



PRINCE MOHAMMAD BIN FAHD UNIVERSITY
Deanship of Quality and Accreditation



PMU Quality Manual

2023-2027

2nd Edition

2023



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ABBREVIATIONS

Course Learning Outcomes	CLOs
Deanship of Quality and Accreditation	DQA
Education & Training Evaluation Commission	ETEC
National Center for Academic Accreditation and Evaluation	NCAAA
Key Performance Indicators	KPIs
Ministry of Education	MOE
National Qualification Framework	NQF
Prince Mohammad bin Fahd University	PMU
Program Learning Outcomes	PLOs
Texas International Education Consortium	TIEC
The Kingdom of Saudi Arabia	KSA



1 INTRODUCTION

The main goal of the Deanship of Quality and Accreditation (DQA) is to manage the process of continuous improvement to ensure that the education provided by Prince Mohammad bin Fahd University (PMU) meets and exceeds the standards of quality assurance mandated by national and international higher education institutes. This process evaluates the university's educational activities and provides an objective assessment to ensure that all of its academic programs are achieving the university's mission and goals. PMU's adopted competences, guiding principles, and strategic plan, emphasize the university's commitment to achieve superior quality in its priority areas.

The quality manual is divided into two main sections. First, the manual lists the academic quality assurance requirements relevant to the overall institution, and specifies the outcomes of the quality processes dedicated to oversee and measure the institutional performance. This section begins by identifying relevant aspects of PMU's strategic plan followed by an overview of the DQA at PMU. After that, the key performance indicators (KPIs) of the institution that are mandated by the National Center for Academic Accreditation and Evaluation (NCAAA) are specified. Moreover, the first section specifies the graduates' attributes and quality assurance outputs that are measured and reported by the DQA.

Second, the manual identifies the external and internal quality requirements relevant to PMU's academic programs followed by the key performance indicators of the program that are mandated by the NCAAA. After that, the second section evaluates the colleges/programs' graduate attributes, assessment, and quality assurance outputs. Third, this manual provides a comprehensive guide to curriculum design and review for new and existing programs. Of note, the quality manual has been revised in alignment with the launch of PMU's strategic plan (2022-2027) and the updated requirements from the NCAAA. Accordingly, the manual will be reviewed and updated periodically to meet any adjustments in the strategic plan or the NCAAA's requirements.



2 QUALITY ASSURANCE - INSTITUTIONAL PERSPECTIVE

2.1 PMU's Strategic Plan

PMU has a comprehensive strategic plan (2022-2027) that is publicly available on the university's website. The quality manual summarizes the main sections of the plan to highlight the alignment between the plan and the quality practices of PMU's academic divisions. For further information about PMU's strategic plan please view the following document:



PMU's Strategic Plan
2022-2027.pdf

2.1.1 *Vision*

PMU's vision is to be a higher education institution having a transformative impact on society through sustainable innovation in education, research, and creativity.

2.1.2 *Mission*

PMU is committed to sustaining world-class excellence in education, research and service by advancing the state of discovery, development, and application of knowledge.

2.1.3 *Core Values*

- Dedication
- Impact
- Compassion
- Inclusive community
- Sustainability
- Creativity
- Citizenry
- Futuristic outlook

2.1.4 *Priority Areas*


PMU has five priority areas as follows:

- 1- Transformational education
- 2- Research and innovation
- 3- Sustainable institution
- 4- Vibrant community
- 5- Engagement and impact



2.2 PMU Accreditation as of 2023

Table 1: List of PMU's Accreditation

National Accreditation	
<p>National Commission for Academic Accreditation and Assessment (NCAAA) Institutional Accreditation (Fully Accredited: September 21 – November 27)</p>	
International Accreditation	
<p>BSC Civil Engineering (Accredited: October 1, 2015 – present) BSC Computer Engineering (Accredited: October 1, 2015 – present) BSC Electrical Engineering (Accredited: October 1, 2014 – present) BSC Information Technology (Accredited: October 1, 2014 – present) BSC Mechanical Engineering (Accredited: October 1, 2015 – present) BSC Computer Science (Accredited: October 1, 2019 – present)</p>	
<p>High Council for the Evaluation of Research and Higher Education (HCERES) (Fully Accredited)</p>	
<p>Council for Interior Design Accreditation (CIDA)</p>	
<p>Prince Mohammad Bin Fahd University Preparatory Program is accredited by the Commission on English Language Program Accreditation for the period August 2022 through August 2027 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 North Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.</p>	



