
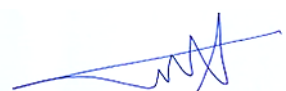






كلية طب الاسنان
Faculty of Dentistry
جامعة الباحة Al-Baha University



Program Quality System Manual

Manual Committee

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1. Introduction

Quality is originally meant to perform work according to specifically international standards. Institutional academic accreditation means official decision certificates granted by a recognized body, which affirms that the educational institution has made the conditions, procedures, and processes under which it achieves its mission and goals. It has a system to assess its institutional effectiveness. The results of the assessment are used for continuous improvement, it and meets the requirements and standards of quality assurance and accreditation. As for programmatic accreditation, it comes as a testimony from an autonomous establishment that the academic syllabus is accomplishing its pursuit and ends. Similarly, it is based on a system that appraises its effectiveness and the course learning outcomes of the students via the assessment's outcomes for permanent progress. It meets the requirements and standards of quality assurance and specific accreditation from program accreditation body. It should also be noted here that the National Center for Assessment and Academic Accreditation (NCAAA), is the only authorized body for Saudi universities to obtain institutional/programmatic accreditation.

The Faculty of Dentistry at Al-Baha University was established by the Honorable Royal Decree No. 5088 / MB which was issued on 7/8/1432 AH to achieve excellence for Al-Baha University and to achieve its role in serving the Al-Baha community around it.

Members of Quality and Academic Accreditation Unit

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Scope of Quality Assurance Manual

- This manual sets out in detail the college quality assurance philosophy and how this translates into daily practice.
- The college:
 - Values excellence in the daily work of the college in all areas of activity.
 - Emphasizes monitoring the quality of service provided to students and prospective students.
 - Recognizes the importance of self-evaluation, action planning and constant improvement.
 - Recognizes that benchmarking with other institutions is an important tool in the monitoring and improvement of educational quality.

Program title and code:	Bachelor of Dental Surgery / BDS
Credit hours required for completion of the program:	208 Hours (Old Plan) 245 (Current plan)
Award (s) granted on completion of the program:	Bachelor of Dental Surgery (BDS)
Major tracks or pathways within the program:	General Dentistry
Professional occupations for which graduates are prepared:	General Dental Practitioner
Program teaching system	Hybrid system (lecture-clinical)
Study Language	English
Study pre-requisite	Completion of Preparatory year

Study duration and Phases	Five years followed by a clinical training internship year: <ul style="list-style-type: none"> • Basic Phase: first and second years, • Clinical Phase: third, fourth, and fifth years • Internship Phase: sixth clinical training year after graduation
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2. Performance Indicator Levels:

Performance measurement is an integral function of the evaluation, quality assurance and control, whether at the individual, organizational unit, or enterprise level. The overall performance of the foundation is the integrated outcome of the organization's work and its interaction with its internal and external environment.

Each of the Following Levels Includes:

- The performance of individuals in their organizational units.
- Performance of organizational units in the overall framework of the Organization.
- The performance of the entire institution within its internal and external environment.

Challenges in Measuring Performance:

- Choose the correct key performance indicators.
- Document key performance indicators clearly and accurately.
- Data collection on key performance indicators
- Analyze the root causes of underperformance and recommendations.
- Decision-making based on the results of key performance indicators.

Types of Special Indicators for Educational Institutions:

Educational institutions need two types of performance indicators: quantitative indicators, qualitative indicators, each measuring different dimensions, and it is possible to combine the two types to obtain a balanced perspective of performance.

1. **Quantitative Indicators:** Usually consist of statistics or numerical facts in the form of a number, percentage or budget and include:
 - a. Human dimension indicators: Statistics on faculty members and degrees, number of students enrolled in the institution or program, number of students accepted, number of graduates, and number of employees in the institution.
 - b. Indicators after information: such as the ratio of faculties to students, the percentage of completion for students, the retention rate for students and the employment ratio of graduates within six months after graduation.

