

**National Commission for Academic
Accreditation & Assessment**

**Self Evaluation Scales for Higher Education
Programs**

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Self Evaluation Scales for Higher Education Programs

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Self Evaluation Scales for Higher Education Programs

Introduction

The National Commission for Academic Accreditation & Assessment in Saudi Arabia has developed a set of standards for the accreditation and quality assurance of higher education institutions in eleven general areas of activity.

1. **Mission and Objectives**
2. **Governance and Administration**
3. **Management of Quality Assurance and Improvement**
4. **Learning and Teaching**
5. **Student Administration and Support Services**
6. **Learning Resources**
7. **Facilities and Equipment**
8. **Financial Planning and Management**
9. **Faculty and Staff Employment Processes**
10. **Research**
11. **Institutional Relationships With the Community**

These standards are relevant to each educational program within an institution and to an institution as a whole.

Applying the General Standards to Programs

These standards are expressed in general terms and apply to all programs in higher education.

The general standards include a requirement that plans for a program be developed after considering relevant academic and professional advice. Consequently for a judgment to be made about the accreditation of individual programs it is also necessary to consider any special requirements that are applicable to particular fields of study. Until specific field of study requirements are developed for Saudi Arabia by the Commission it is recommended that for this purpose consideration be given to the detailed standards set out by relevant international specialist accreditors as well as local advice from relevant employers and professional groups within Saudi Arabia.

Relationships Between Standards for Institutions and Standards for Programs

The general standards apply to all of an institutions activities and only some of these activities relate directly to the delivery of programs. Activities relating to the standards fall into three categories.

- Those that are institutional and have no impact or only very indirect impact on programs. Examples include the management of extra curricular activities or the attractiveness of buildings and grounds. These are not considered in looking at the application of the standards to programs.
- Those that are institutional activities with a major impact on programs. Examples would be the provision of learning resources through a library or the processes for employment and promotion of faculty. These should be considered in evaluating a program as they impact on the program concerned. For example whether the library provides the services needed for the particular program being considered, or whether appropriately qualified and experienced faculty are appointed to teach in the program. The quality of a program is affected by these things regardless of who is responsible for administering them. Evaluation of these functions in an institutional evaluation would be broader and consider the quality of management and services provided for the institution as a whole and how effectively they support all programs throughout the institution.
- Those that relate directly to the planning and delivery of a program. Examples would be the appropriateness of intended learning outcomes for students and the quality of teaching in the program. For an institutional evaluation these things should be looked at within each

program, and then a judgment made about strengths and weaknesses in the institutions programs as a whole. This would normally be done by getting a profile of performance at the level of departments or colleges, and then preparing a report identifying similarities and differences and overall performance for all programs.

In this document a selection has been made of the things that should be considered in relation to evaluation of programs. They include the matters described in the second and third categories above.

Indicators and Evidence of Performance

The comments on evidence and indicators presented here are intended to be illustrative. Part of the responsibility of an institution in establishing a quality assurance system is to identify evidence and indicators that will be used by that institution to monitor and assess improvements in quality.

While it is the responsibility of each institution to monitor and plan for improvement in relation to its own mission and objectives the Commission has also identified certain key performance indicators on which information should be provided by all institutions. This requirement has several important objectives. It assists in monitoring the quality of performance of the system of higher education as a whole, it provides a sample of important information about institutions that makes it possible for the Commission to continue their accreditation in the interval between major external reviews, and provides system-wide statistical data that can be used by institutions for benchmarking purposes.

Standards for Distance Education Programs

The document has been prepared for programs through conventional and largely campus-based instruction. For programs through distance education methodology there are some different expectations that relate to that mode of teaching. The standards for distance education or dual mode instruction (a combination of conventional and distance education) standards are set out in separate publications.

Notes on What Constitutes a Program

A program is regarded as an integrated package of courses and activities in an academic or professional field leading to a qualification. However organizational arrangements in institutions differ and there are sometimes questions about what should be considered as a program.

A program includes all of the courses a student is required to take, including courses that are required by an institution or a college as well as those required by a department, and including any general education programs as well as those in a professional or academic field. It includes courses that may be offered as service courses by another department or college.

A program offered on both men's and women's campuses is a single program and should be evaluated as such. However since there may be significant differences in facilities, resources, experience of faculty, employment of graduates or other matters evidence should be obtained about what happens on each campus and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each campus and a combined result.

A program offered on a remote as well as on an institution's main campus should be dealt with in the same way.

A program offered either on-campus or through distance education should also be evaluated in the same way. However there are a number of additional matters that relate to distance education and these must also be considered using the standards for distance education.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive an associate degree or to continue for several more years and complete a bachelor degree. If this is done it is essential that the associate degree be planned so that it provides a complete and useful qualification in its own right. For example it might include significantly more

practical and applied work in the field than students would normally undertake in the first two years of a bachelor degree program. It is not acceptable for such an award to be granted simply because students fail or drop out after the early parts of a longer program.

The distinction between what is regarded as a single program or a cluster of related programs is difficult to define and may be best explained through examples.

A bachelors degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a post graduate program leading to a masters degree or a doctorate in the same general field, that would be regarded as a separate program. The test in these examples relates to there being a qualification that is regarded as being complete in itself, and in the case of a professional program, qualifying the person who has taken the program for professional practice in the field. The distinction does not necessarily relate to organization of an institution or college into departments. In the particular example given it is likely that a civil engineering department would offer both the undergraduate and the postgraduate programs. It would also be possible if an institution wished to organize itself in that way for a single department to offer programs in both civil and mechanical engineering.

The title of an academic award is not necessarily a useful guide to what should be regarded as a program. For example general titles such as Bachelor of Arts, or Business, or Science, could include many different programs. In an Arts degree there could be programs in history and or social sciences, in psychology, in social work, or many others. A Business degree could include separate programs for accountants, for economists, or for management and administration, and these would be different programs leading to quite different occupational skills.

The programs that have been used in these examples are separate entities, and will be accredited as such. However this does not prevent groups of related programs being considered together by an external review team in the accreditation process provided it is possible for external review panels to include the necessary expertise. A panel might consider an undergraduate and a post graduate program in the same field at the same time. However the institutions self study and the reports of the review panel will deal separately with each program and it would be possible for one such program to be accredited and not the other.

