



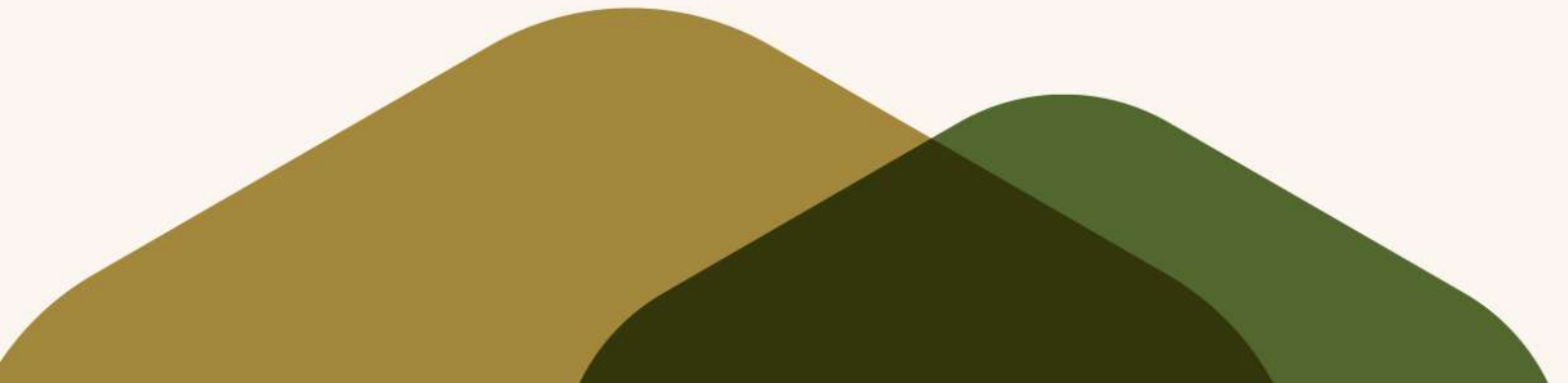
Deanship of Development and Quality

Quality Assurance Guide at Majmaah University

1445 هـ - 2023 م



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ







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المملكة العربية السعودية

Ministry of education

Majmaah University

University Vice Presidency for Educational Affairs

Quality Assurance Manual Majmaah University

1445 هـ - 2023 م

قرار مجلس جامعة المجمعة رقم ١٤٤٥/٥/٩

تمت إحاطة المجلس بتحديث دليل ضمان الجودة بالجامعة، مع التوصية بترجمة الدليل باللغة الإنجليزية وعرضه على موقع الجامعة باللغتين العربية والانجليزية.



Chapter one

Quality Assurance Methodology

Introduction:

Quality systems are considered one of the most important waves that have received significant attention as one of the prevailing and desirable management styles in the current period. It was the third revolutionary wave after the industrial and computer revolutions. Quality is a modern management philosophy based on several modern management-oriented concepts. It combines essential administrative means, innovative efforts, and specialized technical skills to raise performance and continuously improve and develop. Many definitions of quality systems have emerged, as the Federal Institute of Management in the United States of America defined it as correctly performing the correct work from the first glance. To achieve the desired quality better and more effectively in the shortest possible time.

University education, like any formal education system, is nothing but a reflection of the general social and economic context, and Arab university education institutions face very serious challenges and threats arising from the changes that changed the shape of the world and created a new global order based on science. Technological development is accelerated and is based on highly advanced technologies. And excellence, which leaves no room for hesitation in starting programs for development and modernization, guarantees educational institutions the ability to enhance their patterns of strength and overcome their problems and patterns of weakness.

It is worth noting that the concept of quality systems management and its application are no longer limited to institutions and organizations that aim only for financial profit. Instead, the desire of public institutions and facilities to achieve the quality of their outputs is equal to the willingness of those institutions that aim for profit, especially institutes and universities.

Achieving goals well and satisfactorily is a success and a source of pride for whoever does it, regardless of the profit or lack thereof.

Quality Assurance Elements:



