



**National Center for Academic Accreditation & Assessment**

**D.2.P Self Evaluation Scales for Higher Education Programs**

**(Standard 4: Teaching and Learning)**

**College: Applied Medical Sciences**

**Program: Physiotherapy**

**2015**



## Using the Self Evaluation Scales

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken by those offering the program and providing the services on which it depends. In recognition of this teaching and other staff responsible for various activities should evaluate their own performance in comparison with generally accepted standards of good practice. Although every effort should be made to form valid and reliable judgments based on evidence, a number of these evaluations will involve subjective judgments and to avoid an illusion of precision and discourage a misleading aggregation of total numbers in a single “quality score” it is recommended that a starring system be used for rating these quality evaluations. It is expected that these self evaluation scales will be used by institutions, and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self studies prior to an accreditation review by the Commission.

The lists of specific practices are intended primarily as a guide for those responsible for a program to draw attention to things that are generally regarded as good practice, and to assist them in their self-evaluations.

The level of compliance with each standard and sub-standard is judged by the extent to which the good practices are followed and how well this is done.

Some of these statements are relevant to certain institutions or programs but not to others. Where an item is not applicable it should be simply marked NA, and ignored.

For each individual item two responses are called for. The first is to indicate whether the practice is followed in the institution. The possible responses are:

NA -- the practice is not applicable or relevant for the institution or unit making the response.

Y – yes, the practice is followed; or

N – no, the practice is relevant but not followed.

The second response is called for in cases where the practice is relevant to the institution (i.e. a “Y” or “N” response). It involves the use of a five-point rating scale to evaluate on a how consistently and how well the practice is carried out. Stars, rather than a numeric or alphabetic rating scale, are used for this purpose.

The evaluations relate to:

The extent and consistency with which processes are followed;

The quality of the service or activity as assessed through systematic evaluations;

The effectiveness of what is done in achieving intended outcomes.

### Using Stars for Evaluations

Performance should be assessed by allocating from zero to five stars in accordance with the following notes:

#### Improvement Required

No Star – The practice is relevant but not followed at all. A zero should be recorded on the scale.

One Star – The practice is followed occasionally but quality of the activity is poor or not evaluated.



Two Stars -- The practice is usually followed but the quality is less than satisfactory.

#### Good Performance

Three Stars—The practice is followed most of the time. Evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved although there is some room for improvement. Plans for improvement in quality are made and progress in implementation is monitored.

#### High Quality Performance

Four Stars—The practice is followed consistently. Indicators of quality of performance are established and suggest high quality but with still some room for improvement. Plans for this improvement have been developed and are being implemented, and progress is regularly monitored and reported on.

Five Stars—The practice is followed consistently and at a very high standard, with direct evidence or independent assessments indicating superior quality in relation to other comparable institutions. Despite clear evidence of high standards of performance plans for further improvement exist with realistic strategies and timelines established.

#### **Converting Survey Responses to a Starring System.**

In a number of cases the individual items refer to evaluations of quality by students, faculty, or other stakeholders. The wording of survey instruments and items in rating scales can influence results significantly and interpretations of the data and independent verification of conclusions is important. However as a general guide where a five point rating scale is used with possibilities of positive and negative assessments evenly balanced, an overall rating from respondents to a survey might achieve star ratings as follows:

Above 4.5	Five stars
3.6-4.5	Four stars
2.6-3.5	Three stars
1.6-2.5	Two stars
1.5 or below	One star

#### **Combining Ratings on Individual Items to Develop a Broader Evaluation**

The quality ratings of specific practices can be combined to guide broader judgments about an institution's performance in relation to the groups of items that are shown as components of each general standard, or to each broad standards as a whole. This can be done by averaging the number of stars, ignoring the items marked NA and counting items where the practice is relevant but not followed as zero.

However the individual items are not necessarily of equal importance and if individual items are combined to form an overall assessment consideration should be given to weighting certain items more heavily than others and adjusting the overall rating accordingly. Space is provided on the forms to note when this kind of adjustment is made.

#### **Aggregating Evaluations to Obtain an Institution-Wide Overview**

The rating scales are presented in a form that enables them to be used for individual programs. However they can be aggregated to give an overview of the quality of programs for a college or for the institution as a whole. When aggregated in this way the scales should assist in the conduct of an institutional self-study, and provide



useful information for external review panels as they carry out their independent institutional reviews.

