

Kingdom Of Saudi Arabia
Ministry Of Education
Jouf University
College Of Business
Department of Business Administration



المملكة العربية السعودية
وزارة التعليم
جامعة الجوف
كلية الأعمال
قسم إدارة الأعمال

Quality Assurance Manual

Executive Master of Business
Administration

*Department Of Business
Administration*

College Of Business

Jouf University, KSA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Table of contents

	Contents	page
1	Quality Terminology	4
2	Executive Master of Business Administration Program (Vision , Mission, goals)	5
3	EMBA Organizational Structure	6
4	EMBA Quality System	7
5	Sections of the Quality System in the EMBA Program	7
6	Principles Constituting the EMBA Program's Quality Assurance and Academic Accreditation System	8
7	EMBA Program Committees	8
8	Requirements for the EMBA Program's Quality Assurance System	9
9	Management of the Quality System of the EMBA Program	10
10	Methodology of the Quality Assurance System in the EMBA Program	10
11	University Policies Adopted by the EMBA Program	11
12	Periodic Review of the Internal Quality Assurance System	12
13	External Evaluation and Independent Evaluation And Its Forms, Controls, Standards, and Mechanisms	14
14	Quality Processes	15
15	EMBA Program Performance Indicators	15
16	Standards for the Executive MBA Program	17
17	Responsibilities in the Field Of Quality in the EMBA Program	18
18	Templates and Forms	22

Quality Terminology

There is a definition of some commonly used terms To contribute to a clear common understanding of quality terms in general and the terms used in this guide in particular

n	Term	Definition
1	Quality	one brief definition is: achieving the accuracy and high standards with continuous improvement.
2	Accreditation	It is a recognized certificate issued from an approved organization that approves that the educational program or the institution is following a specific required set of standards and criteria
3	Programs	An academic program is a combination of courses (curriculum) and requirements leading to a degree or certificate
4	Program Accreditation	Accrediting a program by providing the program a certificate that explains that it applies the proper standards of being acceptable as a valid educational program in a certain area with the required level
5	Quality Management	specify and implement the quality strategy and dedicate the recourses and activities towards achieving quality. Inputs and Outputs should be continually subject to ongoing improvement
6	Learning Outcomes	Knowledge and skills gained from participating in a specific program or taking a specific course
7	Referenced comparison	The comparison points or the performance levels used to determine the goals and evaluate the outcomes
8	Standards/Criteria	A diagnostic formula for reviewing quality and evaluating the learning and the teaching process and programs by examining the course curriculums, the organization and infrastructure and the mechanisms of assessing the internal quality in the university
9	Targets	General statements that describe and provide a guide on putting goals and detailed plans
10	KPI(s)	Selected performance indicators used in assessing the performance
11	Goals/Objectives	Goals: general statements that reflect the mission and giving strategic direction. Objectives: specific statements that translate missions or desires of the institution into specific procedures. Objectives must be SMART: Specific, Measurable, Attainable, Realistic, and Time-bound
12	The internal quality system	The internal quality system contributes to achieving continuous improvement and raising the level of quality of performance

Executive Master of Business Administration Program (Vision ,

Mission, goals):