Self Evaluation Scales

High quality standards can only be achieved by action planned and undertaken within the institutions offering educational programs. In keeping with this the approach to quality assurance and accreditation of institutions in the Kingdom of Saudi Arabia is based on self evaluation in relation to generally accepted standards of good practice, verified by independent external review.

To support this approach the standards are supported by self evaluation scales through which faculty and staff responsible for programs rate their own performance using a starring system. 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.

In this document information about the standards is presented at two levels. The first is a general statement of the standard as it applies to a broad area of activity and the second is a description of why it is important and the kinds of processes that are expected if the standard is achieved.

This explanatory information is followed for each standard by a number of more specific statements of "good practices" that are typically carried out in a high quality institution with scales to indicate whether and how well the practice is followed.. The scales" are presented in groups that deal with major components or sub-sections of the general standards.

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

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

Using the Rating Scales

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 descriptions:

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 but this may be only occasionally and the quality is poor.
- 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 in the self evaluation scales refer to evaluations of quality by students, faculty, or other stakeholders. These may be obtained using survey instruments together with other sources of evidence as appropriate. 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 and 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 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.

1 Mission and Objectives

Standard 1: Mission and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities, and be influential in guiding planning and action within the institution.

Standard Applied to Educational Programs

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

Standard Applied to Educational Programs

Main components in this standard as applied to Educational Programs

- 1.1 Appropriateness of the Mission
- 1.2 Usefulness of the Mission Statement
- 1.3 Processes of Development and Review of the Mission
- 1.4 Use Made of the Mission Statement
- 1.5 Relationship Between Mission, Goals and Objectives.

Comment and General Description of Good Practice

Effective and coordinated planning and development normally requires that a program have a succinct mission statement, summarizing in a few sentences what it is trying to achieve as a guide to detailed planning and development.

The mission statement should establish priorities for development and quality improvement and be key element in the quality assurance process. Consequently it should be prepared in a way that generates a sense of ownership on the part of all those involved with the program, be periodically reviewed as a major policy issue, and consistently referred to as a basis for planning and evaluation. It should be consistent with the charter establishing the institution, and realistic in relation to the capacity of the institution in the environment within which it is operating, but at the same time present challenges for development and improvement.

Goals should be thought of as applications of the mission to specific activities. They establish directions for detailed planning though they are usually expressed in general terms.

Objectives should be linked through strategic planning processes to the mission and goals They should be more specific and include intended results to be achieved within a stated time period.

This standard relates to the way the mission statement has been developed and is expressed, to its effectiveness in guiding the development of the program, and to the relationships between the mission and the goals and objectives.

Standards of Good Practice in Establishing Mission, Goals and Objectives

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)

1.1 Appropriateness of the Mission

1.1.1.1 The mission statement for the program is consistent with the mission of the institution.

1.1.2 The mission statement establishes directions for the development of the program that are appropriate for a program of its type and for the needs of students in the context for which they are prepared.

1.1.3 The mission statement appropriately reflects Islamic beliefs and values.

1.1.4 The mission is explained in an accompanying statement that demonstrates its appropriateness.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

1.2 Usefulness of the Mission Statement

1.2.1 The mission statement provides an effective guide to decision-making and choices among alternative planning strategies.

1.2.2 The mission is achievable through effective strategies within the level of resources expected to be available.

1.2.3 The mission statement provides clear criteria for evaluation of the program.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

1.3 Development and Review of the Mission

1.3.1 Major stakeholders associated with the program have been consulted and support the mission.

1.3.2 The decision making body responsible for approving the program within the institution formally approved the mission statement.

1.3.3 The mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances.

Overall Assessment

Comment _____

Priorities for improvement _____

Comment _____ Independent Opinion _____

1.4 Use Made of the Mission Statement

1.4.1 The mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period. (normally five years)

1.4.2 The mission statement is known about and supported by faculty and staff.

1.4.3 Consistency with the mission is listed among criteria for consideration of major program proposals.

Comment _____ Overall Assessment _____

Priorities for improvement _____

Comment _____ Independent Opinion _____

1.5 Relationship Between Mission, Goals and Objectives

1.5.1 Goals for development of the program are clearly related to the mission.

1.5.2 Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.

1.5.5 Goals and objectives for development of the program are periodically reviewed and modified if necessary in the light of results achieved and changing circumstances.

Comment _____ Overall Assessment _____

Priorities for improvement _____

Comment _____ Independent Opinion _____

Overall Assessment of Mission and Objectives

1.1 Appropriateness of the Mission

1.2 Usefulness of the Mission Statement

1.3 Processes of Development and Review of the Mission

1.4 Use Made of Mission Statement

1.5. Relationship Between Mission, Goals and Objectives

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement _____

2 Governance and Administration

Standard 2: Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

Standard Applied to Educational Programs

Program administration must reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, faculty) in establishing goals and objectives and reviewing and responding to results achieved. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

Main Components in this Standard as Applied to Educational Programs:

- 2.1 Management
- 2.2 Planning Processes
- 2.3 Relationship Between Sections for Male and Female Students
- 2.4 Institutional Integrity
- 2.5 Internal Policies and Regulations

Comment and General Description of Good Practice

Management arrangements between the program administrators and senior institutional management, and for faculty and staff within the program should provide for appropriate delegations of responsibility with clear guidelines setting out the scope and limits of responsibility, allowing for creativity and innovation within policy guidelines, and with clearly defined mechanisms for accountability.

Mechanisms should exist for effective coordination of planning within the program and for ensuring consistent action by individuals in keeping with the plans that are made. Goals and objectives should be established for the program as a whole, and within the framework of those goals and objectives for planning and delivering individual courses. Plans for courses should include not only the subject matter of each course but plans for teaching that will contribute to the development of the required range of learning outcomes for the program as a whole. Mechanisms for accountability and quality assurance include regular reports on what is done, plans changes that may be needed and follow up action to ensure that planned adjustments are made.

Evidence

Evidence about the quality of program administration can be obtained from consideration of documents such as program and course specifications and annual reports, position descriptions and instruments of delegation, terms of reference records of meetings of for major committees and evidence of action taken to implement any recommended changes. The extent of compliance with stated policies and procedures would need to be established by other means such as interviews. Evidence about the quality of policy and regulations, planning documents or risk assessment analyses can be obtained by examination of relevant documents and discussions with faculty and staff who might be expected to be aware their contents. Planning documents and reports, including reports on indicators, can be examined directly with the proviso that some verification of the evidence cited in those reports should be carried out.