It is recommended that in an institutional review programs within a department or college be looked at together noting both similarities and any significant differences between them, and then at a second stage the reports on programs within colleges brought together to give an overall picture for the institution. It is possible in these processes to simply work out an average number of stars for various functions. However if there are significant differences the overall average is much less important than variations between programs or colleges. Consequently these variations should be identified and reported on, and considered carefully when suggestions are made for improvements.

### **Priorities for Improvement**

An important outcome of the self-assessment carried out through the use of the rating scales is to identify areas for improvement. It is rarely possible to do everything at once and priorities have to be established. Space is provided on the forms to indicate particular items that are considered the highest priorities for improvement.

### **Indicators as Evidence of Performance**

As far as possible evaluations should be based on direct evidence that practices are followed, and that desired levels of quality are achieved rather than general post hoc impressions. This consideration of evidence need not be a major undertaking but it does require some advance planning and selection of indicators that will be used as evidence of performance. The performance indicators should be specified in advance and data gathered and considered as part of continuing monitoring processes. (This does not preclude consideration of other evidence that may emerge) The document includes space for the selected performance indicators to be noted.

### **Expected Standards of Performance**

It is not expected that every program will rate at the highest level on all dimensions of activity. That would be unrealistic, and setting up such expectations is not the purpose of the document. Instead it is intended to provide descriptive performance standards in many different forms of activity, so there can be a clearer basis for evaluation in relation to generally accepted standards of good practice. This is intended to help those responsible for programs in their self-evaluations and planning for improvement, and to help the institution as a whole to identify areas of relative strength and weakness, and to work towards improvement in spheres of activity that are considered priorities for development.

While the document is intended primarily to assist in evaluations and planning for improvement within institutions it also establishes levels of performance that are considered necessary for accreditation. For this purpose the basis of judgment will be at the level of the broader standards rather than the precise assessment of performance in relation to each individual practice. In general a one or two star rating on a standard is considered unsatisfactory and three stars is a minimum acceptable level of performance. However as noted above not all functions are of equal importance in accreditation judgments and the particular circumstances of an institution, and its strategies for development, will be taken into account.

### **Relative Importance of Different Standards**

The point about some items in the rating scales being more important than others applies to the broader standards as well, and the relative importance will vary for different institutions. The place of research is a good example of this. In some institutions, particularly universities seeking international recognition the quality and extent of participation in research is vitally important and international ratings of universities give considerable weight to research performance. In others, such as a college concentrating on quality of undergraduate programs, research may be of little significance though it is still important that faculty participate in scholarly activities to ensure



that their teaching is up to date with latest developments.

The quality of learning and teaching will always be of primary importance since this is normally the primary function of an educational institution. Satisfactory performance in relation to this standard is essential for accreditation.

### Independent Verification of Evaluations

Although direct evidence of quality of performance should be obtained wherever possible, many of the judgments have to involve some subjective opinions. When self evaluations are made by an individual or a group this can mean unduly harsh or overly generous assessments and some action should be taken to correct for this.

Provision is made in the scales for independent opinions to be given by a person familiar with the type of activity, but independent of those responsible for it, and whose judgment is respected. For many items during annual evaluations these independent opinions could be given by a person nominated by a dean or department head, such as a colleague from another department within the institution. For major judgments on important items, for example in a program self study prior to an external review for re-accreditation of a program, greater independence may be required.

### Note on Terminology

The term **governing body** is used as a general descriptive title for the highest policy making body or committee in a post secondary institution. This would be the university council in a public university, or a board of trustees in many private colleges.

The term **rector or dean** is used in this document to refer to the head of an institution. Rector is the title normally used in Saudi Arabia for the head of a public university, and dean is typically used as the administrative head of a smaller institution or a private college. The term dean is also used for the head of a college within a university, and a private university or college may use other terms for the administrative head such as president or director. In this document reference is made to rector or dean, and it should be possible from the context of the reference to avoid confusion with the position of dean of a college within a university.