Figure 2 : Quality Assurance System at majamaah University

Quality assurance system at the assembly

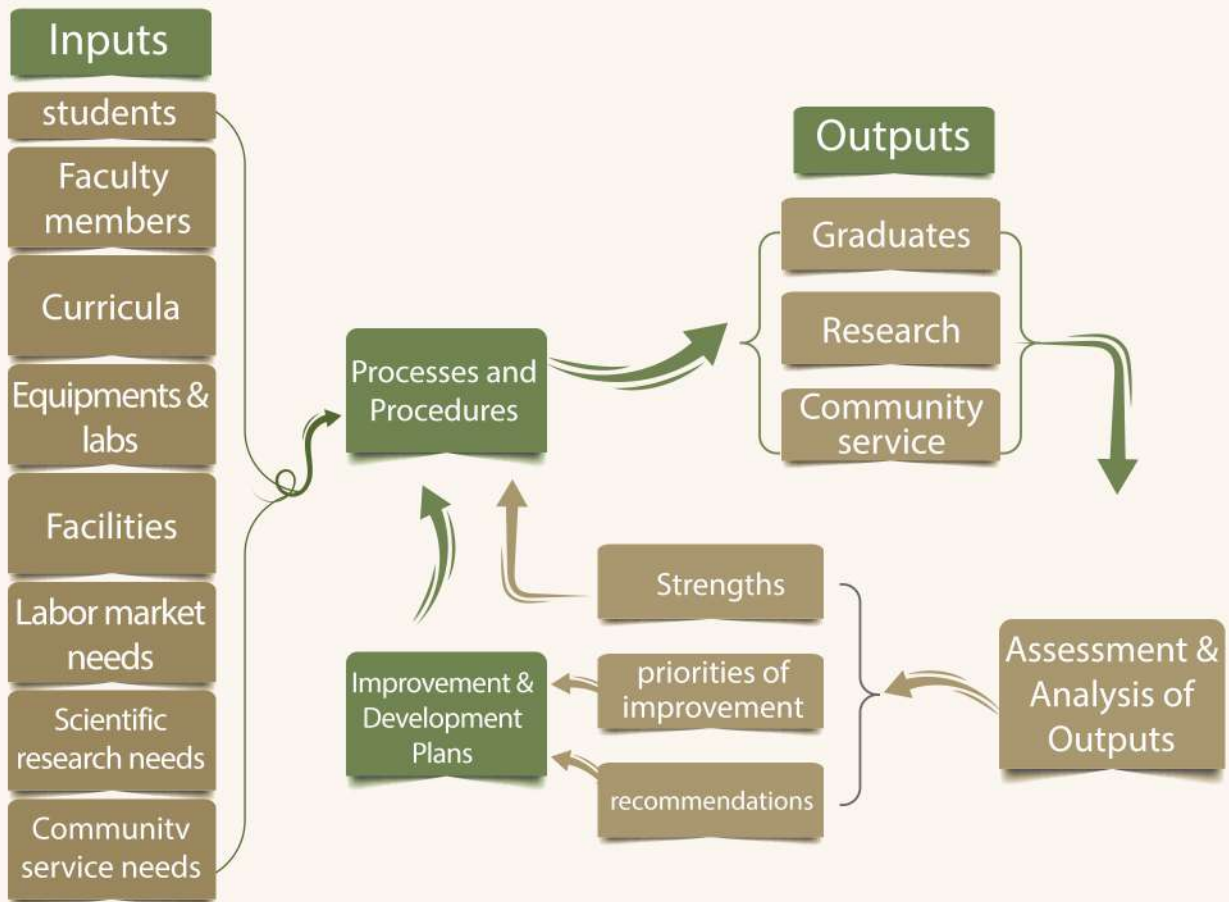


Figure 3: Quality System Circle



University Vision:

That Al Majmaah University be distinguished locally, competitive globally, and contribute efficiently to knowledge and development



University Mission:

Commitment to providing competitive education and qualitative knowledge production to achieve the university's social responsibility towards sustainable development and quality of life.



University Mission

Commitment to providing competitive education and qualitative knowledge production to achieve the university's social responsibility towards sustainable development and quality of life



Figure 1: core gaveling values

The Importance of the Internal Quality Assurance System:

The quality assurance system expects to lead, coordinate, and improve quality assessments based on the organization's mission and goals, develop detailed planning and reporting procedures, and implement those procedures in a continuous cycle of planning, monitoring, and annual review, as it serves as a vital mechanism for reviewing (the organization/ program) and its planning for itself, and a basis for independent external reviews conducted by the National Center for Academic Evaluation and Accreditation. Part of the institution's responsibility to ensure its quality for accreditation carried out by the Center includes self-evaluation of its performance, considering key performance indicators, and using internal and external comparison or reference points with Benefits from the results for development and improvement.

The internal quality assurance system benefits:

1. Students at all educational levels.
2. Faculty members and their assistants.
3. Administrators.
4. Society, including the labor market.

Methodology and Elements of the Quality Assurance System:

Quality assurance processes should include all activities of an educational institution, including facilities, equipment, staffing, relationships with the communities served by the institution, and the administrative procedures that link all these together. Therefore, an institutional quality assurance system should include individuals and academic and organizational units. Throughout that institution, not just those directly involved in providing educational programs, the elements of quality assurance are represented in three essential

points: quality management, quality improvement, and quality assurance, and their nature is determined in Figure (2) and Figure (3).



Chapter second

Quality Assurance System Framework
Quality System Framework

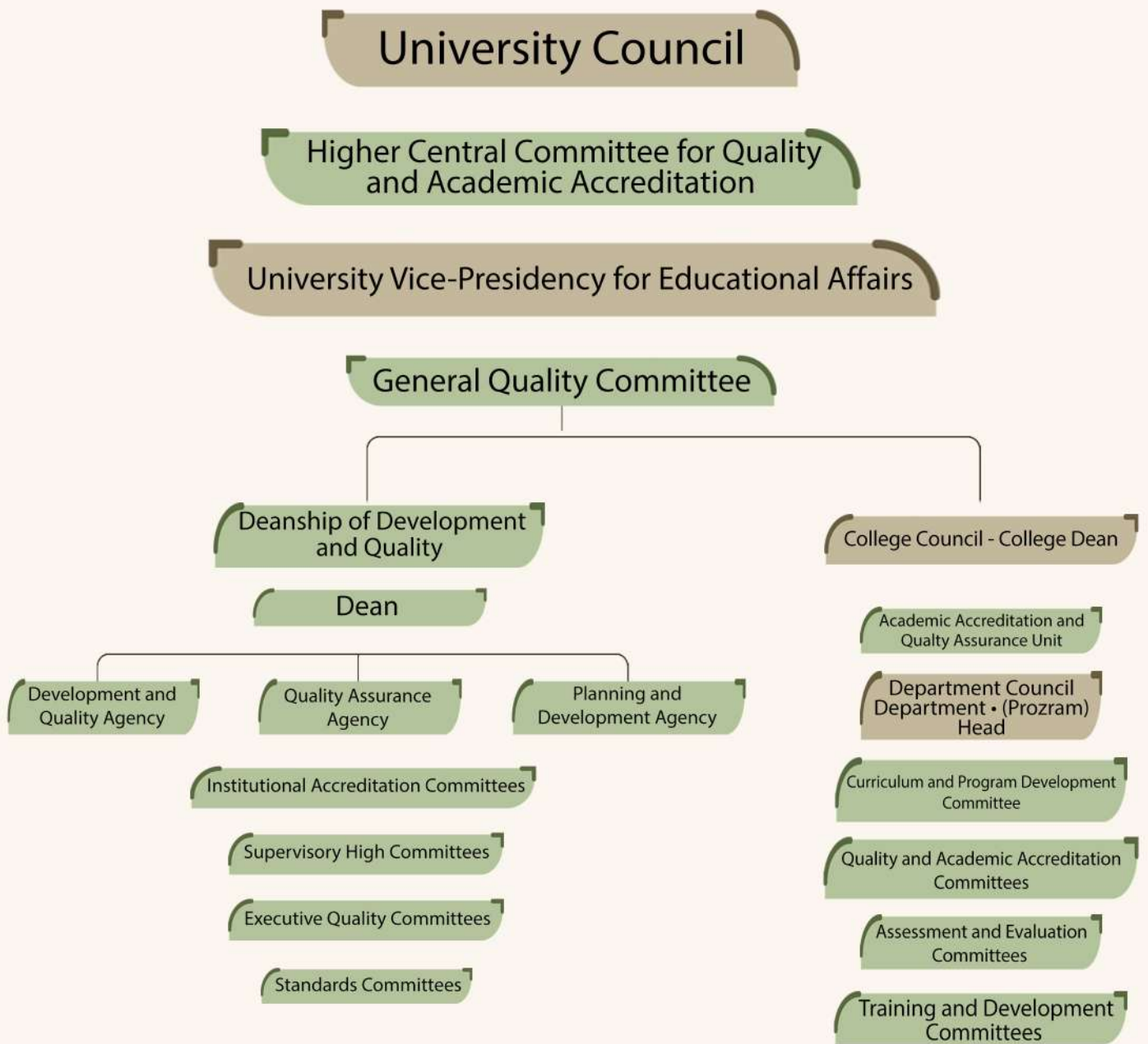


Figure (4): The organizational structure of quality at Majmaah University

The organizational Structure of the Quality Assurance System includes several committees and units at the university and program levels as follows:

- 1- Quality assurance committees at the university level (Appendix 1).
- 2- Quality Assurance Committees at the Deanship of Development and Quality (Appendix 2).
- 3- Quality assurance committees in academic programs (Appendix 3).



