

Program Accreditation Standards Guides 2022_–2023



بيت الحكيم

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Vision of the University Vice President for Female Student Affairs

Praise be to God, Lord of the Worlds, and may blessings and peace be upon the most illustrious of prophets and messengers, as for what follows:

Based on the university's strategic objectives to improve its teaching operations and in light of His Excellency the President of the University's directives aimed at achieving the university's programs for programmatic accreditation, the Deanship of Development and Quality graciously built a procedural guide for evidence, including the updated standards from the Evaluation and Training Commission. I hope that all programs and institutions diligently monitor this proof and evidence and collaborate with the Deanship of Development and Quality and program quality coordinators to ensure that all accreditation criteria are satisfied.

Finally, I'd like to thank His Excellency the President of the University, as well as the Dean of the Deanship of Development and Quality and the Deanship's work team, for their continued support of the university's quality efforts.

University Vice President for
Female Student Affairs, Dr.
Reem Abdullah Al-Harbi

Dean of Development and Quality's Vision



Praise be to God, Lord of the Worlds, and peace and blessings be upon our Prophet Muhammad, the Messenger of Mercy to the Worlds, may God's prayers and peace be upon him and those who follow him in goodness and after:
Following the role and responsibilities of the Deanship of Development and Quality, the Deanship works to achieve its mission of directing the various sectors of the university to achieve the quality of its outputs through the issuance of a guide for evidence, evidence, and program accreditation requirements, in order to facilitate the program in the colleges, and a clear road map in the program accreditation requirements. All programs will have access to all documents, processes, evidence, proof, and data required to meet all practices and standards, as well as the guide.

I'd like to thank His Excellency the President of the University, His Excellency the Vice Dean for Female Student Affairs, and their Excellency the deans of colleges, quality

supervisors, and program coordinators for their assistance in producing this guide, as well as my colleagues in the deanship and the Quality Assurance Committee team for their tremendous efforts and hard work. May God bless and prosper your efforts.

Dean of the Deanship of Development and Quality
Dr. Badr bin Jumaan Al Shaeri

Introduction:

Personal judgments should not be utilized to assess the level of quality, but rather direct and tangible evidence, as much as possible. Indicators and benchmarks for performance should be created in advance and evaluated on a regular basis. With the demand for independent verification of performance quality, especially in situations where direct proof is not available. Accreditation of programs is an important step in the improvement of educational processes since it allows the program, department, and institution to study and evaluate their techniques based on a range of vital criteria.

Because of the importance of programmatic accreditation, the deanship worked to prepare all programs to apply for programmatic accreditation as a first step in order to assure the quality of these programs and their compatibility with the level of the degree given. It has created this guide for 2022 programmatic accreditation requirements, which contains all of the documentation, processes, evidence, proof, and data needed to complete all practices. Aside from program-specific needs.

Characteristics of Guide

This handbook provides all of the paperwork, evidence, and processes required for all of the Program Accreditation Standards 2022 criteria, making it simple for programs to collect evidence for the criteria at each standard level.

o Steps for Program Accreditation:



o Education and Training Evaluation Commission forms for Program Accreditation

The Education and Training Evaluation Commission has made a number of electronic forms accessible for use on its website, the most significant of which are:

1. Key Performance Indicators for the Program.
2. Requirements for Program Accreditation.
3. Program Self-Evaluation Metrics.
4. The Program's Self-Study Report.

<https://etec.gov.sa/ar/pages/default>

Program Academic Accreditation Standards Guides 2022

The National Center for Academic Accreditation and Evaluation recently assessed and developed the program standards. These updated program criteria are detailed below.

1. Managing and assuring the program's quality





2. Teaching and Learning

3. Students

4. Faculty Members

5. Learning Resources, Facilities, and Equipment



o General Instructions

The standards and related processes are presented in the order in which they appear in the National Center for Academic Accreditation and Evaluation's list of program accrediting eligibility requirements. However, it is better for the programs to create a time plan (the Deanship has Excel for this) in which they begin to complete the fundamental files and reports. **The most important document (the program's self-evaluation measures and self-study report), as well as the program, should include all faculty members (men and women) on academic accreditation committees. As a result, it's advisable to start by collecting the following documents:**

- Addressing similar programs in order to benchmark, as outlined in the KPI measurement and benchmarking report.
- Document of institutional accreditation - decision to commence the program.
- Creating reports and conducting and reviewing beneficiary opinion surveys.
- Collect and review program and course descriptions.
- Producing a report that monitors important performance indicators and serves as a benchmark.
- Developing a strategy for measuring and reporting on program learning outcomes.