PRINCE MOHAMMAD BIN FAHD UNIVERSITY
Deanship of Quality and Accreditation

Association to Advance Collegiate Schools of
Business (AACSB) – *In progress*





PRINCE MOHAMMAD BIN FAHD UNIVERSITY

Deanship of Quality and Accreditation

2.2.1 Organizational Structure

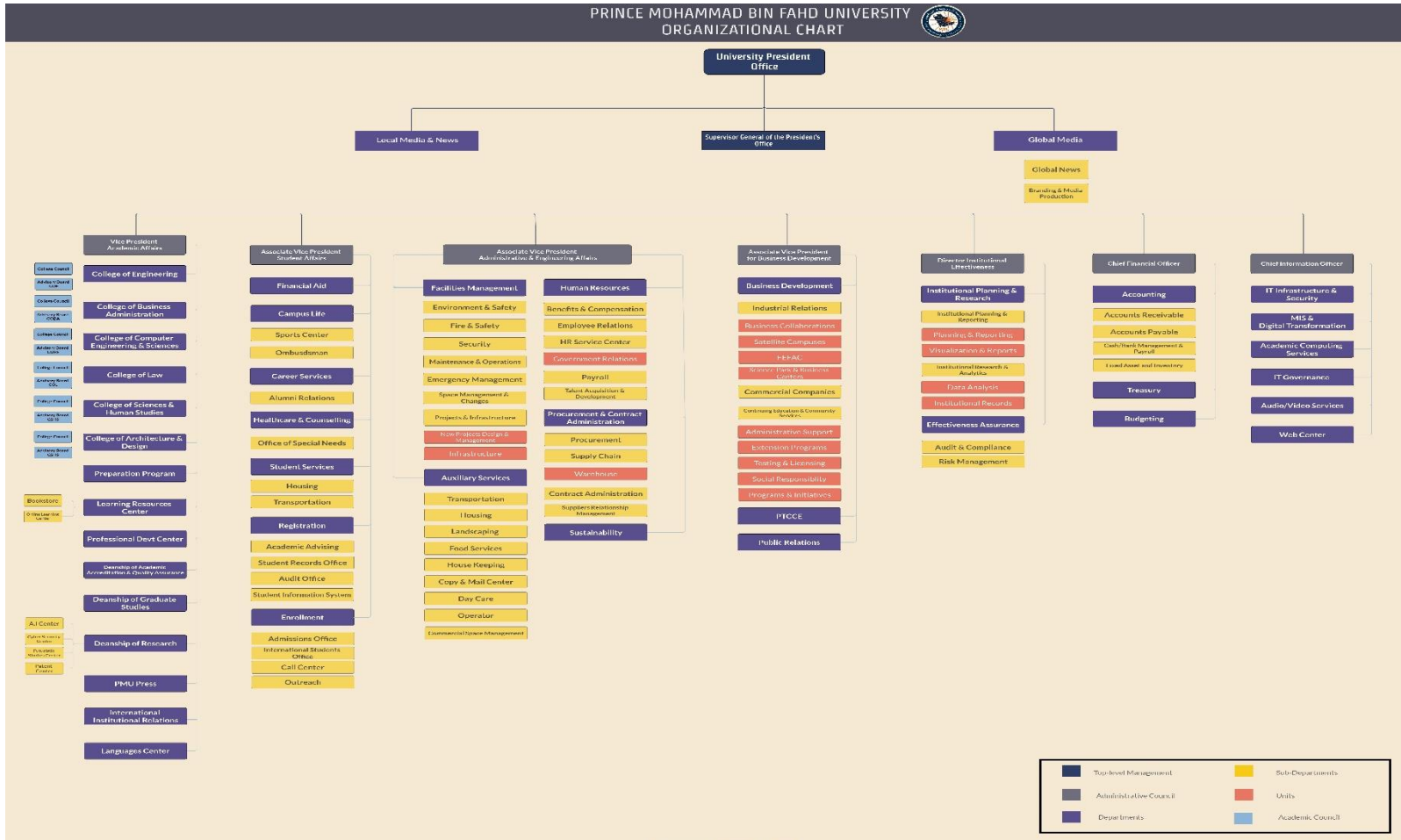


Figure 1: PMU's Organizational Structure



2.3 Deanship of Quality and Accreditation

2.3.1 Vision

Our vision is to lead Prince Mohammad Bin Fahd University toward being a unique and distinguished higher education institution that is accredited and recognized internationally as the leader in higher education in the region.

2.3.2 Mission

The Mission of the Deanship of Quality and Accreditation is to improve continually our services to meet our stakeholders' needs. Quality is a basic principle for Prince Mohammad Bin Fahd University and the Deanship ensures that it is the job of every employee. We provide solutions to help promote the success and the recognition of PMU nationally and internationally.

2.3.3 Structure of the Deanship

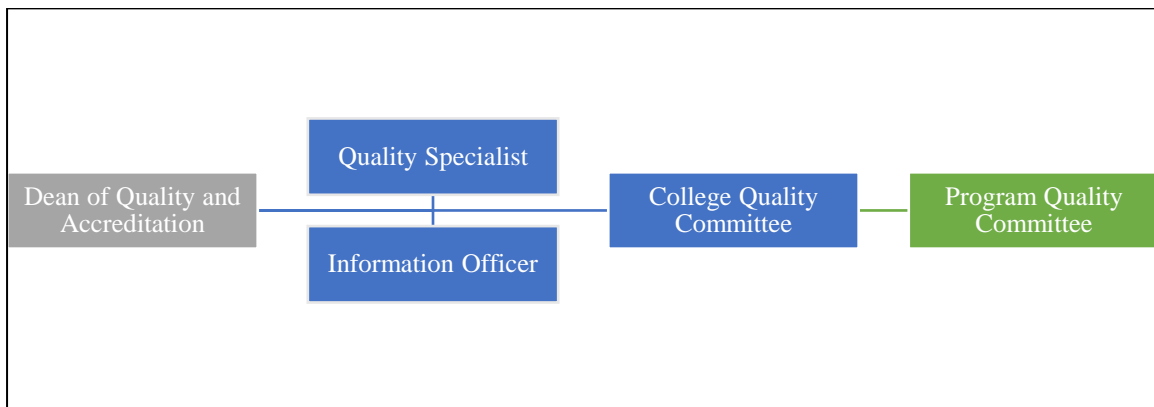


Figure 2: DQA's Structure

2.4 Key Performance Indicators – Institution

As required by the NCAAA, the institution measures 23 KPIs (Table 2). The DQA provides a comprehensive guide that specifies measurement period, measurement tool, the responsible department and required formula. The results are collected in the fall term from the designated departments and are shared with the Vice President of Academic Affairs. The comprehensive guide is available in the DQA's resources folder, and it is shared with the designated departments periodically. To view the comprehensive document please click on the following file:



Institutional KPIs -
PMU.xlsx

Table: 2 Institutional KPIs

KPI No.	Key Performance Indicators (KPI)
KPI-I-01	Percentage of achieved indicators of the institution strategic plan objectives
KPI-I-02	Proportion of accredited programs
KPI-I-03	Students' evaluation of quality of learning experience in the programs
KPI-I-04	First-year students retention rate
KPI-I-05	Graduates' employability and enrolment in postgraduate programs
KPI-I-06	Graduation rate for undergraduate students in the specified period
KPI-I-07	Satisfaction of beneficiaries with learning resources
KPI-I-08	Employers' evaluation of the institution graduates proficiency
KPI-I-09	Annual expenditure rate per student
KPI-I-10	Students' satisfaction with the offered services
KPI-I-11	Ratio of students to teaching staff
KPI-I-12	Proportion of faculty members with doctoral qualifications
KPI-I-13	Proportion of teaching staff leaving the institution
KPI-I-14	Percentage of self-income of the institution
KPI-I-15	Satisfaction of beneficiaries with technical services
KPI-I-16	Percentage of publications of faculty members
KPI-I-17	Rate of published research per faculty member
KPI-I-18	Citations rate in refereed journals per faculty member
KPI-I-19	Number of patents, innovations, and awards of excellence
KPI-I-20	Proportion of the budget dedicated to research
KPI-I-21	Proportion of external funding for research
KPI-I-22	Satisfaction of beneficiaries with the community services
KPI-I-23	Rate of community programs and initiatives



2.5 Graduate Attributes

PMU has 10 graduate attributes that are measured directly by assessing the learning outcomes of PMU’s programs (Table 3). The results of the assessment are gathered after the collection of annual reports during the spring audit and are made available to the programs in the fall term.

Table 3: PMU's Graduate Attributes

#	Graduate Attribute
1	Creativity
2	Coordinating with others
3	People management
4	Cognitive flexibility
5	Negotiation
6	Judgment and decision making
7	Emotional intelligence
8	Service orientation
9	Problem solving
10	Critical thinking

The tool that is used to measure the attributes is available in the DQA’s resources folder, and is shared with the designated individuals. To view the tool please click on the following document:



PMU Graduate
Attributes.xlsx

2.6 Quality Assurance Outputs - Institution

To evaluate quality assurance from an institutional perspective, three reports are provided once the academic year is concluded. The results are thoroughly analyzed and actions plans are put in place for further improvements and to close the quality loop in upcoming academic years. The reports are as follows:

- 1- **PMU Audit report.** The audit report evaluates the quality assurance practices of PMU’s colleges and programs which includes the course portfolio submissions,



operational plans, course coordination across sections and campuses, and annual reports.

- 2- **PMU key performance indicators report.** The report evaluates the results of PMU's KPI's and identifies the targets of the upcoming academic year based on the actual performance.
- 3- **PMU graduate attributes report.** The report evaluates the results of the assessment of PMU's graduate attributes across its colleges and programs.