The term “teaching staff” has been used rather than “faculty” to refer to all individuals responsible for teaching groups of students. It includes faculty or equivalent members of staff as formally defined in Ministry regulations but also anyone else who has been given teaching responsibility. It includes tutors or instructors working with groups of students in a distance education or on-campus program, but does not include laboratory assistants or others who assist with the teaching of classes under the direct supervision of others.

## Standard 4. Learning and Teaching

**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 through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and**



employer surveys, with feedback used as a basis for plans for improvement. Required standards for male and female sections must be the same, equivalent resources provided, and evaluations must include data for each section.

#### Sub-Standards:

- 4.1 Student Learning Outcomes
- 4.2 Program Development Processes
- 4.3 Program Evaluation and Review Processes
- 4.4 Student Assessment
- 4.5 Educational Assistance for Students
- 4.6 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

#### Comment and General Description of Good Practice

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

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

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

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

The delivery of programs and individual courses should be monitored on a continuing basis, with annual reports on what has happened and consideration of any adjustments that may be needed. More extensive reviews of the quality of teaching and learning for each program, and in summary for the institution as a whole, should be undertaken periodically, at least on a seven yearly basis, to coincide with external review





and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

Quality of teaching is vital, and this involves appointment of teaching staff with appropriate levels of knowledge and skill for the programs to be taught, and thorough orientations so the necessary strategies for development of the range of learning outcomes and methods of assessment of those outcomes are understood. In many cases assistance may be needed for faculty to develop expertise in the particular strategies to be used, and students may need to be prepared for ways of teaching and learning that may be unfamiliar to them. Members of teaching staff must have flexibility to draw on their particular strengths, and to respond to the needs of the particular students with whom they work. However they must also see themselves as members of instructional teams who collectively and cooperatively work to develop a wide range of abilities and patterns of behaviour in their students.

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

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

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

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

### **Evidence and Performance Indicators**

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to teaching staff, and statistics on teaching staff qualifications. Important sources of evidence might include independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the *National Qualifications Framework*. Evidence



should be available about the results of benchmarking of standards of learning outcomes in relation to appropriate external reference points. This could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

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





## Standard 4 Learning and Teaching

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 through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. Required standards for male and female sections must be the same, equivalent resources provided, and evaluations must include data for each section.

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

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

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

### 4.1 Student Learning Outcomes

**Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared.**

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

- 4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.
- 4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)
- 4.1.3 Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or special regional needs.)
- 4.1.4 If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across the program, and mechanisms for assessing and reporting on the extent to which graduating students have developed them, are in place.)
- 4.1.5 Appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.4 dealing with program evaluation processes and verification of standards of student achievement)

Y	****
Y	***
Y	*
V	***
Y	**
	***



## Overall Assessment

## Comment

**Intended learning outcomes are specified after consideration of relevant academic and professional advice and consistent with the Qualifications Framework**

## Priorities for improvement

- Conducting a study that reflect the consistence of intended learning outcomes of the program with the requirements for professional practice and requirements of national and international accreditation.
- Evaluation processes and feedback of achieving intended learning outcomes from graduate students should be developed.

## Independent opinion

## Comment

## 4.2 Program Development Processes

**Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.**

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

4.2.1 Plans for the delivery of the program and for its evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.

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

Y	***
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4.2.3 The content and strategies set out in course specifications are coordinated with other courses and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning.

Y	***
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4.2.4 Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.

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

Y	****
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4.2.6 In professional programs continuing advisory panels that include leading practitioners from the relevant profession monitor and advise on content and quality of programs.

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

Y	**
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## Overall Assessment

**Comment : program development process are carried out in a well-coordinated manner and all courses contribute to the intended learning outcomes. the overall**

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assessment with grade good

#### Priorities for improvement:

- Need continuing advisory panels that include leading practitioners from the relevant profession to monitor and advise on content and quality of programs in the professional programs
- Need new program proposals are assessed and approved by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.
- Development of post-graduate studies in the program.
- Development of the study plan of the program.