- Establishing the program's advisory committee, establishing its tasks, and producing a report on the group's contributions to the program's development.
- Gathering course records from the preceding two years for the program and organizing them into four files depending on semester and level (including reports from courses provided by other departments and colleges).
- Preparation and evaluation of the program's annual report for the last two years.
- Graduate studies programs create an executive strategy for scientific research in the program as well as a method for monitoring and recording scientific research activities. In addition, they create monthly performance reports for the scientific research strategy.
- To complete the KPI benchmarking report, the program must select a comparable program for external comparison. It is suggested that this program be recognized as a first choice. If this condition is not met, it is preferable if the program has a good academic reputation both internally and externally, as well as through cooperation agreements.
- Programs taught in English should provide a translation, or at the very least a translated summary, of files and documents written in Arabic, so that reviewers and visiting teams can easily understand the content of the Arabic files.
- If the program has more than one branch and those branches are included in the Authority's accreditation contract, all reports must include data for those branches and make comparisons to the main campus in documents such as: beneficiary opinion surveys, course reports, the program's annual report, the plan for measuring the program's learning outcomes and measurement reports, the report on measuring key performance indicators and benchmarks, and the report on measuring key performance indicators and benchmarks.
- If the program is divided into two portions (male and female students), data for both sections (including analysis and comparison in the aforementioned studies) should be given.

o Roles and responsibilities

Academic accreditation is a long and rewarding journey that requires collaborative efforts as well as clearly defined roles and responsibilities to easily identify and address deficiencies and shortcomings, as well as points of excellence and distinction for the exchange of experience between programs. As a result, each party's functions and obligations are as follows:

The Role of the Deanship of Academic Development and Quality

- Establish a system for submitting papers to the deanship and notify programs about it.
- Determine and communicate the time for the programs to upload documents.
 - Determine the names and responsibilities of internal auditors in charge of program follow-up.
 - Set a deadline for the internal audit team to evaluate documents.
- Decide how technical assistance for programs will be offered.
 - Plan and arrange a training for all internal auditors at the start of each academic year to discuss trends and methods.
 - Approval of program internal audit reports.

- Meetings with the internal audit team on a regular basis to monitor implementation, share common observations across programs/implementation difficulties, and take remedial action.

The Role of the Internal Auditor by the Deanship of Development and Quality :

Reviewing materials provided by the programs for which it is responsible and Offering feedback in line with the Deanship of Academic Development and Quality's approved approach. Offering essential technical support consultations for programs in line with the recognized methodology of the Deanship of Academic Development and Quality.

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The Role of Academic Programs:

Create a timetable for the preparation and submission of papers for review.

Communicate with the internal auditor in charge of the program to discuss and agree the timetable for uploading documents, and then get approval from the department council.

Creating committees and defining their duties and responsibilities for creating, evaluating, and submitting the relevant papers within their respective jurisdictions.

Commitment to submitting all relevant documentation by the deadline indicated by the Deanship.

Ensure that all papers uploaded are up to date.

Ascertain that all plans presented are in compliance with the academic year mentioned in the document's text.

Ensure that all reports provided are for the academic year mentioned in the necessary document's content.

Ensure that the papers submitted fulfill all of the requirements mentioned in the necessary document's content.

Organizing and preserving documentation and attachments so that the external auditor may easily access and examine them. "All attachments required to be submitted with the self-study report are submitted as separate files and labeled with the required document's text." Mentioned in the needed document's text. Its subject matter.

Communicate with the program's internal auditor to address feedback on documents and arrange for technical help in accordance with the Deanship of Academic Development and Quality's authorized method.

Commitment to revising papers in line with directions negotiated with the internal auditor and authorized by the program.

The college Dean for Development and Quality (the College Dean for Academic Affairs) collaborates with the college quality coordinator to fulfill the following responsibilities:

The Role of the College Dean:

Discussing reports from the college's development and quality units and implementing improvement and corrective measures to ensure the quality of documents and consistency in the quality of all college programs' inputs, procedures, and outputs.

Keep track of the implementation of operational plans for scientific departments and academic programs. Facilitating program communication with both internal and external organizations.

o Evidence Need to Fulfill Program Accreditation Standards

Standard Number	Standard	Required Evidences	Full compliance	Great compliance	Low compliance	Non-compliance
1	Managing and Assuring the Program's Quality					
1-1	Program Management					
1-1-1	The program's purpose and objectives are consistent with the mission of the institution/college and regulate all of its operations and activities.	•The presence of an authorized vision that meets all planning rules at the time the vision is created. • Program mission compatibility matrix with college mission. • A matrix that compares program objectives to college objectives. •Case studies of how the vision has been implemented in program planning and development methods. •A program objectives and mission coherence matrix. •The department council has accepted the program objectives, which are connected to performance metrics.				
1-1-2	The program has a sufficient number of qualified employees with duties and power to carry out administrative, professional, and sufficient technical tasks. *	•A list of the names and CVs of administrative and technical staff members. •Job descriptions for administrative, professional (medical colleges), and technical activities (department head, department coordinator, and administrative workers (secretaries, administrators, laboratory technicians, labs...) are included in the document. •Administrative Assignment Decisions.				
1-1-3	The program includes a supportive organizational and academic environment.	•The organizational framework of the program.				