3 QUALITY ASSURANCE - ACADEMIC PROGRAMS' PERSPECTIVE

Academic quality is how well an institution supports students in their learning: the teaching, the support available, how they are assessed, and the resources available. Quality assurance reflects the processes that are followed to ensure high quality is achieved and improved, and that students, parents, employers, and other stakeholders can be assured that this is the case. Accreditation is one of the mechanisms that is used for this purpose. It gives public recognition that standards are being achieved and that relevant stakeholders can have confidence in what is provided by the academic program.

However, meeting the required standards is only part of the process of quality assurance. Competition is increasing, students and parents want the best programs available, and employers want the best prepared staff they can find. The real objective of quality assurance is continuous improvement. The aim is to meet and then if possible exceed national and international standards.

The terms "quality improvement" and "quality enhancement" are sometimes used to refer to the quality assurance processes that relate particularly to improvements in quality. The NCAAA views quality improvement as follows:

- Performance in relation to generally accepted standards of good practice. These standards need to be based on the latest and best thinking in post-secondary education throughout the world about the most effective ways of developing students learning and managing an educational institution.
- Fitness for purpose. Institutions have different objectives and priorities and offer different kinds of programs. Their performance has to be judged in relation to what they are trying to achieve.



- Fitness of purpose. An important consideration is how appropriate the objectives and priorities of an institution are in the circumstances in which it is operating and the communities it has been established to serve.

While these considerations are expressed in relation to institutions as a whole, the elements are equally relevant for individual courses and programs, for internal units offering support services within an institution, and for individual faculty and staff with particular administrative or academic responsibilities.

3.1 National Qualification Framework

The Kingdom of Saudi Arabia (KSA) seeks to develop its education and training systems through adopting sound methodological approaches that utilize advanced international educational and training practices and experiences. The Kingdom regards education and training as a considerable impetus towards national sustainable intellectual and economic development and growth as well as being the foundation for realizing the ambitious goals of its own Vision 2030.

The Vision is the cornerstone for national empowerment regarding knowledge and skills acquisition while fostering a culture of innovation and entrepreneurship together with providing lifelong learning opportunities for all. Pursuant to the Saudi Cabinet Decision No. 108 on 25/10/2018, stating in Article 4 of Paragraph 11 “The creation of a national qualifications framework which sets out relevant rules, regulations, standards, descriptors, terms and conditions and special procedures, approved and supervised by the Cabinet.” The Education and Training Evaluation Commission (ETEC) developed a National Qualifications Framework for Saudi Arabia (NQF-KSA) to make its terms of reference a guide for education and training institutions while building, developing, and restructuring their qualifications, in addition to be employed by recruiting agencies to draw on while identifying graduates’ knowledge and skill sets and qualifications.

The NQF-KSA constitutes a comprehensive and uniform structure for building, organizing, and categorizing qualifications into levels based on learning outcomes. Equally significant, the Framework also provides a common language and a sound reference for comparison purposes. Furthermore, it is a functional tool to better facilitate the transfer of knowledge, skills, and values across the various work environments at both national and international levels. Notably, the NQF-KSA acts as a key nexus that reinforces and consolidates relationships between



education and training on the one hand, and the practical and realistic requirements of the labor market on the other. This relationship functions in such an interactive approach where education and training respond to and accommodate the conditions, aspirations and capabilities of the society, while fulfilling the requirements of sustainable development in Saudi Arabia.

For the approved NQF- manual see the following link:

[NQF Manual](#)

3.2 External Quality Assurance – External Review by TIEC

Texas International Education Consortium (TIEC) is a Texas-based, globally engaged consortium of more than forty higher education institutions in Texas and around the world. Their partners have the ability to access the expertise of over 40,000 faculty and administrators and to benefit in their presence in the 10th largest economy in the world. Their experience and ingenuity are regularly called upon to provide innovation and best practices for the higher education sector globally, including helping established institutions gain accreditation, create new degree programs, and modernize curriculum. They map, plan and execute new university designs and curricular programs for investors and government institutions. PMU has been a member in TIEC since its establishment, and TIEC has provided its services to PMU periodically over the years to assist in curriculum design, curriculum review and establishing new programs. TIEC and PMU maintain a strong relationship since TIEC designed PMU university's system and academic programs.

3.3 External Quality Assurance – Advisory Board

The advisory board has a significant role in attaining the goals of the program/college. Thus, this section aims to achieve the following objectives:

- Highlight the responsibilities of the advisory board members towards the program/college in alignment with the National Center for Academic Accreditation and Evaluation (NCAAA)
- Clarify the mechanism of selecting the advisory board members
- Describe the expected outcomes of the advisory board meetings and activities
- Provide templates, forms, and survey questions to unify the correspondence elements between the members and the administrative personnel at the program/college



3.3.1 *The Responsibilities of the Advisory Board*

The advisory board's main role is to enhance the quality of the program/college as it can positively influence the program/college's actions relevant to teaching, research, community service and partnerships. Furthermore the advisory board is instrumental in the development of strategic plans, development of new programs, and evaluating the performance of the program/college in accordance with national, regional and international expectations. The role of the advisory board can be visualized in the following cycle:

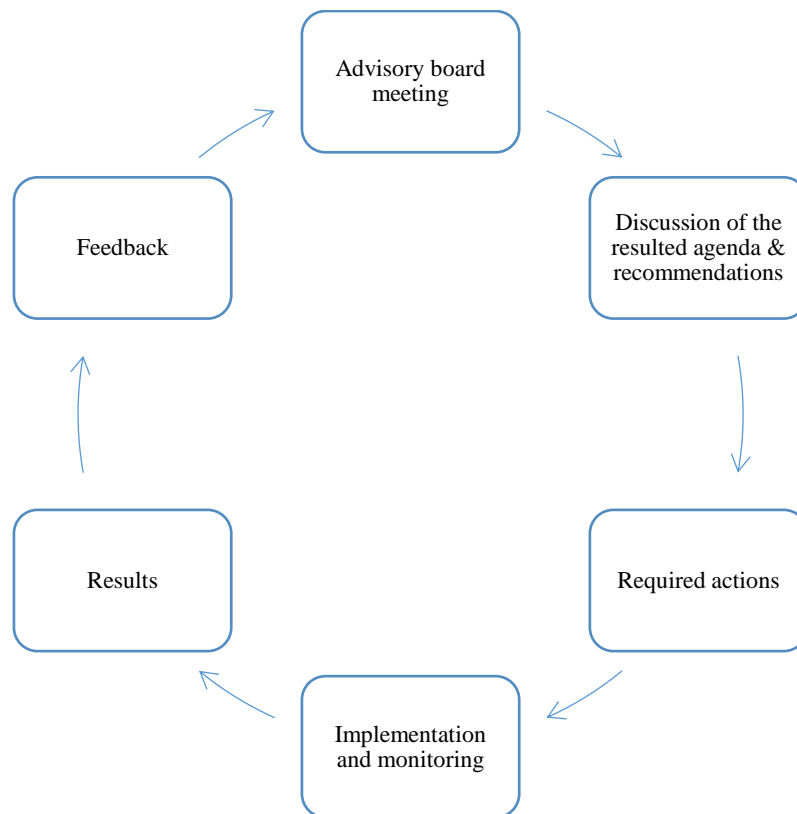


Figure 3: Advisory Board Cycle

3.3.2 *Summary of the Advisory Board's Functions:*

- Provide constructive feedback concerning the college's strategic plan elements. For the programs, the advisory board can provide feedback relating to the program's operational plan.
- Assist the college/program in developing and fulfilling its mission and pursuing its vision
- Provide insight concerning the progress of the college's academic programs in alignment with the labor market requirements



