express the intended outcomes in ways that relates to the program field of study. The statements may be elaborated in more detail in the specifications for each course to indicate special contributions a course might make to the development of these learning outcomes.</p> <p>This template calls for a summary that is in sufficient detail to identify the general strategies for teaching and assessment to develop and assess different forms of learning. A more detailed statement of learning outcomes to be used as a basis for the detailed planning of courses may be attached.</p> <p>For each domain three things should be included. A description of the level of knowledge or skill to be achieved, the teaching strategies to be used to develop that form of learning, and the way students learning should be assessed. The description of teaching strategies should include enough detail to guide instructors in the strategies to be used in the program. In other words, not just lectures, group work, laboratories etc, but a comment on how these types of activities should be used to maximize learning in each of the domains and cumulatively improve the skills and abilities the program is intended to develop. The same types of activity could be used for several different kinds of learning outcomes. For example lectures could be used for both knowledge and cognitive skills. However some comment should be included to indicate how the lectures would be used differently (or other activities associated with them) so the different kinds of learning will be achieved.</p>
<p>(a) Knowledge</p>	
<p>(i) Learning Outcome</p>	<p>Summarize the areas and levels of knowledge to be developed in the program. This should be a broad description only. Details of various areas of knowledge will be shown in course specifications.</p>

(ii) Teaching strategies	Describe the procedures to be used in the courses in the program for students to acquire and understand the knowledge the program is intended to develop. Example—Combination of lectures, tutorials and individual and group assignments using print media and web based materials. Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review. Tutorials review material presented in lectures to check understanding and provide clarification required before discussing the potential uses of the information. Essay assignments require students to locate and use significant information in the field.
(iii) Assessment	Describe the procedures to be used to assess students' acquisition of knowledge. Example—Multiple choice tests four times each semester in each course with results carrying 20% of final assessment. End of semester examination with a combination of multiple choice and essay items.
(b) Cognitive Skills	
(i) Learning Outcome	Summarize the thinking and problem solving abilities to be developed in the program taking into account the settings in which those abilities should be used.— e.g.. in later professional work, in higher degree study etc.
(ii) Teaching strategies	Describe the processes to be used in courses in the program to develop the cognitive skills the program is designed to develop. This should include ability to use analytical and problem solving skills in problem solving when requested to do so and also spontaneously when appropriate in other settings. It should include strategies to assist students to manage and improve their own thinking processes. Example—Laboratory and assignment tasks apply skills to new problems. Tutorials include discussion of issues and problems to which analytical skills taught could be relevant. Assignments include some open ended problem solving tasks with students assessed on the appropriateness of investigative processes used. Program includes a capstone group problem solving task in final year in which analytical skills and theoretical insights developed in the program are applied to a new issue.

(iii) Assessment	<p>Describe how students' ability to use cognitive skills will be assessed.</p> <p>Example—Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem. End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem. Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</p>
(c) Interpersonal Skills and Responsibility	
(i) Learning Outcome	<p>Summarize the abilities that should be developed in areas of group participation and leadership, personal and social responsibility, and exercise of responsibility for their own continuing learning. These should include ethical and moral responsibility in a general sense as might be expected for all learners as well as any special requirements associated with the field of study.</p>
(ii) Teaching strategies	<p>Describe the processes to be used in courses in the program to develop students' interpersonal skills, habits of responsible behavior, and capacity for independent learning.</p> <p>Example—Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counseling on approach taken. Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</p> <p>Each course includes individual assignment task with level of research requirement increasing in each year of the program.</p> <p>Ethical issues considered in case study and role play tasks with group analysis and comment on their appropriate resolution.</p>
(iii) Assessment	<p>Describe how students' development of interpersonal skills and responsibility, and their capacity for independent learning will be assessed.</p> <p>Example—Assessment of group assignments within each course and in the capstone project includes an individual component for the contribution of each person. Individual project assignments in courses require independent study skills and assessments of those assignments include this element.</p>

(d) Communication, Information Technology and Numerical Skills	
(i) Learning Outcome	Summarize the oral and written communication skills, and the information and communication skills and the mathematical and statistical to be included in the program. (Note that these are intended as general skills that all students should have regardless of their field of study. If the program is in one of these particular fields (e.g. in a mathematics or computer science program) the level of skills in that field should be much higher than would be expected of everyone. The more advanced skills expected of students in such a program should be included as knowledge or cognitive skills and should not be repeated in this section.)
(ii) Teaching strategies	Describe the processes to be used to develop these abilities and ensure that they are supported and developed in courses throughout the program. Example—Preliminary study skills course in first semester. Coaching facilities available in each year of the program with students enrolling voluntarily or on referral. Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.
(iii) Assessment	Describe how adequacy of students' ability to use numerical and communication skills will be assessed. Example—Direct assessment of basic skills in preliminary study skills course with follow up assessments for those who need it. Appropriate use of communication skills including language and use of IT included as component of assessment in all student assignments.
(e) Psychomotor Skills (if applicable)	
(i) Learning Outcome	If the program is one in which psychomotor skills are significant objectives the skills to be developed should be described and the level of performance indicated.
(ii) Teaching strategies	If program objectives include psychomotor skills describe the strategies to be used to develop these during the program.
(iii) Assessment	Describe the process for assessment of students' psychomotor skills.
6. Admission Requirements	Description of admission requirements should be attached as requested.

7. Attendance and Completion Requirements	Description of attendance and completion requirements should be attached as requested.
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Regulations for Student Assessments and Verification of Standards	
1. Regulation or Policy on allocation and distribution of grades	The policy and/or regulation on allocation and distribution of student grades should be included in the specification. The policy or regulation should be attached or if it is included in other regulations as part of a larger document a summary of the main provisions should be included in the specification.
3. What processes will be used for verifying standards of achievement?	Explain what will be done to compare the level of performance of students with appropriate external benchmarks. Action may be different for different domains of learning. Possibilities include such things as arranging with faculty from another highly regarded institution to remark a random selection of student assignments without seeing the original mark given, getting an independent rating of the standard of difficulty of a sample of tests, arranging with another institution for one or two common test items to be included and comparing the marks given.

F. Student Administration and Support	
1. Student Academic Counseling	Describe the arrangements made for individual academic counseling and advice for students. The description should include both general advising such as advice on course selection and career planning, and individual consultations between instructors and students in courses during scheduled office hours. The description of arrangements should also include information about mechanisms to ensure that planned arrangements for providing advice to students actually take place and how useful they are for students.
2. Student Appeals	Regulations for academic appeals should be attached. In some cases general institutional processes are supplemented by special arrangements relevant to certain types of program . If there are any special mechanisms applicable to this program the additional details should be explained.

Text and Reference Material
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1. Processes for planning and acquisition	Describe the process to be followed for selecting text and reference material and arranging for provision of needed materials in the resource center or elsewhere as appropriate. The description should include timelines for these planning and organizational tasks.
2. Process for evaluating adequacy of provision	Describe the process to be followed. This would normally include feedback from students and faculty, and timelines for evaluations and decisions to be made in response.

H. Faculty and Other Teaching Staff	
1. Appointments	Summarize the process for appointment of new teaching staff including the action in the department to ensure that appointees have the qualifications and skills to meet teaching requirements. The description should include what is done to verify that qualifications claimed are legitimate.
2 Participation in program planning , monitoring and review.	Describe what is done to involve teaching staff in these activities. If work is done through committees the description should include how such faculty are selected for involvement and how others not on committees are involved.
3. Professional development	Describe arrangements made for improvements in teaching skills and for general professional development. These arrangements could involve both activities managed by the program or department and any activities organized through the institution. The description should include an indication of the proportions of faculty expected to be involved in various activities.
4. Preparation of New Teaching Staff	Explain what is done to ensure that new or visiting teaching staff are given an orientation to the institution and to the program, and made aware of the expectations for teaching the courses for which they will be responsible. This includes the recommended teaching strategies, forms of student assessment etc designed for program objectives, and the mechanisms to be used for course and program evaluations.
5. Part Time or Visiting Teaching Staff	Summarize the relevant policy or regulation to indicate the extent to which part time or visiting faculty can be used, approval requirements, etc.

Program Evaluation and Improvement Processes	
1. Effectiveness of Teaching	

a. Processes to be used to evaluate and improve the teaching strategies planned for different domains of learning in the program	Describe what will be done to review and improve the recommended teaching strategies. Examples—Comments and suggestions from faculty (after having completed training in the use of the strategies), consultancy by a curriculum/teaching methodology specialist, analysis of student evaluations, training program in learning theory and related teaching methodology.
b. Processes for evaluating the skills of faculty in using the planned teaching strategies.	Describe evaluation processes. Examples—Student course evaluations, observations by program coordinator or department head, tests of students skills with standards verified by external benchmarks, graduating students ratings of the most (and least) effective courses in developing needed knowledge and skill.
2. Overall Program Evaluation	
a. Strategies for obtaining assessments of the quality of the program and its success in achieving intended learning outcomes.	Describe the processes to be followed in obtaining feedback on the quality of the program from each of the following sources.
(i) From current students and graduates from the program.	Examples—Survey responses from students about to complete the program, Surveys of graduates from the program using a standard form distributed six months after graduation, focus group discussion with randomly selected groups of graduates.
(ii) from independent advisors and/or external evaluator(s)	Examples—Departmental/program review, Analysis and advice from visiting faculty, international accreditation by a specialist accreditor. Independent assessment by independent faculty familiar with the program of the programs consistency with the National Qualifications Framework.
(iii) from employers and other stakeholders	Examples—Survey of employers of graduates, focus group discussion with employers of graduates, Formation of an advisory group made up of leading practitioners in the profession concerned to review program.

<p>b. Key performance indicators</p>	<p>List specific items of information in quantifiable form that will be used each year as indicators of quality. These may include some items that are reported on for all programs in the institution so the institution can monitor quality of programs generally, as well as some that are applicable only to the particular program. The indicators should relate to important aspects of quality, but in most cases will require interpretation in analysis to take account of different circumstances. Examples—Completion rate of students in first year, program completion rates in minimum time, student ratings of the value of the program in a survey, employment rates of graduates, participation of faculty in professional development activities.</p>
<p>c. Processes for reviewing these assessments and planning action for improvement</p>	<p>Describe what will be done to evaluate comments and reports received under a and b above and plan responses to the evaluations received. Examples—Faculty invited to comment on responses to course and program evaluations (confidentiality of individual responses preserved). Program reports prepared at end of each semester including summaries of evaluation responses, and reviewed by program evaluation committee which advises on amendments required. Completion of self evaluation scales from Standards of Good Practice once every second year with results retained in program files and ratings recorded in a time series.</p>

Attachment Course Planning Matrix

The course planning matrix is a planning device for identifying courses in which special attention should be given to certain learning outcomes, particularly those relating to interpersonal skills and responsibility and communication ICT and numeracy skills.

It is normally expected that each course will have responsibility for certain areas of knowledge and for thinking skills and problem solving relating to the subject matter of the course. It is also expected that most courses will be expected to reinforce learning of independent study skills, capacity to work effectively in groups, use of IT in communication and so on. However it is essential that special attention be given to these things at certain stages in the program, even if they do not flow directly from what would normally be regarded as the content of a particular course. For example it will be important that in first year at least one of the instructors spend some time on the requirements for citing references in essays and reports and the services and resources available in the library. If effective group processes are to be developed in the program (as they should) special attention should be given to these skills in at least one course at an early stage in the program, and then reinforced appropriately in other courses in later years.

The selection of courses in which special attention should be given may relate in part to the particular content requirements of different courses, or to the skills and interests of different instructors.

**ATTACHMENT 2 (c)**

**Annual Program Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**ANNUAL PROGRAM REPORT**

Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

### Annual Program Report

Institution
College/ Department

#### A. General Information

Program title and code
Name of program coordinator
Date of report
Academic year to which this report applies.
Location if not on main campus or locations if program is offered in more than one location.

B Statistical Information

1. Number of students who started the first year of the program in the year c <input style="width: 50px;" type="text"/> d:			
2. Number of students completing the program in the year concerned:			
Completing the final year of the program: <input style="width: 50px;" type="text"/>			
Completing major tracks within the program (if applicable) <input style="width: 50px;" type="text"/>			
Title.....No			<input style="width: 50px;" type="text"/>
Title.....No			<input style="width: 50px;" type="text"/>
Title.....No			<input style="width: 50px;" type="text"/>
Title.....No			<input style="width: 50px;" type="text"/>
Completing an intermediate award specified as an early exit point (if any)			
3. Apparent completion rate.			
Percentage of students completing the full program (Number shown in 2 (a) as a percentage of the number that started the full program in that student intake.			<input style="width: 50px;" type="text"/>
(b) Percentage of students completing an intermediate award (if any) (e.g. Associate degree within a bachelor degree program) (Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake.)			<input style="width: 50px;" type="text"/>
Comment on any special or unusual factors that might have affected the apparent completion rates. (e.g. Transfers between intermediate and full program, transfers to or from other programs)			
4. Number and percentage of students passing each year of the program.			
	Number Starting	Number Completing and Passing	Percent Completing and Passing
Year 1			

Year 2			
Year 3			
Year 4			

.Year to year progression rates .°

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

Started in Year 1 and continued to start in Year 2  %

Started in Year 2 and continued to start in Year 3  %

Started in Year 3 and continued to start in Year 4  %

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted)

Date of Survey

Number Surveyed  Number Responding  Response Rate  %

Destination	Not available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number					
Percent of Respondents					

Comment on significance of percentages. (e.g. Comparison with past results, results at other institutions, nature of job market, implications for program planning)

**C. Program Context**

Significant changes within the institution affecting the program (if any) during the past

<p>two years.</p> <p>Implications for the program</p>
<p>2. Significant changes external to the institution affecting the program (if any) during the past two years.</p> <p>Implications for the program</p>

**D. Course Information Summary**

<p><b>Course Results</b>          Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.)</p>
---

<p>2. Analysis of Unusual Results.          List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)</p>	
a. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	
b. Course	Variation
Investigation Undertaken	

Reason for Difference	
Action Taken (if Required)	
c. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught and indicate the reason and what will need to be done if any compensating action is required.		
Course title and code	Explanation	Compensating action if required

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)
--

Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		

#### F Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response

E. Summary Program Evaluation

<p>1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)</p> <p>Date of Survey <input type="text"/></p> <p>Attach survey results</p>	
<p>a. List most important criticisms, strengths and suggestions</p>	<p>Comment (e.g. Valid comment, action already taken, other considerations, etc.)</p>
<p>b. Changes proposed in program (if any) in response to this feedback.</p>	

<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review))</p> <p>Describe evaluation process</p>	
<p>a. List most important criticisms, strengths and suggestions</p>	<p>Comment (e.g. Comment is valid and action will be taken, action already taken, other considerations, etc.)</p>

b. Changes proposed in program (if any) in response to this feedback.