		• A survey of employee satisfaction with the program's corporate environment (thank you letters and scientific prizes). • Availability of faculty rooms, canteen, and amenities for teachers and staff, parking, contests, and rewards. • Explaining the methods for monitoring the success of the program's objectives, performance indicators, and improvement plans, as well as setting an example (containing goals, performance indicators with statistics, and improvement plans) that has been approved by the department head. • Using integrity in Saudi and non-Saudi appointment and promotion processes, committee and post nomination procedures, training course and conference nomination techniques, and grievance mechanisms.
1-1-4	Those in charge of the program keep track of how well its objectives are met and take corrective action as needed.	
1-1-5	The program administration adopts techniques that promote honesty, justice, and equality in all of its academic and administrative operations, as well as between male and female students and branches (if any).	
1-1-6	The program management collaborates with professionals and experts in the program's knowledge to assess, develop, and enhance the program's performance.	• Disseminate the results of mission expert opinion surveys to evaluate satisfaction with leadership and program management. • Reporting on the results of polls conducted among program experts and graduates. • Meeting report (meeting minutes and reports) from the advisory committee, as well as their comments on the program's mission, learning outcomes, and graduation qualities • External auditor reports and independent opinions (optional - if available) • The program description is approved by the department council and then posted on the department's website. • The program report has been approved by the department council. • A link to the department's website, which covers the program's purpose and goals, the teaching plan, admission requirements and graduates, preparation books, graduation rates, employment rates, and grievance procedures.
1-1-7	The program management provides reliable and public information, such as a description of the program, its performance, and accomplishments, in a style suited for the needs of the recipients.	Scientific citation; research ethics in science. • Ethical constraints for offering activities (parent consent, Ethics Committee approval, requesting government authorization for certain activities, notably those involving health, and adherence to professional ethics).
1-1-8	The management of the program is committed to teaching the concepts of scientific integrity, intellectual property rights, ethical practices, and good behavior in all academic, research, administrative, and service areas and activities.	

1-1-9	The program administration follows the institution's/college's set protocols, rules, and processes, including grievances, complaints, and disciplinary issues.	• Report on the results of student opinion polls on the ethical standing of faculty members. • The college provides a list of student rights. • A procedural program guide for the student rights list. • Proof of concerns and issues addressed and resolved
1-2	Assurance Program Quality	
1-1-2	The program administration uses a quality assurance and management system that is in accordance with the institutional quality system.	• Quality management system guide for the program • Quality management system guide for the university • Annual report on the quality system to be provided to the Scientific Department Council in accordance with the guide document
1-2-2	The program evaluates important performance indicators and evaluation data annually and helps planning, development, and decision-making processes.	• The program's performance indicators document comprises the department council-approved fundamental and extra metrics. • Three-year monitoring of performance indicators, including internal and external benchmarking and reporting to the department council. • A development strategy based on performance indicator measurement results. • Department Council minutes in which the results of performance measures were given. • Department Council letters to the Dean of the College on program performance metrics reports. • Documents, records, opinion polls, and the perspectives of all beneficiaries, including students, graduates, employers, and so on, that were used in program evaluation procedures, as well as the approved reports issued in that regard. • The department council approves the program report. • Improvement plans for the program and its outcomes.
1-2-3	The program does a complete periodic review, creates improvement plans, and oversees their implementation.	
2	Teaching and Learning	
2-1	Learning Outcomes	
2-1-1	The program develops the desired learning outcomes based on specified academic standards that are consistent with its objective and compatible with institutional graduation characteristics. They are regularly authorized, announced, and assessed.	• The program learning outcomes matrix that is congruent with the program mission is acceptable. • An accredited matrix comparing the congruence of program learning outcomes with graduate qualities. • The learning outcomes matrix in accordance with specialized criteria has been approved. • Ongoing reference reports on learning outcomes. • If this occurs, report on the program's creation proposal from the Plans and Curriculum Committee.

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| <p>2-1-2 Learning outcomes are in accordance with the National Qualifications Framework, specific standards, and labor market requirements.</p> <p>2-1-3 The learning outcomes for each track (if any) are determined by the program. To assess learning outcomes and certify conformity with certain performance levels and assessment objectives, the program applies appropriate procedures and methodologies.*</p> <p>2-1-4 The program employs a clear and authorized teaching, learning, and assessment approach that outlines its educational philosophy and guarantees the program's learning objectives are satisfied.</p> | <ul style="list-style-type: none"> • Alignment matrix of program learning goals with National Qualifications Framework standards. • Labor market opinion with graduation results. • Attach the program description as well as the path learning outcomes. • Course and program learning outcomes measurement report (final report with Excel for measuring) • Presenting the results of student opinion polls on teaching techniques and evaluation methodologies. • Employers' perspectives on students' learning outcomes. • A table displaying the learning objectives and approaches. • Appropriate teaching and grading techniques (detailed further down). • A document that details the evaluation methodologies for the courses given in the course descriptions. |
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2-2 Curriculum

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| <p>2-2-1 The curriculum is amended on a regular basis and takes into account program objectives, educational outcomes, and scientific, technical, and professional advancements in the field of expertise.*</p> <p>2-2-3 The requirements for exit points (if any) are taken into account while developing the program's study plan in accordance with worldwide norms and equivalent programs. Course learning outcomes are connected to program learning outcomes (matrix of program learning outcomes distribution across courses). The program's teaching and learning approaches, as well as its assessment methods, vary in proportion</p> | <ul style="list-style-type: none"> • The annual report of the program. • Study Plan Schedule. • Consistency Matrix. • Course reports. • A variety of current courses that keep you up to date on scientific, technical, and professional advances. • Include assurance that the program report will be reviewed by the Deanship of Development and Quality. • A program description that the department council has approved. • A table outlining the amount of practical hours, university requirements (the number of hours required by the university, college, and specialty), and field training. • Authorized document outlining the program's (if any) exit point standard. • Comparable program benchmarking establishes exit point needs in accordance with worldwide norms. <p style="text-align: center;">Coherence Matrix.</p> <p>A matrix that assesses the degree of alignment between the program's teaching and learning strategies and assessment techniques and the</p> |
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to the program's type and level, and are compatible with the program and course level targeted learning objectives.

