

## Monitoring the quality of teaching and learning at Jouf University

### Introduction:

Teaching and learning is the primary task of Al-Jouf University as a teaching university in addition to its interest in scientific research and community service, and Al Jouf University has directed its attention towards providing a distinctive and accredited university education both in the quality of the design of academic programs and the identification of learning outcomes that meet the requirements of the labor market and to achieve this the university has been keen to apply standards to ensure the quality of teaching and learning in all its academic programs.

### The government's policy is to make

- ✚ Jouf University is committed to the fact that the planning of academic programs takes place in the form of integrated packages of educational procedures, where all courses contribute - in planned ways - to achieving the targeted learning outcomes of the program in question, and that the outcomes (or outcome) of student learning are precisely defined, consistent with the requirements of the Saudi National Framework, in all educational programs and in professional programs to ensure that learning outcomes also meet the requirements of professional recruitment or what the practice requires, and that learning levels are assessed and verified through integrated processes and compared with appropriate external benchmarks.
- ✚ Al-Jouf University provides qualified faculty members with the necessary experience to carry out their teaching duties.
- ✚ The University is committed to the high quality of teaching, with appropriate strategies for different educational outcomes to support continuous improvement in teaching quality.
- ✚ The University provides effective systems to help students learn through libraries, the blackboard system, academic guidance, and study

facilities, and by following the student progress, encouraging high-performing students, and providing assistance to students who need it.

- ✚ Jouf University ensures good planning of field experience activities and their application as a complementary component of the program in programs that include field experience activities and identify learning outcomes, training supervisors are prepared within the teaching teams, and the appropriate calendar and strategies are applied to improve field experience.
- ✚ Jouf University adheres to a system of evaluating the quality of teaching and the effectiveness of programs through a student calendar system suitable for targeted learning outcomes, and is applied effectively and fairly with independent verification of the level achieved by the student calendars, and through surveys of graduates and employers, and through surveys of graduates and employers, the use of evidence and results from these sources mainly in the preparation of improvement plans, follow-up of previous improvement plans and decisions taken and inform the beneficiaries of these decisions, and the evaluation and development of educational programs is the result of a response to the views of students, faculty, employers, advisory committees and regular work market needs.
- ✚ Jouf University has an effective system to ensure that all the academic programs it offers achieve high levels of learning and education and support their improvement, by following up on performance and procedures for quality control and reporting showing that the requirements of learning and education have been achieved in all academic programs offered at the university level, and ensure that the quality control process of both academic programs and course selections is carried out regularly through appropriate evaluation mechanisms and the calendar includes independent data for each student and student sections, and the necessary quality control

procedures are adjusted as required with comprehensive and periodic audits.

### **Policy implementation procedures:**

#### **Monitoring the quality of teaching and learning at the faculty level:**

1. The faculty member receives his accredited course description from the rapporteur coordinator.
2. Inform students in advance and at the beginning of each semester the description of the course that he teaches, his vocabulary, requirements, teaching strategies, evaluation procedures that he will apply and its timing by advertising on the blackboard and explaining in the first week the details of the study plan in accordance with the circular dean of admission and registration.
3. Prior to the beginning of the semester, the faculty member designs the curriculum map for the course assigned to teach it and the faculty member is not entitled to make any changes to the targeted learning outcomes that exist in the official description received from the department when designing the curriculum map.
4. The faculty member designs the three course matrix's (the matrix of weeks with the target learning outcomes of the course - the matrix of targeted learning outcomes and teaching strategies and methods - the matrix of targeted learning outcomes and methods of evaluation (according to the map of the previous curriculum designed and in which the mechanism, timing and how the faculty member achieves the targeted learning outcomes throughout the semester according to
5. Some modifications in teaching strategies or evaluation methods can be made if they are found to achieve better learning outcomes after the Department's Board approves the proposed amendments in accordance with the university-approved machinery through the Study Plans and Programs Unit.

6. The faculty member submits to the rapporteur coordinator the form of verifying the achievement of the targeted educational outputs when delivered for the final test) this model reflects the learning outcomes evaluated throughout the semester (after review from internal references).
7. The faculty member submits to the rapporteur coordinator a report on the course in accordance with the model of the National Center for Evaluation and Academic Accreditation.
8. The faculty member submits to the rapporteur's coordinator the decision improvement plan based on the decision's report, a report on the previous improvement plan of the decision and the decision taken.
9. The faculty member will complete the course file with the rapporteur coordinator with its various components in accordance with the approved model.
10. The course file is submitted by course coordinators from faculty members to the student and female faculty at the end of each semester.
11. Training faculty members on modern and effective teaching strategies, mastering them, and using appropriate ones to teach their courses.
12. Training the faculty member on modern and effective evaluation strategies and methods, mastering them, and using the appropriate ones in teaching his courses.
13. Give students feedback on their performance and the results of their evaluation constantly.
14. To play the role of academic advisor in the field of academic guidance to his students, which requires the obligation to be present at the specified times and places in the schedule, prepare academic guidance files for students and report on the academic guidance provided to his students each semester of the scientific department.

15. Sufficient knowledge of the types of services provided at the university to support students to guide them to benefit from them.
16. Active participation in the training programs and training programs held by the university in various aspects of the professional development of the faculty.
17. Responding to the processes of evaluating his performance in all its forms and forms, and the recommendations of improvement provided to him to raise his efficiency and develop it professionally.
18. Contribute to providing regular advice in the educational resources and materials required to support the learning and education process, and to ensure its quality.
19. Advice on the procurement of basic equipment to ensure that it is suitable for the needs of the educational process
20. Participate in user surveys on the adequacy of learning resources, the quality of their services, and the extent to which they benefit.

#### **Monitoring the quality of teaching and learning at the program level:**

1. Preparing the description of the program and the description of courses in accordance with the model of the National Center for Evaluation and Academic Accreditation, taking into account the procedures and mechanisms followed by the guide to the preparation of plans and programs and development at al-Jouf University.
2. Commitment to standardize the description of the course in all branches and programs that provide the course for both the two groups of students
3. The reports of questionnaires are prepared at the program level (program calendar - course evaluation - evaluation of learning experiences - recruiters - graduates - students field training - field training supervisors - evaluation of learning resources - evaluation of student services - evaluation of academic, professional and

psychological guidance, evaluation of facilities and equipment) for students, recruiters, graduates, faculty, preparation of improvement plans and reports of improvement plans for the previous year.

4. An advisory committee is formed for each program.
5. Identify a coordinator for each course to supervise its teaching, adhere to the description specified by the department's academic programs committee, and apply the teaching and learning strategies and evaluation contained in it.
6. The program coordinator submits course files to the Quality Assurance Unit at the end of each semester.
7. The program coordinator prepares the program-level performance indicators report regularly and periodically.
8. The rapporteur coordinator prepares a report for the course on both the student and female parts and then a consolidated report and is adopted by the program coordinator.
9. The consolidated course reports for the preparation of the annual report of the program are compiled in accordance with the model of the National Center for Evaluation and Academic Accreditation, coordinated by the program coordinator and course coordinators to prepare a unified program report between the two students and adopt edited by the program coordinator.
10. The program coordinator prepares a comprehensive report of the program at the end of the program cycle (eight successful semesters) includes measuring the learning outcomes of the program and indicators of the performance of learning outcomes and submit it to the committee of plans and programs of the college, which in turn submits it to the College Board for accreditation.
11. The program report, questionnaire reports and the minutes of the program advisory committee shall be submitted to the internal review committee of the scientific department for review and approval by the Department Board.

12. The program report, course reports, questionnaire reports, the report of the program advisory committee and the program's performance indicators report are submitted to the internal audit committee of the College's Quality Assurance Unit for review and approval by the College Board.

### Monitoring the quality of teaching and learning at the level of the quality assurance unit of the college:

- 1- The Quality Assurance Unit designs the three program arrays to verify how each course contributes to the program's targeted learning outcomes.
  - The relationship matrix between the program's targeted learning outcomes and the courses provided.
  - The matrix of the relationship between the learning outcomes of the program and the teaching strategies.
  - The matrix of the relationship between learning outcomes and evaluation methods.
- 2- The Quality Assurance Unit of the College checks the integration of the course description with its matrices:
  - The learning outcomes matrix for lectures that demonstrate the extent to which learning outcomes per lecture contribute to the achievement of the learning outcomes of the course.
  - The matrix of teaching strategies and their compatibility with learning outcomes.
  - The matrix of evaluation strategies and their approval of targeted learning outcomes.
- 3- The Quality Assurance Unit is presented as a result of verifying the availability of conditions in the program to the department board and the study plans and programs committee of the college and then the college board to take the necessary measures to ensure that the program achieves the learning outcomes targeted from it.
- 4- After the accreditation of the descriptions from the College Board, no one has the right to change any of the targeted learning outcomes of courses, programs, teaching strategies or evaluation methods.