Chapter Two: Quality Assurance System Framework

Quality System Framework:

Sixth Standard: Institutional Resources.

This standard is achieved by the presence of financial resources and sufficient physical and technical infrastructure to support its activities and operations in all its headquarters and branches, and it is managed effectively and complies with the rules and regulations. The institution must also verify through periodic evaluation processes that its resources are sufficient to ensure the quality of its academic programs. It supports continuous improvement and has an effective safety and risk management system.

Seventh Standard: Scientific Research and Innovation.

This standard is achieved by specific plans for scientific research and innovation activities that reflect its strategic directions and are consistent with its nature and mission. The institution provides the necessary resources and appropriate support to faculty members, students, and other employees to perform their roles. It also works to follow up and document its activities. It is preparing periodic reports about it and taking the necessary measures for improvement and development.

Eighth Standard: Community Partnership

This standard is achieved by specific plans and mechanisms for community partnership, which reflect its strategic directions, are consistent with its nature and mission, and support the effective participation of faculty members, students, and employees. It must establish effective cooperation relationships with the local and international community, professional bodies, and work sectors. It should work to document its activities, follow up on the effectiveness of the community partnership, and improve and develop it.

Chapter Two: Quality Assurance System Framework

Quality System Framework:

The university relies on the standards of the National Center for Accreditation and Evaluation in quality assurance, which are as follows:

First standard: Mission, objectives, and strategic planning.

This standard is achieved through the strategic plan, its connection to national trends, and the direction of planning, decision-making, and work in all academic and administrative units. Institutional performance is monitored and evaluated based on key performance indicators.

Second Standard: Governance, Leadership and Management.

The existence of governance systems achieves this criterion at the university, ensuring their effectiveness and efficiency and applying policies, regulations, and procedures that support their mission, objectives, and strategic and operational plans. They have a clear and applied organizational structure and define tasks and powers for all jobs. The institution must have a leadership style and an administrative system based on planning. Follow-up, implementation, and development, and work to activate quality systems that achieve continuous performance development within a framework of integrity, transparency, equality, justice, and an organizational climate that supports work. Institutional performance related to this matter must also be evaluated based on key performance indicators.

Third Standard: Teaching and Learning.

This standard is achieved by the presence of clear and effective policies and procedures at the university for designing, approving, and evaluating academic programs and courses. The programs are planned in such a way that they contribute to achieving the institution's mission and objectives. The institution must determine characteristics of graduates at the institution level and learning outcomes at the program level that are consistent with its mission. As the requirements of the National Qualifications Framework, the institution must have an effective system that ensures the achievement of high standards of teaching and learning in all programs offered and that the quality of teaching and learning is monitored regularly through appropriate mechanisms and periodic reviews are conducted to develop it.

Fourth Criterion: Students.

This standard is achieved by the presence of policies and systems for student admission in all the institution's programs that are clear, fair, and announced, with the importance of providing an effective electronic system to manage and secure student records. Students' rights and duties must be specific, declared, and adhered to, and the university must establish rules of good behavior and procedures. Discipline, grievance, and appeal must be characterized by transparency and justice, effective mechanisms must be available for guidance and counseling, and all services students need must be provided equally, considering people with disabilities. The university must also have an effective policy to benefit from graduates' opinions and adopt programs to care for and pay attention to international students then if they exist.

Fifth Standard: Faculty and Staff.

This standard is achieved by having sufficient faculty members and employees with the appropriate qualifications and experience to carry out their responsibilities competently. They must also have the necessary support and provide appropriate professional development programs. The institution must also evaluate its performance periodically and benefit from the results—evaluation in improvement.



Quality Assessment Tools at Majmaah University.

Figure (5) shows the tools and mechanisms the university uses to evaluate the quality of teaching, learning, and performance.



Figure (5) Quality assessment tools

First: Internal review.

The internal review of academic programs is based on two fundamental processes: evaluating academic programs and internal review of academic programs, supporting deanships and departments. These elements are explained below.

1- Internal review of academic programs:

The Deanship of Development and Quality periodically implements an internal review program for academic programs based on the program accreditation standards of the National Center for Evaluation and Accreditation through teams with experience in internal reviewing.

Review Objectives:

1. Raising the quality of academic programs.
2. Continuous improvement of learning outcomes to ensure the quality of students' competence.
3. Follow up on the gains of institutional and programmatic academic accreditation.
4. Preparing university programs to apply for program accreditation.
5. Evaluating the university's academic programs and providing feedback for continuous improvement.
6. Training academic program personnel on protocols for visiting academic accreditation teams.
7. Spreading a culture of quality and academic accreditation.
8. Helping programs meet accreditation requirements.

Review Teams:

The review team consists of employees of the deanship and teams formed by the deanship who have experience in internal reviewing among university employees.



Chapter Three

Tools for Assessing Quality at the University.



Figure (6): Stages of internal review

2- Internal Review of Deanships and Departments:

The Deanship of Development and Quality implements the internal review program for the supporting deanships and university administrations through teams with experience in internal reviewing, which includes all aspects of performance and the measurement of its performance indicators, its annual reports, the standard criteria associated with the deanship or administration, and other quality practices.

Review objectives:

- Motivating and supporting deanships and departments to excel, considering quality standards, and increasing competitiveness among them.
- Encouraging the application of distinguished practices in academic administration.
- Strengthening institutional work based on plans, strategies, performance standards, and indicators.
- Highlight the distinguished supportive deanships' efforts, encourage and support them, and introduce them to university employees.

Review teams:

The review team consists of employees of the Deanship of Development and Quality, in addition to teams formed by the Deanship who have experience in internal reviewing among university employees.