Standards of Good Practice in Governance and Administration

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)

2.1 Management

2.1.1 The responsibilities of program managers are clearly defined in position descriptions.

2.1.2 Delegations of responsibility to program managers are clearly defined with limits of authority defined and accountability requirements specified.

2.1.3 Program managers have sufficient authority to ensure compliance with formally established or agreed policies and procedures.

2.1.4 Opportunities are provided for initiative by faculty and staff in the exercise of their responsibilities within a framework of policies and coordinated program strategies..

2.1.5 Regular feedback is given on performance of faculty and staff by the head of the department

2.1.6 Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development

2.1.7 Proposals for program developments and recommendations on policy issues are presented in a form that clearly identifies the issues for decision and the consequences of alternatives.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

2.2 Planning Processes

2.2.1 Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.

2.2.2 Plans take full and realistic account of aspects of the external environment affecting demand for graduates and skills required by them.

2.2.3 Planning processes provide for appropriate levels of involvement by faculty, students and other stakeholders.

2.2.4 Plans for programs and courses are based on intended learning outcomes with course content and teaching and assessment strategies that reflect the background of students and theory and research on different kinds of learning.

2.2.5 Plans for the delivery of the program are set out in program specifications and course specifications that specify clearly the contribution of each course to the total program.

2.2.6 The processes for developing major plans for the program provide for involvement of all major stakeholders.

2.2.7 Plans are effectively communicated to all concerned with impacts and any requirements made clear.

2.2.8 Implementation of plans is monitored in relation to short term and medium term targets and annual reports prepared on courses and the program. Needed adjustments are made promptly.

2.2.9 Plans should be modified as required with corrective action taken as required in response to operational developments, formative evaluation and changing circumstances.

2.2.10 Reports on key performance indicators are made on a regular basis to senior management within the institution.

2.2.11 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment	
	<input style="border: 2px solid black;" type="checkbox"/>

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

2.3 Relationship Between Sections for Male and Female Students

2.3.1 When programs are offered in both male and female sections resources , facilities and staffing provisions are offered at comparable levels.

2.3.2 Program coordinators in both sections and faculty teaching the same courses are fully involved in planning and reporting processes and communicate regularly about the program through processes that are consistent with bylaws and regulations of the Higher Council of Education.

2.3.4 Plans for the program and course specifications require the same standards of delivery and are consistent for both sections, subject to any appropriate variations to meet differing needs of students.

2.3.5 Performance indicators and reports on courses and programs show results for each section, and also overall results for the program as a whole.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment	
	<input style="border: 2px solid black;" type="checkbox"/>

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

2.4 Institutional Integrity

2.4.1 Codes of practice for ethical and responsible behaviour have been developed and are followed dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities.

2.4.2 Regulations dealing with declarations of pecuniary interest or conflict of interest for faculty and staff are consistently followed.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment	
	<input style="border: 2px solid black;" type="checkbox"/>

Comment _____

Priorities for improvement_____

Comment_____

Independent Opinion

2.5 Internal Policies and Regulations

2.5.1 The terms of reference and operating procedures for major committees and administrative positions associated with the program are clearly specified.

2.5.2 Policies and regulations relating to the program are made accessible to faculty, staff and students, and effective strategies used to ensure they are understood and complied with.

2.5.3 Decisions made by committees on procedural or academic matters are recorded and referred to when future similar issues are considered.

2.5.4 Guidelines, bylaws or regulations are established for recurring procedural or academic issues.

2.5.5 The policies and regulations for the management of the program are periodically reviewed and amended as required in the light of changing circumstances.

Overall Assessment

Comment_____

Priorities for improvement_____

Comment_____

Independent Opinion

Overall Assessment of Governance and Administration

2.1 Management

2.2 Planning Processes

2.3 Relationships Between Sections for Male and Female Students

2.4 Institutional Integrity

2.5 Internal Policies and Regulations

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

3. Management of Quality Assurance and Improvement

Standard 3: Management of Quality Assurance and Improvement

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria should have a particular focus on outcomes. Faculty, staff and students should be committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external standards.

Standard Applied to Educational Programs

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

Main Components in this Standard as Applied to Educational Programs:

- 3.1 Commitment to Quality Improvement in the Program
- 3.2 Scope of Quality Assurance Processes
- 3.3 Administration of Quality Assurance Processes
- 3.4 Use of Indicators and Benchmarks
- 3.5 Independent Verification of Standards

Comment and General Description of Good Practice

The central focus in the evaluation of the quality of a program is the quality and extent of student learning, considered as outcomes--what students understand and can do as a result of their studies, and whether that learning is appropriate to their field. Other services, facilities and activities are evaluated according to the extent that they contribute to that learning.

The management of quality assurance for a program should involve evidence from a number of sources with mechanisms for interpreting that evidence and using the results in planning for improvement. This evidence should include systematic feedback from students about the quality of the program they have participated in, but this must be considered as only one element in a system that also includes independent assessments of what they have learned. Student assessment tasks are a direct measure of learning outcomes, but use of students results as evidence of program quality must be combined with other evidence such as comparisons with standards at other good quality institutions. Appropriate external benchmarks should be established as a basis for evaluations of program quality.

Quality improvement strategies should be integrated into normal planning processes in a continuing cycle of planning, implementation, evaluation and review. This involves reports on the teaching of each course with information arising from those course reports considered to assess their significance for the program as a whole. The standard for management of quality assurance and improvement includes the use of conclusions arising from evidence in those reports in planning and implementing progressive improvements over time. It also includes an expectation that appropriate performance indicators will be used for purposes of reporting on quality to senior management within the institution.

Evidence

Evidence about the quality of management of quality assurance processes in the program can be obtained consideration of course and program reports and from surveys or discussions with faculty and students to assess the extent to which quality assurance processes are carried out and the extent to which results of those evaluations are used in planning strategies for improvement. Qualitative judgments can be made about the extent to which conclusions are evidence based and include appropriate benchmarking procedures. An important consideration is can be obtained whether recommended changes resulting from those evaluations are actually implemented.

Standards of Good Practice in Management of Quality Assurance and Improvement Processes

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)

3.1 Commitment to Quality Improvement in the Program

3.1.1 All faculty and staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.

3.1.2 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged .

3.1.3 Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.

3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.

3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.

3.1.6 Evaluations are evidence based, linked to appropriate standards, with predetermined indicators, and independent verification of interpretations.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

3.2 Scope of Quality Assurance Processes

3.2.1 Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution.