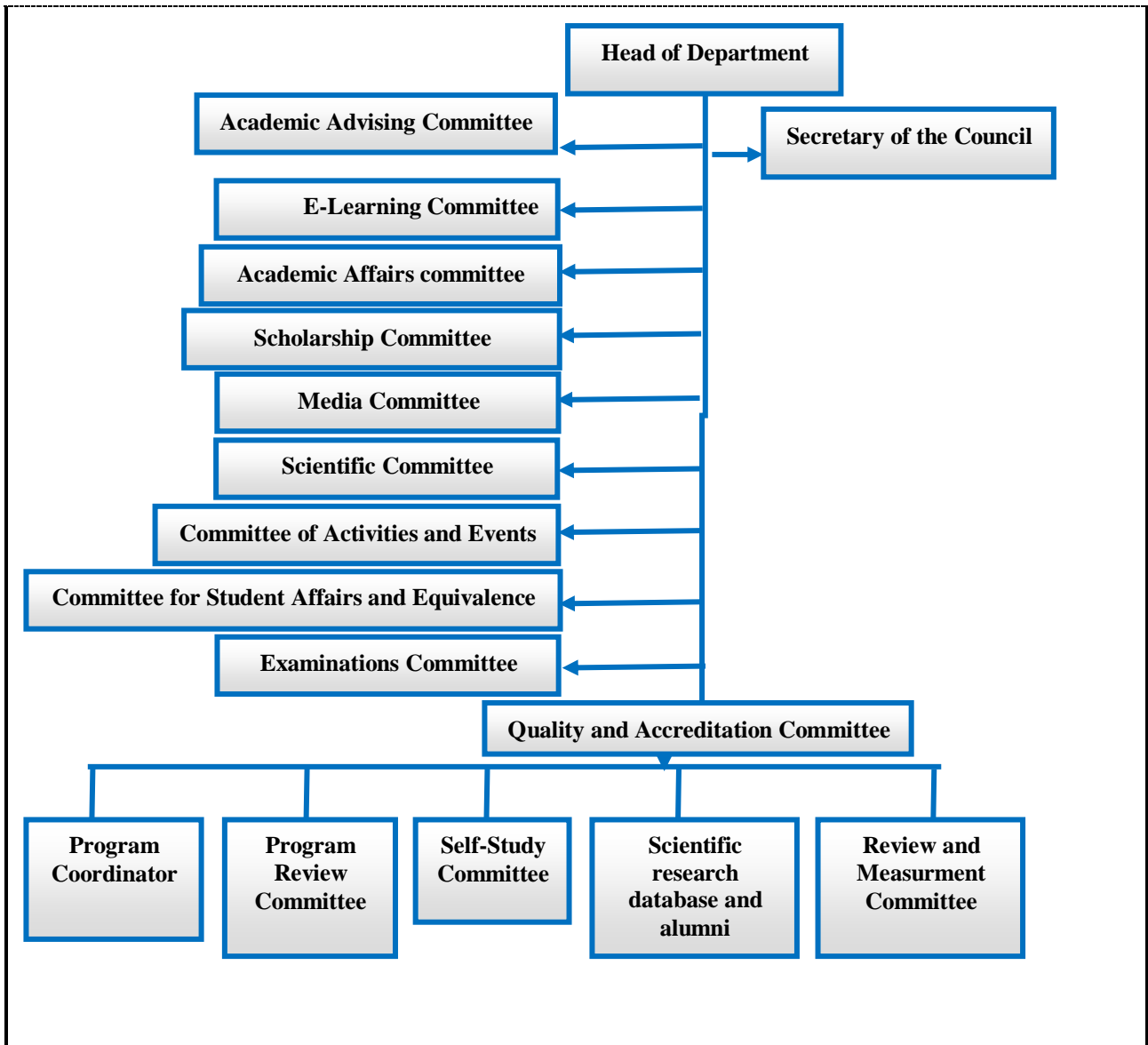
Qualifying administrative leaders equipped with the best knowledge and applied skills in business administration, by providing a distinct educational environment that enables them to achieve a competitive advantage in their performance, and achieve the goals of the organization and society efficiently and effectively.

Goals:

- * Bridging the gap between the outputs of higher education and the requirements of the labor market.
- * Preparing and developing qualified administrative leaderships in the public and private sectors for creativity in solving administrative and strategic problems and to contribute to meeting national needs from them.
- * Qualifying students in the field of scientific research to upgrade their research capabilities in the various fields of business administration.
- * Serving the Al-Jouf region and its surrounding areas in particular, and the Kingdom in general, by contributing to the spread of knowledge through the provision of a distinguished educational program.

EMBA Organizational Structure:

Program organizational structure



EMBA Quality System:

The internal quality system contributes to achieving continuous improvement and raising the level of quality of performance, whether at the institutional or programmatic level, in accordance with the standards and practices of the National Center for Academic Accreditation and Assessment.

The goals of the internal quality system:

- Fulfilling the academic accreditation requirements for the program as stipulated by the Education Evaluation Commission.
- Continuous development and improvement in all program activities, as required by accreditation standards.
- Follow up the performance of operations at the level of the program in the field of education, research, and community service, according to the tools.
- Spreading the culture of quality among all employees of the program, and its reflection on their work.