Review procedures:

• Procedures for the Deanship of Development and Quality:

- Forming internal review teams according to the colleges' specialization.
- Preparing the necessary tools and forms.
- Qualifying internal review teams.
- Preparing schedules for examining documents or visiting in the case of in-person visits.
- Contact the deans of the colleges to inform them of the date of the visit, the timetable for the visit, and the visiting team if the visits are in person.
- Request internal review documents from colleges at least a week before the visit date, according to the objective of the internal review process.
- Providing logistical equipment for the team in the event of in-person visits.
- Administrative and technical support to the team during document examination and visit.
- Review and approve technical reports and send them to colleges.
- Documenting the final reports of the visit.

• College procedures:

- Identify a coordinator for each program and send his details to the deanship to communicate with the team and provide all data related to academic activities, respond to reviewers' inquiries, or coordinate the required interviews, if any.
- Preparing academic accreditation documents electronically for each program and sending them to the deanship, according to the date it specifies through an electronic link.
- Preparing for the team's remote interviews with college employees in case the team requests this.
- Writing an internal review report for the program through the programs to know the college's assessment of itself before implementing the review by the team.

•

Procedures for the review team:

- Informing the team of the internal review recommendations report for the previous year.
- Informing the team of all the documents and practices that need to be examined and the practices that need to be applied.
- The team met to determine the working mechanism, draw up the various scenarios for review, and distribute the team leader's tasks to each member according to the timetable.
- Submit the visit report electronically, approved by team members, within five days from the start of the review.

The review ends with preparing reports directed to the programs and colleges, including recommendations for improvement in the programs' quality improvement plans and reviewed by the Deanship of Development and Quality.

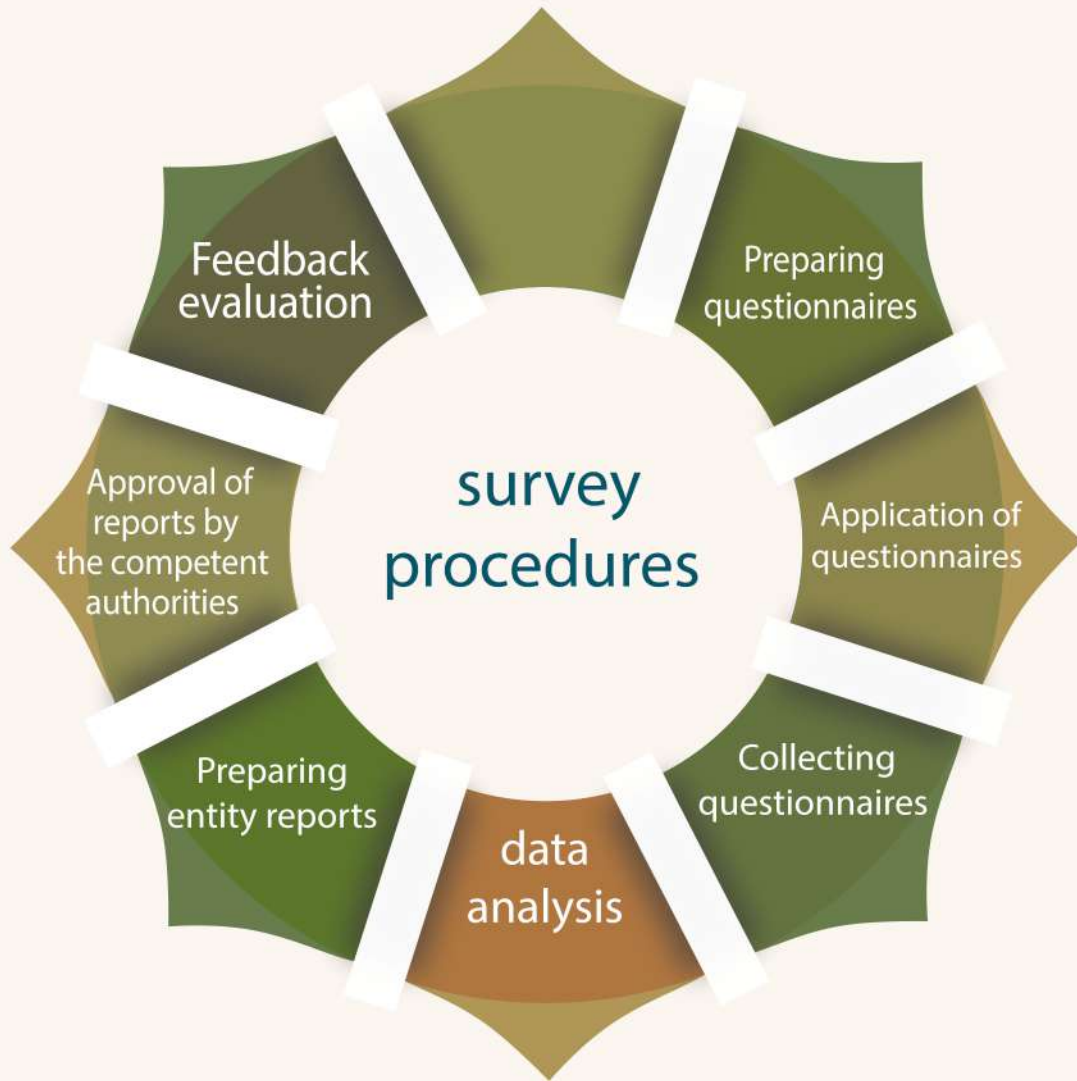


Figure (7) survey procedures

Review procedures:

- Procedures of the Deanship of Development and Quality:
- The Deanship of Development and Quality forms internal review teams and prepares the necessary tools, forms, and schedules for examining documents or in-person visits.
- The deanship coordinates with the deans of the supporting deanships and department directors to inform them of the date of the visit, the timetable for the visit, and the visiting team if the visits are in-person, and requests internal review documents at least a week before the date of the visit aligning with the goal of the internal review process, and also requests the provision of logistical equipment and technical support for the team in the case of in-person visits.
- The deanship reviews and approves the technical reports, sends them to the deanships and departments, and approves the documentation of the final reports of the visit.

Review Team Procedures:

- The team reviews the internal review recommendations report for the previous year and all the documents and practices that need to be examined, and the practices that need to be applied, as well as determining the work mechanism, drawing the various scenarios for the review, and distributing the tasks of each member to the team leader according to the specified timetable.
 - The team submits the visit report electronically, approved by the team members, within five days from the start of the review.
- The review ends with preparing reports directed to deanships and departments, including recommendations for improvement that are included in improvement plans and reviewed by the Deanship of Development and Quality.

Second: Surveys.