- Identify the strengths and weaknesses of the college/program and provide suggestions for improvement (i.e., evaluate learning outcomes, the KPIs and reports relevant to the college/program goals and initiatives annually)
- Identify external threats and opportunities that might affect the college/program performance (i.e., future skills, future demand, strategic partnerships with academic and non-academic organizations, research opportunities, competition, shifts in demand, industry-specific insight and changes)
- Provide suggestions to increase the employability of the college/program graduates
- Provide insight on proposed or active agreements and memorandums of understanding, and shed light on means to maximize their benefits
- Review recommendations and action plans issued on previous advisory board meetings

3.3.3 Mechanism of Selecting the Advisory Board Members

The advisory board members are selected by the college/program councils. The list of members has to be approved by the college/program councils. Specifically, the following guidelines should be considered:

- The advisory board will consist of 10 members for the college and 8 members for the program (Tables 4 & 5). The recommended assignments are as follows:

For the College:

Table 4: Advisory Board Members - College

#	Role
1	Dean (recommended chair of the board)
2	Chair/Associate Chair
3	Convener
4	Senior faculty member
5	Senior student
6	Alumni
7	External academic expert
8	External academic expert
9	Industry expert
10	Industry expert



For the Program:

Table 5: Advisory Board Members- Program

#	Role
1	Chair (recommended chair of the board)
2	Associate Chair
3	Convener
4	Senior faculty member
5	Senior student
6	Alumni
7	External academic expert
8	Industry expert

- Membership is annual, renewal of membership depends on the college/program council resolution
- It is advised that 30% of the advisory board members are consistent and were present in previous sessions to ensure continuity of the outcomes
- The meeting should take place **at least** once during the academic year in the Spring, as this is the duration where the college/program evaluates its strategic/operational plans, prepare the reflection report and annual report
- When selecting members, the councils must ensure that the members have the necessary knowledge and experience relevant to their respective fields. National, regional and international perspectives are necessary when reviewing their CVs. Of note, diversity in terms of gender and nationality should be considered when selecting the candidates



Figure 4: Process of Establishing the Advisory Board



3.3.4 *Expected Agenda and Outcomes of the Advisory Board Meetings and Activities*

The agenda of the advisory board meetings depends on the needs of the college/program. It is recommended that if the meeting is going to be conducted once during the academic year to have the following items:

- 1- Discussing the mission of the college/program and its fulfilment during the academic year, and its contribution to PMU's mission
- 2- Discussing the current status of the college/program plans for the past academic year, and providing recommendations for improvements
- 3- Discussing the results of the college/program KPIs providing recommendations for improvements
- 4- Discussing the overall performance of the college/program, indicating the strengths and weaknesses, and providing recommendations for improvement
- 5- Discussing potential opportunities and threats relevant to the college/program specifically relevant to labor market requirements
- 6- Presenting the college/program plans for the upcoming academic year
- 7- Discussing partnerships that would benefit the college/program (in research and community service)
- 8- Discussing innovative teaching strategies
- 9- Discussing opportunities for faculty members' professional development and students' co-curricular and extra-curricular activities

PS: most of the agenda items are available in the annual report, the dean/chair can discuss the results of the annual report and present it to the advisory board for feedback.

The program might want to include the following items if it was going through **its review cycle**:

- 1- Review the study plan and curriculum
- 2- Discuss strengths and weaknesses
- 3- Evaluate the necessary changes that need to be implemented to improve the study plan and curriculum

Other items can be included if the college/program is undergoing **accreditation, accreditation renewal and developing new programs**. The advisory board can assist in evaluating the current status of the college/program to be able to provide constructive feedback to attain the



required level of achievement to obtain or maintain the accreditation. Another point of discussion can include the **internship of senior students** in academic programs, as the process, procedures, and evaluation can be discussed, and recommendations for improvement can be provided.

Once the meeting is concluded the minutes have to be documented, signed, sent to all the members and archived.

3.3.5 Templates, Forms, and Survey Questions

Email Invitation Template

Email Invitation Template
<p>(Prospective Board Member's Name and Address)</p> <p>(Date)</p> <p>Dear (Prospective Board Member's Name):</p> <p>(Introduction - short and direct)</p> <p>I'm pleased to invite you to become a member of the (college/program) Advisory Board for (Academic Year).</p> <p>(Pitch - What are the benefits to this advisory board member? Customize this section of the invitation letter for the particular person you're inviting)</p> <p>Being a member of (college/program) Advisory Board provides you with a unique opportunity to:</p> <ul style="list-style-type: none">• Contribute to the success of the school (college/program)• Make a positive impact on education• Serve your community• Expand your network and meet people with similar interests. <p>The (College/program) is a dynamic organization and needs the support and input of people with your experience and insight. The Advisory Board main objective is to keep track of the big picture of the (College/program), address issues of concern and possibly develop strategies to address these concerns. (You may include the list of responsibilities from the guide)</p> <p>Advisory board meetings will be held annually- usually in May. Each meeting will be about one to two hours in duration.</p> <p>Thank you for taking the time to read this email and consider being a part of the (College/program) Advisory Board. As you consider this invitation, I am available to discuss any questions you may have. You can reach me by phone at (phone number) or via email at (email address).</p>



Sincerely,

(Your signature including PMU's Logo)

Advisory Board Membership Form

Advisory Board Membership Form							
Insert (College/Program) Title:							
#	Role	Name	Academic Rank	Institution	Position	Place of Residence	Contact Information (Email, Mobile #)
Internal Members							
1							
2							
3							
..							
External Members							
1							
2							
3							
..							

Minutes of Meetings Template

The conveyer has to list the recommendations that have resulted from the meeting, and specify the actions needed to fulfil the recommendations. These actions have to be discussed in the (college/program) council and incorporated into the operational plan (college/program).