Comment \_\_\_\_\_

Independent opinion

### 4.3 Program Evaluation and Review Processes

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

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

- 4.3.1 Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.
- 4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them are retained in course and program portfolios.
- 4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.
- 4.3.4 Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.
- 4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees.
- 4.3.6 Course completion, program progression and completion rates, and student course and program evaluations, are retained in central records in a form that can be readily accessed by the department and college, and analysed centrally with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.
- 4.3.7 If problems are found through program evaluations appropriate action is taken to make improvements
- 4.3.8 In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every five years. Procedures for conducting these reassessments should be consistent with policies and procedures for the institution.

Y	****
Y	***
Y	**
Y	***
Y	***
Y	***
Y	****
Y	***



4.3.9 Program reviews conducted within the institution involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.

Y	***
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4.3.10 Procedures are followed that ensure that in program reviews information about the appropriateness of learning outcomes sought and the extent to which they are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.

Y	***
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4.3.11 In sections for male and female students evaluations provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.

NA	-
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Overall Assessment

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Comment :

- The quality of all courses and of the program as a whole are monitored regularly through appropriate evaluation mechanisms. Internal revision mechanisms are applied regularly in addition to external revision mechanisms.

Priorities for improvement :

- Develop quality indicators that include learning outcome measures and used for all courses and the program as a whole

Independent opinion

Comment \_\_\_\_\_

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#### 4.4 Student Assessment

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

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

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

Y	****
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4.4.2 Assessment processes are clearly communicated to students at the beginning of courses.

Y	****
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4.4.3 Appropriate valid and reliable mechanisms are used for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements may include measures such as check marking of random samples of student work by faculty at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)

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

Y	***
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4.4.5 Arrangements should be made within the institution for training of teaching staff in the theory and practice of student assessment.

Y	***
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4.4.6 Appropriate procedures have been established and are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

Y	***
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4.4.7 Effective procedures are followed that ensure that work submitted by students is

Y	**
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actually done by the students concerned.

4.4.8 Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required.

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4.4.9 Assessments of student work should be conducted fairly and objectively.

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4.4.10 Criteria and processes for academic appeals should be made known to students and administered equitably (see also item 5.3)

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Overall Assessment

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Comment

**Student assessment processes are appropriate for the intended learning outcomes and effectively and fairly administered but the process of independent verification of standards achieved needs more improvement..**

#### 4.4.6 Priorities for improvement

**- Develop appropriate valid and reliable mechanisms for verifying standards of student achievement in relation to relevant internal and external benchmarks.**

**- Develop effective procedures that ensure that work submitted by students is actually done by the students concerned**

Independent opinion

Comment

#### 4.5 Educational Assistance for Students

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

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

4.5.1 Teaching staff are available at sufficient scheduled times for consultation and advice to students. (This must be confirmed, not assumed because times have been scheduled)

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4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) are sufficient to ensure achievement of the intended learning outcomes.

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4.5.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through processes such as analysis of response times and student evaluations.

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4.5.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

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4.5.5 Appropriate preparatory and orientation mechanisms are provided to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies.

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4.5.6 Preparatory studies are not counted within the credit hour requirements for the program.

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4.5.7 If the language of instruction in the program is not Arabic, action is taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in countries where that language is the native language. The benchmarking process should involve testing of at least a representative sample of students on major recognized language tests)

Y

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4.5.8 If preparatory programs are outsourced to other providers the institution accepts responsibility for ensuring the necessary standards are met and entry requirements to the program are maintained.

Y

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4.5.9 Systems are in place for monitoring and coordinating student workload.

Y

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4.5.9 The progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.

Y

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

Y

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4.5.11 Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.

Y

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

Y

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

Y

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4.5.14 The adequacy of arrangements for assistance to students is periodically assessed through processes that include, but are not limited to, feedback from students.

Y

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## Overall Assessment

Comment\_\_\_\_\_

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- Effective systems are designed and applied for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals Most of items achieved with high performance but there is a few items need for improvement.

