



Quality Assurance System
Manual Master of Science
in Clinical Laboratory
Sciences
Department of Medical Laboratory
Sciences College of Applied Medical
Sciences



TABLE OF CONTENTS

PART 1: Introduction

- Abbreviations
- Definition of Quality Assurance
- The Significance of Quality Assurance
- Relationship of Quality Assurance to Accreditation
- The Quality Assurance Framework of Higher Education in Saudi Arabia
- National Commission for Academic Accreditation and Assessment
- Saudi Arabian Qualifications Framework for Higher Education in Kingdom of Saudi Arabia (SAQF)
- Principal Elements in the Qualifications Framework

PART 2: The Program Quality Assurance System

- Introduction
- Quality Assurance Process
- Mapping Matrix

Abbreviations

| | |
|------|---|
| APR | - Annual Program Report |
| CR | - Course Report |
| CS | - Course Specification |
| FR | - Field Experience Report |
| FS | - Field Experience Specification |
| KPI | - Key Performance Indicator |
| PS | - Program Specification |
| SSRP | - Self-Study Report of the Program |
| AAS | - Academic Advising Survey |
| PES | - Program Evaluation Survey |
| POES | - Program Outcome Evaluation Survey |
| SES | - Students Evaluation Survey |
| FES | - Field Experience Survey |
| DAS | - Direct Assessment Sheet |
| SES | - Self Evaluation Scales of the Program |

PART 1 - INTRODUCTION

1. Definition of Quality Assurance

The main internal accountability system in an organisation is quality assurance, which mainly depends on the dedication and cooperation of all personnel involved in management, instruction, and administration. The National Commission for Academic Accreditation & Evaluation (NCAAA) has established procedures and standards with the intention that programmes will implement a system of responsibility and take necessary measures to guarantee the achievement of high quality standards. The purpose of this guidebook is to assist and direct those procedures. One cannot simply assume that excellence can be reached because of the significance of the higher education system for students, their families, and the larger community. To ensure that everyone is assured that high standards of quality are being achieved, quality needs to be confirmed by independent mechanisms. This confirmation is provided by the NCAAA accrediting procedures for postsecondary educational institutions and programmes.

2. The Significance of Quality Assurance

Aiming for excellence and transparency, quality assurance is a framework as well as a process. The method aims to guarantee excellence in achieving the program's vision and mission, which will subsequently result in programme performance that is in line with its goals. All programmatic operations, including academics, students, support services, physical plant (i.e., buildings, classroom environment), research, and services to the local and regional

community, should be operating at maximum capacity. This is the main objective of quality assurance. With ongoing assessment to ensure excellent quality in every aspect, the programme will be in a good position to adjust to changes and give students the best possible education.

3. Relationship of Quality Assurance to Accreditation

The technique of continuously assessing results and guaranteeing excellence in all scholarly pursuits is known as quality assurance. When this kind of procedure is carried out correctly, programme activities will continuously modify and adjust to the demands of society and the environment. The primary basis for accreditation is the evaluation conducted at a designated time, which emphasises programming quality and results that show performance in line with purpose. Therefore, one may argue that quality assurance is a requirement for accreditation.

At the institutional or programmatic level, the accreditation process entails evaluation by an outside organisation (like NAACLS) or an internal Saudi Arabian agency (like NCAAA) using a set of established standards. Accreditation is given if the requirements are satisfied. As part of the institution's continuous and long-term performance improvement, it is imperative to uphold the quality standards that accreditation signifies, indicating that the school and its programmes meet worldwide standards. Therefore, it is unlikely that accreditation may be fully awarded absent proof of additional actions taken to uphold the efficacy and calibre of its programmes through ongoing review and assessment.

4. The Quality Assurance Framework of Higher Education in Saudi Arabia

The technique of continuously assessing results and guaranteeing excellence in all scholarly pursuits is known as quality assurance. When this kind of procedure is carried out correctly, programme activities will continuously modify and adjust to the demands of society and the environment. The primary basis for accreditation is the evaluation conducted at a designated time, which emphasises programming quality and results that show performance in line with purpose. Therefore, one may argue that quality assurance is a requirement for accreditation.

At the institutional or programmatic level, the accreditation process entails evaluation by an outside organisation (like NAACLS) or an internal Saudi Arabian agency (like NCAAA) using a set of established standards. Accreditation is given if the requirements are satisfied. As part of the institution's continuous and long-term performance improvement, it is imperative to uphold the quality standards that accreditation signifies, indicating that the

school and its programmes meet worldwide standards. Therefore, it is unlikely that accreditation may be fully awarded absent proof of additional actions taken to uphold the efficacy and calibre of its programmes through ongoing review and assessment.