Minutes of Meetings Template	
Council/Committee Name	
Name of Chair	
Name of Convener	
A. Meeting Information	



A.1	Date	
A.2	Time	
A.3	Location	
A.4	Meeting Number	
A. Meeting Agenda		
B.1	Item 1	
B.2	Item 2	
B.3	Item 3	

A. Meeting of Minutes				
#	Item	Details	Recommendations	Actions
C.1				
C.2				
C.4				
C.5				

A. Signatures				
#	Name	Designation	Signature	Date
D.1				
D.2				
D.3				
D.4				
D.5				
D.6				
D.7				
D.8				
A. Date of the Next Meeting				
B. Minutes channeled to				



F.1	<hr/> <p style="text-align: center;">Responsible Official</p> Date: _____	Format: Hard <input type="checkbox"/> Copy Email <input type="checkbox"/>
F.2	Date: _____	Format: Hard <input type="checkbox"/> Copy Email <input type="checkbox"/>
F.3	Date: _____	Format: Hard <input type="checkbox"/> Copy Email <input type="checkbox"/>
F.4	Date: _____	Format: Hard <input type="checkbox"/> Copy Email <input type="checkbox"/>

3.3.6 *List of Survey Questions*

In addition to the feedback received from the advisory board during annual meetings. The college/program is encouraged to send a survey to support the points that were discussed in the meeting. The questions depends on the agenda of the meeting; still, common questions can be included. A sample of survey questions is provided in the following document:



Advisory Board
Survey.pdf



3.4 Internal quality assurance – Audit

The requirements needed to fulfil the internal auditing process will be submitted by **the College Quality Committee**. Each term, there will be a list of required documents that will enable the college and institution to obtain and maintain the level of quality that is required by national and international accreditation bodies. In addition, the internal auditing process will ensure the fulfilment of the institutional KPIs and it will provide directions for continuous improvements.

3.4.1 The Required Documents for the Colleges/Programs:

1- Fall Term:

- Course Portfolio
- Program Operational Plans/College Strategic plan (the strategic plan should be created in alignment with PMU's strategic plan, updates or changes can be reviewed every fall)
- Course Coordinator List
- Course Coordinator Minutes of Meeting

2- Spring Term:

- Course Portfolio
- Course Coordinator List
- Course Coordinator Minutes of Meeting
- Program Annual Report
- Reflection of the achievement of the College Operational Plan

3.4.2 The Required Documents for the Core Program:

1- Fall Term:

- Programs' operational plans or dashboards (the operational plan is annual for the current academic year)
- Course coordinators' list
- Course coordinators' minutes of meeting (please refer to the course coordination guidelines)
- Course portfolios

2- Spring Term:

- Course Portfolio
- Course Coordinator List
- Course Coordinator Minutes of Meeting
- Program Annual Report



- Reflection of the achievement of the Operational Plan

3.4.3 *The Required Documents for the Preparatory Program:*

1- Fall Term:

- Program's annual plan
- Level coordinators' list
- Level coordinators' minutes of meeting (please refer to the course coordination guidelines)
- Course portfolios (Please check the course portfolio CPC form specific for the prep)

2- Spring Term:

- Level coordinators' list
- Level coordinators' minutes of meeting (please refer to the course coordination guidelines)
- Course portfolios (Please check the course portfolio CPC form specific for the prep)
- Reflection of the achievement of the Operational Plan

The colleges and programs have the right to choose the members of the College Quality Committee and specify their duties and responsibilities. The only requirement by the DQA is that one member has to be nominated to submit the required documents to the deanship's one drive. This member will be the only one who has access to the dedicated folders of the deanship's one drive. The DQA will meet with the College Quality Coordinators every academic term to discuss the performance of the colleges/programs, and identify areas of improvement for upcoming audit.



The following table details the requirements of the internal audit categorized by academic term:

Table 6: Fall Term Required Documents

Fall Term Requirements	Process	Responsibility of	Note
Course portfolio	Course portfolio submission	Faculty members	Each faculty member has to submit a course portfolio for each course that they are teaching in that academic term. The course portfolio has to align with the <u>course portfolio contents that was shared by the deanship.</u> Please refer the DQA resources folder for the details
	Course portfolio check	Assigned admin staff and Chairs of the program.	Once the course portfolio is submitted, the administrative staff have to check the completion of the required documents and then send them to the chairs. The chairs have to approve the content of the course portfolio and then share the documents with the quality committee of the college.
	Course portfolio initial audit	College Quality Committee	The committee has to review the content of the course portfolio and any adjustments or changes have to be implemented. <u>Of note, it's crucial that the committee evaluates the content of the course report and its alignment to the approved course specification.</u>
	Approval by the dean of the college	Dean of the college	
	Submission to the Deanship of Quality and Accreditation	College Quality Committee	The coordinator of the College Quality Committee will submit the required documents to the deanship.



	Feedback from the Deanship of Quality and Accreditation	DQA	The deanship will evaluate the submitted documents, and provide feedback to the quality committee.
Program Operational Plan	The operational plan should be completed and aligned with the requirements specified in the annual report	Chair of the program	The operational plan of the program has to be completed by the Chair of each program and sent to the dean of the college for approval.
	Approval of the plan	Dean of the College	The program operational plan has to reviewed and approved by the dean.
	Submission to the Deanship of Quality and Accreditation	College Quality Committee	The College Quality Committee will submit the programs' operational plans to the deanship.
College Strategic Plan	The strategic plan should be completed and aligned with the institutional KPIs	Dean of the College	The strategic plan of the college has to be completed and shared with the College Quality Committee.
	Submission to the Deanship of Quality and Accreditation	College Quality Committee	The College Quality Committee will submit the college strategic plan to the deanship. <i>The strategic plan has to align with PMU's strategic plan and timeframe, updates or changes can be submitted every Fall if required</i>
Coordinator List and minutes of meeting	The course coordinator list of each program has to be completed	College Quality Committee	The course coordinator list of each program has to be completed by the concerned program and shared with the College Quality Committee. The committee will compile and submit the list to the Deanship of Quality and Accreditation for review and documentation.



			The minutes of meeting should be signed by the course coordinator and faculty members then submitted to the Deanship of Quality and Accreditation for review and documentation.
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Table 7: Spring Term Required Documents

Spring Term Requirements	Process	Submitted by	Note
Course Portfolio	Course portfolio creation and submission	Faculty members	Each faculty member has to submit a course portfolio for each course that they are teaching in that academic term. The course portfolio has to align with the course portfolio contents that was shared by the Deanship of Quality and Accreditation
	Course portfolio approval	Assigned admin staff and Chairs of the program.	Once the course portfolio is submitted, the administrative staff have to check the completion of the required documents and then send them to the Chairs. The Chairs have to approve the content of the course portfolio and then send them to the Quality Committee of the college.
	Course portfolio initial audit	College Quality Committee	The committee has to review the content of the course portfolio and any adjustments or changes have to be implemented.
	Approval by the dean of the college	Dean of the College	



	Submission to the Deanship of Quality and Accreditation	College Quality Committee	The College Quality Committee will submit the required documents to the deanship.
	Feedback from the Deanship of Quality and Accreditation		The deanship will evaluate the submitted documents, and provide feedback to the quality committee.
Annual Report	The annual report template for each program has to be completed.	Chair of the Program	The Chair will complete the annual report and submit it to the College Quality Committee.
	Revision of the annual report	The College Quality Committee.	The College Quality Committee will submit the reports to the dean for approval.
	Submission to the Deanship of Quality and Accreditation	The College Quality Committee.	Once the approval is secured the reports will be submitted to the deanship.
Coordinator List and minutes of meeting	The course coordinator list of each program has to be completed	College Quality Committee	<p>The course coordinator list of each program has to be completed by the concerned program and shared with the College Quality Committee. The committee will compile and submit the list to the Deanship of Quality and Accreditation.</p> <p>The minutes of meeting should be signed by the course coordinator and faculty members then submitted to the Deanship of Quality and Accreditation for review and documentation.</p>



Reflection of the achievement of the College Operational Plan	A brief account of the outcomes of the College Operational plan	Dean of the College	The Dean of the College has to submit the approved document to the College Quality Committee.
	Submission to the Deanship of Quality and Accreditation.	College Quality Committee	The College Quality Committee will share the document with the deanship.