3.2.2 Evaluations and reports provide an overview of performance for the program as a whole, including both sections if the program is offered in male and female sections, and all courses.

3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to quality of outcomes.

3.2.4 Evaluations include both routine activities and strategic priorities for improvement.

3.2.5 Processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

3.3 Administration of Quality Assurance Processes

3.3.1 Quality assurance processes are fully integrated into normal planning and program delivery arrangements.

3.3.2 Quality assurance processes make use of standard forms and survey instruments for use across the institution with any special additional elements added to meet the particular requirements of the program.

3.3.3 A member of faculty is given responsibility for leading and supporting quality assurance arrangements to be carried out by the program teaching team.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

3.4 Use of Indicators and Benchmarks

3.4.1 Information is provided regularly on key performance indicators that are selected for all programs in the institution.

3.4.2 Additional performance indicators relevant to the particular program are also identified and regularly reported on.

3.4.3 Benchmarks for comparing quality of performance (for example with past performance or comparisons with other institutions) are established and achievements in relation to those benchmarks is regularly monitored.

3.4.4 The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

3.5 Independent Verification of Standards

3.5.1 Self-evaluations of quality of performance are checked against related evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.

3.5.1 Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are

used to reconcile differing opinions.

3.5.2 Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Quality Assurance and Improvement Processes

3.1 Commitment to Quality Improvement	<input type="text"/>
3.2 Scope of Quality Assurance Processes	<input type="text"/>
3.3 Administration of Quality Assurance Processes	<input type="text"/>
3.4 Use of Indicators and Benchmarks	<input type="text"/>
3.5 Independent Verification of Standards	<input type="text"/>
Combined Assessment	<input type="text"/>

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

4. Learning and Teaching

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. Faculty 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.

Main components of this standard as Applied to Educational Programs:

- 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 Faculty
- 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 faculty 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 faculty 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 faculty 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 faculty 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 faculty 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 of study 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

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates and employers of the quality of programs and learning outcomes, statistics on course and program completions and employment outcomes, ratios of students to faculty and statistics on faculty qualifications. Other 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 illustrates the need whenever possible to use data in a form that can be quantified and used in comparisons of performance over time. The scores on rating scales in surveys are a good example.

Good Practice in Learning and Teaching

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

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 the Kingdom of Saudi Arabia in the fields concerned.

4.1.4 If the 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 in learning outcomes, strategies for developing them planned and implemented through appropriate teaching strategies and student activities in all courses, and mechanisms for assessing and reporting on the extent to which graduating students have developed these attributes, are in place.)

4.1.5 Graduates are surveyed and employers are consulted periodically to check the appropriateness of intended learning outcomes and the extent to which needed knowledge and skills have been developed. (see also sections 4.3 and 4.4 dealing with verification of standards and program evaluation processes)

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.2 Program Development Processes

4.2.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications.

4.2.2 Plans for courses are set out in course specifications and course reports prepared that ensure that all courses contribute to program learning outcomes in a coordinated way.

4.2.3 Strategies of teaching and for assessment of students learning are included in program and course specifications, are appropriate for learning outcomes in different domains of learning, and faculty are prepared for their use.

4.2.4 The 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.

4.2.5 In professional programs continuing advisory panels that include leading practitioners from the relevant occupations or profession monitor and advise on content and quality of programs.

4.2.6 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.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.3 Program Evaluation and Review Processes

4.3.1 Courses and programs are evaluated and reported on annually with details of changes made and the reasons for them retained in course and program portfolios.

4.3.2 Quality indicators are identified and used for all courses and the program

4.3.3 Quality indicators include, among other things, student completion rates in courses and the program as a whole.

4.3.4 Reports on the program that include quality indicators are reported annually and considered by senior administrators and quality committees.

4.3.5 A selection of quality indicators including progression and completion rates are compared with other programs in the institution and by reference to appropriate external benchmarks..

4.3.6 A comprehensive reassessment of every program is conducted at least once every seven years.

4.3.7 Program reviews conducted by the institution involve experienced people from relevant industries and professions, and experienced faculty from other institutions.

4.3.8 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 faculty, and other stakeholders such as employers.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.4 Student Assessment

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

4.4.2 Appropriate mechanisms are used for verifying standards of student achievement in relation to relevant internal and external benchmarks. (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.)

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

- 4.4.4 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.
- 4.4.5 Assessment processes are clearly communicated to students at the commencement of courses.
- 4.4.6 Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Overall Assessment

<input type="checkbox"/>

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

<input type="checkbox"/>

4.5 Educational Assistance for Students

- 4.5.1 Faculty are available at sufficient scheduled times for consultation and advice to students.
- 4.5.2 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.
- 4.5.3 Appropriate preparatory and orientation mechanisms to prepare students for study in a higher education environment. Particular attention should be 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.
- 4.5.4 Systems are in place within each program for monitoring and coordinating student workload across courses in the program.
- 4.5.5 The progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.
- 4.5.6 Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.
- 4.5.7 Textbooks and reference materials selected for use are up to date and incorporate latest developments in the field.
- 4.5.8 Textbooks and other required materials are available in sufficient quantities before classes commence.
- 4.5.9 Adequate facilities are available for private study with access to computer terminals and other necessary equipment.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Overall Assessment

<input type="checkbox"/>

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

<input type="checkbox"/>

4.6 Quality of Teaching

4.6.1 Strategies of teaching are planned for the different kinds or domains of learning outcomes and included in program and course specifications. (In addition to relevant knowledge they should involve student activities appropriate for the development of cognitive skills (including creative thinking and problem solving) interpersonal skills and responsibility (including ethical behaviour), numerical and communication skills (including general use of basic mathematical and language and computing skills)	<input type="checkbox"/>	<input type="checkbox"/>
4.6.2 The content, teaching strategies and student activities in courses in a program are coordinated so that learning in early courses is built on and reinforced, and total program achieves the desired learning outcomes in all domains of learning. Plans are set out in course specifications.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.3 Course descriptions clearly specify knowledge and skills to be developed, work requirements and assessment processes, and are available to students before classes commence.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.4 Effective orientation and training programs are provided for new, short term and part time faculty. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)	<input type="checkbox"/>	<input type="checkbox"/>
4.6.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.6 Textbooks and reference materials are up to date with latest developments in the field of study.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.7 Textbooks and other required materials are available in sufficient quantities before classes commence.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.8 Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.9 A comprehensive system is in place for evaluation of teaching effectiveness in all courses, including but not limited to student surveys.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.10 The effectiveness of planned strategies in developing learning outcomes is regularly reported on and reviewed, and adjustments made in response to evidence about their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.11 Regular (at least annual) reports are provided to the program coordinator on the delivery of each course including any material that could not be covered.	<input type="checkbox"/>	<input type="checkbox"/>
4.6.12 Appropriate adjustments made in plans for teaching as a result of reports. If all the material planned to be taught in a course cannot be completed as planned, this is noted in course reports and alternative means of dealing with essential material devised.	<input type="checkbox"/>	<input type="checkbox"/>