Surveys represent a way for institutions and individuals to determine the extent to which they have achieved the desired goals, the degree of satisfaction of service recipients with what is provided to them, and the suitability of what is provided with the regulatory standards set for institutions. Majmaah University has been keen to implement surveys to achieve a set of goals, which are:

- Ensure that quality and academic accreditation requirements are met.
- Saving time, effort, and optimal investment of resources.
- Unifying sources of data and information.
- Providing the decision maker with periodic performance reports and preparing systematic studies on strengths and weaknesses.
- Ability to measure performance indicators and conduct benchmark comparisons.
- Providing detailed, highly credible data.
- Closing quality circles.
- Continuous improvement of all processes carried out by the university by identifying points that need improvement and presenting appropriate proposals to address them.
- Continuously improving the mental image of the university.
- Identifying the needs of beneficiaries of university services.

The various entities at the university apply surveys prepared considering the Kingdom's Vision 2030, the National Center for Academic Accreditation and Evaluation standards, the university's third strategic plan, the university's quality system, the characteristics of graduates, and the targeted learning outcomes of the programs.

After receiving the results of the questionnaires, the academic programs and supporting deanships will do the following:

- Analyzing surveys and preparing reports. The reports include three main sections: basic information, the results of periodic questionnaires, and a summary of the most prominent improvement recommendations and procedures for implementing them and benefiting from them in improvement and development processes.
- Reviewing reports and approving them from those with authority.
- Presenting the results to the responsible authorities to benefit from feedback in improvement processes.

Third: Key Performance Indicators:

These measurements provide information and statistical data comparing performance and monitoring progress toward achieving strategic goals.

The importance of measuring performance indicators:

1. Control and measure progress towards achieving strategic goals.
2. Comparing performance with other programs and universities to evaluate performance.
3. Facilitating the institutional and program evaluation process.
4. Providing information to accreditation bodies.
5. Helping those with authority make decisions based on correct and accurate information.

Types of measuring performance indicators:

Performance indicators are divided into two types according to the kind of data:

1. Quantitative indicators, such as statistics and various digital data.
2. Qualitative indicators, such as measuring the level of beneficiary satisfaction.

The sources of performance indicators at Majmaah University are:

1. The main performance indicators of Majmaah University are (20).
2. Key performance indicators for higher education institutions from the National Center for Accreditation and Evaluation (NCAA).
3. Key performance indicators for each program from the National Center for Accreditation and Evaluation (NCAAA).

Performance indicator reports are prepared periodically, and the following table shows the most important elements on which performance indicator reports depend.

Table (5): Elements of the performance indicators report

Target value	actual value	internal reference mark	External reference mark	KPI analysis	New Target value
It indicates the expected performance level of the KPI; for example, If the KPI is "student-teacher ratio," the target standard might be (12) students per teacher. One, the target standard is also an internal standard.	Refers to the actual score that is determined when measuring or calculating a KPI, it represents the actual reality of the current situation, for example: If the actual "student-teacher ratio" is defined as (24) students to one teacher, then this is the score standard. The discovery criterion is also an internal criterion.	Refers to standards based on information from within the program or organization. Internal standards include target or finding results from benchmark data from previous years.	Refers to performance evaluation standards from similar institutions or programs located outside the organization according to criteria for measuring performance indicators.	Refers to comparing standards, to identify strengths and recommendations for improvement.	It refers to setting a new target level of performance according to the current year's measurement value, the internal and external comparison value, and the organization's strategic directions.

Table (4): The various questionnaires and satisfaction measurement surveys applied by Majmaah University

No	Tool	Targeted group	Time	Application administrator	Activation method	Minimum sample size
Student questionnaires						
1	Course evaluation	All students studying the course	After the final exam	Deanship of Admission and Registration + Academic Programs	Electronically + paper	20% of the course students in one section
2	Program evaluation	Final year students (Levels seven and eight) in the program	The last four weeks of every year	Admission and Registration	Electronically + paper	100% for classes with fewer than 10 students, and 20% for classes with more than that
3	Student experience	Program students, preferably third level or above	The last four weeks of the university year	Admission and Registration	Electronically + paper	Not less than 20% of the total students
4	Quality of services	Students at all levels	At the end of the year	Academic programme	Electronically	Not less than 20% of the total students
Faculty surveys						
5	Quality of educational services in the college	Faculty members	The middle of each semester	The Undersecretary for Quality and Academic Accreditation or his acting representative	Electronically	A sample of faculty members of no less than 75%
Employee surveys						
6	Job satisfaction and satisfaction with services	University employees	Once a year	Human Resource Management	Electronically	30% of targets
Community satisfaction surveys						
7	Questionnaire for employers' assessment of the competency of university graduates	The bosses	Once a year	The agency's graduate unit and colleges	Electronically + paper	30% of targets



Criteria for planning the process of measuring learning outcomes:

Majmaah University adopts a specific and clear set of procedures for planning and implementing plans to measure learning outcomes. It also sets a set of foundations on which measurement plans are built and the entire measurement process is evaluated, which are:

- Programs must use a clear and specific mechanism to measure learning outcomes, and the characteristics of graduates depend on the guide to measuring institutional learning outcomes.
- A clear, specific, and approved plan must be used to measure learning outcomes.
- The learning outcomes and characteristics of graduates in the programs must be consistent with those of graduates at the university.
- The learning outcomes and characteristics of graduates in the program must be approved and announced.
- The teaching strategies used must achieve the learning outcomes.
- Test questions and activities used must achieve the learning outcomes.
- The program must periodically measure the general characteristics of graduates.
- Programs must ensure the implementation of what was planned in the specification (teaching strategies, direct and indirect assessment methods).
- The faculty member must be aware of the learning outcomes of his course.
- Programs must prepare a periodic report on measuring graduates' learning outcomes and characteristics (containing matrices, various aspects of consistency, aspects of strength, and aspects that need improvement...) that can be used for development.
- Learning outcomes must be discussed in the relevant councils and used for improvement and development.
- Course and program reports include measurement results. Each program also issues an annual report to measure learning outcomes (as a requirement for academic accreditation and internal review at the university), ending with recommendations to raise levels of achieving learning outcomes, reaching target levels, and closing the quality circle. This is included in the annual plan to improve the academic program, which the department and college council approved.