Furthermore, in any review cycle the updated versions of several documents should be reviewed and submitted to the designated folder in the deanship’s one drive which are:

Table 8: Folders in the DQA's One Drive

College Learning Outcomes/Goals	The learning outcomes should be included in a simple table.
Program Learning Outcomes	The learning outcomes should be included in a simple table that can be extracted from the program specification. In addition the program learning outcomes should be mapped to the college learning outcomes.
Course Specification	The updated course specifications should match the latest template that was provided by the NCAAA.

Of note, in any accreditation cycle or for the utilization of the previous mentioned documents, the final versions that were audited by the Deanship of Quality have to be used for those purposes.

3.5 Key Performance Indicators – Programs

Each academic program is required to measure the KPIs that are mandatory by the NCAAA, in addition to other KPIs that measure the program’s goals which fulfils the program’s mission (Table 9).

Table 9: Key Performance Indicators - Program

KPI No.	Key Performance Indicators (KPI)
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.
KPI-G-2	Stakeholders’ evaluation of quality of the program committees and Councils.
KPI-P-02	Students’ evaluation of quality of learning experience in the program.
KPI-P-03	Students’ evaluation of the quality of the courses.
KPI-P-04	Completion rate.
KPI-P-05	First-year student’s retention rate.
KPI-P-06	Students' performance in the professional and/or national examinations if applicable.
KPI-P-07	Graduates’ employability and enrolment in postgraduate programs.
KPI-P-08	Average number of students in the class.
KPI-P-09	Employers' evaluation of the program graduate’s proficiency.
KPI-P-10	Students’ satisfaction with the offered services.



KPI-P-11	Ratio of student to teaching staff.
KPI-P-12	Percentage of teaching staff distribution.
KPI-P-13	Proportion of teaching staff leaving the program.
KPI-P-14	Percentage of publications of faculty members.
KPI-P-15	Rate of published research per faculty member.
KPI-P-16	Citations rate in refereed journals per faculty member.
KPI-P-17	Satisfaction of beneficiaries with the learning resources.

The results of the academic program KPI’s are generated by each program annually in the spring and are audited by the DQA during the fall. To facilitate the KPI’s measurement the DQA has created the following guide:



Program KPIs
guide.pdf



Program KPI Formula
Guidelines - 6-2-2022

Of note, the DQA’s is responsible for indirect assessment that measures KPI-P-02, KPI-P-03, KPI-P-10, and KPI-P-17, as the DQA is the centralized department that operates a survey distribution software.

3.6 Graduate Attributes

The assessment of graduate attributes is done at the program, college and institutional levels. The attributes are directly assessed using the programs’ learning outcomes. The results are calculated and shared with the deans, chairs, and top management. The tool that is used to measure the attributes is available in the DQA’s resources folder, and is shared with the designated individuals. To view the tool please click on the following document:



PMU Graduate
Attributes.xlsx

3.7 PMU Assessment Model – Learning Outcomes

Learning outcomes are statements that indicate what students are expected to know, understand, or are able to do upon the completion of the course or the program. These statements direct the focus of the course toward two items: First, what did the students learn? This constitutes a learning outcome and how do we know what they learnt? This constitutes the assessment.



The **Course learning outcomes (CLOs)** must be achieved by the students at the end of the course and the **Program learning outcomes** must be achieved before a student graduates. This achievement must be observable and measurable.

Learning outcomes were developed for all programs and courses at PMU with different influencing factors. First, the mission of the program is an influencing factor. Second, the needs of the students. Third, the needs of the society. Fourth, what the student should know about a particular subject in order to perform successfully in his/her career and personal life. Fifth, the National Qualification Framework of Saudi Arabia.

Of note, PMU's academic programs can adopt the learning outcomes that are mandated and recommended by accreditation bodies such as ABET. Still the DQA's ensure that the learning outcomes are aligned with the NQF.

Currently, PMU has the following levels of learning outcomes:

- Institutional Learning Outcomes (PMU's Graduate Attributes)
- Program Learning Outcomes (PLOs)
- Course Learning Outcomes (CLOs)

The aforementioned levels are measured using mostly direct methods of assessment that reflect actual student learning not opinions of satisfaction with learning experiences (indirect methods). Actions that will be taken as a result of the assessment should rely on valid data and the actions should be identified and implemented to introduce positive change. The changes should then be assessed, leading to continuous assessment cycles, improvement and closing the loop.

The DQA is responsible for generating the results of the graduate attributes while each college and its academic programs gather and measure their PLOs and CLOs using different tools in alignment with their goals and accreditation standards specific to their specialization. The PLOs are evaluated annually in the annual reports provided by the programs, and the CLOs are evaluated every term during the audit.

3.7.1 Guidelines for monitoring quality improvement

The fast-growing environment in higher education warrants a systematic methodological analysis of its internal quality assurance system to adhere to the competitive academic environment and meet the standards of recognized accreditation bodies, both nationally and



internationally. The DQA has developed its internal quality assurance and continuous improvement systems for managing, monitoring and sustaining its quality standards to meet the expectations of the growing student community and other stakeholders of PMU.

3.7.2 *Quality assurance system*

The quality assurance system promotes the quality culture by developing an internal regulatory framework with clear and consistent procedures so that it showcases active commitment to improve quality at all levels.

3.7.3 *Performance monitoring system*

The DQA is responsible for generating the results of the graduate attributes while each college and its academic programs gather and measure their PLOs and CLOs using different tools in alignment with their goals and accreditation standards specific to their specialization. The PLOs are evaluated annually in the annual reports provided by the programs, and the CLOs are evaluated every term during the audit.

Furthermore, the DQA, in collaboration with other PMU colleges and administrative departments, has developed a comprehensive performance measurement system, (including, but not limited to student surveys) to regularly evaluate and report on teaching effectiveness in all courses, as well as program and to support services.

Of note, the quality assurance system of the colleges focuses on four core activities:

- **Academic activities:** including the feedback surveys from students, academic and admin staff, employers, alumni and local community. In addition, the colleges monitor the programs, the KPI's, internal and external changes, programs' operational plans and the colleges' strategic plans progress.
- **Other academic activities are monitored like the** course portfolio preparation based on the program/course specifications using ETEC-NCAAA templates such as course specification, course report, and the annual program report. The college and its academic programs prepare, audit and submit these documents for further evaluation by the DQA.

If there are any issues or improvements mentioned in the reports, the DQA follows up with the college's action plans and progress related to these issues or improvements.



3.7.4 *Closing the loop, results dissemination & follow-up*

The purpose of monitoring and assessing all the academic practices is to help determine whether or not the program is being effective, and to allow documenting and demonstrating of continuous improvement based upon the use of assessment results. therefore, "closing the loop" implies that the planning and evaluation process of the colleges and the individual program/college have completed a full cycle from establishing a mission to using assessment results in the next planning and assessment cycle.