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

4.7 Support for Improvements in Quality of Teaching

4.7.1 Training programs are provided for all faculty in teaching strategies and improvement of teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>
4.7.2 Adequate opportunities are available for the professional and academic development of faculty with special assistance given where faculty are facing difficulties.	<input type="checkbox"/>	<input type="checkbox"/>
4.7.3 The extent to which faculty are involved in professional development to improve quality of teaching is monitored.	<input type="checkbox"/>	<input type="checkbox"/>

4.7.4 Faculty develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
 4.7.5 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Overall Assessment

Comment _____

<input type="checkbox"/>

Priorities for improvement _____

Independent opinion

Comment _____

<input type="checkbox"/>

4.8 Qualifications and Experience of Faculty

4.8.1 Faculty have appropriate qualifications and experience for the courses they teach.
 4.8.2 There is an appropriate mix of full time and part time faculty. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)
 4.8.3 All faculty 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 faculty 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.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Overall Assessment

Comment _____

<input type="checkbox"/>

Priorities for improvement _____

Independent opinion

Comment _____

<input type="checkbox"/>

4.9 Field Experience Activities

4.9.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and effective action is 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.
 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.
 4.9.3 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.
 4.9.4 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.
 4.9.5 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4.9.6 In situations where the supervisors in the field setting and faculty from the post secondary institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.

4.9.7 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.

4.9.8 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.10 Partnership Arrangements With Other Institutions

4.10.1 Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia, and

4.10.2 The effectiveness of the arrangements is regularly evaluated..

4.10.3 Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.

4.10.4 Faculty familiar with the content of courses visit regularly for consultation about course details and standards of assessments.

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 no later than one month after completion of requirements.

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.

4.10.7 Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and in vocational or professional programs, include regulations and conventions relevant to the Saudi environment.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

Overall Assessment of Learning and Teaching

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

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

5. Student Administration and Support Services

Standard 5: Student Administration and Support Services

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra curricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

Standard Applied to Educational Programs

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

Main Components of this Standard as Applied to Educational Programs

Student Admissions
Student Records
Student Management

Comment and General Description of Good Practice

The standard for student administration and support services as it relates to educational programs deals particularly with matters that directly relate to the administration of the program or that are the responsibility of program managers and faculty in the program. These include provision of information and advice about the program for prospective students and mechanisms for dealing with disputes and appeals. Provision of advisory services in relation to careers in the field of study may be provided by staff within the program or within a central career advisory unit within the institution. However even where the service is provided centrally faculty involved in the program should be able to assist in relation to requirements in their professional field.

Most other student and administration and support services are provided in other sections of the institution and are related primarily to institutional quality rather than the quality of particular programs.

Evidence

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided, usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures.

Good Practice in Student Administration and Support Services

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**

5.1 Student Admissions

- 5.1.1 Admission requirements are consistently and fairly applied for all students.
- 5.1.2 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.
- 5.1.3 Rules governing admission with credit for previous studies are clearly specified.
- 5.1.4 Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.
- 5.1.5 Complete information about the program, including the range of courses, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.
- 5.1.6 A comprehensive orientation program is available for commencing students to ensure thorough understanding of program requirements and reasons for them, the range of services and facilities available to them, and of their obligations and responsibilities.

<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

5.2 Student Records

- 5.2.1 Automated procedures are in place for monitoring student progress throughout their programs.
- 5.2.2 The student record system regularly provides aggregated statistical data required for planning, reporting and quality assurance.
- 5.2.3 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.
- 5.2.4 Eligibility for graduation is formally verified in relation to program and course requirements.

<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

5.3 Student Management

5.3.1 Attendance requirements for students are made clear to students , monitored and enforced.

5.3.2 Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.

5.3.3 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.

5.3.4 Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.

5.3.5 Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.

5.3.6 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Student Administration and Services

5.1 Student Admissions

5.2 Student Records

5.3 Student Management

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

6. Learning Resources

Standard 6: Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from faculty and students.

Standard Applied to Educational Programs

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

Main Components of this Standard as Applied to Educational Programs

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

Adequate library and other learning resources and services for the needs of the program are essential requirements, and are particularly important in programs designed to develop capacity for independent learning and creative application of ideas. Collections must be up to date and regularly enhanced as new material becomes available, and there must be ready access to information located elsewhere.

Basic collections should be adequate for the program, but go well beyond the immediate needs to provide access to research reports, data bases and journal and internet publications that capture the latest thinking in related areas of inquiry. If the program is postgraduate there must be adequate resources for research by students and by faculty in this and related fields.

Orientation programs should be available to ensure that new students know how to make proper use of library and resource center facilities. Ongoing assistance should be available to help students as they use these resources for studies in the program.

Requirements for library services are changing in keeping with the rapid development of information technology and developments in flexible delivery of courses. Libraries are recognized as being not simply collections of books and periodicals, but gateways to information required for research and investigation in an international context. Evaluation of a program includes the availability of the range of services and materials that are needed to support it.

The provision of services should be planned cooperatively between program developers, other faculty, and resource centre staff, so that the resources and services provided are matched to the requirements for teaching and learning and associated research and investigations. Proposals for new or substantially modified courses and programs should include an independent statement from the library or resource centre indicating cost and availability of the information resources required. .

Evidence

Evidence about the quality of learning resource provision and performance indicators derived from this evidence can be obtained from surveys of students and faculty to see whether they have been able to gain access to the material and services they need in the program, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and faculty. Information should be available about provision of orientation programs for new students and responsiveness to requests from groups of stakeholders. A library or learning resource center should be able to provide information about comparisons of level of provision through books, periodicals and web-based resources with comparable institutions offering similar programs and an appropriate performance indicator would be whether that level of provision was equalled or exceeded.