## Priorities for improvement\_

- increase the level of English language by increase the courses in the preparatory year
- provide more adequate facilities to provide private study with access to computer terminals and the necessary equipment
- train the teaching staff to be familiar with the support services available in the institution for student
- assess adequacy of arrangement for assistance to student

## Independent opinion

Comment\_\_\_\_\_

## 4.6 Quality of Teaching

Teaching must be of high quality with appropriate strategies used for different





### categories of learning outcomes.

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

4.6.1 Effective orientation and training programs are provided for new, short term and part time teaching staff. (To be effective these programs should ensure that teaching staff are fully briefed on required learning outcomes, on planned teaching and assessment strategies, and the contribution of their course to the program as a whole.)	Y	***
4.6.2 Appropriate strategies of teaching are planned and used for the different kinds of learning outcomes the program is intended to develop.	Y	****
4.6.3 The strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to respond to the needs of different groups of students.	Y	****
4.6.4 Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.	Y	****
4.6.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.	Y	****
4.6.6 Textbooks and reference material are up to date and incorporate the latest developments in the field of study.	Y	***
4.6.7 Textbooks and other required materials are available in sufficient quantities before classes commence.	Y	***
4.6.8 Attendance requirements are made clear to students and compliance with these requirements is monitored and enforced.	Y	****
4.6.9 Effective systems are used for evaluation of courses and of teaching.	Y	***
4.6.10 The effectiveness of different planned teaching strategies in achieving learning outcomes in different domains of learning is regularly reviewed and adjustments are made in response to evidence about their effectiveness.	Y	*
4.6.11 Reports are provided to program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using the planned strategies	Y	****
4.6.12 Appropriate adjustments are made in plans for teaching if needed after consideration of course reports.	Y	***
Overall Assessment		***

Comment \_\_\_\_\_

**Appropriate strategies are developed for different categories of learning outcomes.  
Most of items achieved with a high performance and only one item need for improvement**

Priorities for improvement\_\_

**- Apply regular review and adjustment for the effectiveness of different planned strategies in achieving learning outcomes in different domains of learning**

Independent Opinion

Comment \_\_\_\_\_





#### 4.7 Support for Improvements in Quality of Teaching

**Appropriate strategies must be used by the program administrators and teaching staff to support continuing improvement in quality of teaching.**

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

- 4.7.1 Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.
- 4.7.2 Training programs in teaching include effective use of new and emerging technology.
- 4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.
- 4.7.4 Opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.
- 4.7.5 Teaching staff are encouraged to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
- 4.7.6 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.
- 4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them.

Y	***
Y	**
Y	**
Y	***
Y	***
N	-
Y	*

Overall Assessment

**Comment :**

**- Support for improvements in quality of teaching are inadequate**

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#### Priorities for improvement:

- 1- Establishes a new teaching programs in teaching that include effective use of new and emerging technology.
- 2- Establish a new mechanism that provide adequate opportunities for the professional and academic development of teaching staff with special assistance given to any who to facing difficulties
- 3- Establish a mechanism for formal recognition to give outstanding teaching, and encouragement for innovation and creativity
- 4- Establish a new mechanism that provide strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.

Independent opinion

Comment

#### 4.8 Qualifications and Experience of Teaching Staff

**Teaching staff must have qualifications and experience necessary for teaching the**



courses they teach, and keep up to date with academic and/or professional developments in their field.

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

- 4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)
- 4.8.2 If part time teaching staff are appointed (for example in a professional program where current industry experience may be sought) there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)
- 4.8.3 All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.
- 4.8.4 Full time staff teaching in post-graduate courses, are themselves active in scholarship and research in the fields of study they teach.
- 4.8.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field.

Y	****
NA	-
Y	**
NA	-
Y	**
	***

#### Overall Assessment

**Comment: Teaching staff have qualifications and experience necessary for teaching the courses they teach, but their involvement in scholarly activities that ensure they remain up to date with the latest developments in their field is limited**

#### Priorities for improvement:-

- 1- Establish a new mechanism that provide part time teaching staff when they are needed and provide an appropriate mix of full time and part time teaching staff
- 2- Establish a new mechanism to enable all teaching staff to be involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments
- 3-- Establish postgraduate courses
- 4- collaboration with experienced and highly skilled professionals to be involved in professional programs teaching teams.