2. Ratings on Quality Standards (Refer to Quality Standards for Higher Education Programs.)

(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken)

(b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any).

Sub-Scale	Practice Followed	Star Rating	In first year in which scales are completed indicate action proposed  In later years, comment on performance in the year of the report.



(Add items or attach list if necessary)					

<p>2. Effectiveness of teaching strategies. Comment on the effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning. (See description of domains in National Qualifications Framework and the proposed strategies in item D 2. in the Program Specification.) (Note this question is not an assessment of the skills of instructors, but an evaluation of the planned strategies based on instructors course reports.)</p>	
<p>Summary of comments by instructors or other feedback on the effectiveness of teaching strategies for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.</p>	<p>Planned response to comments (e.g., training and assistance provided, modification in planned strategies) (When appropriate refer to particular courses where changes are to be made)</p>
a. Knowledge	
b. Cognitive skills	
c. Interpersonal skills and responsibility	

d. Communication, IT and numerical skills	
e. Psychomotor skills (if applicable)	

3. Orientation programs for new teaching staff

Orientation programs provided Yes  No  If offered, how many participated?

a. Brief Description

b. Summary of evaluations by staff who participated in the orientation program.

If orientation programs were not provided, give reasons.

4. Professional Development Activities for Teaching and Other Staff a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
b. Summary comments on usefulness of activities based on participants evaluations		

H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another department offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Person Giving Opinion	Comment by Program coordinator on Matters Raised

2. Implications for Planning for the Program

I. Action Plan

1 Progress on Implementation of Previous Year's Action Plans			
Actions Planned	Completion Date	Person Responsible	Completed or not completed
a.			
Reason if not completed as planned. _____			
b.			
Reason if not completed as planned _____			
c.			
Reason if not completed as planned _____			
d.			

Reason if not completed as planned
_____
_____

<b>2. Proposals for Program Development</b>
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)
c. Development Activities for Teaching and Other Staff

<b>3. New Action Plan for Academic Year _____</b>		
<b>Actions Required</b>	<b>Completion Date</b>	<b>Person Responsible</b>

--	--	--

Program Coordinator: \_\_\_\_\_ -

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by \_\_\_\_\_ (Dean/Department Head)

Date \_\_\_\_\_

#### Attachments

Summary of Data on Program Key Performance Indicators

Copy of all course reports

Rating scales applicable to the program from the Self Evaluation Scales for Higher Education Programs that were completed this year (See Item E 2)

Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)

Independent evaluators report

## Key Performance Indicators

List KPIs stated in the Program Specification (See item C3 of Program Specification) show result for the year concerned. (Note that some of this data will also be required for response to specific questions later in this report)

Key Performance Indicators	Result Obtained

## ATTACHMENT 2 (d)

### Guidelines on Using the Template for an Annual Program Report

Descriptions of what should be included in program and course specifications and in the annual and periodic reports are included in Chapter 2 of Part 2 of this Handbook

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
A. General Information	
1. Program title and code	Write the title and institutional code number for the program
2. Name of program coordinator	Write the name of the program coordinator. If the report is prepared by someone other than the coordinator, that person's name should also be included.
3. Date of report	Write the date on which the report is completed.
4. Academic year to which this report applies	Write the academic year.
5. Location of program if not on main campus	Indicate the location if not on the main campus. If the program is offered both on the main campus and in another location details should be provided. If it is offered in several locations (for example in another town or city or separately on both men's and women's campuses) information should be provided separately for each location and evaluations should consider the significance of any differences in quality that are shown.
B. Statistical Information Note: Organizational arrangements for programs differ and these tables may need to be modified to meet particular requirements. For example students may complete general studies in a broad field in the first years at the institution before deciding on entry to particular programs within a college or department. Progression and completion rates within a program, and progression and completion rates for the students total program including the general and specialized studies are both significant in considering quality and additional tables may be needed to provide full information. Trends over time are important, and notes should be kept on any variations to the tables to meet particular requirements to ensure they are completed in consistent ways.	
1. Number of students starting the first year of the program	Write the number of students who started the first year of the program in the year for which the report is prepared.
2. Number of students completing: a. the final year b. any intermediate	Complete the table to indicate the number of students who completed the final year of the program in the year for which the report is prepared, an intermediate award as part of the program (for example if there is a diploma or an

award c. major tracks	associate degree that students could qualify for part way through a bachelor degree program, and any major tracks within the program.
3. Apparent completion rates	Show apparent completion rates for the full program and for an intermediate award if one exists. (Trends in apparent completion rates are affected if changes occur in the extent to which students move between programs or extend their studies over a longer period. Consequently any changes of this sort should be noted in interpreting and commenting of the figures.)
4. Number and percentage of students passing each year of the program	Complete table showing numbers and percentages starting, completing and passing each year.
5. Year to year progression rates	Provide figures showing year to year progression rates.
6. Special factors affecting completion and progression rates	Describe any unusual events or special circumstances that might have affected completion and progression rates in this year.
7. Destination of Graduates	If a survey of graduates was conducted with information provided on their destinations provide details obtained from the survey and comment on their significance. Particular importance should be given to comparisons with information from similar surveys elsewhere and to trends in results. However interpretations should take current economic circumstances into account.
C. Program Context	
1. Changes within the institution affecting the program	Note any significant changes in the institution affecting the program and comment on their implications for the program.
2. Changes external to the institution affecting the program	Note any significant changes external to the program and comment on their significance. For example changes in economic circumstances affecting demand for graduates or skills required, changes in government policies, new programs introduced in other institutions, etc.
D. Course Information Summary	
1. Course results	Attach a list of all courses taught indicating numbers starting and completing each course, and the distribution of grades.
2. Analysis of Unusual Results	Complete table for any courses where the proportions completing or passing or the distribution of grades was unusually high or low or departed from department, college or institutional policies.
3. Comparison of	Complete table to compare planned and actual enrolments in

planned or actual enrolments	the program. If relevant the table could be repeated for major tracks within the program
4. Delivery of Planned Courses	
(a) Courses planned but not taught	Complete table to record any courses that were planned but not taught indicating reasons and compensating action if required. For example if the course was a core component of the program but an instructor was not available or insufficient students were enrolled to make it viable it may have to be rescheduled and action taken to ensure viability in the future.
(b) Units of work not taught in courses offered.	After considering course reports note any important units of work that were not covered as planned indicating reasons and any compensating action that may be required. For example if the unit was a prerequisite for later studies it might have to be included as an extra topic in a later course.
E. Summary Program Evaluation	
1. Graduating students Evaluation	In any year in which a survey of graduates was undertaken attach survey results and provide information on the most important strengths, weaknesses and suggestions for improvements, comments on the results from faculty, and suggestions for response.
2. Ratings on Quality Standards	It is expected that those responsible for planning the program will complete the relevant rating scales in Standards for Quality Assurance and Accreditation of Higher Education Programs initially to provide a quality benchmark against which to assess future developments, and that they will complete them again periodically (every two or three years) Based on the initial assessments and planning priorities certain sub scales should be selected for annual monitoring and reporting.
(a) Attach Completed Rating Scales	In any year in which all the relevant scales are completed the completed document should be attached to the program report. If they are completed for male and female sections both sets of scales should be attached.
(b) Report on sub-scales selected for annual monitoring	Complete table to indicate ratings and comments on the items selected for annual monitoring after earlier consideration of priorities for improvement. If there are significant differences between sections this should be noted.
3. Employer and Stakeholder comment on skills of graduates	Complete this item in any year in which surveys or significant consultations took place.
a. List the most important criticisms,	Comments should include analysis and interpretation by teaching staff or others dealing with such things as the

strengths and suggestions and provide comment.	validity of and reasons for concerns, situational factors that could have influenced comments, and priorities for improvement etc.
b. Changes proposed in program (if any)	List any changes proposed in response to the concerns, suggestions and comments received. These should be considered along with other feedback in developing an action plan to be commented on under item I.
F. Quality of Teaching	
1. a. List of courses and evaluations undertaken	List courses taught during the year and indicate for each course whether student or other evaluations were undertaken and whether any action is planned in response to those evaluations.
b. General Response	Explain any general response to the course evaluations that does not result directly from the evaluation of particular courses.
2. Effectiveness of teaching strategies	This item is intended as a review of the effectiveness of the teaching strategies planned for use in the program to develop learning in the different domains of learning. The main source of feedback is expected to be comments in course reports from instructors about their experience in using the strategies. However other feedback should also be considered including comments from students or graduates, or advice from independent consultants. It is expected that the analysis in this report will be in fairly general terms, and more detailed changes would be made for each course affected in the course specifications.
a. Knowledge	Provide a summary of comments and advice received and any planned response after considering that feedback.
b. Cognitive skills	Provide a summary of comments and advice received and any planned response after considering that feedback.
c. Interpersonal skills and responsibility	Provide a summary of comments and advice received and any planned response after considering that feedback.
d. Numerical and communication skills	Provide a summary of comments and advice received and any planned response after considering that feedback.
e. Psychomotor skills	Provide a summary of comments and advice received and any planned response after considering that feedback.
3. Orientation programs for new teaching staff	Indicate whether orientation programs about the program were provided for new teaching staff and if so how many participated.
a. Brief description	Briefly describe what was done in the orientation programs
b. Summary of evaluations	Provide a brief summary of evaluations of the orientation program by the participants.
c. Reasons for not providing orientation program.	If an orientation program for new teaching staff was not provided indicate why.

4. Professional development activities for teaching and other staff.	List activities provided the number participating and provide summary comments on their value after considering feedback from participants.
G. Program Management and Administration	
1. Difficulties (if any) encountered in management of the program	List any significant difficulties encountered and for each item listed indicate the impact it might have had on achievement of program objectives (including student learning outcomes and any other program development objectives) and suggest what could be done in future to avoid those difficulties reoccurring.
H. Independent Evaluators Comments (Any notes provided by an independent evaluator or observer should be attached)	
1. Matters Raised by Independent Evaluator	List any matters raised by an independent evaluator (person familiar with the program from another institution, college or department who is familiar with programs of this type and independent of those involved with the planning and delivery of the program. Beside each matter noted in the report provide a brief comment after considering the views of faculty, students or program organizers about the view of the independent evaluator. This may agree or disagree, add additional information or interpretation or suggest an alternative response to a problem identified.
2. Implications for planning	Comment on implications for planning of the comments by the independent evaluator and the views of those who responded to those comments.
I. Action Plan	
1. Previous Years Action Plan	This item is designed to report on action taken in response to the previous year's action plan. Complete the table to note each of the actions proposed in the previous year's report and for each item note the completion date, the person responsible, whether the proposed action has been completed, and if it has not indicate the reason.
2. Proposals for Program Development	
a. Proposals for Changes to Program Structure	Note any changes proposed to the structure of the program as a result of changes in the external or internal environment or in response to evaluations received. Changes in this category might include addition or deletion of compulsory or optional courses, changes in credit hour requirements or major projects to be completed by students.
b. Proposals for Changes to Courses	Note any changes proposed to individual courses within the program such as the addition or deletion of units of study, a change in assessment procedures or teaching strategies.

	These might be brought to attention by general program evaluations or by consideration of individual course and field experience reports.
c. Teaching and Other Staff Development	Describe any faculty and/or staff development activities that are needed to improve the program as a result of the evaluations and comments received.
3. New Action Plan	List action required to improve the program indicating in each case the proposed completion date and the person responsible for carrying out that action. The action proposed in this section should include continuation of unfinished business from previous years (and in this case could be just a repeat of the previous statement with a revised completion date, action required to put the proposals for program development in item I2 into effect, or other required initiatives.

**ATTACHMENT 2 (e)**

**Course Specification**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**Course Specification**

### Course Specification

Institution	
College/Department	
<b>A Course Identification and General Information</b>	
1. Course title and code:	
2. Credit hours	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course	
5. Level/year at which this course is offered	
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus	

**B Objectives**

1. Summary of the main learning outcomes for students enrolled in the course.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours


2 Course components (total contact hours per semester):				
Lecture:	Tutorial:	Laboratory	Practical/Field work/Internship	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <p>A brief summary of the knowledge or skill the course is intended to develop;</p> <p>A description of the teaching strategies to be used in the course to develop that knowledge or skill;</p> <p>The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</p>
a. Knowledge
(i) Description of the knowledge to be acquired
(ii) Teaching strategies to be used to develop that knowledge
(iii) Methods of assessment of knowledge acquired

b. Cognitive Skills
(i) Description of cognitive skills to be developed
(ii) Teaching strategies to be used to develop these cognitive skills
(iii) Methods of assessment of students cognitive skills
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
(ii) Teaching strategies to be used to develop these skills and abilities
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1			
2			
3			
4			
5			
6			
7			
8			

#### D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
---

#### E Learning Resources

1. Required Text(s)
2. Essential References
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
4-.Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
2. Computing resources

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
3 Processes for Improvement of Teaching
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

## ATTACHMENT 2 (f)

### Guidelines on Using the Template for a Course Specification

Descriptions of what should be included in program and course specifications and in the annual and periodic reports are included in Chapter 2 of Part 2 of this Handbook

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
Course Identification and General Information	
1. Course title and code	Show the title and the institutional code number for the course.
2. Credit hours	Write the number of credit hours for the course.
3. Program(s) in which the course is offered	Write the name of the program in which the course is offered. A course may be offered in more than one program and a brief explanation may be needed to show how it relates to those programs. As a guide, if a course is an important component of several programs, list these programs. If it is used as a general skills course or a service course for a number of programs this should be noted and an indication given of the fields that are supported by it. (A first year course in mathematics might be an example of this.) If the course is a general elective which could be taken in many different programs this should be noted but those programs would not be listed.
4. Name of faculty member responsible for the course	If a single member of teaching staff has been given responsibility for teaching and reporting on the delivery of a course that person's name should be given. If a team of staff teach the course and one person has been given coordinating responsibility that person's name should be shown. If it is a new course for which an instructor has not yet been appointed that should be noted and the new appointees name included when it is known.
5. Level/year at which the course is offered	Show the year level when the course is intended to be taken.
6. Pre-requisites for this course	List any courses or other requirements that are prerequisites for enrolling in the course.
7. Co-requisites for this course	List any courses or other experiences that must be taken concurrently with this course.
8. Location if not on main campus	If the course is offered in a different location such as an industry setting or in another city or township indicate where this is done.