6. Good Practice in Provision of Learning Resources

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)**

6.1 Planning and Evaluation

6.1.1 Faculty responsible for the program and for courses within it regularly provide advice on materials required to support teaching and learning.

6.1.2 Faculty and students participate in user surveys dealing with adequacy of resources and services, extent of usage, consistency with requirements for teaching and learning

6.1.3 In addition to participation in surveys program representatives have opportunities to provide input to evaluations of forward planning for provision of resources and services.

6.1.4 Faculty provide regular advice on material that should be held in reserve to ensure access to necessary materials and this advice is responded to.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

6.2 Organization

6.2.1 Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users in the program.

6.2.2 Heavy demand and required reading materials needed in the program are held in reserve collections.

6.2.3 Ready access to on-line data-bases and research and journal material relevant to the program is provided for.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

6.3 Support for Users

6.3.1 Orientation and training programs are provided for new students in the program to prepare them to access facilities and services.

6.3.2 Assistance is available to assist faculty and students in the program in conducting searches and locating and using information.

6.3.3 A reference service is available through which in-depth questions are answered by qualified librarians.

6.3.4 Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and in other collections.

6.3.5 Faculty and students in the program are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

6.4 Resources and Facilities

6.4.1 Adequate books, journals and other reference material including on line resources are available to meet program requirements.

6.4.2 Up to date computer technology is available on a sufficient scale to meet program requirements to support electronic access to resources and reference material.

6.4.3 Books and journals and other materials are available in Arabic and English (or other languages) as required for the program and associated research.

6.4.4 Sufficient facilities are provided for both individual and small group study and research as required for the program.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Learning Resources

6.1 Planning and Evaluation

6.2 Organization

6.3 Support for Users

6.4 Resources and Facilities

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

7. Facilities and Equipment

Standard 7: Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by faculty and students. Appropriate provision must be made for associated services such as food services, extra curricular activities, and where relevant, student accommodation.

Standard Applied to Educational Programs

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

Main components of this standard as Applied to Educational Programs:

Policy and Planning
Quality of and Adequacy of Facilities
Management and Administration
Research Equipment
Information Technology

Comment and General Description of Good Practice

Facilities should always provide an attractive, safe and healthy environment for faculty, staff and students, meet normal building and planning requirements, and the requirements for high quality teaching and learning in the program.

The use of facilities should be monitored and there should be processes to ensure that underutilized facilities are made available for alternative uses, subject to necessary arrangements for protection of expensive and easy to damage equipment.

In programs that require laboratory or other technical equipment including computing facilities, maintenance provisions should be effective and include routine maintenance schedules. Necessary technical support should be available and there should be an immediate response capacity in case of equipment breakdowns.

For all classrooms media needed for effective instruction should be provided with appropriate technical support available.

Evidence

Evidence about the quality of provision of facilities and equipment can be obtained from reports by faculty, maintenance records including records of equipment breakdowns and user satisfaction surveys, comparisons of provision with comparable institutions offering similar programs and direct observations by independent evaluators.

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment, provide evidence of sound management practices and security arrangements.

Good Practice in Managing Facilities and Equipment

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)

7.1 Policy and Planning

7.1.1 Equipment acquisitions meet program requirements and are also consistent with institutional policies to achieve compatibility of equipment and software systems across the institution.

7.1.2 Faculty are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.

7.1.3 Equipment planning provides for acquisition, servicing and replacement according to a planned schedule.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

7.2 Quality and Adequacy of Facilities and Equipment

7.2.1 Facilities meet health and safety requirements and make adequate provision for the personal security of faculty, staff and students.

7.2.2 Quality assessment processes include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.

7.2.3 Standards of provision of teaching, laboratory and research facilities are adequate for the needs of the program (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment.

7.2.4 Adequate facilities are available for confidential consultations between faculty and students)

7.2.5 Provision is made for students, faculty and staff with physical disabilities or other special needs.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

7.3 Management and Administration

7.3.1 A complete inventory is maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual faculty or staff for teaching and research.

7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out.

7.3.3 Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.

7.3.4 Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or faculties, or central administration clearly defined.

7.3.5 Effective systems are in place to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.

7.3.6 Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

7.4 Research Equipment

7.4.1 Cooperative arrangements are made when appropriate with other agencies for shared ownership or use of major research equipment.

7.4.2 In institutions with research responsibility adequate equipment and laboratory facilities are available for faculty and student research relevant to the program.

7.4.3 Clear institutional policies are established dealing with ownership, control and maintenance and replacement of research equipment, including equipment acquired through research grants to faculty, the departments or college, research centers.

7.4.4 There is an appropriate balance between a need for maximizing shared use of research facilities and equipment within the institution and requirements for safety, security, and control over sensitive equipment and research activities.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

7.5 Information Technology

7.5.1 Computing equipment is available and accessible for faculty, staff and students and the adequacy of this provision is regularly assessed.

7.5.2 Institutional policies governing the use of personal computers by students are complied with.

7.5.3 Technical support is available for faculty and students using information and communications technology.

7.5.4 Opportunities are available for faculty input into plans for acquisition and replacement of IT equipment for use in the program.

7.5.5 Security systems are in place to protect privacy of personal and sensitive personal and institutional information, and to protect against externally introduced viruses.

7.5.6 Compliance with a code of conduct relating to inappropriate use of material on the internet is checked and instances of inappropriate behavior dealt with appropriately.

7.5.7 Training programs are available for faculty and staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Facilities and Equipment

7.1 Policy and Planning

7.2 Quality of and Adequacy of Facilities

7.3 Management and Administration

7.4 Research Equipment

7.5 Information Technology

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

8 Financial Planning and Management

Standard 8: Financial Planning and Management

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Standard Applied to Educational Programs

Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

Main components of this Standard as Applied to Educational Programs:

Financial Planning and Budgeting
Financial Management

Comment and General Description of Good Practice

Sufficient financial resources must be available to support the effective delivery of the program. This means both maintenance of routine and continuing activities and at least some provision for new initiatives do develop the program and improve its quality. Funds are not unlimited and resources must be effectively managed to avoid waste and adjust allocations when necessary from low priority to high priority items if required, or if possible to seek alternative supplementary funding opportunities.. Some guide to adequacy can be obtained by considering funding levels for comparable programs in other similar institutions. However if this is done any such comparisons must take into account any variations in circumstances that may affect funding requirements.