#### Independent opinion

Comment \_\_\_\_\_

#### 4.9 Field Experience Activities

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



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

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

4.9.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting.	Y	****
4.9.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.	Y	****
4.9.3 Teaching staff from the program visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)	Y	****
4.9.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.	Y	****
4.9.5 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.	Y	****
4.9.6 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.	Y	****
4.9.7 In situations where the supervisors in the field setting and faculty from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.	Y	*
4.9.8 Provision is made for evaluations of the field experience activity by students, by supervising staff in the field setting, and by faculty of the post secondary institution, and results of those evaluations considered in subsequent planning.	Y	***
4.9.9 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.	N	-

Overall Assessment

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**Comment:**

**Overall performance of the field experience is above average, but need to overcome weak points**

**Priorities for improvement:**

- follow up meetings or classes must be scheduled starting from the beginning of the course.
- criteria for assessment of the interns must be clearly defined, results of evaluation of the interns must be reviewed at the end of training period to use the results in future planning for improvement.
- Instructions for risk minimization must be considered as lectures or workshops.

Independent opinion

Comment

#### 4.10 Partnership Arrangements With Other Institutions



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

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

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

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

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

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



in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.

#### Overall Assessment

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#### Comment

**Partnership arrangements with other institutions is not applied yet**

**Priorities for improvement all aspects of partnership arrangements need to be improved**

#### Independent opinion

Comment \_\_\_\_\_

#### Special Note

Programs offered with the same title in different parts of an institution, for example in male and female sections, on a central and a branch campus, by daytime, evening or parallel classes, or by face to face or distance education, delivery will normally be considered as the same program and must be considered together in the self study and external review. The Commission MAY consider treating them as separate programs in exceptional circumstances but this will require special approval in advance, and normally a difference in the title of the award to make it clear that they are intended to be different programs.

If programs are offered in different parts of the institution the self study will have to show clearly any differences between the sections concerned and strategies to respond to any differences in quality found.

Requirements for distance education programs have been recommended by the National Center for ELearning and Distance Education and approved by the Higher Council of Education. The NCAAA has also specified requirements for the accreditation of programs offered by distance education.

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

If a program is offered by distance education it must meet both the Higher Council regulations and the standards for higher education programs offered by distance education.

A program offered by distance education must have been formally approved for delivery in that mode by the institutions senior academic committee after considering it in relation to the required standards. This must be done whether the program is considered as the same program as one delivered face to face, or as a different program.

If a program is offered by distance education as well as by face to face instruction the distance education arrangements must meet both the requirements of the Ministry of Higher Education and the distance education standards of the NCAAA, and the on campus arrangements must meet the general requirements for higher education programs. However a period of transition is allowed to give a reasonable amount of time for processes used for those programs to be modified.



The following arrangements will apply:

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



## Overall Assessment of Learning and Teaching

4.1 Student Learning Outcomes	***
4.2 Program Development Processes	***
4.3 Program Evaluation and Review Processes	***
4.4 Student Assessment	***
4.5 Educational Assistance for Students	***
4.6 Quality of Teaching	***
4.7 Support for Improvements in Teaching	***
4.8 Qualifications and Experience of Faculty	***
4.9 Field Experience Activities	***
4.10 Partnership Arrangements With Other Institutions	*
<b>Combined Assessment</b>	***

### Comment

- **Intended learning outcomes are specified after consideration of relevant academic and professional advice and consistent with the Qualifications Framework**
  - **program development process are carried out in a well-coordinated manner and all courses contribute to the intended learning outcomes. the overall assessment with grade good**
  - **The quality of all courses and of the program as a whole are monitored regularly through appropriate evaluation mechanisms. Internal revision mechanisms are applied regularly in addition to external revision mechanisms.**
  - **Student assessment processes are appropriate for the intended learning outcomes and effectively and fairly administered but the process of independent verification of standards achieved needs more improvement**
  - **Effective systems are designed and applied for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals Most of items achieved with high performance but there is a few items need for improvement.**
  - **Appropriate strategies are developed for different categories of learning outcomes. Most of items achieved with a high performance and only one item need for improvement**
  - **Support for improvements in quality of teaching are inadequate**
  - **Teaching staff have qualifications and experience necessary for teaching the courses they teach, but their involvement in scholarly activities that ensure they remain up to date with the latest developments in their field is limited**
  - **Overall performance of the field experience is above average, but need to overcome weak points**
- Partnership arrangements with other institutions is not applied yet





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Independent Opinion

Comment \_\_\_\_\_

Indicators Considered \_\_\_\_\_

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Priorities for Improvement \_\_\_\_\_

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