The internal quality system components of the program are designed according to the principles recognized in quality management systems.

Sections of the Quality System in the EMBA Program:

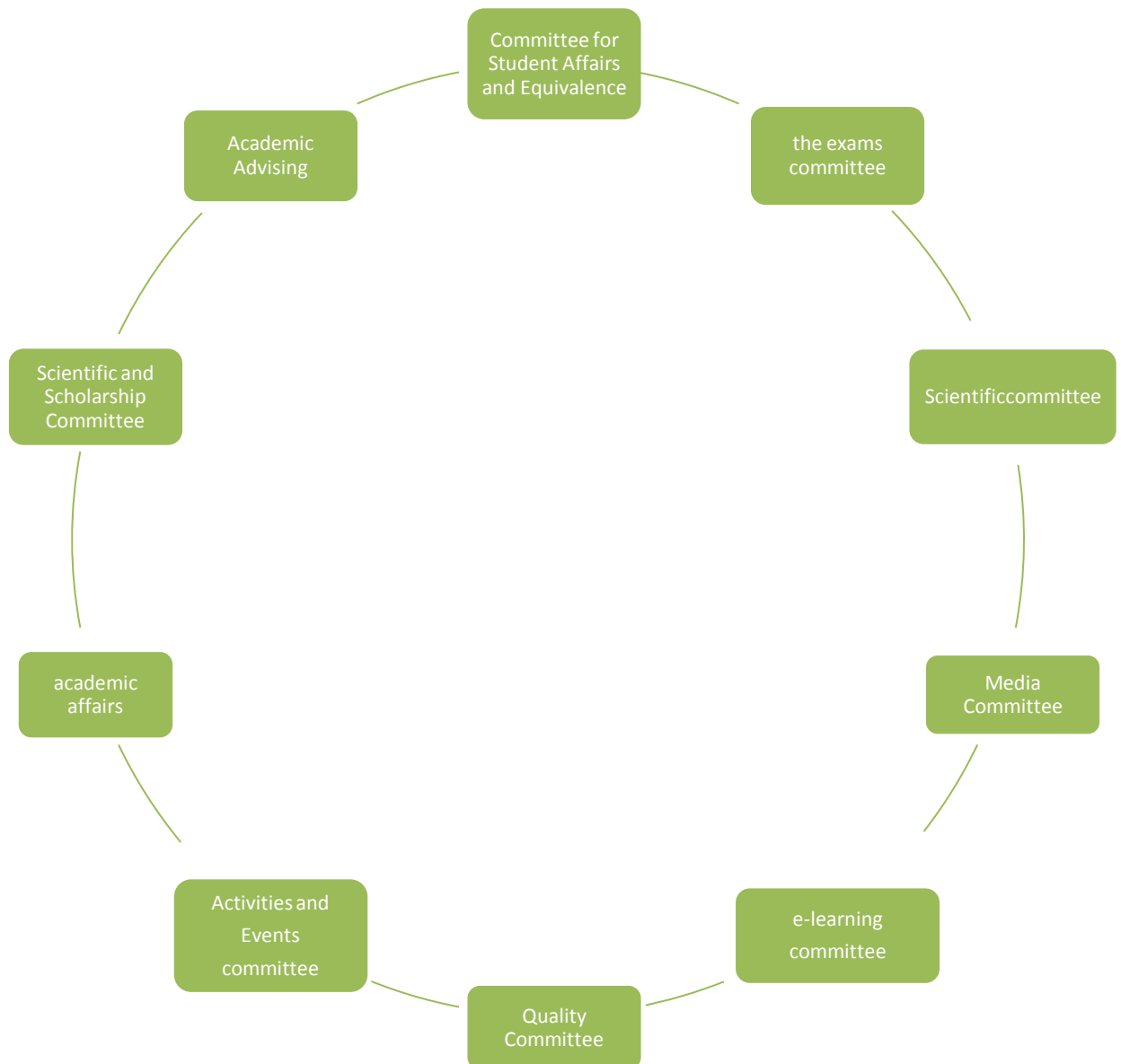
- Organizational chart for internal quality assurance.
- Mechanisms for distributing and implementing the quality standards practices of the Education and Training Evaluation Commission.
- The forms used in the internal system for quality assurance in the program.
- Performance indicators and benchmarks.
- Measurement and opinion poll tools such as questionnaires, statistics, and others.
- Schedule of internal system procedures for internal quality assurance.