- 5- The descriptions of accredited programs and courses are distributed to faculty members through the department boards, and become binding on faculty members in relation to targeted learning outcomes.
- 6- The Quality Assurance Unit checks that the tests meet the conditions to be met in accordance with the measurement and evaluation methods by reviewing random samples of the test papers after correction by internal and external references.
- 7- The Quality Assurance Unit submits course files to the deanship of quality and academic accreditation at the end of each semester.
- 8- The Quality Assurance Unit submits quarterly reports of courses, including unfinished points, observations of external reviewers and internal reviewers on tests and faculty proposals to the competent department board to discuss the contents of reports and observations to reach proposals to fill the gaps and weaknesses contained in the reports on courses and observations of the tests to develop the teaching and learning process.
- 9- The scientific department boards submit the results of discussion of reports and requirements for improvement and the minutes of the advisory committees of programs to the Quality Assurance Unit which submits them to the College Council to provide the necessary development requirements for the courses before the start of the next chapter and to make the necessary decisions for other decisions if necessary to ensure the achievement of the targeted learning outcomes of the program.
- 10- The reports of questionnaires are prepared at the college level (program evaluation, course evaluation, evaluation of learning experiences - recruiters, graduates, field training students - field training supervisors - evaluation of learning resources - evaluation of student services - evaluation of academic, professional and psychological guidance, facility and equipment evaluation) for students, recruiters, graduates, faculty, preparation of improvement plans and reports of improvement plans for the previous year.



- 11- The Quality Assurance Unit of the College prepares the performance indicators report at the college level regularly and periodically
- 12- The College's Quality Assurance Unit writes the periodic report to ensure the quality of learning and education in accordance with the indicators and practices contained in the accreditation manual issued by the National Center for Evaluation and Academic Accreditation to focus on:
  - Identify strengths
  - Identify points that need to be improved
  - The improvement plan (must be objective, output-defined, determine the mechanism for its implementation, with a specific timetable and implementation responsibilities) and address the points that need to be improved.
  - Reports on the previous year improvement plan on the improvement plan and the decisions taken.
  - The best practices (good practices) (present in the program.
  - Mentions the most important recommendations for the development of learning and education processes from the point of view of the program.
- 13- The Quality Assurance Unit of the College prepares the performance indicators report at the college level, regularly.
- 14- The Quality Assurance Unit of the College submits the program report, the audit reports at the department and the college level, the questionnaire reports, the minutes of the program advisory committees, the performance indicators reports for the programs and the college of the Internal Review Committee for the deanship of quality and academic accreditation for review and approval by the High Committee for Quality and then submitted to the University Agency for Educational Affairs to make appropriate decisions.

### **Monitoring the quality of teaching and learning at the level of quality deanship and academic accreditation:**

1. Academic Quality and Accreditation Is an electronic archiving system on Google Drive to facilitate follow-up of course files, annual reports of courses, programs, questionnaire reports, and improvement plans submitted by colleges.
2. The Internal Review Committee of the Academy of Quality and Academic Accreditation reviews the annual reports of programs and courses and examines the points of improvement in addition to field visits to colleges and support ings in order to identify strengths and weaknesses, prepare improvement and development plans, follow up on the improvement and development plans of the previous year and the decisions taken.
3. The Deanship of Quality and Academic Accreditation is a regular and regular report of performance indicators at the university level.
4. The reports of questionnaires are prepared at the university level through the measurement and evaluation unit (evaluation of the program - calendar - evaluation of learning experiences - staffers - graduates - students of field training -fieldtraining supervisors - evaluation of learning resources - evaluation of learning services - evaluation of academic, vocational and psychological guidance - calendar facilities and equipment) for students, recruiters, graduates, faculty, preparation of improvement plans and reports of improvement plans for the previous year.
5. The deanship of quality and academic accreditation after studying the reports submitted by the colleges and the internal audit committee and the unit of measurement and evaluation prepare their reports and plans for improvement and development and reports of the plans of improvement and development for the previous year and submit them to the High Committee for quality for adoption and then submit them to the university agency for educational affairs to make appropriate decisions.

## Metadata model

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