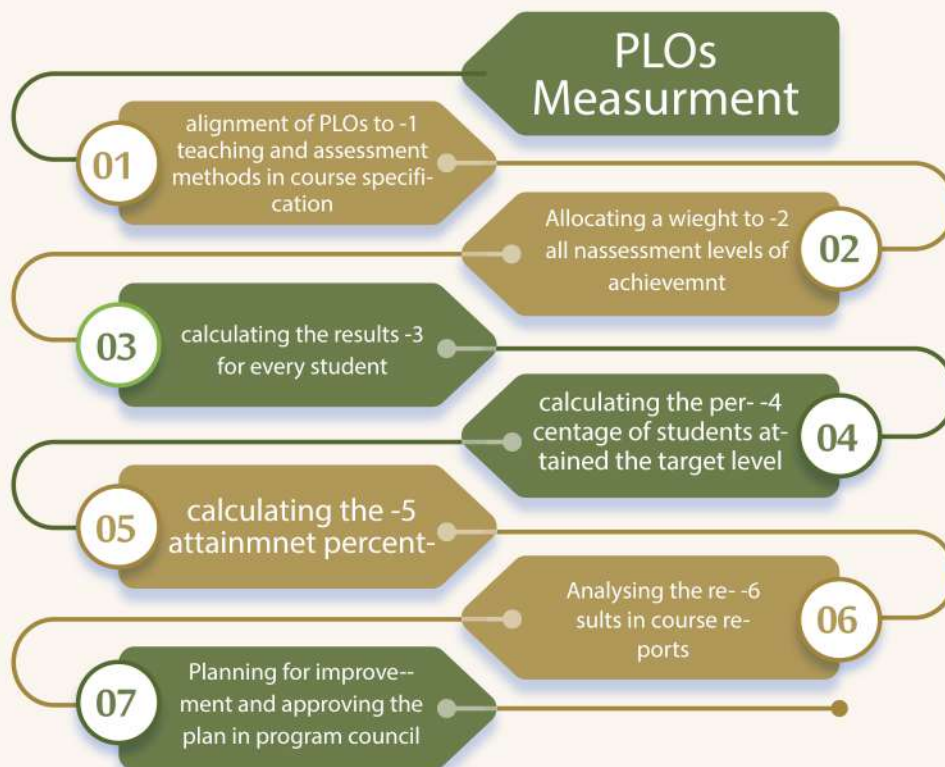


Figure (9) Measuring learning outcomes.

Fourth: Learning Outcomes

Majmaah University implements an effective system that monitors and evaluates learning outcomes at all levels. This helps ensure that students learn the most important skills, ideas, attitudes, and values of the discipline or profession they are being prepared for. It is also a tool for documenting evidence of student learning based on the actual results they achieved for accreditation and accounting purposes.

The university has issued a guide to measuring learning outcomes, updated periodically. It defines learning outcomes, specifies quality assurance standards and procedures for measuring them, evaluates the extent of their achievement, and provides indicative models from university programs on implementing these procedures through explicit coherence matrices announced on the university's website.

The university ensures that the academic programs have identified student learning outcomes at the level of academic courses and programs and have been formulated in a correct scientific manner, commensurate with the areas of learning (knowledge and understanding, skills, and values), as well as commensurate with the professional and academic standards of graduates of these programs, and consistent with the learning outcomes. The university and the characteristics of university graduates have been developed in a verifiable and measurable way. The university obligates new programs to submit these matrices when the program is approved, follows up on completing the coherence matrices for already existing programs, and updates them when needed.

The mechanism for Achieving Consistency is as follows:

- The university determines characteristics for graduates in general that are compatible with its mission, educational orientations, and development and labor market requirements.
- These characteristics shall be approved and announced to all university academic and administrative entities.
- The university ensures that academic programs have determined student learning outcomes at the academic courses and program level.
- Academic programs use Bloom's taxonomy to formulate course learning outcomes, and the program, as a ready-made structure, contains lists of appropriate and diverse actions for formulating learning outcomes in a verifiable and measurable form.
- Academic programs provide coherence matrices and align their course learning outcomes with the program learning outcomes, with the institution's graduates' characteristics, specialized academic standards, and learning areas in the National Qualifications Framework.
- University programs develop regular plans to measure learning outcomes at the level of courses and programs using direct and indirect measurement tools.



Figure (8) measuring learning outcomes.



The Annual Report of the Program:

Responsible party: Quality and curriculum committees in academic programs.

The annual report of the program is prepared according to the forms prepared for this purpose by the National Center for Academic Accreditation and Evaluation at the end of the academic year, considering:

- Faculty members' reports on courses during the year, including student results, obstacles to teaching each class, weaknesses, and ways to improve.
- Student surveys about the program, courses, and performance measurement indicators for the program.
- Study the extent to which the learning outcomes are achieved in the program through indicators measuring learning outcomes.
- Compare the current and previous program reports and indicate aspects of progress and obstacles.
- To be a basis for the future and operational plan for the following year.
- It should include recommendations and suggestions for improvement.
- All committee members supervising the program should participate in preparing the report.