Principles Constituting the EMBA Program's Quality

Assurance and Academic Accreditation System:

- The relevance of quality to all activities and practices of the educational institution
- Emphasis on continuous support for quality improvement measures
- The necessity to establish constructive relationships
- Quality assessment should be evidence-based and independently verified
- The necessity to involve stakeholders primarily in planning and evaluation processes
- Full commitment by the educational institution to developing quality

EMBA Program Committees:



Requirements for the EMBA Program's Quality Assurance

System:

- Infrastructure for quality management in the program:
 - Allocation of equipped headquarters.
 - Providing the course with the appropriate capabilities according to the requirements.
 - Website.
- **Archiving and documentation systems in the program:**
 - ❖ **Paper archiving system**
 - ❖ **Electronic archiving system: that the archiving operations include:**
 - Program descriptions and reports
 - Descriptions and reports of all courses for the program
 - Measuring learning outcomes for the program and courses
 - All results, reports and plans for improving the questionnaires related to the evaluation of the program, decisions, students and relevant authorities.
 - Self-study for the program
 - Program committees files.
 - Program Accreditation Standards files.
 - Documentation forms for minutes and reports, program guides, internal and external audits
 - Governing Councils decisions.
 - Complete all program databases.
- Human cadres in the program:

Through the formation of the various internal committees for the program according to the program structure and human capabilities:

- Schedules Committee
- Examinations Committee
- E-learning committee
- Media Committee
- Activities and Events Committee
- Academic Affairs Committee

- Scientific and Scholarship Committee
- Graduate Studies Committee
- Committee for Academic Advising
- Quality Committee
- Program Committee
- Strategic Plan Committee
- Curriculum and Plans Committee
- Alumni Committee
- Community Service Committee
- Committees to fulfill program accreditation

- **Program performance evaluation system:**

by measuring the beneficiaries' satisfaction with the program, preparing program performance indicators and measuring its outputs.

Management of the Quality System of the EMBA

Program:

The quality system of the program is managed through three levels:

- **Program Head / Supervisor level (Department)**
- **Level of Program Units and Committees**
- **The level of faculty members**

Methodology of the Quality Assurance System in the

EMBA Program:

- **Inputs:** The inputs include the following:
 - Regulations, bylaws and circulars.
 - Requirements for the National Center for Academic Accreditation and Assessment.
 - Academic programs and self-studies for them.
 - Reports of follow-up visits to programs and work quality systems carried out by the Deanship of Quality and Academic Accreditation.
 - Reports measuring performance indicators.

- Data, information and benchmarks systems.
- **Operations:** The operations include the following:
 - Developing operational plans to ensure and improve the level of quality based on the Planning and Review Cycle model
 - Developing annual operational plans to implement the strategic plan.
 - Design mechanisms and models for follow-up and evaluation.
 - Follow-up and evaluation.
 - Development of appropriate databases for quality operations and their documentation.
- **Outputs:** The outputs of the quality system consist of the following:
 - Achieving the goals of the college's strategic plan.
 - Institutional strengthening
 - Improving the quality of educational program performance
 - Periodic review and feedback

University Policies Adopted by the EMBA Program:

The program adopts a set of university policies and supports the quality of the various program outputs as follows:

- ❖ Quality Assurance Policy for Academic Programs at Jouf University
- ❖ Teaching and learning quality control policy at Al-Jouf University
- ❖ Policy for Independent Verification of Student Achievement Standards
- ❖ Policy for the development and creation of academic programs and the matrix for the distribution of powers
- ❖ Field Training Policy
- ❖ Exam policy and student evaluation
- ❖ Student Retention Policy and Increased Completion Rates

🚦 Periodic Review of the Internal Quality Assurance System:

System:

Through follow-up, evaluation and periodic reports, and taking all necessary corrective measures to improve performance. This is implemented through the application of a simplified and comprehensive model for the Quality Department, where the **Deming Cycle** is one of the most important models used to define the different stages used in quality systems. This circuit is also known as the **PDCA cycle**, which is an abbreviation of the English words **Plan - Do - Check - Act**, it is used to ensure continuous improvement in processes to ensure the quality of the output.