B. Objectives	
1. Summary of main learning outcomes.	This is intended as a brief statement of the main learning outcomes of the course. Detailed learning outcomes in domains of learning are shown in the next section.
2. Course development plans	Briefly describe any plans for developments or changes in the course such as changes in use of web based material, new techniques of instruction, changes in content or increased reliance on students self study or use of library resources. The description should include the reason(s) for the changes being made.
C. Course Description	
The general course description set out in the Handbook or Bulletin should be attached.	
1. Topics to be Covered	Complete the table to indicate the amount of time and the total number of contact hours intended to be given for each topic in the course. If part of a week is allocated for a particular topic use decimals to indicate time fraction. (For example a particular topic may be planned for 2.5 or 3.5 weeks).
2. Course Components	Indicate the total contact hours intended to be given in each organizational arrangement—Lecture, tutorial, laboratory etc.
3. Additional Private Study or Learning Hours	Indicate the amount of time expected of students in private study, assignment or other work associated with the course This should be shown as an average amount of time per week over the semester.
4. Development of Learning Outcomes in Domains of Learning	In this item summarize the learning outcomes expected from the course in each of the domains of learning, the teaching strategies to be used to develop that learning and the way student learning will be assessed. Note that every course is not expected to contribute to every domain. However wherever it is feasible to do so courses should be designed to contribute to the development of skills such as effective group participation, capacity for independent learning, communication skills, and problem solving abilities. The description of teaching strategies requires more than a specification of the organizational arrangement shown under C 2 and should indicate what will be done within those arrangements to develop the kind of learning sought.
a. Knowledge	
(i) Knowledge to be	This should be a list of topics or areas of knowledge that

acquired	students should know and understand when they complete the course.
(ii) Teaching strategies	<p>Explain what strategies will be used to develop students' knowledge and understanding.</p> <p>Example—Lectures, tutorials and independent study assignments. Introductory lecture gives an overview of the content and significance of the course and of its relationship to students' existing knowledge. Each subsequent lecture begins with a similar overview linking the particular content of the presentation to the general overview. Tutorials review the content of each lecture and clarify any matters not understood. Individual assignments require use of library reference material and web sites to identify information required to complete tasks.</p>
(iii) Methods of assessment	<p>Explain how acquisition of knowledge will be assessed.</p> <p>Example--15 minute multiple choice tests on content on completion of each topic with results carrying 20% of final assessment. Multiple choice knowledge items on final exam.</p>
<b>(b) Cognitive Skills</b>	
(i) Cognitive skills to be developed	<p>List the thinking and problem solving skills the course is intended to develop. As a guide it may be useful to begin with the phrase "The ability to..." The list should include both the use of analytic and predictive formulae and conceptual tools when asked to do so, and the ability to identify and use ones that are appropriate for new and unanticipated problems.</p>
(ii) Teaching strategies	<p>Explain techniques to be used to teach and encourage appropriate use of cognitive skills.</p> <p>Example—Explanations and examples given in lectures and practiced under supervision in tutorials and laboratory tasks. Transfer of learning encouraged by use of analytical tools in different applications and through discussion of potential application in other areas. Assignment tasks include some open ended tasks designed to apply predictive, analytical and problem solving skills (e.g. What would happen if..... How could.....?)</p>
(iii) Methods of assessment	<p>Explain method of assessment for cognitive skills.</p> <p>Example—Problem solving questions carrying 50% of mark on tests given at the end of each topic and on end of semester examination. Group and individual assignments require application of analytical tools in problem solving tasks.</p>
<b>(c) Interpersonal Skills and Responsibility</b>	

(i) Skills to be developed	List the objectives of this course for improving students' interpersonal skills, capacity for self directed learning, and personal and social responsibility.
(ii) Teaching strategies	<p>Explain what will be done in the course to develop students' interpersonal skills, personal and social responsibility, and capacity for independent learning.</p> <p>Example—One group assignment in which 25% of assessment is based on individuals contribution to the group task. (Instructor meets with each group part way through project to discuss and advise on approach to the task) Two individual assignments requiring investigation using internet and library resources as a means of developing self study skills. Role play exercise on controversial issue relevant to the course based on a case study, with discussion in tutorial of appropriate responses and consequences to individuals involved.</p>
(iii) Methods of assessment	<p>Explain how interpersonal skills and responsibility will be assessed.</p> <p>Example—Assessment of group assignment includes component for individual contribution. Capacity for independent study assessed in individual assignments.</p>
(d) Communication Information Technology and Numerical Skills	
(i) Skills to be developed	<p>Indicate the contribution of this course to students' communication, IT and numerical skills. Note that what is intended in this section is the development of generic skills for all students rather than specialized studies relevant to a field of study that would be included under items a. or b.</p> <p>For example a course in history or philosophy might include some use of basic mathematical or statistical information and the use of ICT in searching for information and presenting reports. A course in computer science might include the ability to present written reports that develop language ability.</p>
(ii) Teaching strategies	<p>Explain what will be done in the course to develop students' numerical and communication skills.</p> <p>Example—Student assignments require good standards of use of ICT. Where standards are inadequate the student is referred for special remedial instruction. Student essay assignments require proper style and referencing format as specified in college style manual.</p>
(iii) Methods of assessment	<p>Explain how numerical and communication skills will be assessed in this course. Example—Test questions require interpretation of simple statistical information.</p>

	Assessments of students assignment and project work include expectation of adequate use of numerical and communication skills. Five percent of marks allocated for standard of presentation using ICT.
(e) Psychomotor Skills	
(i) Skills to be developed	Indicate any psychomotor skills the course is intended to develop and describe the standard to be achieved.
(ii) Teaching strategies	Explain processes to be used to develop required psychomotor skills as specified in course learning outcomes.
(iii) Methods of assessment	Explain how psychomotor skills will be assessed.

6. Schedule of Assessment Tasks	Complete the table to show the dates planned for each assessment task and the proportion of the final assessment allocated for that task.
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D. Student Support	
1. Availability of teaching staff for consultations and advice.	Describe the arrangements to be made for individual student counseling and advice. This should include the time allocation and schedule for teaching staff to meet with students.

E Learning Resources	
1. Required Texts	List any required texts.
Essential References	List reference material regarded as essential for teaching the course.
3. Recommended Books and Reference Material	Attach list of material that should be available for reference by students undertaking the course.
4. Electronic Materials	List requirements for access to electronic materials, data bases etc.
5. Other Materials	List any other learning materials that are required for the course

F. Facilities Required	
1. Accommodation	Specify accommodation requirements for delivery of the course indicating the type of facility (e.g. lecture rooms, laboratories etc. the amount of time needed, any special requirements for scheduling, and the number of students to be accommodated.
2. Computing resources	Specify requirements for computer access.
3. Other Resources	Specify any other requirements for the course including

	specialized equipment. Attach list if necessary.
--	--

<b>G. Course Evaluation and Improvement Processes</b>	
1. Strategies for Obtaining Student Feedback on Quality of Teaching	Describe strategies. e.g. confidential completion of standard course evaluation questionnaire. Focus group discussion with small groups of students.
2. Other Strategies for Evaluation of Teaching	Describe any other strategies for evaluation of teaching. e.g. observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks, etc.
3. Processes for Improvement of Teaching	Describe processes for improvement of teaching. e.g. Workshops on teaching methods, review of recommended teaching strategies.
4. Processes for Verifying Standards of Student Achievement	Describe methods used to compare standards of achievement with standards achieved elsewhere. e.g. check marking of a sample of examination papers or assignment tasks,
5. Action Planning for Improvement	Describe process for reviewing feedback on the quality of the course and planning for improvement

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**COURSE REPORT**

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location. A combined report should be prepared by the course coordinator and the separate location reports attached.

## Course Report

For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook

Institution
College/ Department

### A Course Identification and General Information

1. Course title and code.
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies.
4 Location (if not on main campus)

### B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>
--

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

**3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)**

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		No	Yes	
a. Knowledge				
b. Cognitive Skills				
c. Interpersonal Skills and Responsibility				
d. Numerical and Communication Skills				
e Psychomotor Skills (if applicable)				

4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

C. Results

1 Number of students starting the course:

Number of students completing the course:

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100		70-74	
B			90-94		65-69	
C			85-89		60-64	
D			80-84		< 60	
F			75-79			
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			
Fail			Fail			
Withdrawn			Withdrawn			

4 Result Summary:

Passed: No  Percent  Failed  No   
Percent

Did not complete Percent	No	<input type="text"/>	Percent	<input type="text"/>	Denied Entry	No	<input type="text"/>
5 Special factors (if any) affecting the results							

6. Variations from planned student assessment processes (if any) ( See items C 4 and 5 in the Course Specification.)	
Variations (if any) from planned assessment schedule (C5 in Course Specification)	
<b>Variation</b>	<b>Reason</b>
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
<b>Variation</b>	<b>Reason</b>

7 Verification of Standards of Achievement (e.g. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where an independent report is provided, a copy should be attached.)	
<b>Method(s) of Verification</b>	<b>Conclusion</b>

**D Resources and Facilities**

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
---	---

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
--	---

F Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)	
a List the most important criticisms and strengths	
b Response of instructor or course team to this evaluation	
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (e.g. By head of department, peer observations, accreditation review, other stakeholders etc):	
a List the most important criticisms and strengths	

b Response of instructor or course team to this evaluation

**G Planning for Improvement**

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)
---

3. Action Plan for Next Semester/Year
---------------------------------------

Actions Required	Completion Date	Person Responsible
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: \_\_\_\_\_ -

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by Program Coordinator Date: \_\_\_\_\_

## ATTACHMENT 2 (h)

### Guidelines on Using the Template for a Course Report

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
A. Course Identification and General Information	
1. Course title and code	Show the title and institutional code number for the course.
2. Section of the course	If the course is taught in several different section indicate the section to which this report applies, either by a section number or by indicating the name of the faculty member concerned.
3. Year and semester to which this report applies	Indicate the calendar year and semester.
5. Location if not on the main campus	If the course was offered in a different location such as an industry setting or in another city or township indicate where this is done. If the course was offered both on the main campus and elsewhere complete two course reports. In that case the separate offering on the different campus should be clearly identified under this item and under item 2.
B. Course Delivery	
1. Coverage of planned program	Complete the table to compare the planned coverage of topics in the planned program with what actually happened. If there was a large variation (25% or more variation from the plan) give a brief explanation.
2. Consequences of non coverage of topics	This item is intended to draw attention to consequences for the program when topics could not be given the time that was planned. For any topics that were not given the time planned comment on whether you believe this is a significant problem for the program and suggest possible compensating action. For example it might be possible to provide special seminars or include extra topics in a later course.
3. Effectiveness of planned teaching strategies for intended learning outcomes.	Comment under each of the domains on the recommended teaching strategies indicating whether you believe they were effective for their purpose, noting any difficulties experienced and suggesting responses if changes are needed. For example it might be desirable to provide different support material or prepare students in a different way, for the instructors to gain more practice in the use of a strategy,

	or for a different strategy to be used for that learning outcome.
4. Recommended changes or processes for improvement	If the description under 3 indicates action is required what would you recommend?
<b>C. Results</b>	
1. Number of students starting	Indicate the number of students who enrolled and actually started attending classes at the beginning of the semester.
2. Number completing	This should be the number who attended classes until the end of the semester regardless of whether they passed or failed.
3. Distribution of grades	Show the distribution of grades or percentage marks using the system normally applied in the institution.
4. Results summary	Show the numbers and percentages of students who passed, failed etc.
5. Special factors	Include a brief explanation if there were any unusual events or circumstances that might have affected the grade distribution.
6. Variations from planned assessment processes. a. Variations from the planned schedule  b. Variations from the assessment strategies for different domains of learning	If there were any variations from the schedule of assessment tasks and or assignment activities indicate the change that was made and the reasons for it.  If there were variations from the strategies planned for assessing students learning in different domains of learning as set out in the course specification indicate the changes that were made and the reasons for them.
7. Verification of standards of achievement	Explain what was done to check that the standards applied in assessments of students work were valid and appropriate.

<b>D. Resources and Facilities</b>	
1. Difficulties in access to resources or facilities	If there were any difficulties in getting access to the resources or facilities required for the course give a brief description.
2. Consequences of difficulties	For any difficulties that were experienced explain any effect they may have had on student learning.

<b>E. Administrative Issues</b>	
1. Organizational or administrative difficulties	If there were any organizational or administrative difficulties that affected the course give a brief description.
2. Effect of	Explain what effect difficulties experienced may have had

difficulties on student learning	on students learning in the course.
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F. Course Evaluation	
1. Student evaluation of the course	Attach survey results
a. List the most important criticisms and strengths	List the most common and the most significant criticisms and strengths as shown in the student evaluations
b. Response of instructor or course team	Provide a brief explanation or comment. These may acknowledge or disagree with strengths or areas in need of improvement or provide an explanation or interpretation.
2. Other Evaluation	Describe any other evaluations received from different sources, for example comment by colleagues or head of department, or visiting reviewers.
a. List the most important criticisms or strengths.	List the most common and the most significant criticisms and strengths as revealed in these other evaluations.
b. Response of instructor or course team	Provide a brief comment. These may agree or disagree with strengths or areas in need of improvement or provide an explanation.
G. Planning for Improvement	
1. Action taken to improve the course this semester/year	Provide a summary description of any actions that were taken as a result of previous course evaluations or action plans described in course reports to improve the course and comment on the results achieved.
2. Progress on other actions proposed.	List other action that was taken to improve the course and comment on results achieved.
3. Action Plan for Next Semester/Year	List action proposed to improve the course for the next semester/year noting for each action the planned completion date and the person responsible.
4. Recommendations for Program Coordinator	List recommendations for consideration by the department chair or program coordinator that would require decision at that level or that might affect other courses in the program.

**ATTACHMENT 2 (i)**

**Field Experience Specification**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**Field Experience Specification**

## Field Experience Specification

For guidance on the completion of this template, refer to Section 2.6 in Chapter 2 of Part 2 of this Handbook.