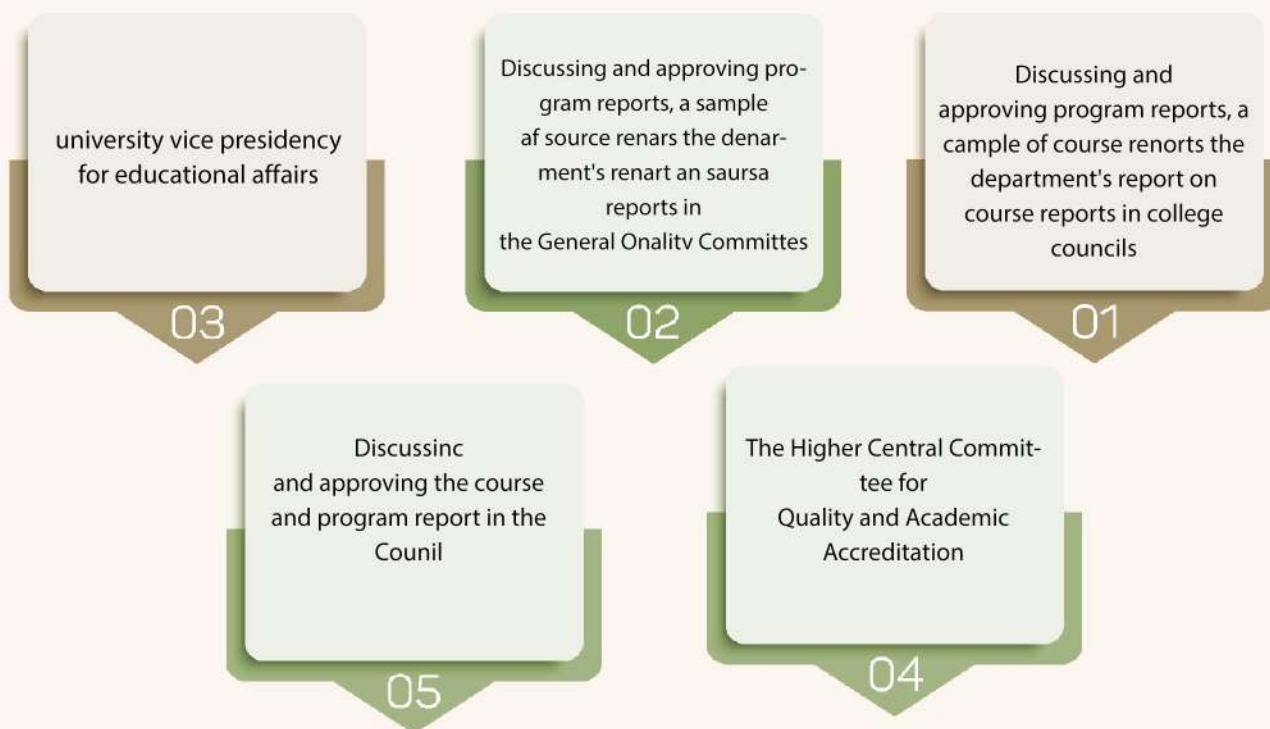


Figure No. (10) Program and course reports



The Deanship of Development and Quality collects and reviews reports measuring and evaluating the learning outcomes of the programs and gives feedback to the academic programs. It also issues a unified report in which the academic programs are analyzed and ranked in terms of the extent to which the learning outcomes have been achieved. It also issues another unified report on the extent to which the learning outcomes have been achieved based on the University level, and these reports are discussed in the meetings of the General Quality Committee.

Fifth: Annual Reports

Course Reports:

Courses are evaluated through reports issued annually. These reports include sufficient information about the planned strategies' effectiveness and the extent to which the targeted learning outcomes are achieved. The scientific departments, quality units, colleges' committees, and the Deanship also prepare and review annual reports for all programs: development and Quality, and the University Vice Presidency for Educational Affairs. Appropriate measures are taken to respond to the recommendations contained in these reports. Each faculty member (or course coordinator) prepares a report on the procedures of the course teaching process at the end of each semester (or with the end of teaching the course and the appearance of the evaluation results). The report describes how to implement the course teaching plan and any future recommendations for improvement using the models prepared by the National Center for Academic Accreditation and Evaluation.

Field Experience Reports:

Responsible party: Faculty members supervising the training with the field training committees in the programs.

Mechanism:

When preparing the field training report, the forms prepared by the National Center for Academic Accreditation and Evaluation are used. Improvement plans are discussed by department and college councils, and care is taken to include the proposed changes in the field experience descriptions.



Figure No. (11) Training experience reports

Appendix (1) Quality Assurance Committees at the University.

Table (6) shows the quality assurance committees and their tasks as one of the university's quality management elements.

Committee	Formation	Tasks
The Higher Central Committee for Quality and Academic Accreditation	<ul style="list-style-type: none"> - the President of the University (Chairman). - the Vice Rectors (members). - Dean of Development and Quality (Member). - Deputy Dean of Development and Quality. (Secretary and member.) 	<ul style="list-style-type: none"> - Directing general policies and structures and helping to ensure quality and academic accreditation at the university level in all educational, research, and administrative fields. - Review and approve strategic plans to improve quality at the university level. - Follow up on the implementation of plans to improve quality and academic accreditation at the university. - The committee has the right to form two subcommittees.
The university's higher supervisory committee for quality	<ul style="list-style-type: none"> - the President of the University (Chairman). - the Vice President for Educational Affairs (Deputy). - the Vice Rectors (members). - the Director General of Financial Affairs at the University (member). 	<ul style="list-style-type: none"> ▪ Adopting general policies and executive plans. ▪ Approving various means of support, such as the budget for institutional accreditation. ▪ Approving the reports of the work of the subcommittees. ▪ Contracting with the National Center for Evaluation and Accreditation to renew institutional accreditation ▪ Approval of the final self-study.



Chapter Four

Appendices

Subcommittees for institutional accreditation	<ol style="list-style-type: none"> 1. First Standard Committee: Mission, objectives and strategic planning. 2. The Second Standard Committee: Governance, Leadership and Management. 3. Committee on the third standard of teaching and learning. 4. Fourth Standard Students Committee. 5. Fifth Standard Committee, faculty and staff. 6. Sixth Standard Committee on Institutional Resources. 7. Seventh Standard Committee for Scientific Research and Innovation. 8. Eighth Standard Committee - Community Partnership. 9. Translation Committee. 10. Media Committee. 	<ul style="list-style-type: none"> ▪ Follow up on the recommendations of the National Center regarding the standard for previous institutional accreditation. ▪ Collecting documents and statistics related to the standard from relevant authorities. ▪ Visiting the standard authorities. ▪ First self-assessment of the standard. ▪ Preparing the initial self-study report on the standard. ▪ Presenting the initial self-study of the standard through implementing workshops on the standard attended by the relevant party (Executive Committee, Supreme Supervisory Committee). ▪ Amending the self-study report for the standard after meeting with the relevant authorities. ▪ Presenting the self-study standard report to an independent arbitrator and amending it based on his recommendations. ▪ Submitting the final self-study report on the standard, along with evidence and evidence, to the Executive Committee.
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Appendix (2) Quality units at the Deanship of Development and Quality.
Table (7) shows the quality units in the university's Deanship of Development and Quality.

Unit	Unit tasks
Unit of measurement and evaluation	<ul style="list-style-type: none"> - Providing technical support and scientific consultations in the field of measurement and evaluation.
	<ul style="list-style-type: none"> - Preparing and developing measurement and evaluation tools to contribute to achieving justice and increasing the efficiency of educational outcomes. - Follow up and review the quality of the results of measuring performance indicators at the university level. - Follow up and review the quality of the results of measuring learning outcomes indicators for academic programs. - Follow up on the procedures for the University President's Award for Quality and Excellence. - Reviewing the study plans received from the University Vice Presidency for Educational Affairs. - Follow up on the university's national classification.