The program uses specific methodologies to assess the effectiveness of field training and the quality of its monitoring, as well as the commitment of those in charge to the obligations assigned to them.

2-2-6

The program ensures that the study plan, program descriptions, and courses offered in many locations (male and female sections, as well as different branches) are uniformly implemented.*

2-2-7

course's targeted learning objectives.

- Description of field experience (field training).
- Meeting minutes tell field supervisors of the anticipated learning objectives from the field experience.
- Meeting minutes that help students prepare for field experience.
- Reporting the results of a student survey on field experience.
- A report on your field experience.
- Sample questions for standardized tests between the two sections and branches, if relevant.
- The unified report, grade distribution, course learning outcomes assessment technique, and measurement report.
- A list of course coordinators is supplied each semester.

2-3

Quality of Teaching and Student Evaluation

The program assesses the efficacy of the teaching and learning approaches and assessment methods indicated in the program and course descriptions, as well as the level of faculty commitment to them, using specific mechanisms.*

2-3-1

Faculty receives the necessary training in teaching and learning strategies, assessment techniques specified in program and course descriptions, and the effective use of modern and advanced technology, which is monitored.

2-3-2

Students are provided full information about each

- Peer reviewer report (if applicable).
- Review report on course files.
- A report on the test review; and different evaluation activities.
- A report on the evaluation of student results.
- A discussion report on student success rates was presented to the Department Council.
- Report the results of a student opinion poll on the efficacy of teaching and learning methodologies and assessment methods outlined in course requirements.
- Report the results of the student opinion poll on the level of the faculty member's commitment to the teaching and learning strategies and assessment methods outlined in the course descriptions that are made available to students.
- A list of faculty members and the titles of the technology or learning and teaching courses they took, as well as a comparative poll of student satisfaction with the faculty member before and after the training courses.
- The department head's evaluation of the faculty member before to and after the training courses, taking into account the results of the students' evaluation of the faculty member.
- A questionnaire evaluating how well students are provided with a

2-3-3	course at the beginning, including learning goals, teaching and learning tactics, assessment methods and dates, and what is expected of them while studying the course, as well as feedback on their performance.	course description and a teaching plan at the start of the semester.
2-3-4	The program employs techniques to promote and foster teaching quality, as well as to encourage faculty creativity and innovation.	• Department committees that keep track of teaching excellence awards and recognize faculty members' creativity and effort. • A report showcasing the honors bestowed to faculty members. • Provide feedback on test paper evaluation and random examination of answer sheets.
2-3-5	To ensure the quality and integrity of evaluation procedures, as well as the degree of student achievement, the program adheres to clearly specified protocols.	• A report describing all of the course learning outcomes and test paper characteristics. • A report analyzing students' test results. • A report on active ways for assessing and certifying course validity.
2-3-6	Effective strategies for controlling academic integrity are adopted at the program level. To guarantee that the students' work and assignments are entirely their own.*	• A properly authorized academic integrity policy document. • Outlining the steps involved in grading students' work and assignments. • The results of Verification tests prove that the work and assignments submitted by students are entirely their own creativity. (Examination, either oral or written) • Use Blackboard to activate electronic verification methods such as assign Safe for attached research. (If any)

3

Students

3-0-1	The program applies approved and publicized rules and conditions for admitting, registering, and graduating students, allowing students to transfer into the program, and equating prior learning in line with the nature of the program and fairly. Through a variety of channels, the program gives students access to	• The student guide booklet and the online link to the admission requirements are approved documents posted on the website for the procedural guide for admission and registration in the program. • An official document that certifies the study plans for the program are equivalent.
3-0-2	fundamental information on study requirements, services, and financial fees (if applicable).	• An annual orientation program for program participants that explains the course requirements, credit hours, learning materials, and financial commitments (if applicable) and helps them put them into practice through academic mentoring. • The study guidelines, available services, and associated prices (if any), as announced on the website and in the printed guide, are listed in the student manual.

3-0-3

Through qualified and sufficient staff, program students are given efficient services for academic, vocational, psychological, and social assistance.*

- The accreditation of the academic counseling program at the institution.
- The accreditation of the career counseling and guidance program at the college.
- The counseling and psychology program at the college is accredited.
- This document approves the social and advising systems at the college.
- Annual reports on the effectiveness of the college's systems for academic, career, psychological, and social advising and comparisons with those of the academic departments.
- Minutes of the department council, which revealed that both male and female students received academic advisors.

3-0-4

There are programs available to care for, motivate, and assist each type of student, and suitable procedures are utilized to identify gifted, creative, great, and struggling pupils in the program.

- The availability of a support system and its activation for students who are experiencing difficulties
- The existence of a system for locating, supporting, and using innovative and exceptional students.
- The presence of a mechanism for the program's standout students and its activation.