Institution
College/Department

### A Field Experience Course Identification and General Information

Field experience course title and code
Credit hours
3. Program in which this field experience activity is offered
4. Name of faculty member responsible for administration of the field experience
5. Duration and time allocation of the field experience activity
6. Level/year at which the field experience is offered

## B Objectives

<p>1. Summary of the main learning outcomes for students participating in the field experience activity.</p>
<p>2. Briefly describe any plans for developing and improving the field experience activity that are being implemented.</p>
<p>3. Learning Outcomes in Domains of Learning</p> <p>For the domains of learning shown below indicate: A brief summary of the knowledge or skill the field experience is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill. The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</p> <p>(Note that the objectives of the field experience may not include all of the domains and the items should be completed only for kinds of learning the field experience activity is intended to develop)</p>
<p>a. Knowledge</p>
<p>(i) Description of the knowledge to be acquired</p>
<p>(ii) What will be done to develop that knowledge</p>

(iii) Methods of assessment of knowledge acquired
b. Cognitive Skills
(i) Description of cognitive skills to be developed
(ii) What will be done to develop these cognitive skills
(iii) Methods of assessment of skills developed
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
(ii) What will be done to develop these skills and abilities

(iii) Methods of assessment of skills and abilities developed
d. Communication, Information Technology and Numerical Skills
(i) Description of the numerical and communication skills to be developed
(ii) What will be done to develop these skills
(iii) Methods of assessment of skills developed
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) What will be done to develop these skills

(iii) Methods of assessment of psychomotor skills

C Description of Field Experience Activity (General description in the form to be used for the Bulletin or Handbook should be attached)

1. At what stage or stages during the program does the field experience occur?	
2. Organizational structure (e.g. single time block, distributed time blocks, recurrent schedule of XXX days per week)	
3. Student Activities Describe the principal activities in which the students will be involved during the field experience.	
4. Student assignments or reports (if any) a. Title or description	b. When are these assignments or reports required?

<p>5. Follow up with Students. What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (e.g. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)</p>	
<p>6. Responsibilities of Supervisory Staff in the Field. Describe the main responsibilities of supervising staff working in the field location. (e.g. Planning activities for student's development of skills, advice to students, assessment of performance)</p>	
<p>7. Responsibilities of Supervisory Faculty from the Institution. Describe the main responsibilities of supervising faculty from the institution. (e.g. Consultation, planning with and advice to field supervisors and students, student assessment, time expectations for visits, etc)</p>	
<p>8. Arrangements for student guidance and support</p>	

9. What facilities and support are required at the field experience location? (if any)
a. Accommodation
b Computer resources
c Learning support materials
d Other

#### D Planning and Preparation

1. Identification of Field Placements. What processes are used to identify appropriate field placements?
2. Preparation of Field Supervisors. Briefly describe and indicate timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting. (e.g., briefing meetings and follow up consultation, training, staff development, notes for guidance.)
3. Preparation of Students. Briefly describe and indicate timing of arrangements made for preparation of students for participation in the field experience activity. (Cross reference to any written notes provided)
4. Safety and Risk Management Describe process used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be

located, and strategies to minimize and protect against those risks (including insurance arrangements).

## E Student Assessment

1. Basis for Assessments. List the major performance criteria or matters considered in deciding on student grades. These may include assessments of work performance and personal characteristics and written reports of assignments. If specified weightings are given for different tasks or criteria indicate the weighting given to each component

2. Field Supervisors Responsibility for Assessment. Describe the responsibility of supervising staff in the field location for student assessment

3. Supervising Faculty Responsibility for Assessment. Describe the responsibility of supervising faculty from the institution for student assessment

4 Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

## F Evaluation of the Field Experience

1. Arrangements for evaluation of field experience activity by:

a. Students

b. Supervising staff in the field setting

c. Supervising faculty from the institution

e. Others—(e.g. graduates, independent evaluator, etc.)

2. Describe the planning arrangements for periodically reviewing the effectiveness of the field experience and planning for improvement.

## ATTACHMENT 2 (j)

### Guidelines on Using the Template for a Field Experience Specification

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the field experience activity
A. Field Experience Course Identification and General Information	
1. Field experience course title and code	Show the title and the institutional code number for the field experience
2. Credit hours	Write the number of credit hours for the field experience activity.
3. Program in which this field experience is offered.	Write the name of the program
4. Name of faculty member responsible for the administration of the field experience	If a single faculty member has been given responsibility for coordinating the field experience activity that person's name should be given. If it is a new program for which a coordinator has not yet been appointed that should be noted and the new appointees name included when it is known.
5. Duration and time allocation of the field experience activity	Indicate the length of time taken in the field experience activity and the amount of time taken. e.g. One semester one day per week, three weeks full time, etc.
6. Level/year at which the field experience is offered	Indicate the year level in the program when the field experience is undertaken.

B. Objectives	
1. Main learning outcomes of the Field Experience	This should be a brief summary of the main purposes only. A more detailed description of intended learning outcomes is requested in 3. below.
2. Plans for developing or improving the field experience activity.	List and briefly describe any plans for major changes or developments of the field experience activity and strategies that are being used to achieve those objectives. For example a pilot program to assess the effect of varying scheduling arrangements for the field experience, introduction of newsletters about the program to field supervisors to improve communication and understanding, field research activities by groups of faculty working in cooperation with field supervisors..

3 Learning Outcomes	In this item summarize the learning outcomes expected from
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in Domains of Learning	the field experience in each of the domains of learning, what will be done to develop that learning and the way student learning will be assessed. The field experience is not expected to contribute to every domain but where important outcomes are expected they should be clearly identified and attention given to how they will be developed and learning assessed.
(a). Knowledge	
(i) Knowledge to be acquired	This should be a description of the knowledge that students should gain as a result of participation in the field experience.
(ii) Teaching strategies	Explain what will be done to ensure that this knowledge is gained. Example—Field supervisors advised of regulations, procedures, safety precautions students should learn about and asked to ensure that information is provided. Students complete assignment recording information obtained. Tutorial discussion following completion of field experience to review what students have learned
(iii) Methods of assessment	Describe how learning will be assessed. For example— Student quiz at end of field experience.
(b) Cognitive Skills	
(i) Cognitive skills to be developed	List the thinking and problem solving skills the field experience is intended to develop. As a guide it may be useful to begin with the phrase “The ability to....” The list should include practical skills that involve the use of analysis and problem solving techniques gained in on campus studies and any additional techniques used by practitioners in the field setting.
(ii) Teaching strategies	Describe what will be done to ensure that these skills are developed. Example—Practical tasks carried out in the field setting, Assignment task to be completed with advice of field supervisor.
(iii) Methods of assessment	Describe how cognitive skills will be assessed. Example— Ratings of performance by field supervisor and faculty member. Faculty assessment of assignment task.
(c) Interpersonal Skills and Responsibility	
(i) Skills to be developed	List the objectives of the field experience for improving students’ interpersonal skills, capacity for self directed learning, and personal and social responsibility.
(ii) Teaching strategies	Explain what will be done to improve these abilities. Examples—Advice on procedures by field supervisor followed by involvement in group planning task,

	independent investigation of an identified issue or problem in the field setting involving discussions with relevant people and other investigations.
(iii) Methods of assessment	Ratings by field supervisor and faculty member on performance in group and research tasks.
(d) Communication, IT and Numerical Skills	
(i) Skills to be developed	Indicate the contribution of this course to students' numerical and communication skills.
(ii) Teaching strategies	Indicate what will be done to apply and improve these skills. Example--Use of skills in practical tasks in the field setting with advice as required by field supervisor
(iii) Methods of assessment	Indicate how quality of learning will be assessed. Example--Judgments about effectiveness of analyses and communications incorporated into ratings of performance in the field setting.
(e) Psychomotor Skills	
(i) Skills to be developed	Indicate any psychomotor skills the field experience activity is intended to develop.
(ii) Teaching strategies	Explain how these skills will be improved in the field experience setting.
(iii) Methods of assessment	Explain what will be done to assess quality of performance.

<b>C. Description of Field Experience Activity</b>	
1. At what stage(s) does the field experience occur?	Indicate when during the program the students participate in the field experience.
2. Organizational structure	Describe how the time schedule for the field experience is organized. e.g. One day per week for XXX weeks, three weeks full time, one semester full time, etc.
3. Student Activities	Describe the principal activities in which the students will be involved during the field experience. If their level of responsibility is to be progressively increased during the period, explain how that will be done.
4. Student Assignments or Reports	List any assignments or reports that students are required to prepare and indicate the time when they must be completed.
5. Follow up Activities with Students.	Describe follow up activities with students after completion of the field experience to consolidate and apply learning, reflect on the experience etc.
6. Responsibilities of supervising staff in the	Describe the major responsibilities to be carried by the supervising staff.

field setting	
7. Responsibilities of supervising faculty from the institution	Describe the responsibilities of supervising faculty from the institution.
8. Arrangements made for student guidance and support	Describe arrangements made for student support and guidance including scheduled contacts and emergency access for advice and assistance.
9. Facilities and support required at the field experience location	Describe what facilities are required including desk or other accommodation at the field site, computer access if necessary, learning support materials and any other requirements.

D. Planning and Preparation	
1. Identification of Field Placements	Describe the process followed in identifying placements including principal criteria for selection.
2. Preparation of Field Supervisors	Describe the process followed to brief supervising staff in the field setting on their responsibilities and the processes to be followed with students. Include details of when this will be done and mechanisms for ongoing consultation and emergency contact if required.
3. Preparation of Student	Describe what will be done to prepare students for their participation in the work experience program and the timing of this preparation. Written notes prepared for student guidance should be referred to or attached.
4. Safety and Risk Management	Describe process followed to ensure safety and identify risks for students, clients or others associated with the field experience activity and steps taken to minimize and protect against those risks. If a risk assessment has been prepared a copy should be attached.

E. Student Assessment	
1. Basis for Assessment	Describe the principal criteria for the assessment of student's performance in the field setting.
2. Field Supervisors Responsibility for Assessment	Describe the responsibility of field supervisors for student assessment. . (e.g. assessment of some aspects of work done, overall assessment of performance shared with supervising faculty from institution, etc.)
3. Supervising Faculty Responsibility for Assessment	Describe the responsibility of supervising faculty from the institution for student assessment. . (e.g., assessment of some aspects of work done, overall assessment shared with supervising staff in the field location, etc.)
4. Resolution of Differences in	Explain what process is followed if the field supervisor and the supervising faculty member from the institution differ in

Assessments	their assessment of students performance in the field experience.
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F. Evaluation of Field Experience	
1. Evaluation of Field Experience by	
a. Students	Describe process for obtaining feedback on the quality of the field experience by the students involved.
b. Supervising staff in the field setting	Describe process for obtaining feedback on the quality of the field experience by the supervising staff in the field setting.
c. Supervising faculty from the institution.	Describe process for obtaining feedback on the quality of the field experience by the supervising faculty from the institution.
d. Others	Describe process for obtaining feedback on the quality of the field experience by other stakeholders. (e.g.. former students in surveys of the quality of the program as a whole.).
2. Arrangements for reviewing evaluations and planning for improvements	Describe the process to be followed in reviewing feedback from various sources and planning for improvement. Example—Summary of evaluations prepared and considered by a program planning group including representatives of students and supervisors at the end of each year.

**ATTACHMENT 2 (k)**

**Field Experience Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**Field Experience REPORT**

To be completed by the field experience coordinator at the end of each field experience after receiving evaluation information and given to program coordinator.

## Field Experience Report

Field Experience encompasses fieldwork, professional or clinical placements, internships and other forms of placement learning and applied learning that are part of the formal curriculum within the educational program. For guidance on the completion of this template, refer to 2.4.3 of Handbook 2, Internal Quality Assurance Processes

Institution
College/Department

### A . General Information

1 Field experience course title and code
2 Program(s) in which this field experience activity is offered
3 Name of faculty member responsible for administration of field experience
4 Year/ semester to which this report applies

## B. Conduct of Field Experience

1 Changes (if any) from planned arrangements for preparation of students.	Comment (reasons, consequences, implications for future planning)
2 Changes (if any) from planned arrangements for preparation of field supervisors.	Comment (reasons, consequences, implications for future planning)
3 Changes (if any) in organizational arrangements for the field experience	Comment (reasons, consequences, implications for future planning)
a. Changes in required activity, tasks or assignments	
b. Changes in arrangements for student support	
c. Other changes (if any)	

## C. Results

1 Number of students starting the field experience:	<input type="text"/>
2 Number of students completing the field experience:	<input type="text"/>

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A			95-100		70-47	
B			90-94		65-69	
C			85-89		60-64	
D			80-84		< 60	
F			75-79			
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			
Fail			Fail			
Withdrawn			Withdrawn			

4 Result Summary:

Passed: No  Percent  Failed No  Percent   
 Did not complete No  Percent

5 Special factors (if any) affecting the results

D Administrative Issues

1 Administrative difficulties encountered either at the institution or in the field situations (if any).

2. Effect of any difficulties on student learning outcomes.

3. Changes needed to avoid these difficulties in future administration of the field experience. (if any)

E Evaluation of Field Experience Activity

1. Student Evaluation of the field experience: (attach survey results)
a. List the most important criticisms and strengths
b. Response of coordinator or field experience team
2 Comments (interviews, survey results etc) from field experience supervisors:
a. List the most important criticisms and strengths.
b. Response of coordinator or field experience team.

F Planning for Improvement

1. Action taken to improve the field experience this semester/year.  
Provide a brief summary of significant developments this year, including professional development for faculty or support for field supervisors, modifications to the field experience, and new approaches to quality management.

2 Progress on other action identified in previous action plans:

a. Items identified last year for action (other than those shown in item 1 above) State whether completed, the impact, and if not completed, give reasons.

3. Action Plan for Next Semester/Year

Actions Required	Planned Completion Date	Person Responsible

4. Recommendations to Program Coordinator (if required)

Recommendations to program coordinator if any proposed action to improve the field experience would require approval at program, department or institutional level or that might affect other courses in the program.

Field Experience coordinator

Signature: \_\_\_\_\_ Date report completed: \_\_\_\_\_

Date received by Program Coordinator: \_\_\_\_\_

**ATTACHMENT 2 (I)**  
**Guidelines on Using the Template for a Field Experience Report**

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
A. General Information	
1. Field experience course title and code	Show the title and institutional code number for the course.
2. Program(s) in which this field experience activity is offered	Write the name of the program.
3. Name of faculty member responsible for administration of field experience	Indicate name of coordinator. If report is prepared by a different person also show the name of that person.
4. Year and semester to which this report applies	Indicate the calendar year and semester.