<p>The University's Executive Committee for Quality</p>	<ul style="list-style-type: none"> - the Vice President for Educational Affairs (Chairman). - Dean of Development and Quality (Member). - Deputy Dean of Development and Quality (Member). - Quality Assurance Agent (Member). - Planning and Development Agent (Member). - Advisor to the Deanship of Development and Quality (Member). - Director of the Business Intelligence Center (member). - Director of the Deanship of Development and Quality Administration (Secretary). 	<ul style="list-style-type: none"> ▪ Drawing up policies and plans. ▪ Providing technical support to subcommittees. ▪ Proposing the budget for institutional accreditation. ▪ Follow up on the work of subcommittees. ▪ Supporting the subcommittees in carrying out their work and overcoming the difficulties they may face. ▪ Conducting field visits to various university entities. ▪ Providing statistical data to subcommittees. ▪ Automating and documenting committee reports and work. ▪ Submitting periodic reports to the higher supervisory committee. ▪ Review the final self-study.
<p>General Committee for Quality</p>	<ul style="list-style-type: none"> - the Vice President for Educational Affairs (Chairman). - Dean of Development and Quality (Member). - Deputy Dean of Development and Quality (Member). - Quality Assurance Agent (Member). - Planning and Development Agent (Member). - Advisor to the Deanship of Development and Quality (Member). - Director of the Business Intelligence Center (member). - Director of the Deanship of Development and Quality Administration (Secretary). - the Vice President for Educational Affairs (Chairman). - Dean of Development and Quality (Deputy). 	<ul style="list-style-type: none"> ▪ Discussing general strategies for implementing quality, programmatic and institutional academic accreditation at the university. ▪ Discussing mechanisms for spreading a culture of quality, academic accreditation, and continuous improvement among university employees. ▪ Discussing ways to provide support and assistance to the various university units (faculties, deanships, departments) in everything related to issues of quality and academic accreditation, including internal review, preparation visits, and simulation for academic accreditation.
	<ul style="list-style-type: none"> - Deputy for Development and Quality (Member). - Quality Assurance Agent (Member). - Planning and Development Agent (Member). - Representatives of the university's faculties as required and according to what the Chairman of the Committee deems appropriate. (Members) - Director of the Deanship of Development and Quality Administration (Secretary). 	<ul style="list-style-type: none"> ▪ Discussing updating the tools necessary to evaluate the quality of performance at the university. ▪ Discussing automation programs to develop and shorten quality assurance and academic accreditation processes. ▪ Discussing the various reports presented by the Deanship of Development and Quality on the quality situation at the university. ▪ Supporting the Deanship of Development and Quality in institutional projects, such as a project to measure institutional learning outcomes.

Development unit	<ul style="list-style-type: none"> - Identifying the training needs of university faculty members. - Supervising the development of the training plan to develop the skills of university faculty members. - Supervising the implementation of training programs for university faculty members. - Preparing and updating a database for developing the skills of university faculty members. - Contributing to developing the skills of university employees in the field of quality and accreditation. - Follow up on documenting activities to develop the skills of faculty members at the university. - Preparing and implementing programs to develop the skills of the deanship employees. - -Preparing the final report on activities to develop the skills of university faculty members.
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Appendix (3) Academic Accreditation and Quality Assurance Unit for Academic Programs
Table (8) The Academic Accreditation and Quality Assurance Unit in academic programs includes several committees undertaking accreditation and quality assurance tasks.

Unit	Tasks
Measurement and Evaluation Committee	<ul style="list-style-type: none"> - Providing technical support and scientific consultations in the field of measurement and evaluation.
	<ul style="list-style-type: none"> - Preparing and developing measurement and evaluation tools to contribute to achieving justice and increasing the efficiency of educational outcomes. - Follow up and review the quality of the results of measuring performance indicators. - Follow up and review the quality of the results of measuring learning outcomes indicators. - Follow up on the procedures for the University President's Award for Quality and Excellence. - -Reviewing the study plans received from the University Vice Presidency for Educational Affairs.
Quality Assurance and Academic Accreditation Committee	<ul style="list-style-type: none"> - Follow up and review the quality of descriptions and reports of academic courses and programmes. - Spreading a culture of quality and providing the necessary advice and technical support to various parties in the field of quality assurance. - Periodic review of academic programs, supporting deanships and departments at the university. - Contributing to ensuring the quality of academic programs. - Follow up on documenting quality assurance work in colleges. - Qualifying academic programs to obtain academic accreditation. - Preparing periodic reports on the progress of program accreditation work. - -Follow up on documentation of program accreditation work.
Development and Training Committee	<ul style="list-style-type: none"> - Supervising the preparation of the operational plan, following up on its implementation, and preparing the annual report of the executive plan. - Follow up on the implementation of development and improvement plans. - Reviewing periodic follow-up reports for improvement and quality plans. - Spreading a culture of quality and providing technical support to various parties in the field of planning. - Identifying the training needs of faculty members. - Supervising the development of the training plan to develop the skills of faculty members. - Preparing and updating a database for developing faculty members' skills. - -Preparing the final report on activities to develop faculty members' skills.



Quality assurance unit	<ul style="list-style-type: none">- Follow up and review the quality of descriptions and reports of academic courses and programmes.- Spreading a culture of quality and providing advice and technical support to various parties in the field of quality assurance.- Periodic review of academic programs, supporting deanships and departments at the university.- Contributing to ensuring the quality of the university's academic programs.- -Follow up on documenting quality assurance work in university colleges.
Program Accreditation Unit	<ul style="list-style-type: none">- Spreading the culture of academic accreditation for the university's academic programs.- Providing technical support to meet program accreditation requirements.- Qualifying academic programs nominated for academic accreditation.- Preparing periodic reports on the progress of program accreditation work at the university.- Preparing the technical review of academic programs nominated for academic accreditation.- Follow up on the various accreditation stages of academic programs.- Follow up on documenting program accreditation work in university colleges.
Institutional Accreditation Unit	<ul style="list-style-type: none">- Spreading the culture of institutional academic accreditation at the university.- Providing technical support to meet institutional accreditation requirements.- Qualifying university units to obtain institutional academic accreditation.- Preparing periodic reports on the progress of institutional accreditation work at the university.- Follow up on institutional accreditation requirements.- Follow up on the implementation of the recommendations of the National Center for institutional accreditation.- -Follow up on documenting the university's institutional accreditation work.
Planning unit	<ul style="list-style-type: none">- Supervising the preparation of the deanship's operational plan and following up on its implementation.- Follow up on the implementation of development and improvement plans in colleges and academic programs.- Reviewing periodic follow-up reports for improvement and quality plans in colleges and academic programs.- Preparing the annual report of the deanship's executive plan.- Spreading a culture of quality, and providing advice and technical support to various parties in the field of planning.- -Preparing the annual report of the deanship with the participation of the reports of all units in the deanship.



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