Assessment results should improve the quality of courses, program and other academic & administrative services at the colleges. The results should be communicated along with the assessment plan to each program chair as well as to the colleges' top management, because the implementation of the next step would involve the collaborative efforts of all parties.

3.8 **Quality Assurance Outputs**

To ensure the fulfilment of quality in PMU's academic programs the following outputs are evaluated for further improvement:

- **Individual colleges/programs Audit report.** The audit report evaluates the quality assurance practices of PMU's colleges and programs which includes the course portfolio submissions, operational plans, course coordination across sections and campuses, and annual reports.
- **Annual report.** The report evaluates the results of the program's performance and identifies the targets of the upcoming academic year based on the actual performance.
- **Individual colleges/programs graduate attributes report.** The report evaluates the results of the assessment of the colleges/programs' graduate attributes across its colleges and programs.



4 CURRICULUM DESIGN AND REVIEW

This section specifies the main steps necessary to establish new programs, or update existing ones based on the Ministry of Education's (MOE's) requirements.

As per the university's mission, PMU is committed to sustaining world-class excellence in education, research, and service by advancing the state of discovery, development, and application of knowledge. The university has been dedicated to achieving its mission through the creation and implementation of its long term strategic plans.

By reflecting on the current strategic plan (2022-2026), the goals and initiatives highlight the importance of diversifying academic programs, and ensuring their compatibility with the labor market to pave the way for achieving excellence in education.

Therefore, this section's purpose is to clarify and consolidate the process and procedures of preparing, reviewing, and submitting new academic programs or updating existing programs.

4.1 New Academic Programs

The establishment of new programs is done through 3 phases (Figure 5). The subsequent sections provide detailed description of each phase.



Figure 5: Phases Relevant to the Establishment of New Programs

4.1.1 Phase One: Market Research & Program Design

The program's curriculum committee must be established. Committee members should have the following experience:

- a) Specialized faculty members in the proposed program
- b) A faculty member with substantial knowledge in curriculum design and the Education Training and Evaluation Commission (ETEC) & National Center for Academic Accreditation and Assessment (NCAAA) requirements
- c) The chair of the department relevant to the new program
- d) Admin staff



Once the committee is established the members must begin to prepare the executive summary (See Table 10, #5). This executive summary must justify the establishment of this new program based on market needs. The executive summary should include the following sections:

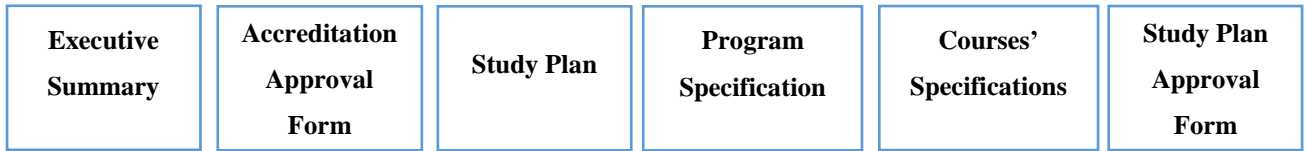
- Overview of the university, the college and existing departments in the college
- Notable achievements of the university, the college and department (ranking, accreditation, others)
- Overview of the new academic program (title, main goal and purpose, mode of delivery, program's duration, opportunities and strengths, credit hours, program learning outcomes, description of potential target market, career opportunities, facts and figures to support the establishment of the program).

The previous information will facilitate the design of the program's study plan, and completion of the program and course specifications. Furthermore, the following points must be taken into consideration:

- The proposed new program should be consistent with the national trends of Saudi Arabia, the policies and procedures of the MOE, and contribute to the realization of the (2030) vision of the Kingdom that promotes sustainable education and quality of life.
- The program's mission, vision, goals, and objectives should be mapped with the institution and college mission, vision, goals, and objectives.
- The program must be aligned with the National Qualifications Framework (NQF) & the ETEC-NCAAA requirements, and the international academic standards of the major.
- The program must be classified in the Saudi standard classification of educational levels and specializations.



Once **phase one** is completed, the committee will provide these documents in preparation for phase two:



4.1.2 Phase Two: Review and Approvals

The documents that were prepared for **phase one** will be submitted to the Deanship of Quality and Accreditation (DQA) for review.

Once reviewed by the DQA, the documents will be given to an external review committee (see Table 10, #4 for the criteria specific to the review committee). The review committee will revise the documents and provide feedback to the curriculum committee. Once the recommendations are implemented, the review committee must **approve and stamp** the study plan approval form and **every page of the program specification**.

The documents will now go through the following chain of approvals:

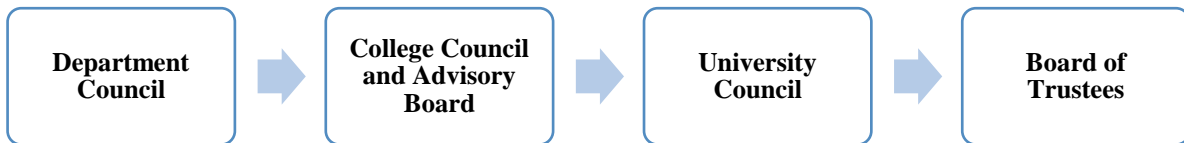
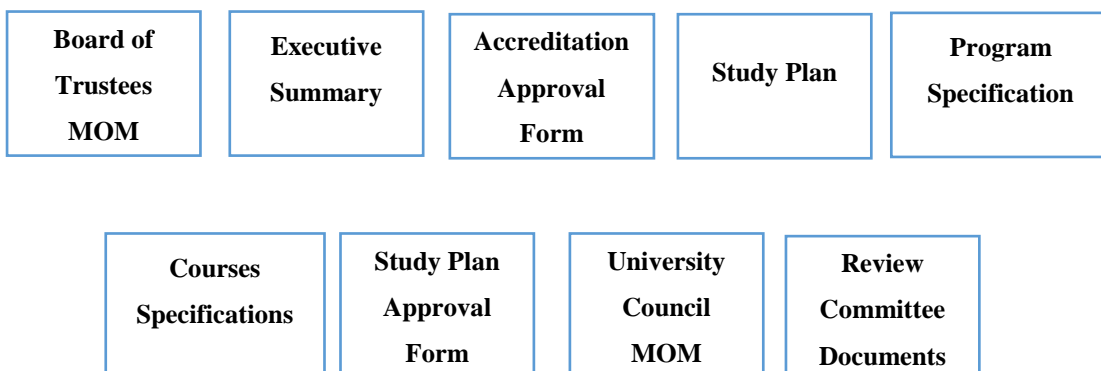


Figure 6: Chain of Approvals

The minutes of meeting must include the **correct title of the program (the English version must be correctly translated into Arabic)**, and signed by all members. By the end of phase two, the following documents will be ready for submission:





4.1.3 Phase Three: Submission

As per the official decree by the MOE #4400485904, when a university submits a request for approval for establishing new programs, the university must submit the following requirements:

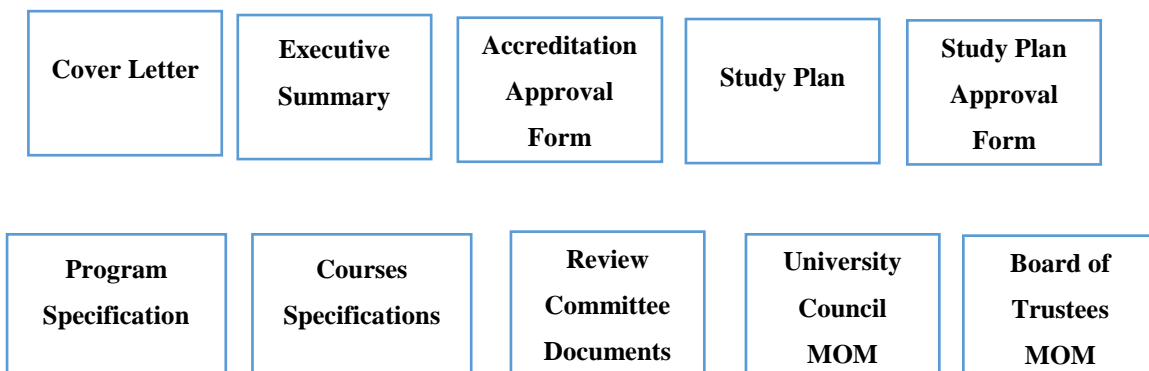
Table 10: Phase 3: Submission Requirements

#	Guideline	Notes
1	Submitting all the accreditation requirements, including the study plan and its justifications, and the accreditation approval form, and not to submit any of these requirements separately	The submission has to be done on the online portal (منصه أعمال). This is the responsibility of the president's office at PMU All of the requirements have to be in a combined PDF including labelled dividers among the requirements
2	<u>Attach a cover letter</u> from the president of the university or the dean of the college, and <u>evidence of the approval of the Board of Trustees to develop the new program</u> and <u>study plan</u> , or to amend the study plan for an existing program, taking into account the following: <ul style="list-style-type: none"> • To attach evidence of the ministry's approval of the minutes of the Board of Trustees in which the Board's approval of the plan was stated. • If the application is related to the introduction of a new academic program, it must be explicitly stated in the cover letter and the approval of the Board. A request to issue a special accreditation to introduce a new academic program and to add it to the final license of the institution. • The study plan documents are among the documents uploaded for the request of special accreditation for the program, making sure that the university or college have the capacity and resources to meet the need of the new program 	Evidence of approval refers to the board of trustees minutes of meeting (signed by all members)
3	Include the program and courses specifications in the latest template issued by ETEC	The templates are available in the DQA resources folder
4	Include the approval of the study plan form. Note the following:	The form is available in the DQA resources folder



	<ul style="list-style-type: none"> • The review committee has to be part of an academic institution (an academic program, or a consultation institute) that belongs to an ETEC accredited institution. • The review committee members in the institution have to have the same general specialization of the program that is being developed (check the Saudi classification guide) • The review committee has to stamp both the study plan approval form and each page of the program specification 	<p>The form must be signed and stamped by the academic review committee.</p> <p>The form must have the correct classification of the program as per guidelines of the ministry (the classification guide is available in the DQA resources folder)</p>
5	Include an executive summary that confirms the association between the new program and the labor market	
6	If the program was for a post-graduate degree , it has to align with the post graduate degree guidelines issued to regulate post-graduate degrees	The guidelines are available in the DQA resources folder
7	If the study plan contains tracks, the tracks must not be referred to in the announced title of the academic degree granted by the program, or in the certificate, graduation document, or completion letter. It is allowed to refer to the tracks in the student's transcript, separately from the title of the academic degree	
8	Ensure that all the information provided in all of the forms and documents are identical especially the title of the academic program	Ensure that all of the required fields are filled in the forms

In reference to point # 1 the submitted combined PDF should be organized as follows:





Although the letter of the ministry does not explicitly state the need to submit further documents, previous submissions were followed with additional requests for the following documents:

- Program accreditation certificate – for the programs that are accredited in the department/college
- Institutional accreditation certificate
- Statistical data concerning the graduation rate of Bachelor’s or Master’s students

4.1.4 Check List

The Vice President of Academic Affairs’ Office, and the Deanship of Quality and Accreditation, will facilitate the submission of the combined PDF to the president’s office. Then, the president’s office will submit the request on the Ministry’s portal. Prior to sending the final document, it is recommended to go over the following check list:

Table 11: Check List

#	Item	(✓)	(×)
1	All of the required documents in phase 3 are available		
2	The title of the program is accurate and identical in all the of the submitted documents and forms (Arabic & English)		
3	The study plan approval form has the correct classification of the program		
4	The study plan approval form and the program specification have been stamped by the review committee		
5	The accreditation approval form is complete, no field is left empty, and all the required attachments are incorporated		
6	The specifications (program & courses) are aligned with NQF (CLOs are available in every domain and are mapped accurately to the PLOs)		
7	The study plan is replicated accurately in the program specification and accreditation approval form (number of courses, codes, and overall credit hours)		
8	The program specification and course specifications are done in the updated NCAAA template		
9	If the new program is a postgraduate program, the undergraduate program must be accredited by the NCAAA, and follows the guidelines of the MOE		



4.2 Updating Existing Academic Programs

If the request relates to updating an existing academic program or its study plan, and the update includes **a change to the program's title** as it appears on the institution's final license, the cover letter and Board of Trustees approval must include the aforementioned changes.

The request should be submitted to showcase the updates in the accreditation form and institution's license. The updated study plan must be submitted in the request. The university & college must confirm their readiness to fulfil the requirements of updating the academic program. Once students are transferred to the updated program, the institution's license can be modified.

If the request relates to updating the study plan **without changing the program's title** as it appears on accreditation form and final license. The cover letter and board of trustees' approval must indicate that the update does not include any change in the program's title. The documents relevant to the study plan has to be submitted with the request.

Any change to the study plan is considered a **major change** which requires the approval of the ministry. This can also include:

- Structure of the study plan
- Adding tracks or pathways
- Adding or removing courses
- Changes in the numbers of credit hours

Of note, the aforementioned major changes must follow the same approval process in (Figure 6).

With respect to **minor changes**, listed below, these changes require the approval of the department's council:

- Changes in course materials (textbook, Assessment Method, teaching Strategy)
- Course descriptions
- Weekly schedule
- Correction to the learning outcomes that is already in place or modifying the action verb within the same level of verbs.
- Changes in student assessment



5 CONCLUDING REMARKS

The quality manual's main objective is to reflect on the quality assurance practices of PMU. To establish that, the manual highlights the quality practices of both the institution and its academic programs. Each of the specified practices takes into consideration the requirements of the Ministry of Education (MOE), Education & Training Evaluation Commission (ETEC), NCAAA, and PMU's strategic plan. The outcomes of these practices are evident in the distinguished position that PMU occupies in international rankings (THE/QS), and the accreditations that have been acquired and maintained by the institution (Table 1). The DQA will continue its efforts to ensure the achievement of quality standards expected by PMU's stakeholders.