B. Conduct of the Field Experience	
1. Changes (if any) from planned arrangements for preparation of students.	Describe any variations that occurred from what was planned. Comments should include reasons for the changes and the likely effects of those variations. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
2. Changes (if any) from planned arrangements for preparation of field supervisors.	Describe any variations that occurred from what was planned. Comments should include reasons for the changes and the likely effects of those variations. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
3. Changes (if any) in organizational arrangements for the field experience.	Changes referred to under items a. b. or c. below could include either changes that were planned and implemented, or changes that resulted from unanticipated events that prevented plans being followed or created new unexpected opportunities.
a. Changes in required activities, tasks or assignments	Describe change and note reason for it being made, indicate consequences of the change (if any) and comment on implications for the future. Implications for future planning could include suggestions for avoiding problems that caused changes that were

	not wanted, or changes in plans if new ideas tried were successful.
Changes in arrangements for student support.	Describe change and note reason for it being made, indicate consequences of the change (if any) and comment on implications for the future. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
c. Other changes	Describe change and note reason for it being made, indicate consequences of the change (if any) and comment on implications for the future. Implications for future planning could include suggestions for avoiding problems that caused unwanted changes, or changes in plans if new ideas tried were successful.
C. Results	
1. Number of students commencing the field experience	Show the number of students commencing the field experience activity.
2. Number of students completing the field experience	Show the number of students who completed the course, including any who completed and failed.
3. Distribution of Grades	Enter numbers in the table to show the distribution of grades or percentage marks. (Follow the grading system used by your institution)
4. Result Summary	Show the numbers and percentages of those who commenced the field experience activity who passed, failed or did not complete.
5. Special factors. (if any) affecting the grade distribution.	Describe any unusual events or special factors that might have affected the numbers or percentages noted above and explain what affect those events or factors might have had.
E. Administrative Issues	
1. Administrative difficulties encountered (if any)	Briefly describe any administrative difficulties that were encountered
2. Effect of any difficulties on student learning outcomes.	Comment on any likely effects on student learning in the field experience as a result of those difficulties.
3. Changes needed to avoid those difficulties in future administration of the field experience	Provide suggestions for future planning that might avoid similar problems emerging in the future.
F. Evaluation of Field Experience Activity	
1. Student evaluation of the field experience.	Attach most recent survey results
a. List the most important criticisms and	List the most common and the most significant criticisms and strengths as shown in the student evaluations

strengths	
b. Response of coordinator or field experience team	Provide explanation or comment. This may acknowledge or disagree with strengths or areas in need of improvement or provide an explanation or interpretation.
2. Comments from field experience supervisors	
a. List the most important criticisms and strengths	Describe how comments were obtained from supervising staff in the field situation.. List the most common and the most significant criticisms and strengths.
b. Response of instructor or field experience team	Provide explanation or comment including comments from supervising faculty from the institution. These may acknowledge or disagree with strengths or areas in need of improvement or provide an explanation or interpretation.
G. Planning for Improvement	
1. Action taken to improve the field experience activity this semester/year	Provide a summary description of any actions that were implemented to improve the activity in the current semester/year and comment on the results achieved.
2. Progress on other actions proposed.	List other actions to improve the field experience that were proposed in previous years and that have still to be fully implemented. For each one indicate progress made and if not undertaken or completed as planned, give reasons.
3. Action Plan for Next Semester/Year	List action proposed to improve the field experience for the next semester/year noting for each action the planned completion date and the person responsible.
4. Recommendations for Program Coordinator	List recommendations for consideration by the department or program coordinator that would require decision at that level or that might affect other courses in the program.

**ATTACHMENT 2 (m)**

**Report on Periodic Program Self-Study**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**Report on Periodic Program Self Study**

## Introductory Comments

A periodic program self study is a thorough examination of the quality of a program taking account of

The mission and objectives of the program and the extent to which they are being achieved;

For a professional program, requirements for the practice of that profession in Saudi Arabia,

The standards for quality assurance and accreditation defined by the NCAAA including the *National Qualifications Framework*

Conclusions should be supported by evidence, with verification of analysis and conclusions, and advice from others able to offer informed and independent comment.

A self study report should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the institution about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Other documents such as university handbooks should be available separately and completed scales from the Self Evaluation Scales for Higher Education Programs should be completed and made available with the self study report. Consequently full details of what is included in these documents need not be repeated in the self study report. However this report should include all the necessary information for it to be read as a complete self contained report on the quality of the program.

The template includes a number of sections and headings to assist in preparing the report. These sections and headings should be followed in the report. However additional information can be included. Throughout the report evidence should be presented in tables or other forms of data presentation to support conclusions, with comparative data included where appropriate, and reference made to other reports or surveys with more detailed information.

The report should be provided as a page numbered document, single sided, with a table of contents. A list of acronyms used in the report should be attached.

A key to writing a successful self-study report is to ensure that processes are fully and clearly described so it can be fully understood by independent external reviewers and that conclusions about quality are supported wherever possible by evidence. An effective self-study report includes numerous references to statistical data and results of stakeholder surveys, and to thorough analysis of this information. Achievement of high quality standards needs to be demonstrated by appropriate comparisons with other good quality institutions selected as benchmarks for this purpose and for planning for improvement. Key performance indicators should be referred to throughout, including

both those identified by the NCAAA and others selected by the institution itself for monitoring its performance and planning for improvement.

Template for Report on Periodic Program Self-Study for an Undergraduate Program  
 For guidance on the completion of this template, please refer to Sections 2.8, 2.9, and 2.10 of Part 2 of the Handbook for Quality Assurance and Accreditation in Saudi Arabia and to the Guidelines for Using the Template for a Periodic Program Self-Study.

Institution
Title of College and Department in which the program is offered
Title of Program
Date of Report
Name and Contact details for Head of Department
Name of Person Responsible for Preparation of Report  Name and contact details for person to contact for further information about matters discussed in the report and for arrangements for an external review visit. (if different from above)

A. General Program Profile Information

1. Program title and code
2. Credit hours required for completion of the program
3. Award (s) granted on completion of the program
4. Major tracks or pathways within the program
5. Professional occupations for which graduates are prepared in the program
6. Name of program coordinator or manager. If a program coordinator or manager has been appointed for a female section as well as a male section, include names of both.

7. Location of program if not on main campus If offered on several campuses or by distance education as well as on-campus include details.
8. Date of approval of program specification within the institution
9. If a private institution, date of final approval by the MHE to offer the program
10. Date of most recent previous self-study (if any)
Note that a number of other documents giving general information about the program should be provided in addition to the periodic program report. See list at the end of this template.

## B Program Profile Data

### Historical Summary

Provide a brief historical summary of the program including such things as when and why it was introduced, student numbers over time, and relationships with industry or professional advisory groups, graduate employment outcomes and major program changes. Include brief comments about what are believed to be the programs main strengths and accomplishments and about any significant problems or concerns that are being addressed.

### Preparatory or Foundation Program

If a preparatory or foundation year program is provided prior to entry to this program, are all students required to take that program?

Yes  No

If some students are required to complete a preparatory or foundation program what criteria are used to decide who should do so?

If some students undertake a preparatory or foundation program and some do not, show percentage of those who successfully complete first year of the program for both groups. (Show also the percentage of those who successfully completed first year in the last year before the foundation or preparatory program was introduced.)

	Percent successfully completing first year
Students completing prep or foundation program	
Students not completing prep or foundation	

program	
Students admitted prior to introduction of prep or foundation program	

### Statistical Summary

#### Student Enrolments (Not including preparatory or foundation programs)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	EFT	Full time	Part time	EFT
Male						
Female						
Total						

Note: To calculate effective full time equivalents (EFT) for part time students assume a notional full time load is 15 credit hours and divide the number of credit hours taken by each student by 15. (Use this formula only for part time students)

#### Confirmed enrollments at the beginning of the current year

	Male	Female	Total
First Year			
Second Year			
Third Year			
Fourth Year			
Fifth Year			
Sixth Year			
Total			

#### Number of Graduates in Most Recent Year

	Undergraduate	Graduate
Male		
Female		
Total		

#### Staffing

No of Staff	On Campus			Distance Education		
	Full time	Part time	EFT	Full time	Part time	EFT
Teaching staff						
Other						

staff						

Notes: The number of teaching staff should include tutors, lecturers, and assistant, associate and full professors whether involved with teaching, research or both teaching and research. The number should not include research, teaching or laboratory assistants. Academic staff who are responsible for overseeing the planning and delivery of the teaching programs (e.g. head of department) should be included in the number. Part time teaching staff should be included on a full time equivalent basis by calculating the number of credit hours taught as a proportion of full time teaching load for each person's level of appointment.

#### Teaching Staff Highest Qualifications

	Doctor		Master		Other		Total	
	No	Percent	No	Percent	No	Percent	No	Percent
Male								
Female								
Total								

## B. Self-Study Process

Provide a summary description of procedures followed and administrative arrangements for the self- study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

### C. Mission and Goals of the Program

Mission of Program

2. Major Goals and Objectives for Development of the Program (This item refers to major goals and objectives for the development and improvement of the program, not the objectives for student learning outcomes) Objectives should be expressed in terms that are sufficiently specific for achievement to be monitored and assessed, and include timelines for achievement )

3. Key Performance Indicators (List indicators and benchmarks that have been selected to provide evidence of the quality of the program or the achievement of goals/objectives for its development.)

--

D. Program Context

<p>Significant Elements in the External Environment (including any important recent changes)</p> <p>Summarize any significant features of the external environment including changes affecting the delivery of the program or the skills required for graduates in the period since the last periodic self study or since the program was introduced. (For example: local national or international economic developments, significant recent research in the field, technological changes affecting skill requirements, employment demand, government policies on higher education or on matters affecting the fields for which students are being prepared, national or international developments in professional practice in the field.)</p>
<p>Changes in the Institution Affecting the Program.</p> <p>Summarize any significant changes within the institution affecting the delivery of the program.</p>

3. Note any implications for changes that may be required in the mission and goals, content, or methods of delivery of the program as a result of changes noted under 1 and 2.

#### E. Program Developments

1. Summary of changes made in the program in the period since the previous self-study or since the program was introduced. This should include such things as courses added or deleted or significant changes in their content, changes in approaches to teaching or student assessment, or program evaluation processes etc.

2. Apparent Program Completion Rate  
 (Show the number of students successfully completing the program in each of the last three years, and the number of students who started the program in each group----- years previously (e.g. If 120 students finished a four year program in 2009 and 200 students started it in 2005 and the apparent completion rate would be 60%)

Academic Year	Number of Students Completing the Program	Number of Students who Commenced the Program in this Group XXXX Years	Apparent Completion Rate *

		Previously	

\* Apparent completion rate is the number of students completing the program as a percentage of the number in that student cohort commencing the program -----years previously.

3. Year to year progression rates. (Latest year)

Proportion of students who commenced each year level in the previous year who passed and continued to a higher year level the current year.

Commenced in Year 1 and continued to commence in Year 2  %

Commenced in Year 2 and continued to commence in Year 3  %

Commenced in Year 3 and continued to commence in Year 4  %

Commenced in Year 4 and continued to graduate  %

(Note: In programs where there are common first (or first and second ) years the figures should include numbers in the early years for the combined group and a note included to explain what has been done)

Comment on trends in year to year progression rates (i.e. Increasing, decreasing, likely reasons for change (if any), significance of trends)

4. Comparison of planned and actual enrollments.

Year	Planned Enrolments	Actual Enrolments


Comment and provide an explanation if there are significant differences between planned and actual numbers.

F. Program Evaluation in Relation to Goals and Objectives for Development of the Program

(See items C 2 and C 3 above)

(Note: (i) Reports on these items should be expanded as necessary to include tables, charts or other appropriate forms of evidence, including trends and comparisons with past performance, or with other institutions where relevant.)

(ii) Wherever relevant, information should be provided on key performance indicators that relate to the matter discussed.

1. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

2. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

3. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

4. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

5. (goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

(Continue as required for additional goals/objectives)

**G. Evaluation in Relation to Quality Standards (Refer to Standards for Quality Assurance and Accreditation of Higher Education Programs)**

Reports should be provided under each of the quality standards set out in the Standards for Quality Assurance and Accreditation of Higher Education Programs.

To ensure a full understanding of the report by external reviewers unfamiliar with the institution or this program (either local or international), a brief explanatory note should be included giving background information or explanations of processes relevant to the standard concerned.

The reports should summarize the process followed in investigating performance in relation to each standard. This should be explained in sufficient detail for an external reviewer to form an opinion on the appropriateness and adequacy of the investigation.

A vital element in these reports is to provide specific data to show trends, support conclusions, and make appropriate comparisons with other institutions selected to provide benchmarks for evaluation of performance. This data can include key performance indicators, other statistical information, figures derived from survey results, student results (with standards verified), numbers of refereed publications or citations, usage rates of services or anything also that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up. Quantitative data can be included in summary form or provided in attachments and referred to in the text. If priorities for improvement have been determined or initiatives to deal with areas of concern have already undertaken this should be noted and any initial results reported.

The report should deal with all locations where the program is offered and the description of procedures should include information about how evaluations were conducted in different locations. This is particularly important if there are different sections for male and female students. The procedures followed in each section should be explained as well as the processes for planning the evaluation and coordination of the final report. If there are significant differences between analyses or evaluations of delivery of the program in different locations (i.e. either sections for male and female students or delivery in different locations), these should be noted and comments made about reasons for the differences and any response that should be made because of them. This applies to all the standards, not only to Standard 2 which includes a sub-section dealing with relationships between sections for male and female students.

It is not necessary to provide a detailed report on every item in every sub section of each standard. The completed self evaluation scales will provide that more comprehensive coverage. However the report must include at least: (a) Items where performance is poor or significantly different in different sections. (b) Items where performance is considered very good and evidence of strong performance can be provided. (c) Items that have been selected for special consideration as a result of strategic planning or previous evaluations. (d) Items that are particularly significant for evaluation of quality such as verification of standards of student achievement, use of appropriate indicators and benchmarks, performance on KPI's in comparisons with selected benchmarks.

Attach completed rating self evaluation scales from the Standards for Quality Assurance and Accreditation of Higher Education Programs.

Standard 1. Mission and Objectives (Overall Rating \_\_\_\_\_ Stars)

***The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.***

Explanatory note about development and use of the mission.

Description of process for investigation and preparation of report on this standard.

Evaluation of Quality of Mission and Objectives. Refer to evidence obtained and provide a report including a summary of particular strengths, areas requiring improvement, and priorities for action.

Special Note: Evidence to support conclusions should be clearly stated and discussed.