3-0-5

To help students in the program develop their abilities and skills, extracurricular activities are made available to them in a range of fields, and the program takes the appropriate measures to promote and encourage their participation.

- Student groups, reports, and extracurricular activities that include field training.
- The program's extracurricular activity committee's operational plan.
- A status report on the program's executive plan for extracurricular activities.

3-0-6

The program employs an effective communication strategy to engage with graduates and incorporate them in its event activities, requesting their comments, utilizing their expertise and support, and Offering updated and comprehensive information on them.

- A strategy for interacting with graduates.
- A document for the Graduate Follow-Up System.
- Disseminate survey findings from graduates regarding the program's suitability and the occasions (forums, Career Day celebration) where they might provide their knowledge and support.
- The program graduates' database is updated frequently.
- Summarize the findings from surveys that were completed by teachers and students to gauge their opinions of the services (café, parking, chapels, gyms, student services) that are offered to them.
- Create a plan for improvement.

4-0-1	There are enough qualified teachers in each site where the program is offered, and the required verification processes are in place. *	• A list of the faculty members, together with information on their areas of specialty by gender and by branch. • A report on the validation of academic qualifications and the comparison of data from faculty members and their equivalents with scientific literature. • The database of faculty members and their equivalents in the program lists their educational credentials and is regularly updated. • A list of the names of specialists (such as language teachers, medical technicians, etc.), their affiliations with the institution (either as partners or employees), and their resumes (if any).
4-0-2	Professionals with extensive experience and expertise in the field covered by the program make up some of the teaching staff or collaborators in professional programs.	
4-0-3	How well and regularly faculty members engage in academic, research, and scientific production activities is one of the criteria used to evaluate them.	• The program's scientific research plan. • An annual report on research, books, scientific publications, or conferences for faculty members;
4-0-4	One of the evaluation factors for faculty members takes into account their involvement in community collaborative projects.	• The program's strategy for community partnerships, which includes a rundown of the services it provides to the locals. • Present the department with an annual report on community involvement in the program. • Example assessment forms (both completed and uncompleted) for faculty members, promotions, and annual evaluations.
4-0-5	Professional and academic development programs are provided to faculty members in accordance with a plan that takes into account their needs and seeks to improve performance.	• An overview of the training possibilities accessible to faculty members in accordance with a plan that takes into account their needs in order to advance their academic and professional careers. A plan for the faculty member's academic and professional growth. • Outline the findings of a faculty poll that asked them to identify the programs that would help them succeed in both their professional and academic life. • Courses to get incoming faculty members ready.
4-0-6	The effectiveness of the teaching staff is routinely evaluated against clearly defined standards, feedback is given, and performance is improved as a result.	• A form for promotions as well as a form for reviewing faculty members. • The department head's annual report to evaluate and rate faculty members' performance. • The department head created improvement plans in response to faculty member assessments.
5	Learning Resources, Facilities and Equipment	
	The program is updated frequently, and it evaluates the availability	• A table listing all of the teaching plan's references, with a notation as to whether they are

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| 5-0-1 | and usefulness of the services and materials for learning in light of its requirements and the number of enrollees. | <p>electronic or printed (three references per course);</p> <ul style="list-style-type: none"> • Ask participants and students whether they have access to technical resources, educational aids, models, paintings, and maps. • Enhance the development plan for facilities and machinery. • Requests for laboratories, equipment, and personnel made by the department head to the college dean in order to build the college's yearly budget, provided that the report is backed up by maintenance, replacement, addition, and improvement activities. |
| 5-0-2 | <p>The program's staff, participants, and instructors receive the technical support and training required for effective use of learning resources and media.</p> <p>In facilities, equipment, instructional programs, and research initiatives, all public and professional health and safety requirements are met, and safety, environmental preservation, and hazardous waste disposal standards are applied quickly and effectively.*</p> | <p>The program's staff, participants, and instructors receive the technical support and training required for effective use of learning resources and media.</p> <ul style="list-style-type: none"> • Site, building, and laboratory protocols are described in the security and safety manual. • Make the behavior rules for utilizing technology (cybersecurity) available to the general population. • The regulations for disposing of hazardous garbage. • Follow-up reports on the facility's and the laboratories' safety and security. • Making a deal with a company to get rid of medical waste. • A report outlining the programs and technology available for electronic programs. • A list of online courses. • The Blackboard user guide. |
| 5-0-3 | | |
| 5-0-4 | <p>The program provides the appropriate technologies, services, and environment for courses that are offered remotely or online in accordance with their own standards.</p> | |
| 5-0-5 | <p>In order to improve, the program evaluates the effectiveness and efficiency of all learning resources, infrastructure, and technologies.</p> | <ul style="list-style-type: none"> • Report the findings of surveys taken among faculty members regarding the suitability and effectiveness of facilities and equipment. • Plan for improvement. |

First Requirement
Sub-requirement
Description

Subtasks
Program
Establishment
Decision Making
Second Requirement
Sub-requirement

Final License to the Program
Program Establishment Decision Making
The decision to establish the program and the university's accreditation of the study plan for the program.
Procedures
The following documents are provided by the program:
The Council of Ministers/Ministry of Education authorized the decision to establish the program.
The university's decision making to accredit the study plan for the program.
Compliance with the National Qualifications Framework
Report on the program's compliance with the National Qualifications Framework standards

Description	Preparing a Report on the program's compliance with the National Qualifications Framework standards.	
Subtasks	Procedures	
Establish a Consistency Report	The program prepares a concise report detailing how closely the program corresponds to the National Qualifications Framework. The following consistent components are included in the report: The National Qualifications Framework is followed by the title and level of the qualification that the program awards. The program's credit hours correspond to the requirements of the National Qualifications Framework. The characteristics of program graduates match those required by the National Qualifications Framework. The National Qualifications Framework's qualification levels are matched with the program learning outcomes.	
Third Requirement Sub-requirement Description	Provides Institutional Accreditation Requirements	
Subtasks	The University receives Institutional Accreditation The official document demonstrating the university's institutional accreditation Procedures	
Supplying Proof of Institutional Accreditation for the University	The program offers the following: The official document demonstrating the university's institutional accreditation The program's credit hours correspond to the requirements of the National Qualifications Framework. The characteristics of program graduates match those required by the National Qualifications Framework.	
Fourth Requirement Sub-requirement Description	Introductory Manuals for Students and Faculty Members. Introductory Manuals for Students and Faculty Members. Regulations, guidelines, manuals and introductory booklets for students and faculty members. Procedures	
Subtasks	The program provides rules, regulations, and guidelines for students and faculty members as follows: The program introductory guidelines (which include all the details participants need to know about the program, its faculty members, the study plan, and other matters about the program). Admission and Registration. Regulations for Studies and Exams. Supervision and Counseling Services. Rights and Duties. Complaints and Grievances. additionally to any more program evidence.	
Offering Regulations, Rules, Guidelines and Informational Brochures	Introductory Manuals for Students and Faculty Members. Introductory Manuals for Students and Faculty Members.	
Fifth Requirement The Program's Quality Assurance System and Its Performance Report Sub-requirement Description	Implemented Opinion Surveys in the Program To evaluate the program's effectiveness in the areas covered by the surveys, the program conducts multiple opinion surveys with beneficiaries and stakeholders, analyzes the results, and produces reports on each survey's conclusions. To improve the quality of the program, participant feedback is essential.	
Subtasks	Types of surveys	Procedures
	Students	The Deanship of Admission and Registration conducts this survey electronically each semester.
	Evaluation of the Courses	
	Academic Supervision	It is utilized once a year to evaluate the academic supervision provided to first- and second-year students.
Preparing, Applying Surveys and Evaluating Its Results.	Program Assessment	Students who are in their final year of college are given the questionnaire created for this purpose once.
	University Experience Graduates	Students who are in their last two years of university are given the questionnaire created for this purpose once a year. Program Graduates are provided to the questionnaire created for this purpose once a year.
	Employers	The questionnaire developed for this purpose is delivered once a year to the employment agencies where program graduates work, and it is recommended that the graduates assist with the distribution of the questionnaire or its electronic connection.
	Faculty Members	The questionnaire designed for this purpose is distributed to faculty members once a year to determine how satisfied they are with the program's vision,

		mission, and objectives as well as the services and support offered by information technology.
	Any Other Surveys	Any feedback questionnaires with findings that can be utilized to improve the program's performance can be applied by the program.
Sixth Requirement Sub-requirement	Program and Courses Specification	
	Specification of the Program's Courses Organized according to Levels	Program specification created in accordance with the National Center for Academic Accreditation and Evaluation's standards. Feedback questionnaire implemented in the program
	Description	The program includes program specifications that adhere to the most recent National Center for Academic Accreditation and Evaluation standards, as well as course specifications that are leveled and include details about courses offered by other colleges and departments.
	Subtasks	Document Procedures
	Offering a Specification of the Program and Its Courses	Program Specification The program must include a specification of the one that has been authorized by the university according to the National Center for Academic Accreditation and Evaluation's model. The most recent version is preferred. It is important to review and audit the program specification, and no requirements should be unmet.
		Program Courses The program compiles course specifications and organizes them into folders by level and semester, including information on courses provided by other departments and colleges. - If the program is being reviewed for academic accreditation, the course specifications for the program should be assessed and examined to ensure that no standards are missing.
Seventh Requirement Sub-requirement	Learning Outcomes Measurement Plan and Measurement Reports	
Measurement Report for Program Learning Outcomes Description		A Plan for Measuring the Program Learning Outcomes Feedback questionnaire implemented in the program
	Description	The program provides a framework for measuring learning outcomes that explains how to do it often. The program also provides a report on the results of assessing learning outcomes, but only if the report finishes by highlighting its strengths, weaknesses, and areas in need of development. prior to the quality cycle being complete.
	Subtasks	Document Procedures
Offering a Plan for Measuring the Program Learning Outcomes	A Plan for Measuring the Program Learning Outcomes	The program provides a matrix for assessing course learning outcomes and a file with a timeline for studying the program's (direct and indirect) learning outcomes and their timing. -A program must describe every strategy it employs to determine if its learning outcomes have been attained when applying for academic accreditation.
Offering a Report for Measuring the Program Learning Outcomes	A Report for Measuring the Program Learning Outcomes	The program offers a report on the findings of assessing the program's learning outcomes, which includes an analysis of each output that identifies its strengths, areas for development, objectives for improvement, and planned actions (with an implementation plan). - If the program applies for academic accreditation and there are many reports to assess the program's learning results.
Eighth Requirement Sub-requirement	Graduating Students	
Description		An accounting of the number of graduating batches and the number of students in each batch. The program must (during the year the self-study report is prepared) prepare a report detailing the number of batches that graduated from the program and keeping track the numbers of students in each batch (at least one batch or two batches) when the program applies for academic accreditation.
	Subtasks	Document
Offering the Number of Batches that Graduated from the Programs	The Number of Batches that Graduated from the Programs	The program generates a statement outlining the number of batches that have graduated during the last two years.
Offering a Report for Measuring the Program Learning Outcomes	A Report for Measuring the Program Learning Outcomes	The report keeps track of all batches that applied to the program and graduated on time, without any delays or failures (i.e., the batch's university numbers should be in the same sequence).
Ninth Requirement Sub-requirement	Program Advisory Committee	
		- Formation of the advisory committee and its responsibilities. -Report on the advisory committee's performance and its outputs.