5. National Commission for Academic Accreditation and Assessment (NCAAA)

The National Commission for Academic Accreditation & Evaluation (NCAAA) has been established with responsibility for determining standards and criteria for academic accreditation and assessment and for accrediting postsecondary institutions and the programs they offer.

The Commission is committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of postsecondary institutions to ensure that quality of learning and management of institutions are equivalent to the highest international standards. The six broad standards are applicable to both institutions and Programs.

Achieving accreditation has become a crucial goal for all academic and professional communities to strive for in order to enhance educational policies and experiences, hence boosting the quality of education. Ensuring the quality of both the educational environment and the outcomes is a major difficulty for modern educational institutions in addition to just providing instruction. The Education Evaluation Commission was approved on 7/2/1438 AH by the Council of Ministers Resolution No. 94, which sanctioned certain organisational arrangements with the aim of improving the quality and adequacy as well as contributing to the national economy and development. According to the statement, the commission is the qualified body in the Kingdom with the authority to evaluate and accredit programmes and institutions of higher learning.

One of the centres under the Commission's supervision, the National Centre for Academic Accreditation and Evaluation, is a continuation of the National Commission for Academic Accreditation and Assessment (NCAAA), which was founded by Royal Decree No. 7/B/ 6024 dated 9/2 / 1424H. The NCAAA, a separate legal organisation with administrative and financial governance, is in charge of academic accreditation and quality control for postsecondary education in both public and private institutions and programmes.



6. National Qualifications Framework for Higher Education in Kingdom of Saudi Arabia (NQF)

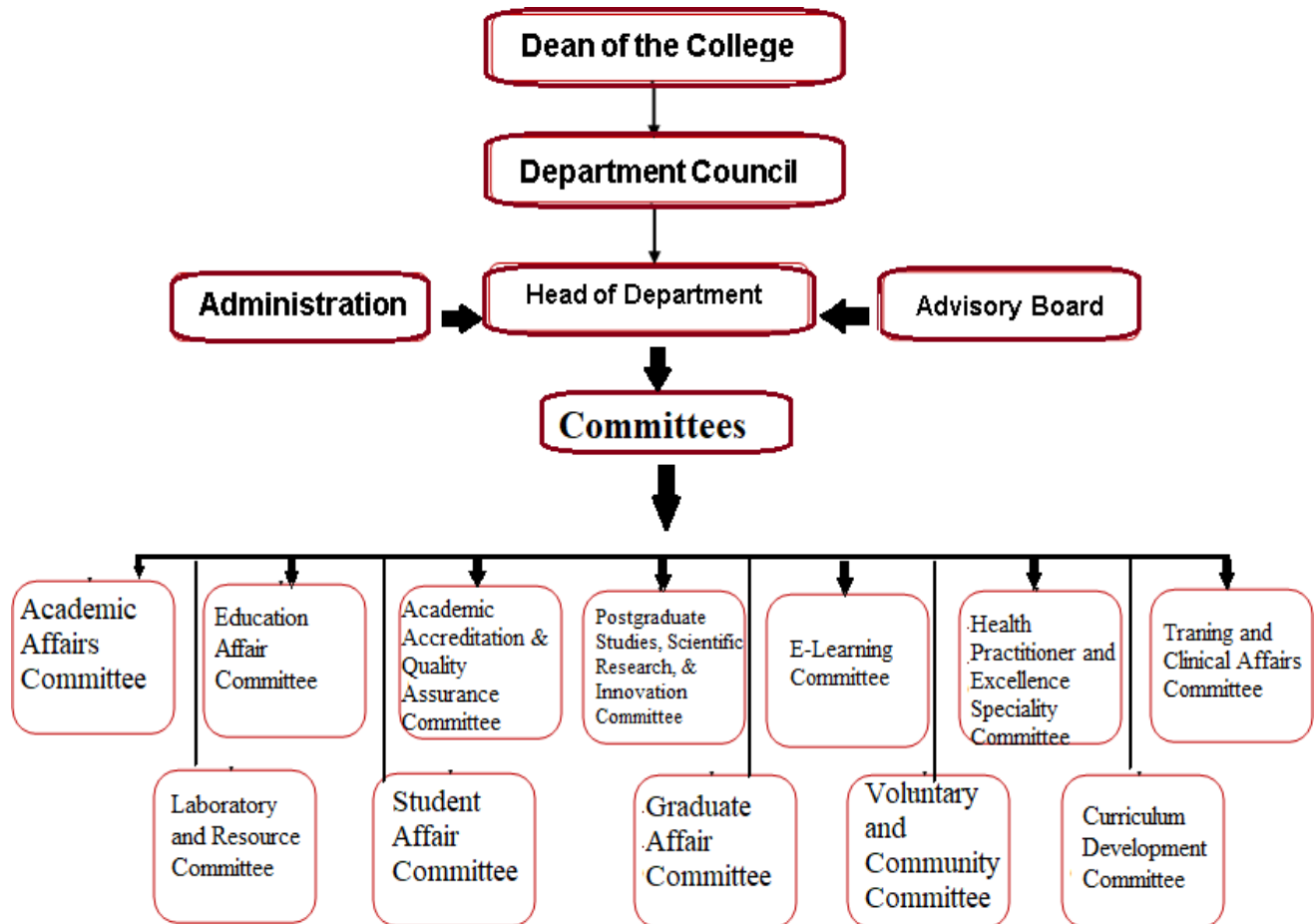
The Kingdom of Saudi Arabia has an accreditation and quality assurance system in place to make sure that higher education meets rigorous international standards and is generally acknowledged as such by professional and academic communities worldwide.