This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Standard 2. Program Administration (Overall Rating \_\_\_\_\_ Stars)

***Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (e.g. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections, there must be effective communication between***

***them, and full involvement in planning and decision making processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and to developments in the external environment affecting the program.***

Explanatory note about program administration arrangements.

Description of process for investigation and preparation of report on this standard.

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Evaluation of quality of program administration. Refer to evidence obtained about the subsections of the standard and provide a report including a summary of particular strengths, areas requiring improvement, and priorities for action

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Standard 3. Management of Program Quality Assurance (Overall Rating \_\_\_\_\_ Stars)

***Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.***

Explanatory note. Describe and comment on the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards.

Description of process for investigation and preparation of report on this standard.

Evaluation of quality of management of program quality assurance. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Standard 4. Learning and Teaching. (Overall Rating\_\_\_\_\_ Stars)

***Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified 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 evidence from these sources used as a basis for plans for improvement.***

The standard for learning and teaching is the most important consideration in a program self-study. Information provided should include indicators used as evidence of performance and priorities and strategies for improvement. Reference should be made to the results of processes followed. For example if steps were taken to check the standards of student achievement against appropriate external benchmarks, what was done, and what conclusions were reached?

Information provided in reports of surveys or special investigations or in annual program reports need not be repeated in full but should be summarized and information given about where more detailed information can be seen.

Explanatory notes about processes followed in administration of learning and teaching relating to the following sub-standards should be included in each section below.

Description of process for investigation and preparation of report on the standard for learning and teaching. (Additional information can be provided in the sub-sections below if necessary.)

Special Note: In all the subsections below evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

#### Subsection 4.1 Student Learning Outcomes (Overall Rating \_\_\_\_\_ Stars)

Describe processes for ensuring the appropriateness and adequacy of intended student learning outcomes from the program. Include action taken to ensure consistency of the intended student learning outcomes with professional or occupational employment requirements as indicated by expert advice or requirements of professional bodies or relevant accrediting agencies with the National Qualifications Framework. The report should include the results of the processes, not just conclusions about whether processes were used. (Note that evidence on the standards of student achievement of these intended learning outcomes should be considered in sub-section 4.4 below)

Evaluation of intended student learning outcomes. Refer to evidence about the appropriateness and adequacy of the intended learning outcomes for students in this program and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.2 Program Development Processes (Overall Rating \_\_\_\_\_ Stars)

Describe processes followed for developing the program and implementing changes that might be needed.

Evaluation of program development processes. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.3 Program Evaluation and Review Processes (Overall Rating \_\_\_\_\_ Stars)

Describe processes followed for program evaluation and review.

Evaluation of program evaluation and review processes. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

In addition to providing information about the quality of these processes, this section should include conclusions were reached about the quality of the program as a result of using those processes. Reference should be made to data on indicators and survey results as appropriate.

Subsection 4.4 Student Assessment (Overall Rating \_\_\_\_\_ Stars)

Describe strategies for student assessment in the program and the processes used to verify standards of student achievement.

Evaluation of student assessment processes. Refer to evidence about effectiveness of student assessment processes. In addition to evaluation of the processes followed this sub-section should also include evidence about the standards of student learning outcomes achieved in comparison with appropriate benchmarks. The report on this sub-section should include a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.5 Educational Assistance for Students (Overall Rating \_\_\_\_\_ Stars)

Provide a summary of what assistance is provided in relation to the matters listed in this sub-section of the standard (e.g. orientation programs, office hours, identification and assistance for students in need, referrals to support services etc.).

Evaluation of processes for educational assistance for students. Refer to evidence about the appropriateness and effectiveness of processes for assistance of students in this program. (e.g. Is the assistance what is needed for these students, is it actually provided as planned, and how is it evaluated by students). The report should include a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.6 Quality of Teaching (Overall Rating \_\_\_\_\_ Stars)

Information should be provided about the planning of teaching strategies to develop the intended learning outcomes of the program, for evaluating quality of teaching, and processes for preparation and consideration of course and program reports. This section should include a table indicating the proportion of teaching staff whose teaching is regularly assessed in student surveys (or by other mechanisms).

Evaluation of quality of teaching. Refer to evidence about teaching quality and provide a report including a summary of strengths, areas requiring improvement, and priorities for action. The report should include a summary of data from student surveys used for course and overall program evaluations, with information provided about sample size and response rates on those surveys. Comparative data from other similar surveys should be included.

Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating \_\_\_\_\_ Stars)

Describe strategies for improvement of teaching. Include a table showing the extent staff participation in training and/or other activities designed for the improvement of teaching and other related professional development activities. The description should include processes used for investigating and dealing with situations where evidence suggests there may be problems in teaching quality, and arrangements for recognizing outstanding teaching performance.

Evaluation of arrangements for supporting improvements in quality of teaching. Refer to evidence about the effectiveness of strategies used and provide a report including a summary of strengths, areas requiring improvement, and priorities for action. This

evidence could include matters such as trend data in student course evaluations and survey responses from staff participating in programs offered.

Subsection 4.8 Qualifications and Experience of Teaching Staff (Overall Rating \_\_\_\_\_ Stars)

Comment on qualifications and experience of teaching staff relating to program requirements. A table should be attached listing staff teaching in the program, their highest academic qualification, with an indication beside their names if the courses they teach are within the field of their advanced study)

Evaluation of qualifications and experience of teaching staff. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.9 Field Experience Activities (if used in the program) (Overall Rating \_\_\_\_\_ Stars)

Describe processes for planning field experience activities and planning for improvement.

Evaluation of field experience activities including evaluation of processes for planning and managing them. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.10 Partnership Arrangements With Other Institutions (if these exist)  
(Overall Rating \_\_\_\_\_ Stars)

If partnerships have been established with other institutions to assist with the planning and or delivery of the program describe what is done through those partnerships and explain what has been done to evaluate the effectiveness of those activities.

Evaluation of partnership arrangements. (if any) Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Standard 5. Student Administration and Support Services (Overall Rating \_\_\_\_\_ Stars)

***Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.***

Much of the responsibility for this standard will rest with institutional rather than program administration and arrangements will differ between institutions. However regardless of who is responsible this standard is important in assessing the quality of the program. In this section comment should be made not only on what is done within the department or program, but also on how the services provided elsewhere in the institution affect the quality of the program and the learning outcomes of students.

Explanatory note about student administration arrangements and support services.

Describe the processes used to evaluate performance in relation to this standard.

Evaluation of student administration arrangements and support services for students in the

program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

6. Learning Resources (Overall Rating \_\_\_\_\_ Stars)

***Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by teaching staff in sufficient time for necessary provisions to be made for resources required, and staff and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.***

Explanatory note about processes for provision of learning resources for the program, including opportunities provided for teaching staff or program administrators to arrange for necessary resources to be made available, information about services provided and times available, equivalence of provisions for different sections, etc.

Describe the processes followed to investigate this standard and summarize the evidence obtained.

Evaluation of learning resources for students in the program. Refer to evidence about the

standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

7. Facilities and Equipment (Overall Rating \_\_\_\_\_ Stars)

***Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with teaching and other staff and students.***

Much of the responsibility for this standard will rest with institutional rather than program administration. However regardless of who is responsible for provision of facilities and equipment their adequacy can have a significant effect on the quality of a program. In this section comment should be made on matters that impact on the quality of delivery of the program regardless of who has responsibility for them. These matters would include, for example, adequacy of classroom and laboratory facilities, availability and maintenance of equipment, appropriateness for the program of scheduling arrangements, and availability, maintenance, and technical support for IT equipment in meeting program needs.

Explanatory note about arrangements for provision of facilities and equipment.

Describe the processes used to evaluate the quality of provision of facilities and equipment for the program.

Evaluation of facilities and equipment for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

**8. Financial Planning and Management (Overall Rating \_\_\_\_\_ Stars)**

*Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.*

(Much of the responsibility for activities relating to this standard may rest with institutional rather than program administration. However regardless of who is responsible the adequacy of resources and financial planning and management can affect the quality of the program. In this section the effect of financial planning and management arrangements on the program should be considered in this section, as well as matters that are carried out by program administrators themselves.)

**9. Employment Processes (Overall Rating \_\_\_\_\_ Stars)**

***Teaching and other staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their teaching responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.***

(Much of the responsibility for this standard may rest with institutional rather than program administration. However regardless of who is responsible employment processes will have a significant effect on the quality of the program. In this section comment should be made on employment matters that affect the quality of the program regardless of who manages them or determines the policies that affect them. These matters include at least the appointment of appropriately qualified faculty, their participation in relevant professional development and scholarly activities, and their preparation for participation in the program.)

Explanatory note about recruitment and other employment activities that relate to this standard..

Describe processes used to consider quality of performance in relation to this standard.

Evaluation of employment processes for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

**10. Research (Overall Rating \_\_\_\_\_ Stars)**

*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 areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.*

(Expectations for research will vary according to the nature and mission of the institution and the level of the program (e.g. college or university, undergraduate or postgraduate program). In this section particular comment should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching. )

Explanatory note about nature and extent of research activities associated with the program or carried out by staff teaching in it.

Describe the processes used to evaluate performance in relation to this standard.

Evaluation of research activities associated with the program and of staff teaching in it. Provide a report about the standard and subsections within it. Tables should be provided indicating the amount of research activity and other participation in scholarly activity and comparisons with appropriate benchmarks.

The report should include a summary of strengths, areas requiring improvement, and priorities for action.

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

**11. Relationships with the Community (Overall Rating \_\_\_\_\_ Stars)**

*Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community and staff contributions appropriately recognized within the institution.*

Explanatory note about community activities carried out in connection with the program.

Comments should include reference to interactions with the community by faculty associated with the program as well as with program relationships of the kind referred to in subsection 11.2.

Describe the processes used to evaluate performance in relation to this standard and summarize the evidence obtained.

Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it. Provide a report about the standard and subsections within it including tables showing the extent of community activities and a summary of strengths, areas requiring improvement, and priorities for action

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

## H. Review of Courses

1. Describe processes followed in reviewing courses. (e.g. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.)

### 2. Course Evaluations

Summary report on strengths and weaknesses in courses and any other conclusions from the processes described under F1 above.

(Note that individual course reports, student course evaluation reports and the most recent annual program report should be available for reference.)

## I. Independent Evaluations

Describe the process used to obtain independent comment on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

Summary of matters raised by independent evaluator(s)

Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.)

## J Conclusions

1. List and briefly describe aspects of the program that are particularly successful or that demonstrate high quality.

2. List and briefly describe aspects of the program that are less than satisfactory and that need to be improved.

## K. Action Proposals

These should be based on the matters identified in sections F, G, H, and I above and indicate specific actions proposed to deal with the most important priorities for action identified in those sections.

1. Changes in Course Requirements (if any)

List and briefly state reasons for any changes recommended in course requirements, e.g.  
Courses no longer needed;  
New courses required;  
Courses merged together or subdivided;  
Required courses made optional or elective courses made compulsory;  
Changes in pre-requisites or co-requisites

Changes in the allocation of responsibility for learning outcomes as shown in the course planning matrix.

2. Action Recommendations.

Recommendations should be made for action to be taken for further improvements or to overcome problems or weaknesses identified. The actions recommended should be expressed in specific terms rather than as general statements. Each action recommendations should indicate who should be responsible for the action, timelines, and any necessary resources.

Action Recommendation 1
Person (s) responsible
Timelines (For total initiative and for major stages of development)
Resources Required

Action Recommendation 2.
Person(s) responsible
Timelines

Resources Required

Continue for further action recommendations.

The Periodic Program Self Study Report should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for easy reference. A list of acronyms used in the report should be included as an attachment.

In addition to the self-study report, the following documents should be provided in hard copy and desirably in electronic format as well.

Completed scales from the *Self-Evaluation Scales for Higher Education Programs*. The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.

The Program Specification

An annual program report for the most recent year

A brief summary of the outcomes of previous accreditation processes (if any) including program accreditations and any special issues or recommendations emerging from them. A copy of the program description from the bulletin or handbook including descriptions of courses, program requirements and regulations

Six copies of these documents should be provided to the Commission four months prior to the date of the review.

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

Course specifications for courses in the program and annual course and program reports  
Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.  
CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible This information should include the highest qualification (and if appropriate other qualifications and experience relevant to their teaching responsibilities).

Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc

Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations

Statistical data on employment of graduates from the program  
Representative samples of student work and assessments of that work.

If the program is one that is offered by a private institution and that has provisional accreditation a supplementary report should be attached listing requirements of the Ministry or other organization to which it is responsible for special accreditation, and providing details of the extent to which those requirements have been met.