This standard relates not only to the adequacy of funding but also to the efficiency and flexibility of financial management by program managers. To provide for this flexibility and for appropriate accountability, delegations should provide for specified levels of expenditure to be authorized by the program manager subject to reporting and accountability requirements. Regular management reports should be provided to the program manager from the financial accounting system to permit monitoring of expenditure in relation to budget projections.

Evidence Evidence of quality of financial planning and management can be obtained by considering budget proposals and responses, and financial records showing expenditure in relation to budget. Faculty surveys can provide information about whether resources considered by them to be necessary for the program are available. Comparisons of funding available and cost structures in comparison with comparable programs at other similar programs can provide an indication provided consideration is given to different circumstances at the institutions concerned.

Good Practice in Financial Planning and Management

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)**

8.1 Financial Planning and Budgeting

8.1.1 Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.

8.1.2 If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed.

8.1.3 The amount of financial resources available for the program is sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.

8.1.4 The program coordinator/manager or dean submits annual budget proposals setting out detailed program requirements and follows up as necessary to make adjustments after those proposals have been considered.

8.1.5 Budget proposals support strategic priorities for program development and quality improvement and consider possibilities for possible savings or alternative revenue sources as well as seeking additional funding if necessary.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

8.2 Financial Management

8.2.1 Sufficient delegation of spending authority is given to the program manager for effective program administration

8.2.2 Delegations of spending authority are accompanied by appropriate accountability and reporting processes.

8.2.3 The program manager/head of department is involved in the budget planning process, and is held accountable for expenditure within the approved budget.

8.2.4 The accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets.

8.2.5 Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.

8.2.6 Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.

Overall Assessment

Comment _____

Priorities for Improvement _____

Comment _____

Independent Opinion

Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

8.2 Financial Management

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for improvement

9 Faculty and Staff Employment Processes

Standard 9: Faculty and Staff Employment Processes

Faculty and staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in their expertise. Performance of all faculty and staff is evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes are available for the resolution of conflicts and disputes involving faculty and or staff.

Standard Applied to Educational Programs

Employment processes must ensure that faculty have the knowledge and experience needed for their particular teaching responsibilities and their qualifications and experience must be verified before appointment. New faculty must be thoroughly briefed about the program and their responsibilities before they begin. Performance of all faculty and staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.

Main components of this Standard as Applied to Educational Programs:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

Faculty must be appropriately qualified and must have the detailed knowledge and experience necessary for their particular teaching responsibilities. Relevant professional experience is particularly important in professional programs. Qualifications and experience must be verified before appointments are made.

Faculty should be recruited for particular roles in the program and should be given detailed information about the program and their role as a member of a teaching team. This should also be done before appointment with further detailed orientation given by the program coordinator/manager before they begin their work. They should see themselves as members of a teaching team within a carefully planned and delivered comprehensive program, not just as instructors in a discrete subject specialty.

For all faculty and staff associated with the program feedback on performance should be provided in a constructive and supportive way and assistance given for improvements in both teaching skills and knowledge of their field.

Evidence Information about faculty qualifications and experience should be retained in files for each faculty member. The files should be annotated to indicate that qualifications have been verified. Files should be retained for each faculty member and include relevant information such as information arising from consultations about their performance and their research and professional development activities. Summaries of research activities, community service activities and participation in professional development activities for faculty in the department offering the program should be prepared and included in departmental reports. Results from faculty surveys should provide information about whether they believe they have had adequate opportunities for professional development, receive support for improvements in their work, and need help in using recommended teaching strategies or assessment processes in the program.. New faculty should be surveyed and asked about the adequacy of their orientation to the institution and to the program.

Good Practice in Faculty and Staff Employment Processes

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)

9.1 Recruitment

9.1.1 Recruitment processes ensure that faculty have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.

9.1.2 Candidates for employment are provided with full position descriptions and conditions of employment, together with specific information about expectations for contributing to the program as part of the teaching team. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)

9.1.3 References are checked, and claims of experience and qualifications verified before appointments are made.

9.1.4 Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.

9.1.5 In professional programs there are sufficient faculty with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.

9.1.6 New faculty are given an effective orientation to the institution to ensure familiarity with the institution and its operating procedures, services and priorities for development.

9.1.7 New faculty are given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

9.2 Personal and Career Development

9.2.1 Criteria for performance evaluation are clearly specified in advance and made known to faculty and staff.

9.2.2 Consultations about work performance are confidential and supportive, and occur on a formal basis at least once each year.

9.2.3 If performance is considered less than satisfactory clear requirements are established for improvement.

9.2.4 Formal performance assessments of faculty and staff are kept confidential but are documented and retained. Faculty and staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.

- 9.2.5 Outstanding academic or administrative performance is recognized and rewarded.
- 9.2.6 Junior faculty and staff with leadership potential are identified and given a range of experiences to prepare them for future career development.
- 9.2.7 Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.
- 9.2.8 Appropriate professional development activities are provided to assist with new programs or policy initiatives.
- 9.2.9 Faculty are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored..

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Faculty and Staff Employment Processes

9.1 Recruitment

9.2 Personal and Career Development

Combined Assessment

Comment _____

Independent Opinion

Evaluators Comment _____

Indicators Considered

Priorities for Improvement

10 Research

Standard 10: Research

In universities and other institutions with research responsibility, faculty must be encouraged to pursue research interests and to publish the results of that research. This may be done either individually or in cooperation with others at their own or other institutions and in industry. Faculty research contributions must be recognized and reflected in faculty evaluation and promotion criteria. Teaching should be scholarly in the sense that it incorporates the results of scholarly and research activities of faculty as well as other significant research developments in the field concerned. Necessary facilities for conduct of research must be available. The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Standard Applied to Educational Programs

All faculty teaching higher education programs are expected to be involved in scholarly activities that ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Faculty teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate equipment must be available to support the research activities of faculty and post graduate students in areas relevant to the program

Main components of this Standard as Applied to Educational Programs:

Faculty and Student Involvement
Facilities and Equipment

Comment and General Description of Good Practice in Research

Expectations for research involvement vary with the nature of an institution and the kind of program. Universities are expected to have substantial involvement in research and scholarship and their prestige in the international environment will depend on this to a major extent. There is also a separate expectation for research and scholarship relating to the teaching of post-graduate programs, particularly those with a significant research component, since the quality of teaching and learning in those programs is directly affected by the extent to which faculty have current research involvement. It is important that faculty involved in teaching post-graduate research students or supervising their research projects are themselves active scholars and researchers in their field.