Within this framework, the National Qualifications Framework is a crucial component. Its goals are to guarantee uniformity in student learning outcomes standards across the Kingdom, irrespective of the institution attended, and to demonstrate how these criteria align with those for comparable prizes given by international higher education institutions. For external reviewers engaged in programme accreditation procedures and institutional reviews, as well as for institutions in their planning and self-review processes, the Framework assists in offering relevant points of comparison in academic standards.

7. Principal Elements in the Qualifications Framework: The principal elements in the framework are:

- Domains of Learning
- Teaching strategies
- Assessment methods

Organizational Chart



PROGRAM QUALITY ASSURANCE SYSTEM

A. Bi-annual Quality Assurance Auditing

a. Program Quality Assurance Committee

The responsibility of conducting routine quality checks on the documents and services given by the programme lies with the Quality Assurance Committee.

The approval of the forms utilised for this purpose, which are filled out on a semester basis, is granted by the Vice-Deanship of Quality and Development.

These forms are utilised for the evaluation of the quality of important papers and reports, such as annual programme reports, course specifications, and course reports.

b. Quality Assurance Unit in VDQSD

The Quality Assurance Unit (QAU) of the Vice-Deanship of Quality and Development conducts a biennial evaluation to verify the compliance of the program's documents and services with predetermined criteria. In order to evaluate the quality of the program's documentation and services, QAU collects evidence, conducts inspections of programme facilities, evaluates relevant paperwork, and arranges meetings with diverse beneficiaries.

B. Annual Internal Review

In contrast to the biannual Quality Assurance Audits, the annual examination demonstrates a higher level of comprehensiveness. This constitutes the second phase of the review process. The individual holding the position of Vice-Dean of Quality and Development is responsible for supervising the annual internal review procedure, which primarily focuses on the analysis and assessment of the quality of services offered by academic programmes within the College of

Applied Medical Sciences (CAMS). In addition, the evaluation procedure serves to validate the readiness of programmes for academic accreditation. The internal review procedure is composed of a review panel consisting of the Coordinator of the Academic Accreditation Unit, the Coordinator of the Measurement and Evaluation Unit, the Coordinator of the Quality Assurance Unit, and the Vice-Dean of Quality and Development. The internal evaluation procedure entails a comprehensive and focused analysis of the various high-quality papers and services provided by the courses. Comprehensive assessment reports are generated to provide recommendations and suggestions for the pertinent initiatives. Programme coordinators integrate these remarks into their development strategies with the aim of augmenting the quality of services provided by their programmes.