## ATTACHMENT 2 (n)

### Guidelines on Using the Template for a Periodic Program Self Study Report

General Comment	
<p>A periodic program self study report should be considered as a research report on the quality of a program. It should include sufficient information to inform a reader who is unfamiliar with the institution (local or international) about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are soundly based.</p> <p>Other documents such as general program descriptions in a form provided to students, a program specification, and completed self evaluation scales will be available separately and full details of these need not be repeated in the self study report. However the report should include summary information where necessary and additional explanations about recent developments or special objectives or priorities if required to explain what is done in the program.</p> <p>The template includes a number of sections and headings to assist in preparing the report. These should be followed in the report. However preparation of the report is not just a matter of filling in the spaces in the template. Evidence should be cited in tables or other forms of data presentation to support conclusions, with comparative data included where appropriate, and reference made to other reports or surveys with more detailed information. The writer should take as much space as necessary to provide the information required in a connected descriptive research report.</p>	
Institution, College/Department	Show the name of the institution and the college or department responsible for the program
A. General Information	
1. Program title and code	Write the title and institutional code for the program.
2. Credit hours.	Write the number of credit hours required to complete the program. If there can be variations in the credit hours for different majors or tracks in the program these details should be shown.
3. Award (s) granted on completion of the program	Write the title of the academic award or qualification granted by the institution for students who complete the program.
4. Major tracks/pathways within the program	Write the title of any major tracks or pathways within the program. A major track or pathway is one in which a specified group of courses are undertaken, normally in the second half of a program, and that leads to a specialization that is recognized by the institution. Individual selection by a student among a number of elective courses would not be regarded as a major

	track or pathway.
5. Professional occupations for which students are prepared in the program	Write the name of any professions or occupations the program is designed to prepare students for. (Note that students may enter other occupations or professions. However this item relates to what the program is designed for, not what individuals may eventually do.)
6. Name of program coordinator	Write the name of the faculty member responsible for coordinating or managing the program. This may be the head of department or another person given that responsibility.
7. Name of person responsible for leadership/management of the self study	Write the name and administrative position of the person given responsibility for leading or coordinating the self study of the program and preparation of this report.
8. Location of program if not on the main campus.	Indicate the location if the program is offered away from the main campus. If it is offered both on the main campus and in one or more other locations details should be provided. If it is offered in several locations (for example in another town or city or separately on both men's and women's campuses) information should be provided separately for each location and evaluations should consider the significance of any differences in quality that are shown.
9. Date of approval of program specification within the institution	Indicate the date on which the program specification was approved.
10. Date of most recent previous self-study (if any)	If a periodic self study of the program has been conducted previously indicate the date (semester and year) when this self study was completed. (This item does not refer to annual program reports)
11. Date of Report	Write the date the report was completed.
<b>B. Self-Study Process</b>	
Summary of procedures followed.	Provide a summary of the arrangements made for the conduct of the self-study. This should include administrative arrangements and time lines, information about working parties or sub-committees established and their responsibilities, and a brief description of procedures followed. Details of membership of sub committees and any other details needed for a reader to understand what was done should be included as attachments.
<b>C. Mission and Goals of the Program</b>	
1. Mission of Program	Write the brief mission statement for the program
2. Major Goals/Objectives for Development of the	List the major goals or objectives established for the development of the program. What is wanted here is not the

Program	learning outcomes for students which are dealt with separately, but program development goals. They could include such things as reviewing the program to improve provision of needed skills in industry, increasing numbers of students enrolled, increasing completion or progression rates, better orientation and preparation for new students, improvements in qualifications of staff, introducing assessments of teaching or participation of faculty in professional development activities, updated equipment, reductions in differences between quality of program delivery in different locations etc. The goals or objectives should be sufficiently specific for performance to be measured and timelines for achievement should be specified.
3. Performance Indicators	List performance indicators. These should include the KPIs specified by the NCAAA that are applicable to individual programs, and in addition include matters identified by the institution or college, or by those responsible for the particular program, and should also include indicators that have been selected to provide evidence of achievement of the goals or objectives stated under C2. above.
D. Program Context	
1. Significant Changes in the External Environment	Summarize any significant features of the external environment including changes in it affecting the delivery of the program or the skills required for graduates in the period since the last periodic self study or since the program was introduced. (For example: local national or international economic developments, significant recent research in the field, technological changes affecting skill requirements, employment demand, government policies on higher education or on matters affecting the fields for which students are being prepared, national or international developments in professional practice in the field.) Note that comments may have already been included in annual program reports. However in this report changes should be considered over a longer time frame and a more in-depth consideration given to implications for changes needed in the program.
2. Changes in the Institution Affecting the Program	Summarize any significant changes within the institution affecting the delivery of the program. Changes could relate to institutional policies and priorities, development of courses or programs in related areas facilities or equipment, staffing or funding issues, introduction of foundation year programs, etc.
3. Consequences for the Program of these Changes in Context	Note any implications of these external influences or changes for the program. These could relate to the mission and goals, methods of delivery, changes in courses or other matters. Some of these things may already have been done as the changes

	<p>became apparent over the period. However in this item they should still be noted, comment made on any responses that have already been made, and consideration given to whether any further change is needed in response to changes in the environment. Note that the next item (E 1.) a request is made for information about any changes made in the program. This may involve some repetition, but consideration of the two questions raises the issue of whether changes already made are an adequate response to changes in the environment.</p>
<p>E. Program Developments</p>	
<p>1. Changes Made in the Program</p>	<p>Summarize changes made in the program since the program was introduced or since the last periodic self-study. This item refers to changes made for any reason including responses to evaluation or changes in plans and policies for delivery of the program. To provide a full picture changes referred to in D3. should be listed again but should not need explanation.</p>
<p>2. Statistical summary</p>	<p>Complete the table to provide summary information about enrolments and completion rates in the program and trends in those numbers. The table is intended to highlight some key figures relevant to the quality of the program.</p> <p>The apparent completion rate is an indicator rather than an actual rate since some students could take longer than minimum time to complete the program and some could be admitted with advanced standing and take less time. However it provides a useful indicator for initial analysis. If there are special circumstances in any year that affect the apparent completion rate (for example if an unusually high number of students were admitted with advanced standing) this should be noted and the special factors taken into account in interpreting the results.</p>
<p>3. Year to year progression rates</p>	<p>Complete the table to provide information about year to year progression rates in the program. The table asks only for the most recent year. However if there have been significant increases or reductions in the rates over time this should be noted in the section that asks for comments, and the significance and implications of the changes discussed. If</p>
<p>4. Comparison of planned and actual enrolments</p>	<p>This question is relevant for new programs that have been given provisional accreditation on criteria that include the adequacy of resources and the viability of the range of courses, both of which are affected by the level of enrolments. For other programs differences between planned and actual enrolments could be significant for the program if significantly more students are enrolled than have been planned for or if students are not enrolling as anticipated.</p>

F. Program Evaluation in Relation to Goals and Objectives for Development of the Program	
	For each of the goals or objectives that were listed in item C 3 show the indicators that were identified to monitor performance, the desired benchmark or standard of performance that was sought, the result that was achieved, and provide a comment about the result. This comment could be an explanation of progress made by the time of the report, or an explanation of events that may have affected the extent to which the objective was achieved. Any implications for future planning should be noted.
G. Evaluation in Relation to Quality Standards.	
	This item deals with evaluations in relation to quality standards specified by the Commission for purposes of quality assurance and accreditation. The template asks for reports in relation to each of the 11 quality standards as they relate to the program, and to each of the sub-sections of the standard for Learning and Teaching. In responding to each item a brief explanation or background information should be included. Completed self evaluation scales will be provided separately and full details of assessments of all items are not required. However items thought to be significant (including those noted in the template) should be discussed and detailed information to support conclusions should be included (in tables or other formats as appropriate) with reference to where more detailed information can be found. Reference should be made to KPIs where they are relevant to the item concerned. Comments should not only relate to processes followed, but also to any specific data resulting from the application of those processes. (e.g. results of student surveys). If there are significant differences between sections for male and female students these should be identified and conclusions made about any action that is required to deal with them.
H. Review of Courses	
1. Processes followed in reviewing courses.	Describe the process followed in reviewing courses. This should include the procedures adopted by a working party or sub-committee given this responsibility and a summary of the kind of information considered in the review. The review should consider course evaluations and course reports, responsiveness to this feedback. It should also consider any changes necessary as a result of changing program requirements that might impact on individual courses.
2. Course Evaluations	A brief summary report should be provided giving an overview of areas of strengths and weaknesses and any other conclusions

	<p>from the processes described under F1 above.  Note that individual course reports, student course evaluation reports and the most recent annual program report should be available for reference</p>
<b>I. Independent Evaluations</b>	
1. Process for Independent Review	<p>Describe the process used to get independent comments on the program, the reliability and validity of the evaluative information considered and the conclusions drawn from it. Examples of processes that could be used are given in the template. The person providing this evaluation should be an experienced person with knowledge of programs of this type, preferably from another institution.</p>
2. Summary of matters raised by independent evaluator(s)	<p>Include a brief summary of matters raised and comments made by independent evaluators. Copies of any written reports received should be attached.</p>
3. Comment on matters raised	<p>Those preparing the report may agree or disagree with the comments and suggestions made by independent evaluators, but if they disagree sufficient information should be given to explain their different opinion.</p>
<b>J. Conclusions</b>	
1. Successful Aspects of the Program	<p>List and comment briefly on the most successful or high quality aspects of the program as indicated by the evidence considered in the self-study.</p>
2. Aspects of the Program Requiring Improvement	<p>List and comment briefly on aspects of the program most in need of improvement as indicated by the evidence considered in the self-study.</p>
<b>K. Action Proposals</b>	
1. Changes in Course Requirements	<p>List any changes required in courses as a result of all the evidence considered, including changes in the internal or external environment, achievement of program goals and objectives, evaluations in relation to quality standards, and feedback obtained from various sources including the independent evaluators. Changes could involve removal or addition of courses, mergers of courses or separation into separate courses, changes in required courses or in prerequisites or co-requisites. Or any other matters relating to course content or teaching methodology arising from the review of courses.</p>
2. Action Recommendations	<p>Include recommendations for action plans to deal with matters requiring attention as a result of the analysis in the report. In each case the action should be described in specific terms indicating who is responsible, when action should be undertaken and completed. Any resources required should be identified.</p>

**ATTACHMENT 2 (o)**

**Report on an Institutional Self-Study**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**Report on Institutional Self-Study**

## **Introductory Comments**

A self study is a thorough examination of all of an institutions functions and activities taking account of its mission and objectives, and the standards for quality assurance and accreditation defined by the NCAAA. Conclusions should be supported by evidence, with verification of analysis and conclusions, and advice from others able to offer informed and independent comment.

A self study report should be considered as a research report on the quality of the institution. It should include sufficient information to inform a reader who is unfamiliar with the institution about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Other documents such as university handbooks should be available separately and completed scales from the Self Evaluation Scales for Higher Education Institutions should have been completed and made available with the self study report. Consequently full details of what is included in these documents need not be repeated in the self study report. However this report should include all the necessary information for it to be read as a complete report on the quality of the institution.

The template includes a number of sections and headings to assist in preparing the report. These sections and headings should be followed in the report. However additional information can be included. Throughout the report evidence should be presented in tables or other forms of data presentation to support conclusions, with comparative data included where appropriate, and reference made to other reports or surveys with more detailed information.

The report should be provided as a page numbered document, single sided, with a table of contents. A list of acronyms used in the report should be attached.

A key to writing a successful self-study report is to ensure that processes are fully and clearly described so it can be fully understood by independent external reviewers and that conclusions about quality are supported wherever possible by evidence. An effective self-study report includes numerous references to statistical data and results of stakeholder surveys, and to thorough analysis of this information. Achievement of high quality standards needs to be demonstrated by appropriate comparisons with other good quality institutions selected as benchmarks for this purpose and for planning for improvement. Key performance indicators should be referred to throughout, including both those identified by the NCAAA and others selected by the institution itself for monitoring its performance and planning for improvement.

## Template for Report on Institutional Self-Study

For guidance on the completion of this template, please refer to Chapter 1 of Part 2 of this Handbook. And to Section 1.8 which comments on requirements for an institutional self-study report

### A. General Information

Name of Institution
Location and Postal Address of the Institution
Website address
Date of Report
Name and contact details for:  The person responsible for the preparation of this report;  The person to be contacted for further information about the matters discussed in the report if required;  The person to be contacted about for arrangements for external review visits.

**B. Institutional Profile**

An institutional profile should be prepared including the following material:

- A brief summary of the institution’s history, scale and range of activities;
- A brief description of the community where the institution is located including population statistics and any special characteristics that have implications for the institutions programs and .activities
- A description of the management and organizational structure using an organizational chart, list of colleges and departments, and the names and contact details of key individuals;
- A list of campus locations indicating programs offered and student numbers in each location;
- Summary information about the institution’s accreditation status including the outcomes of any previous institutional reviews, and any conditions that were established;
- A description of the institution’s quality assurance arrangements, priorities for development, and any special issues affecting its operations;
- A summary of the institution's strategic plan. (A copy of the actual strategic plan should be available for reference if required.)
- A list of matters that are of particular interest to the institution and on which the institution is seeking comment and advice in the review.
- Attach a plan and or map showing locations of major buildings and facilities.
- Include any major recent awards, accomplishments or strengths.

Statistical Summary

Land and Buildings (If institution operates on several different campuses provide tables for each campus and for the institution as a whole)

	Total Space (Square meters)	Space per Student (Square meters)
Land Area		
Building Space		

Preparatory or Foundation Programs

Streams or Sections	Number of students	Number of staff (EFT)
<b>Total</b>		

Student Enrolments (Not including preparatory or foundation programs)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	EFT	Full time	Part time	EFT
Male						
Female						
Total						

Note: To calculate effective full time equivalents (EFT) for part time students assume a notional full time load is 15 credit hours and divide the number of credit hours taken by each student by 15. (Use this formula only for part time students)

Staffing

No of Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	EFT	Full time	Part time	EFT
Teaching staff						
Other staff						

Notes: The number of teaching staff should include tutors, lecturers, and assistant, associate and full professors whether involved with teaching, research or both teaching and research. The number should not include research, teaching or laboratory assistants. Academic staff who are responsible for overseeing the planning and delivery of teaching programs (e.g. head of department for a department, dean for a college, rector and vice rectors for a university) should be included in the number.

Part time teaching staff should be included on a full time equivalent basis by calculating the number of credit hours taught as a proportion of full time teaching load for each person's level of appointment.

Colleges and Departments (Repeat table for each College)

College Name							
Dean							
Departments	Undergraduate students			Postgraduate students			Head of Dept
	Male	Femal e	Total	Male	Femal e	Total	
Student /Staff Ratio (FTE)							

College Name				Dean			
Departments	Undergraduate students			Postgraduate students			Head of Dept
	Male	Femal e	Total	Male	Femal e	Total	
Student /Staff Ratio (EFT)							

College Name				Dean			
Departments	Undergraduate students			Postgraduate students			Head of Dept
	Male	Femal e	Total	Male	Femal e	Total	
Student /Staff Ratio (EFT)							

Teaching Staff Highest Qualifications

	Doctor		Master		Other		Total	
	No	Percent	No	Percent	No	Percent	No	Percent
Male								
Female								
Total								

Number of Graduates in Most Recent Year

	Undergraduate	Graduate
Male		
Female		
Total		

Apparent Completion Rates

	Undergraduate Programs			Postgraduate Programs	
	Four Year	Five Year	Six Year	Master	Doctor
Male					

Female					
Total					

Note: Apparent completion rate is the number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort X years previously. (e.g. For a four year program the number of students who graduated as a percentage of the number who commenced four year programs four years previously)

### **C. Self-Study Process**

Provide a brief description of procedures followed and administrative arrangements for the self study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

### **D. Context of the Self Study**

#### **1. Environmental Context.**

Summary of significant elements of the external environment in which the institution is operating and changes that have occurred recently or are expected to occur (e.g. economic or social developments, population changes, government policies, developments at other institutions with implications for this institution's programs).

#### **2. Institutional Context.**

Brief summary of recent developments at the institution with implications for the review.

## **E. Mission, Goals, and Strategic Objectives for Quality Improvement**

1. Mission of the Institution

2. Summary of Strategic Plan and Action Plan(s) for Quality Improvement ( The institution's major goals and strategic objectives for quality improvement should be listed, indicating for each objective, the major strategies for development, performance indicators and benchmarks or standards of achievement the institution wishes to achieve.)