At other institutions offering undergraduate programs there are lesser expectations for research. However faculty must still be familiar with the latest developments in their field and the institution should expect them to be involved in appropriate forms of scholarly activity. It should provide an environment in which this is encouraged, and monitor the extent to which it occurs.

If there is a research expectation for faculty or students in the program, either because of the nature of the institution or the particular program concerned there must be an adequate research infrastructure. This will include library and internet communication facilities, laboratories, equipment, and other research facilities relevant to the program. These resources provided must be available for postgraduate research students and faculty as part of normal basic provision.

Faculty should be encouraged to establish links with other institutions both locally and internationally, and, depending on the nature of the program, with industry and appropriate community agencies for cooperative research and development.

In all higher education programs faculty should be encouraged to pursue research interests, and be recognized for having done so even when additional resources cannot be provided to assist them. Regular reports of the research activities of faculty should be prepared, provided to the governing board, and made generally available in the institution..

Evidence of research and scholarly activity should be provided in annual faculty reports on their activities, and summaries should be prepared to show the overall response for faculty in the department or teaching in the program. Student surveys can provide information about the inclusion in teaching of information about research activities and recent developments in the field of study.

Good Practice in Research

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)**

10.1 Faculty and Student Involvement

10.1.1 Expectations of faculty involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time faculty).

10.1.2 Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study)

10.1.3 Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.

10.1.4 Postgraduate research students are given opportunities for participation in joint research projects.

10.1.5 When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.

10.1.6 Assistance is available for faculty to develop collaborative research arrangements with colleagues in other institutions and in the international community.

10.1.7 Research and scholarly activities of faculty that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.

10.1.8 Strategies are developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

10.2 Facilities and Equipment

10.2.1 Adequate laboratory space and equipment, library and information systems resources are available to support the research activities of faculty and students in the program.

10.2.2 Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding region.

10.2.3 Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grants, commissioned research or other external sources.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Higher Education Research

10.1 Faculty and Student Involvement

10.2 Facilities and Equipment

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

11 Institutional Relationships With the Community

Standard 11: Institutional Relationships with the Community

Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments, faculty and staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

Standard Applied to Educational Programs

Significant and appropriate contributions should be made to the community within which the institution is established drawing on the knowledge and experience of faculty and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community, and faculty contributions appropriately recognized within the institution.

Main Components of this Standard as Applied to Educational Programs:

Institutional Policies on Community Relationships
Interactions With the Community

Comment and General Description of Good Practice

The relationships between post secondary education institutions and the communities in which they operate are important for a number of reasons.

As influential members of the community institutions should recognize an obligation shared with other community members to cooperate for mutual benefit. However the responsibility of post secondary institutions goes well beyond that general obligation. By their nature they are service organizations whose central responsibility is to provide educational services that are required. In most cases they are established or approved to operate because that service is recognized as being needed in the community. Many receive substantial government support, which is a community contribution to their activities, either directly or through financial support for students.

Community service activities planned by programs, or provided by individual faculty should be planned to respond to the needs of the community and the capacity of the program and the faculty associated with it to respond.

Main Components of this Standard as Applied to Educational Programs:

11.1 Institutional Policies on Community Relationships
11.2 Interactions With the Community

Comment and General Description of Good Practice

As influential members of the community institutions should recognize an obligation shared with other community members to cooperate for mutual benefit. However the responsibility of post secondary institutions goes well beyond that general obligation. By their nature they are service organizations whose central responsibility is to provide educational services that are required. In most cases they are established or approved to operate because that service is recognized as being needed in the community. Many receive substantial government support, which is a community contribution to their activities, either directly or through financial support for students.

The mission of an institution should make clear the nature of its contribution to the communities it is intended to serve and should be developed following an analysis of the needs of those communities and the capacity of the institution to respond.

Higher education institutions have special capacity to contribute because of the skills of their faculty in a number of different occupational or professional fields and academic disciplines, and because of the facilities they have for teaching, research and cultural activities. As a result it is common for them to provide for community access to cultural activities, to establish clinics or services for the benefit of the community, to develop research or consultancy programs focusing on requirements of local communities, and to encourage staff to take an active role in aspects of community life that are relevant to their special expertise. The role of higher education institutions in providing assistance and support to other education institutions including schools can be extremely important to those other institutions, as well as providing benefits to the higher education institution itself by improving its capacity to attract high quality students.

A post secondary institution should clearly identify its potential contributions to the community, provide for those contributions in appropriate ways in its mission, develop institutional policies and strategies for response, and monitor and report on what is done .

While the geographic region surrounding an institution is particularly significant, the concept of community should be interpreted broadly, to include the academic and professional communities with which it interacts, locally, nationally, and internationally. Contributions to these communities are all important, and as is the case for the local general community, effective interaction has significant benefits for the institution as well.

Institutions should ensure that their activities and services are widely publicized and understood and valued by the community, and that their reputation is enhanced. The reputation of the institution is a vital factor in attracting and retaining high quality students and staff, seeking endowments, attracting research projects and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.

Good Practice in Institutional Relationships with the Community

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)**

11.1 Policies on Community Relationships

11.1.1 Policies dealing with relationships with the community are consistent with policies of the institution and pay particular attention to community needs and the contributions that can be made drawing on the special expertise of faculty in the program.

11.1.2 The contributions to the community made by faculty in the program are recorded and reported upon on an annual basis.

11.1.3 Promotion criteria and faculty assessments include contributions made to the community.

11.1.4 Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

11.2 Interactions With the Community

11.2.1 Faculty teaching in the program participate in forums in which significant community issues are discussed.

11.2.2 In a professional program relationships are established with local industries and employers to participate on advisory committees and assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)

11.2.3 Local employers and members of professions are invited to join appropriate advisory committees.

11.2.4 Contacts are established with schools in the region offering assistance and support in areas of specialization, providing information about the program and subsequent career opportunities for graduates, and arranging enrichment activities for students at the schools. (If a section within the institution has responsibility for coordinating these relationships these contacts are arranged in consultation with that section.)

11.2.5 Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new initiatives.

11.2.6 Opportunities are taken in cooperation with institutional management to seek funding support from individuals and organizations in the community for research and other developments associated with the program.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Relationships with the Community

11.1 Institutional Policies on Community Relationships

11.2 Interactions With the Community

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement
