



# **Najran University Framework to oversight Teaching and Learning**

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## **Najran University Framework to Oversight Teaching and Learning**

Najran University has made this framework in order to follow up and oversight teaching and learning in all diverse colleges and programs NU has made the necessary actions for reporting on the extent to which the requirements included in the standard of learning and teaching are met for all the programs across the institutions. Strengths and weaknesses of the educational process are identified so that problems or points of improvement would be overcome and strengths would be reinforced and considered as “good practices”. That will be part of general strategies that support the improvement initiatives.

### **First: The Benchmarking of the Practices of Following up Teaching and Learning at NU:**

In addition to the most important oversight practices of teaching and learning, the benchmarking was the standards of Education Evaluation Commission of the quality of higher education institutions. The institutional oversight of teaching and learning quality is the cornerstone being one of the standard components.

### **Institutional Oversight of Quality of Learning and Teaching**

The institution must have effective systems for ensuring that high standards of learning and teaching are achieved in all programs offered, and for supporting their improvement. Institutional processes must be in place to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for all the programs across the institution. Appropriate action must be taken by the institution to deal with problems and support improvements through general institutional strategies or support for initiatives within particular organizational units where they are needed.

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

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

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

3. Guidelines are established defining the levels for reviewing indicators and reports on courses and programs. (For example a head of department might consider course reports for all courses and a departmental committee approves minor changes to keep courses up to date. A dean might consider program reports that include summary information about courses. The vice rector responsible for academic affairs, the quality committee and the senior academic committee might consider a general summary of program reports and data on key performance indicators, and approve more significant changes in programs.) (See also section 2.2.4)

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

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

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

6. Annual reports are prepared for all programs, and reviewed by department/college committees, with appropriate action taken in response to recommendations in those reports.

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

8. Reports on the overall quality of teaching and learning for the institution as a whole are prepared periodically (e.g. every three years) indicating common strengths and weaknesses, and significant variations in quality between programs/departments and sections.
9. Reports by departments to their college, or by departments or colleges to the central administration are acknowledged with responses made to any queries or proposals made.
10. The senior administrator responsible for academic affairs takes responsibility, in cooperation with the quality committee and deans/heads of department, for developing and implementing strategies for improvement to deal with common issues affecting programs across the institution.
11. Colleges/departments cooperate with and participate in general institutional strategies for improvement, and arrange complementary further initiatives to deal with quality issues found in their own programs.
12. If programs are offered in different sections, including sections for male and female students, or in branch campuses, the standards of learning outcomes, the resources provided (including learning resources and staffing provisions and resources to undertake research) should be comparable in all sections. Data used for evaluations and performance indicators should be provided for all sections as well as for the programs in total.

## **Second: The Regulations and Actions of Following up Learning and Teaching at NU:**

- 1- NU has a permanent committee of academic system and plans chaired by the Vice Rector for Academic Affairs. That committee is specialized in evaluating the new or updated academic plans, approving them if they meet the technical and administrative regulations, and then referring them to the university council for approval.
- 2- NU has formed a unit of learning and teaching following Vice-Rectorship of Development and Quality in order to regulate the quality of learning and teaching at the level of all the programs offered at NU according to standardized forms of ISO 9001-2008.
- 3- NU has got a standardized mechanism of program specification to be adhered to when specifying new programs or updating the present programs.

All the programs adhere to the forms issued by the National Commission for Academic Accreditation and Assessment (NCAAA).