Specific time timings for the internal system procedures to ensure the quality of the program.

monthly

- Follow up the implementation of teaching strategies by faculty members in the course description

Quarterly

- Follow-up and cooperation with the examination unit to monitor the commitment of faculty members to assessment methods

end of each semester

- Follow up the commitment of faculty members to prepare and complete the course file
- Internal audit of quality requirements at the program level
- Measuring the learning outcomes of the courses
- Preparing various questionnaires to measure the satisfaction of stakeholders in various aspects of the program

annually

- Follow-up to prepare the program report
- Follow-up the preparation of performance indicators of all kinds (programme, program implementation plan)
- Preparing various questionnaires to measure the satisfaction of stakeholders in various aspects of the program
- Measuring program learning outcomes
- Independent verification of student achievement standards

every 3 years

- **Program Self-Study - Self-Evaluation Scales**

External evaluation and independent evaluation and its forms, controls, standards, and mechanisms

To ensure the quality of the EMBA program, the program must be subject to external reviews (independent opinion) periodically - at least once - to ensure the quality of the description of the program, courses and their reports and the results of internal evaluations by the program (once with each full program cycle), and the program is also subject to external review Once again upon completion of the self-evaluation and writing a self-study report before applying for program accreditation (once every 3 years)

The external auditors (independent opinion) should be selected with expertise from the same specialization, preferably from accredited programs or participated in accreditation processes for similar programs (peer evaluators). In their selection, the following conditions should be met:

- ☒ **Experience:** which ensures that they are familiar with the nature and objectives of the program and the challenges it faces.
- ☒ **Recognition:** The program under evaluation recognizes the importance of their role in the development process.
- ☒ **Independence:** It is essential that the assessors be completely independent of the educational institution being reviewed so that there is no conflict of interest.
- ☒ **Familiarity with the national standards for accreditation for the program under review**

External Review Mechanisms

1. The external auditor is obligated to review all of the program description, course description, program reports and courses
2. The external auditor is obligated to review the report of the self-evaluation metrics and the report of the program self-study and its evidence.

Quality Processes:

Quality processes go through the following processes:

- **Planning the program's quality activities:**

The program prepares the operational plan, determines the operational goals, procedures and operational activities, and determines implementation responsibilities and the time period for completion at the level of procedures and performance indicators, using the forms prepared for that.

- **Implementation of quality activities in the program:**

The implementation of the activities and procedures included in the operational plans according to the specified period of time, and the implementation is followed up through the timeframe matrix of activities, procedures and performance indicators.

- **Report on the program's quality activities:**

- Preparing periodic and annual reports
- Preparing performance indicators reports according to the approved forms
- Internal audit reports according to the forms prepared for that
- Reports of various polls

- **Development and Improvement- :**

- Analyze the results
- Create improvement plans
- Take appropriate corrective decisions
- Follow up on the implementation of recommendations

EMBA Program Performance Indicators:

Performance indicators are important tools for assessing the quality of academic programs and monitoring their performance, and they contribute to Continuous development and decision-making support processes. The program has adhered to the 19 indicators of the National Center for Academic Accreditation and Assessment and additional indicators, to monitor performance at the program level, and the program measures key performance indicators with benchmarking using appropriate tools, such as opinion polls, statistical data according to the nature of each indicator and the goal From it, as well as determine the following values :

- Actual performance level
- Targeted level of performance
- Internal benchmarking performance level (internal benchmarking)
- External benchmarking performance level (external benchmarking)
- The new target performance level.

Key Performance Indicators - EMBA Program

The National Center for Academic Accreditation and Assessment.

KPIs Code	KPIs
KPI-PG-1	Percentage of achieved indicators of the program operational plan objectives
KPI-PG-2	Students' Evaluation of quality of learning experience in the program
KPI-PG-3	Students' evaluation of the quality of the courses
KPI-PG-4	Students' evaluation of the quality of scientific supervision
KPI-PG-5	Average time for students' graduation
KPI-PG-6	Rate of students dropping out of the program
KPI-PG-7	Graduates' employability
KPI-PG-8	Employers' evaluation of the program graduates' competency
KPI-PG-9	Students' satisfaction with the provided services
KPI-PG-10	Ratio of students to faculty members
KPI-PG-11	Percentage of faculty members' distribution based on academic ranking
KPI-PG-12	Proportion of faculty members leaving the program
KPI-PG-13	Satisfaction of beneficiaries with learning resources
KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment
KPI-PG-15	Percentage of publications of faculty members
KPI-PG-16	Rate of published research per faculty member
KPI-PG-17	7 Citations rate in refereed journals per faculty member
KPI-PG-18	Percentage of students' publication
KPI-PG-19	9 Number of patents, innovative products, and awards of excellence

Additional KPIs

KPIs Code	KPIs
KPI-APG-20	The number of training courses that the program's faculty members receive annually that included: Number of specialized training courses Number of training courses for scientific research. Number of training courses in quality assurance.
KPI-APG-21	Percentage of deprived students (Male and Female).
KPI-APG-22	Percentage of students participating in extra-curricular activities
KPI-APG-23	Number of subsidized research projects that the program completed annually
KPI-APG-24	The number of community partnerships provided to the community
KPI-APG-25	Average number of faculty members who hold a doctoral degree
KPI-APG-26	The percentage of faculty members' participation in community service activities.
KPI-APG-27	Student satisfaction rate with student and academic counseling
KPI-APG-28	Percentage of graduates holding leadership positions
KPI-APG-29	The ratio of the number of students who obtained at least a very good grade in the research project .
KPI-APG-30	The ratio of research projects that solve administrative problems .

Standards for the Executive MBA Program:

The standards document for postgraduate programs included seven standards covering the main program activities, which are the standards set by the National Center for Academic Accreditation and Assessment for the development of the program's various operations, as follows:

No.	Standard
1	Mission And Goals
2	Program Management And Quality Assurance
3	Teaching And Learning
4	Students
5	Faculty Members
6	Learning Resources, Facilities, And Equipment
7	Research And Projects

Responsibilities in the Field Of Quality in the EMBA

Program:

- **The Dean of the College:**
 - Direct supervision of the Quality Unit, and calling for its periodic meetings or as needed
 - Adopting and discussing issues related to quality in formal councils
 - Follow up the implementation of standards practices for obtaining institutional and / or program accreditation and their continued implementation.
 - Providing the necessary administrative support to the Quality and Academic Programs Unit
- **Head of Quality Unit:**
 - Spreading the culture of quality and academic accreditation requirements
 - Supervising the preparation of the college's strategic plan
 - Supervising the development, implementation and follow-up of the implementation plans of the Quality Unit and the improvement plans in each of the two halves
 - Development of internal quality systems, "the unit's structure and regulations, the formation of the unit and its committees, job description and selection criteria, unit equipment, archiving and documentation systems, plans, activities, communication mechanisms with departments and follow-up systems, quarterly quality reports, improvement plans".
 - Providing technical support and developing the performance of faculty members, administrators and technicians to implement institutional and programmatic academic accreditation standards and follow up on the continuity of their implementation
 - Coordinating internal and external audits of the academic performance of the college and its scientific departments and approving audit committees
 - Supervising the updating and development of the unit's electronic page and the completion of all required databases
 - Preparing periodic and annual reports and self-studies at the institutional and programmatic levels

- Coordination and communication with the Deanship of Quality and Academic Accreditation
- Continuous communication with those concerned and beneficiaries of the college's activities
- **Vice President of Quality Unit:**
 - Spreading the culture of quality and the requirements for academic accreditation in the female section.
 - Participate in preparing the college's strategic plan
 - Participate in developing, implementing and following up the implementation plans of the Quality Unit and improvement plans in the female section
 - Archiving the internal quality systems in the Female Section
 - Providing technical support and developing the performance of female faculty members, administrators and technicians in the female section to implement institutional and programmatic academic accreditation standards and follow-up on the continuity of their implementation
 - Coordinate the internal review of the academic performance of the college and its scientific departments, the female section, and approve the selection of faculty members in the audit committees
 - Completing all the required databases in the Female Section
 - Participate in preparing periodic and annual reports and self-studies at the institutional and programmatic levels regarding the female section
 - Coordination and communication with the Vice Dean for Quality and Academic Accreditation
- **Academic Program Coordinator:**
 - Participate in preparing the description of the academic program, and ensure that it is designed according to the forms approved by the National Commission for Academic Accreditation and Assessment.
 - Organizing the internal and external audit procedures for the program
 - Approval of the descriptions of the program and decisions by the Department Council and then the College Board after completing the observations of the internal and external auditors
 - Distribute survey questionnaires to the beneficiaries of the program, ensure that they are analyzed, write a report on them, present proposals for improvement and

corrective actions to the department council, and follow up on the implementation of these measures