Description	Whether or not the program seeks academic accreditation, it establishes an advisory committee whose duties include: - facilitating cooperation and communication between the program and the community and debating whether the program's mission and objectives are compatible with those of the labor market. - assisting in the program's evaluation and improvement of performance, assisting the program in setting priorities, offering recommendations to the program to assist in decision-making, and other duties that assist in the development and improvement of the program's quality. The committee should ideally be made up of program graduates as well as program instructors, outside experts in the topic, and representatives of graduate employment agencies (public and private sectors). The committee meets on a regular basis (at least once per semester) after being established and given the go-ahead by the Scientific Department and College Council. Meetings are recorded, and the committee's recommendations are taken into consideration when creating the curriculum.	
Subtasks	Document	Procedures
The Committee's Formation and Its Responsibilities	The Committee's Decision to Form and Its Responsibilities	Offering the advisory committee's mandate, its responsibilities, and the frequency of its meetings' approved formation.
A Report on the Committee's Performance and Its Outputs	Minutes of Committee Meetings	Offering minutes of advisory committee sessions over the previous two years.
	A Report on the Committee's Performance and Its Outputs	- Writing a report on the committee's performance, suggestions, and involvement in program development.
Tenth Requirement	Learning Outcomes Measurement plan and Measurement Reports	
Key Performance Indicators and Benchmarking	Learning Outcomes Measurement Plan	
Sub-requirement	Preparing a report that includes benchmarking and measurements of the program's key performance metrics.	
Description	The program identifies and evaluates its primary performance indicators on an annual basis in accordance with the list provided by the National Center for Academic Evaluation and Accreditation, comparing the information gathered from within the program and the university with the information provided for each indicator the previous year as well as external benchmarking with a similar program, and this report is one of the mechanisms. Effective at enhancing the program's performance and quality. The procedures for preparing a report on the program's primary performance indicators. - The list of key performance indicators that the program will use to compile a report on its key performance indicators has been approved by the Department Council. - Taking into account comparable programs at other Saudi universities (ideally, priority should be given to accredited programs), within the framework of collaboration agreements made between the University of Hafr Al-Batin and those universities, in order to exchange information on key performance indicators and carry out external benchmarking. - Gather Key Performance Indicators information from the program, college, or institution. Obtain KPI data from applications that are similar. - Until the quality circle is closed, preparing a report that measures the program's key performance indicators, evaluating and interpreting the results, and closing with a presentation of the report's strengths, areas that need work, and development objectives. - Incorporate the findings of key performance indicator measurement into the program's annual report. - The Department Council reviews the findings from evaluating key performance metrics. Self-Study of the Program	
The Procedures Used to Prepare the Report on the Program's Key Performance Indicators		
Eleventh Requirement	Program Self-Evaluation Metrics	
Sub-requirement	Program Self-Study Report	
Description	Preparing a report measuring the program's key performance indicators and benchmarking. The last and most significant documents in the standard for program accreditation, the program self-study report and the self-evaluation standards, are prepared by work teams that are established by the program. If the program seeks academic accreditation, then this is true. The program can establish self-evaluation standards without pursuing accreditation with the purpose of evaluating the quality of its output in accordance with programmatic quality assurance standards. The establishment, internal review, and support of quality improvement methods for the program may then be accomplished by applying these standards.	
Subtasks	Procedures The program establishes self-evaluation scales for the program and average scores for the evaluation of sub- and main standards, keeping in mind that the evaluation score of standards and	

Preparing Metrics for the Program's Self-Evaluation and a Self-Study Report

standards designated by the National Center for Academic Evaluation and Accreditation as basic standards should not be less than three degrees.

Standard-setting - Producing a self-study report for the program (based on the criteria for self-evaluation), provided it contains the necessary information and evidence of the actions performed to satisfy programmatic quality assurance requirements.

- Compile all the data for the self-study report's supporting documents, arrange the numbers, and place everything in a folder marked "self-evaluation study guides and self-study report."
- Provide a link to the self-study evidence that is referenced in the report's text so that reviewers may access it and determine if it is relevant to the topic.
- Send an outside reviewer (the independent opinion) the program self-evaluation metrics, the program self-study report, the program annual report, opinion poll results reports, the learning outcomes measurement plan and measurement reports, and the program key performance indicator measurement reports so they can evaluate it and create the necessary report.
- Offering a program self-study report and an outside opinion report on the metrics for the program's self-evaluation.
- Preparing a response to the report based on the independent feedback.