## **F Special Emphasis in the Self-Study (if any)**

Indicate any areas of particular interest to the institution in the review. (These may relate to responses to changes in the external or institutional environment, to planning priorities that may have been determined as a result of quality assessments or other strategic priorities, to government policies, etc.)

**G. Progress Towards Major Quality Objectives (Refer to Item E2 above)**

Assessment of institutional performance in relation to plans or any major quality improvement initiatives in the period under review. These may have been undertaken in response to a previous self study, recommendations or requirements following an external review, or for other reasons.

Brief reports should be provided on each major initiative citing the objective(s), specific data indicating the results achieved, and a comment on reasons for success or failure to achieve the desired results.

1. Objective 1
Result Achieved (Performance in relation to indicators and benchmarks)
Comment
Objective 2
Result Achieved (Performance in relation to indicators and benchmarks)
Comment

(continue for other strategic quality improvement objectives)

## **H. Evaluation in Relation to Quality Standards**

Reports should be given on performance in relation to each of the standards set out in the Standards for Quality Assurance and Accreditation of Higher Education Institutions. The reports should refer to areas of strength and weakness as indicated by the rating scales in the accompanying document—Self Evaluation Scales for Higher Education Institutions. Reference should also be made, where relevant, to other evidence such as performance indicators and surveys of students, graduates, faculty and employers and tables summarizing research output. If specific numerical data is available it should be included or provided in attachments and referred to in the text. Priorities for improvement should be indicated. If priorities for improvement have already been determined in planning or initiatives already undertaken these should be noted and any initial results reported.

To ensure a full understanding of the report by a person or persons unfamiliar with the institution, e.g. external reviewers (either local or international), a brief explanatory note should be included giving background information or explanations or processes relevant to the standard concerned.

Some of the standards relate to functions that are administered by a central organizational unit for the institution as a whole. Others are decentralized and administered by colleges, departments, or other academic or administrative units in different parts of the institution. Where the functions are decentralized the reports should provide both an overall picture for the institution as a whole, and an indication of areas where quality of performance is particularly good or less than satisfactory. (See suggestions for reporting on decentralized functions in Handbook 2 Internal Quality Assurance Arrangements.)

If the institution is operating in different locations or with major separate administrative centers (e.g., sections for male and female students, or a campus in another city or community) a single report should be provided but any significant differences should be noted and comments made about reasons for the differences and any response that should be made to deal with those differences. Where the institution operates in different locations or sections the descriptions of procedures should indicate how evaluations were conducted in the different locations

It is not necessary to provide a detailed report on every individual item in every subsection of each standard. The completed self evaluation scales will provide that more comprehensive coverage. However the report must include at least (a) Items where performance is poor or significantly different in different sections. (b) Items where performance is considered very good and evidence of strong performance can be provided. (c) Items that have been selected for special consideration as a result of strategic planning or previous evaluations

A vital element in these reports is to provide specific data to support conclusions, show trends, and make appropriate comparisons with other institutions selected to provide benchmarks for evaluation of performance. This data can include statistical information, figures derived from survey results, student results (with standards verified), numbers of refereed publications or citations, usage rates of services or anything also that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up.

Attach completed rating self evaluation rating scales from the Self Evaluation Scales for Higher Education Institutions.

1. Mission and Objectives (Overall Rating \_\_\_\_\_ Stars)

***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.***

Explanatory note about development and use of the mission.

Description of process for investigation and preparation of the report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning

purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Appropriateness of the Mission

Usefulness of the Mission Statement

Development and Review of the Mission

Use Made of the Mission Statement

Relationship Between Mission and Goals and Objectives

Overall Evaluation of Quality of Mission, Goals and Objectives. Refer to evidence obtained and provide a report based on that evidence and including a summary of particular strengths, areas requiring improvement, and priorities for action

2. Governance and Administration (Overall Rating \_\_\_\_\_ Stars)

***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. If there are separate sections for male and female students 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.***

Explanatory note about aspects of governance and administration relevant to the matters referred to in this standard that is not already explained in the institutional profile. The note can be in summary form and refer to other documents for further detail.

Description of process for investigation and preparation of report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Governing Body

Leadership

Planning Processes

Relationship Between Sections for Male and Female Students

Institutional Integrity

Internal Policies and Regulations

Organizational Climate

2.6 Associated Companies and Controlled Entities (if applicable)

Overall Evaluation of Quality of Governance and Administration. Refer to evidence obtained and provide a report based on that evidence and including a summary of particular strengths, areas requiring improvement, and priorities for action.

3. Management of Quality Assurance and Improvement (Overall Rating \_\_\_\_\_ Stars)

***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 standards.***

Explanatory note. Provide a summary explanation of arrangements for quality assurance including major committees and organizational unit(s) and activities carried out at different levels of the institution (including colleges or departments) Include a listing of KPIs for use in the institution, and benchmarks selected for performance.

Description of process for preparation of report on this standard.

## Report on subsections of the standard

**Special Note:** Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

## Institutional Commitment to Quality Improvement

### Scope of Quality Improvement Processes

### Administration of Quality Assurance Processes

### Use of Indicators and Benchmarks

## 2.5 Independent Verification of Standards

**Overall Evaluation of Management of Quality Assurance and Improvement.** Refer to evidence obtained and provide a report based on that evidence and including a summary of particular strengths, areas requiring improvement, and priorities for action.

4. Learning and Teaching. (Overall Rating \_\_\_\_\_ Stars)

***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 and verified 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 appropriate 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.***

Description of process for investigation and preparation of report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

(In sub-section 4.1 a description should be given of the institutions processes for oversight of quality of learning and teaching. In each other subsection include an explanatory statement describing what is done throughout the institution.. If common procedures are not followed this should be indicated and an explanation given of major variations and how the institution as a whole monitors quality of performance.)

Institutional Oversight of Quality of Learning and Teaching

Student Learning Outcomes

Program Development Processes

Program Evaluation and Review Processes

Student Assessment

Educational Assistance for Students

Quality of Teaching

4.7 Support for Improvements in Quality of Teaching

4.8 Qualifications and Experience of Teaching Staff

4.9 Field Experience Activities

4.10 Partnership Arrangements with Other Institutions (If applicable)

Overall Evaluation of Quality of Learning and Teaching. Refer to evidence obtained and provide a report based on that evidence about the extent to which the requirements of the standard of learning are met throughout the institution. The evidence of performance should be provided (or summarized and referred to in other documents) including KPIs, survey reports and other relevant sources of evidence. A general conclusion should be drawn that includes a summary of particular strengths, areas requiring improvement, and priorities for action.

5. Student Administration and Support Services (Overall Rating \_\_\_\_\_ Stars)

***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.***

Explanatory note about student administration arrangements and support services, including functions carried out centrally and those managed in colleges or departments. For those managed in departments or colleges refer to any relevant institution-wide policies or regulations and describe the processes used by the institution to monitor how effectively local services are provided.

Description of process for preparation of report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Student Admissions

Student Records

Student Management

Planning and Evaluation of Student Services

Medical and Counseling Services

Extra-Curricular Activities for Students

Overall Evaluation of Quality of Student Administration and Support Services. Refer to evidence obtained and provide a report based on that evidence that includes a summary of particular strengths, areas requiring improvement, and priorities for action.

6. Learning Resources (Overall Rating \_\_\_\_\_ Stars)

***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 improved in response to systematic feedback from teaching staff and students.***

Explanatory note about provision of learning resources within the institution. This should include information about the extent to which library services are provided centrally or within colleges. If they are provided in different locations, descriptions should be given of any overall institutional coordination and performance monitoring.

Data should be provided about the extent of resource collections (e.g. Books and periodicals and website resources, and information provided about the use of those resources by students and staff in a central location and in different locations if these are provided.

Description of process for investigation and preparation of report on this standard. (if library services are provided in different locations this investigation should deal with provisions throughout the institution and draw conclusions about overall performance and variations between different locations)

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Planning and Evaluation

Organization

Support for Users

Resources and Facilities

Overall Evaluation of Learning Resource Provision. Refer to evidence and provide a report based on that evidence that includes a summary of particular strengths, areas requiring improvement, and priorities for action

7. Facilities and Equipment (Overall Rating \_\_\_\_\_ Stars)

***Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, 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 faculty and student and appropriate provision made for associated services such as food services, extracurricular activities, and where relevant, student accommodation.***

Explanatory note about administration of arrangements for planning, development and maintenance of facilities and equipment. This should include cross references to other more detailed facilities planning documents.

Description of process for investigation and preparation of report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Policy and Planning

Quality and Adequacy of Facilities and Equipment

Management and Administration

Information Technology

Student Residences

Overall Evaluation of Provision of Facilities and Equipment. This report should refer to evidence and relevant benchmarks, and include a summary of particular strengths, areas requiring improvement, and priorities for action

8. Financial Planning and Management (Overall Rating \_\_\_\_\_ Stars)

***Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.***

Explanatory note describing budgeting and financial planning and funding submission processes and arrangements for audit. The explanation should include a list of financial reports that are prepared. Information should be given about levels of financial delegation within the institution with reference to other documents that set out institutional policies and regulations relating to these delegations. .

Description of process for investigation and preparation of report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those

identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Financial Planning

Financial Management

Auditing and Risk Management

Overall Evaluation of Financial Management and Planning Processes. The report should refer to relevant evidence and benchmarks and include a summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

9. Employment Processes (Overall Rating \_\_\_\_\_ Stars)

***Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in faculty and staff expertise. Performance of all faculty and staff must be evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving faculty and or staff.***

Explanatory note about processes for employment and professional development of teaching and other staff. The explanation should include a description of how colleges and departments are involved in the selection of teaching staff, a description of institutional policies on staff development and promotion, and indicators used for monitoring the quality of staff management processes throughout the institution,

Description of process for preparation of report on this standard.

Report on subsections of the standard

Special Notes: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Policy and Administration

Recruitment

Personal and Career Development

Discipline, Complaints and Dispute Resolution

Overall Evaluation of Institutional Employment Processes. The report should refer to relevant evidence and benchmarks and include a summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

10. Research (Overall Rating \_\_\_\_\_ Stars)

***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 benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.***

Explanatory note describing the nature and extent of research involvement of the institution and of teaching staff within it. The explanation should include a brief description of organizational arrangements for developing and monitoring research activity across the institution including any research centers and activities to encourage research by individual staff members. Indicators used for monitoring research performance should be listed.

Description of process for preparation of report on this standard.

Report on subsections of the standard

Special Note: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

Institutional Research Policies

Faculty and Student Involvement in Research

## Commercialization of Research

### 10.4 Facilities and Equipment

Overall Evaluation of Research Performance. For a university the report should include statistical data on the extent and quality of research activity including competitive grants, publications and citations and other relevant information benchmarked against appropriate institutional benchmarks. For a college this information can be included but the report must include data on professional or scholarly activities that ensure teaching staff are up to date with developments in their teaching field. The report should include summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

## 11. Institutional Relationships with the Community (Overall Rating \_\_\_\_\_ Stars)

***Contributing to the community must be recognized as an important institutional responsibility. Facilities and services are 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. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.***

Explanatory note about institutional policies for community service activities and media or other contacts to develop community understanding and support. The explanation should include information about how contributions to the community are recognized within the institution.

Description of process for preparation of report on this standard.

Report on subsections of the standard

Special Note:: Evidence to support conclusions should be clearly stated and discussed. This evidence should include specific Key Performance Indicators, including those identified by the NCAAA and others selected by the institution for its planning purposes. In each case the indicator should be stated and results achieved compared with what was planned for, and future performance targets set where appropriate. Evidence should include internal benchmarks (comparisons across the institution or over time) and external comparisons with other comparable institutions.

## Institutional Policies on Community Relationships

## Interactions with the Community

### 11.3 Institutional Reputation

Overall Evaluation of Institutional Relationships with the Community. The report should include relevant statistical and survey data and indicate particular strengths, areas requiring improvement, and priorities for action

## I Independent Evaluations

Describe the process used to obtain independent comment on the self study. Processes may include a review of documentation by experienced and independent persons familiar with similar institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

Summary of matters raised by independent evaluator(s)

Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.)

## J Conclusions

1. List and briefly describe institutional activities that are particularly successful or that demonstrate high quality.

2. List and briefly describe institutional activities that are less than satisfactory and that need to be improved.

## K Action Recommendations

These should be based on the matters identified earlier in the report for further improvements or to overcome problems or weaknesses identified indicate specific actions proposed to deal with the most important priorities for action identified in those sections. Matters of greatest urgency or highest priority should be identified. For each action proposed recommendations should be made on who should be responsible for the action, timelines specified, and any necessary resources required.

Action Recommendation 1 .....

Person (s) responsible

Timelines (For total initiative and for major stages of development)
Resources Required
Action Recommendation 2.....
Person(s) responsible
Timelines
Resources Required
Action Recommendation 3.....
Person(s) responsible
Timelines
Resources Required
Action Recommendation 4.....
Person(s) responsible

Timelines
Resources Required
Continue for further action recommendations...

The Institutional Self Study Report should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for easy reference.

#### Attachments

- Membership and terms of reference for sub-committees and working parties
- Reference list of key reports and other documents cited in the report
- Glossary of acronyms and abbreviations used in the report
- Copy of report(s) by independent evaluator(s)

In addition to the self-study report the following documents should be provided:

Self-evaluation Scales for Higher Education Institutions. The completed scales should include star ratings, independent comments and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.

A copy of the institution's strategic plan

A copy of the institution's strategic plan for quality improvement (which may be included within the broader institutional strategic plan)

Current student catalogue, prospectus, bulletin or handbook including descriptions of the curriculum, admissions requirements, degree completion requirements, and related information

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

Faculty handbook or similar document with information about staffing policies, professional development policies and procedures and related information

Administrative and financial policies manual or similar document including the institution's bylaws and regulations, roles and responsibilities of administrative and academic officers and major committees, and an explanation of the institutions governance and administrative structure.

Quality assurance manual or description of procedures including information about the institutions system of assessing programs and services, the role of the institution's quality center and systems for gathering and analyzing data on quality of performance and planning for improvement.

Current data on faculty and other teaching staff including tables with numbers by academic rank, by highest qualification, teaching staff/student ratios for each department and college, and for the institution as a whole For a university (optional for a college) information should be provided on research output for each department, college and for the institution as a whole. Current teaching staff CVs should be on file and available for the review panel if required.