- Collecting program course reports, and ensuring that internal audit committees review them
- Participate in preparing the annual report and self-study of the program with the relevant committee, and have them approved by the College Board
- Follow up on the implementation of recommendations for improving performance in the program report
- Ensure that the educational outcomes meet the university's mission and strategic goals and are in line with the National Qualifications Framework
- Documenting all development and improvement activities in the program, such as internal and external audit reports, questionnaires, and performance indicators development reports.

▪ **Course coordinator:**

Participate in preparing the course description, and ensure that it is designed according to the latest form approved by the National Commission for Academic Accreditation and Assessment

- Ensure that the course description is distributed to male / female students in both halves at the beginning of the semester and document that
- Organizing exam preparation procedures with colleagues participating in teaching, coordinating with the female students' section, and coordinating the test paper on the approved form
- Fulfilling the periodic requirements of the course file, conducting a quarterly review, and responding to the internal auditor's comments
- Collecting the statistics and results of students' evaluation of the course and the improvement plans required of colleagues participating in teaching the course, and making sure that this is implemented in both halves separately.
- Documenting all development and improvement activities, student activities and teaching methods in the course
- Preparing the final report for the course after compiling the reports from all the people in both halves and making sure that they are designed according to the latest form approved by the National Commission for Academic Accreditation and Assessment
- Follow up the implementation of the decision improvement plan with the final report

- **Faculty member:**
 - Participate in preparing the academic program description
 - Participate in preparing the course description that is involved in teaching it
 - Ensure that the course description is distributed to students at the beginning of the semester and document that
 - Participate in fulfilling the periodic requirements for the course file according to the approved form
 - Preparing the course report
 - Participate in the internal review of the decisions of the academic program affiliated to it
 - Publish a research paper at least annually on behalf of Al-Jouf University
 - Community participation with at least one activity annually on behalf of Al-Jouf University.

Appendices

Templates and forms

1- Program Specification Form

<https://drive.google.com/file/d/1EzzUnLX9TT6O0Ob8jdyC0jKBA7YnXvcZ/view?usp=sharing>

2- Course specification Form

<https://drive.google.com/file/d/19cS-eub51Q7E3oko7yw72WCWW9xY2GzK/view?usp=sharing>

4- Annual program Report form

<https://drive.google.com/file/d/1dY9UGOenUmWS117Oos-AH3ztlkzThKi4/view?usp=sharing>

5- Course Report Form

<https://drive.google.com/file/d/19cS-eub51Q7E3oko7yw72WCWW9xY2GzK/view?usp=sharing>

6- Accreditation Standards for Postgraduate

<https://drive.google.com/file/d/1pk4XXqA3rUI8NCJNoxfP051FfbFjM2Mb/view?usp=sharing>

7- Self-Evaluation Scales for Postgraduate Programs

https://drive.google.com/file/d/1NPu7ftmil2_lkNam8yfPn5Qgslg30QfD/view?usp=sharing

8- Self-Study Report for Postgraduate Programs

<https://drive.google.com/file/d/1Rah45lv2vSfddbeYAzYmxWGnal8B7rkq/view?usp=sharing>

9- Program KPIs

https://drive.google.com/file/d/1IPp0ZOvL9VBV_IHV5BjU-11oRqJUWZW2/view?usp=sharing

10- internal audit forms

<https://drive.google.com/file/d/1wW5lID9bvgHxicwjPDnseFbMG-Dxux4a/view?usp=sharing>

11- External Audit Forms

<https://drive.google.com/file/d/1wW5lID9bvgHxicwjPDnseFbMG-Dxux4a/view?usp=sharing>