II. Procedures

A. Assessment & Evaluation

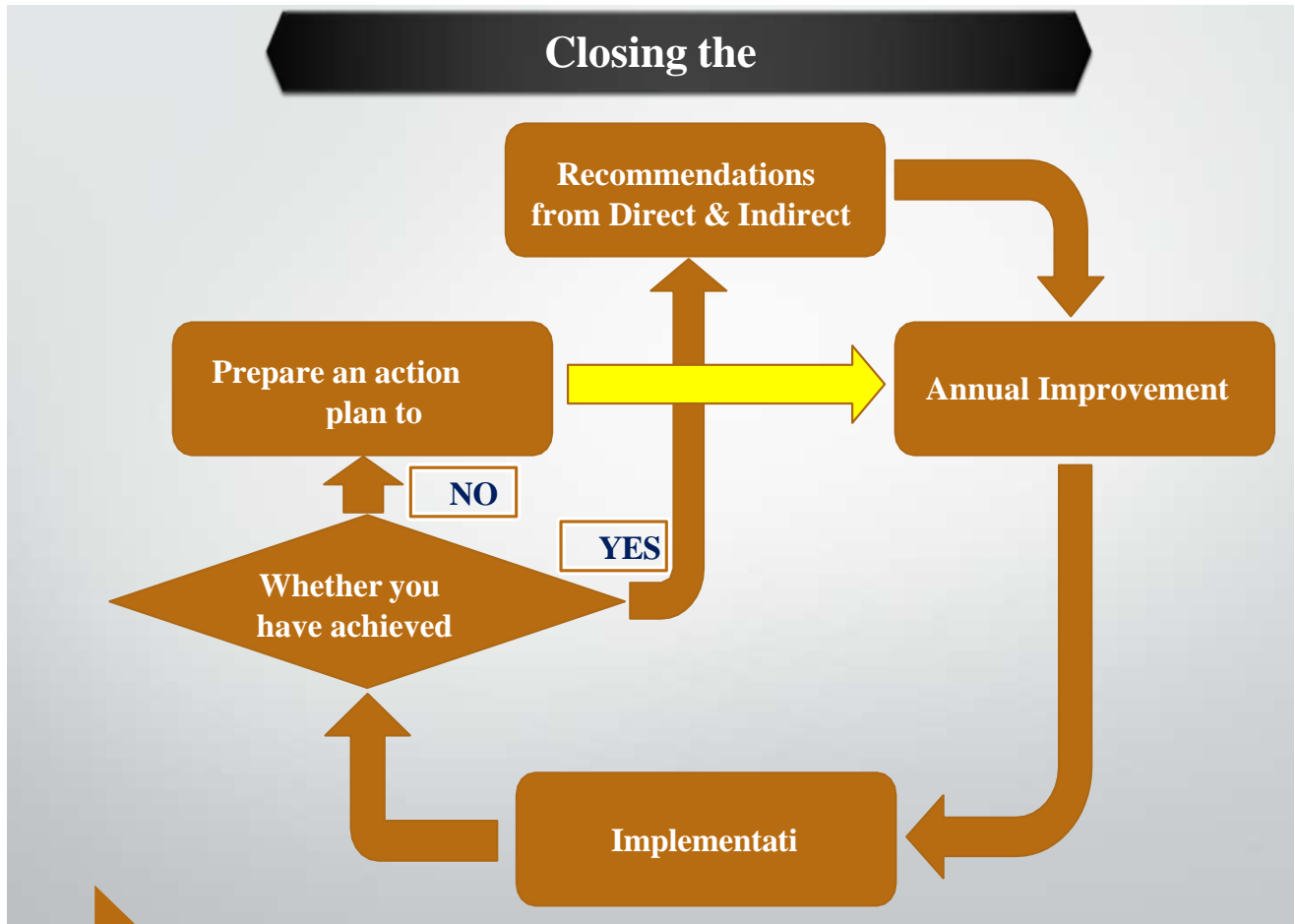
Purpose: To provide program, committees with analysis for further recommendations, writing action plans and for improvement issues.

Program Evaluation Process



Ac
Go

Process of Closing the Loop



Mapping Matrix of the Indirect Measures

| S. No | Methods of Assessment | Mapping Matrix based on desired level of performance. (I=Introduced, P=Practiced, M=Mastered) |
|-------|--|--|
| 1 | Student Experience Survey (SES) | I |
| 2 | Course Evaluation Survey (CES) | I |
| 3 | Academic Advising Survey (AAS) | I |
| 4 | Survey on Community Services (SCS) | I |
| 5 | Program Evaluation Survey (PES) | P |
| 6 | Scientific Supervision Survey (SSS) | P |
| 7 | Faculty Satisfaction Survey (FSS) | P |
| 8 | Advisory Committee feedback | P |
| 9 | Student overall GPA | P |
| 10 | Quality Assurance Audits | P |
| 11 | Graduate / Alumni Survey (AS) | M |
| 12 | Graduate Stakeholder's Survey (GSS) | M |
| 13 | Vision Mission Survey (VMS) | M |
| 14 | External reviews (NCAAA, AHPGS, & ABET) | M |

Linking of Program Quality System to the Institution (CAMS)