- 4- The unit of learning and teaching at NU has assigned a standardized form of new or updated academic plans according to standardized regulations and actions, as follows:
  - i. Preparing a report on the community and job market needs of the program:
  - ii. Preparing a comparable report of the corresponding programs (Informational survey).
  - iii. Reviewing the plan according to the form of the program's external reviewer. The reviewer has to be a professor in the specialization and a specialist in education quality at the same time.
  - iv. Preparing the specification of programs, courses and field experience, if any, according to the accredited forms of Education Evaluation Commission.
- 5- The proposals of new or updated academic plans are evaluated by the unit of learning and teaching. After the improvements, they are evaluated by the university's senior academic committee (the permanent committee of academic system and plans).
- 6- NU has assigned a standardized form of monitoring the improvement plans of performance quality of all the academic programs offered.
- 7- NU has assigned a system for developing and reviewing the academic programs periodically including polls for students, graduates and staffing authorities.
- 8- Self-evaluation is performed annually in all the programs and practices of the fourth standard (learning and teaching), using the star scales for all the programmatic accreditation standards once every three years, supervised by the Deanship of Development and Quality. The independent opinion of each program is prepared, then an overall report on the quality level of the university programs is prepared on the institutional level identifying the extent of variation between them and the identified common strengths and weaknesses. That report is reported by Vice Rector for Academic Affairs to Vice Rector for Academic Affairs and His Excellency Rector so that appropriate actions of improvement would be taken.

- 9- NU has assigned a form of the academic programs for the external reviewer. All programs have necessarily to evaluate them periodically.
- 10- NU has assigned a policy guaranteeing the formation of advisory boards in all colleges in order to evaluate the programs and their outcomes.
- 11- NU, represented by Vice-Rectorship of Academic Affairs, has assigned guidelines of necessarily preparing reports on courses in all the course locations (Men's section, Women's section, or the geographically far locations of the university branches). There has to be a standardized report for each academic course.
- 12- NU has assigned a form entitled "the comprehensive report of the course reports" to facilitate evaluating the most common weaknesses of academic programs and presenting them to the concerned councils (department councils, college councils, and Vice-Rectorship of Academic Affairs) so that appropriate actions of improvement would be taken.
- 13- A report for each academic program is periodically prepared after the graduation of each batch. Also, the program report and the comprehensive report on all the course reports are prepared and presented to department councils and college councils in order to approve these insignificant/minor changes in the programs and courses. Then they are reported to Vice Rector for Academic Affairs and to the permanent committee of academic system and plans so that the significant/major changes are approved.
- 14- The reports on performance indicators, course reports and comprehensive reports on the course reports are prepared on the Men's side and the Women's side separately (in the mutual programs). In addition, a standardized report on each type of reports is prepared.
- 15- NU has guided to review all the programs documents and the reports prepared by the academic programs through the committee of internal review of each program.
- 16- On the central level, NU has assigned a group of primary performance indicators to measure the performance quality of all the academic programs offered (also, it can make some amendments according to the nature of each program). Every academic program has to evaluate these indicators once a year and prepare a report on this evaluation. The report on evaluating performance indicators of programs has to be discussed in department councils and university councils. The reports have to be reported to Vice

Rector for Academic Affairs in order to take appropriate actions and support improvements. Vice Rectorship has to prepare a comprehensive report on the performance indicators of all the programs. That report has to be reported to the permanent committee of quality and academic accreditation then to His Excellency Rector so that appropriate improvement actions are taken.

- 17- Measuring the learning outcomes of all the university's academic programs according to an annual plan. An annual report on the evaluated indicators has to be prepared. Almost all programs of measuring learning outcomes have electronic programs.
- 18- Preparing annual reports on academic advising for each academic program including strengths, weaknesses and the most important academic difficulties that was evaluated and overcome.
- 19- NU has formed a central executive committee for monitoring the processes of learning and teaching at the level of all colleges.
- 20- The degree of sufficiency and efficiency of all the learning resources, human resources, research facilities and facilities of each academic program (Men's part, Women's part and university branches, if any) has to be evaluated. Then the needs of the next year have to be identified so that they would be equally supported in all locations.
- 21- Training needs of faculty and staff members have to be identified in both Men's part and Women's part. Then a training matrix has to be prepared and implemented equally in both parts. Unit of skills development has to prepare a report on the training to be presented to Vice Rector for Development and Quality, Vice Rector for Academic Affairs and His Excellency Rector.
- 22- NU has assigned a standardized system for evaluating the performance of faculty members of all different programs in order to promote their performance in teaching, research, community service, and self-development skills. That system includes an evaluation of teaching strategies, methods of student evaluation, and professional development of teaching. Each department has to prepare an annual report on that evaluation.