Twelfth Requirement Sub-requirement

Description

The Executive Plan for Scientific Research and Its Follow-Up

- The Program's Executive Plan for Scientific Research.
- A system for monitoring and documenting the program's scientific research activities.
- Regular performance reports on the scientific research plan.

The executive plan for scientific research in graduate studies programs covers the research activities of both its faculty members and the students enrolled in it, whereas it is preferable for bachelor's programs to prepare an executive plan for scientific research to cover the research activities of its faculty members. Along with delivering regular performance reports for the scientific research plan, the program also offers the tools and techniques it use to track and record its research activities.

Subtasks Preparing the Program's Executive Plan for Scientific Research

Procedures
The Program Prepares and Offers the Executive Plan for Its Scientific Research.

Offering a system for monitoring and documenting the program's scientific research activities.

Offering the mechanism required to monitor and document scientific research projects being carried out by faculty members or students.

Offering Regular performance reports on the scientific research plan.

- The program offers periodic updates on the accomplishment of the executive plan for scientific research's objectives and metrics.
- Discussing periodic performance reports on the Department Council's executive plan for scientific research and taking the appropriate corrective action.

Thirteenth Requirement Sub-requirement

Description

Guidelines, Regulations and Procedures for Scientifically Supervising Theses or Projects Follow-Up Reports on Scientific Supervision in the Program

The guidelines, procedures, and regulations utilized in the scientific supervision of graduate students' theses, as well as any reports written to monitor the scientific supervision of students are only available through graduate studies programs.

Subtasks Offering Guidelines, Rules, and Procedures for Scientific Supervision of Scientific Theses Follow-Up Reports on Scientific Supervision in the Program

Procedures
The program offers the Guidelines, Rules, and Procedures required for scientifically supervising graduate students' thesis.

providing reports that are created to follow up on student scientific supervision.

o A guide of the rules and regulations required to satisfy program accreditation requirements, along with their sources

No	Title	Source	Target Audience
1.	Student Manual (Translated)	Deanship of Admission and Registration	Students
2.	Supervising and Advising Manual	Deanship of Student Affairs	Students / Faculty Members
3.	Rights and Duties for Students Manual (male and female)	University Vice Presidency for Academic Affairs	Students
4.	Complaints and Grievances Guide (translated)	Deanship of Postgraduate Studies	Students
5.	List of Rights and Duties for Postgraduate Students (Male and Female)	Deanship of Postgraduate Studies	Students
6.	List of Fee-Paying Graduate Programs	Deanship of Postgraduate Studies	Students / Faculty Members
7.	Electronic Academic Processes Guide: Postponing admission - Postponing Study - Deleting Courses	Deanship of Postgraduate Studies	Students / Faculty Members
8.	Executive Rules for Appointing Faculty Members	Secretariat of the Scientific Council	Faculty Members
9.	General Research Program - Procedural Manual	Deanship of Scientific Research	Faculty Members
10.	Research Groups Support Program	Deanship of Scientific Research	Faculty Members
11.	Unified Regulations for Scientific Research in Saudi Universities	Deanship of Scientific Research	Faculty Members
12.	Executive Regulations of the Research Ethics System	Deanship of Scientific Research	Faculty Members
13.	Research Ethics	Deanship of Scientific Research	Students / Faculty Members
14.	Regulations Governing University Employees, including Faculty Members, Lecturers, and Teaching Assistants	Deanship of Human Resources	Faculty Members
15.	The Unified Manual for Preparing Study Plans	Curriculum and Plans Department	Faculty Members
16.	Risk Management Manual	Risk Management	Students / Faculty Members
17.	E-Learning Regulations	Vice Rectorate for Academic Affairs	Students / Faculty Members
18.	The unified Regulations for Postgraduate Studies in Universities and Their Executive Rules	Deanship of Postgraduate Studies	Students / Faculty Members
19.	Writing and Producing Scientific Theses Manual	Deanship of Postgraduate Studies	Students / Faculty Members
20.	Studies and Exams Regulations (translated)	Vice Rectorate for Academic Affairs	Students / Faculty Members
21.	The Program Introductory Manual , which includes (admission requirements - study plan - Courses Brief Description - Exams Regulations- Services offered to students, Graduate characteristics, and Career Opportunities for Program Graduates.	Department/ Program	Students / Faculty Members
22.	Program Quality Management System Manual	Department/ Program	Students / Faculty Members

Finally, the Deanship of Development and Quality hopes you will visit the Deanship's page on the university website to access the updated models for 2022 that have been authorized by the Education and Training Evaluation Commission. These models are available there in both languages. Send any suggestions to

QAU@uhb.edu.sa Or planning-quality@uhb.edu.sa respectively, of the Quality Assurance Unit.

Before wrapping up, we would like to express our gratitude to His Excellency the University President, His Excellency the Vice Dean for Female Student Affairs, and the Deanship of Development and Quality team, with special thanks to the group responsible for preparing the report:

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praise be to Allah, the Creator of all things.