2. **Qualitative Indicators (How):** Usually, subjective indicators such as surveys and impressions through interviews, questionnaires and survey research include:
 - a. Special qualitative indicators students- Among them are-
 - i. The student satisfaction rate for academic counseling and registration services,
 - ii. The identification of student experience and program evaluation,
 - iii. The rate of student satisfaction with the infrastructure and services provided to the educational.
 - b. Specific qualitative indicators for faculty members - Among them are-
 - i. The satisfaction rate of faculty members about the sources of learning,
 - ii. The rate of satisfaction of faculty members about the support of the institution and the facilities offered to encourage them to make research,
 - iii. The rate of satisfaction of faculty members about the infrastructure of the educational institution,
 - iv. The services provided to them,

- v. The rate of satisfaction of faculty members about the vision, message foundation and program.
- c. Special Qualitative Indicators for Society- Among them are-
 - i. The rate of satisfaction of the recruiters about the skills of the alumni/graduates of a program
 - ii. The rate of community satisfaction about the services provided by the educational institution to serve the community.

3. Internal and External Reference Comparison

Internal Reference Comparison - In this the educational institution compares each department or department with other similar sections and departments considering certain standards. The required information is collected with multiple measuring tools, this type of easier reference comparisons.

1. Self-comparison

- a. It is to compare the same institution (program) with its performance in previous years, and this quality of comparisons is useful to know the performance status if it improves and develops or is worsening or stable.
- b. The educational institution compares its performance as an institution (or program) with another institution (or program) in another institution in the light of certain standards, and the required information is collected with multiple measuring instruments.

2. External Reference Comparison

- a. The educational institution compares its performance as an institution (or program) with another institution (or program) in another institution in the light of certain standards, and the required information is collected with multiple measuring instruments.

3. Competitive Comparison

- a. The comparison is between higher education institutions, other counterpart institutions, competition for them locally or globally, and data and information are collected in direct ways through agreements with counterpart institutions or indirectly, through websites, the media, etc.

4. Operational Benchmark

- a. It is comparison between two sides of same activity, the university was compared with other university, or hospital with other hospital, or elementary school with another elementary school between two states.

5. Strategic Benchmark

- a. It examines successful strategies that have led to a competitive advantage and academic success, targeting the diagnosis of the strengths and weaknesses of the comparison body or the same activity as an important step in prioritizing areas of improvement and identifying new ideas that contribute to building a successful strategy.

6. Job Comparison

- a. It is for the educational institution to compare jobs such as teaching, scientific research, or community service with the same jobs in the corresponding regional or international institutions of higher education to promote and improve these jobs.
- b. This type compares the procedures common to all types of institutions, such as the obligation to attend and leave, the system of work and wages, the use of modern techniques and other aspects.

7. Collaborative Reference Comparison

- a. It is conducted by a group of institutions in cooperation with each other, through which information and performance indicators are exchanged, support and assistance are provided.

8. Financial Benchmark

- a. They are compared in the financial aspects, such as: budget comparison, disbursement, efficiency, ways of benefiting from different sources of income and ways to avoid financial loss.

9. Optimal Performance Reference Benchmark

- a. The best practices are studied from another institution which is known to be maintaining high standards regarding such practices.

4. Internal Quality Management System

Quality committees at the program level and institution level are among the most important components of quality management and academic accreditation at Al Baha University. Where these committees work integrally from the level of academic programs to the highest level to lead the university in a manner that ensures the quality of inputs, processes, and outputs. The following is a summary of the structure and functions of these committees and the relationship between them and their role in ensuring the quality of institutional and program performance.

Tasks of the Quality Committee at the Program Level:

- Introducing the participants to the good practices of the National Center for Academic Assessment and Accreditation.
- Cooperation in the organization of meetings, lectures, seminars, preparation of evidence and other tasks related to quality and academic accreditation.
- Ensure the preparation of descriptions of programs and decisions according to the models of the national center for assessment and accreditation.
- Ensure that the reports of the decisions are prepared and met.
- Identify and propose performance indicators for standards.
- Forming internal sub-committees to accomplish work related to quality assurance and accreditation within the program.
- Application of the evaluation tools to measure the quality of programs, courses, teaching processes, the services provided to students, according to the standards, manuals, indicators, and necessary evidence.
- Meet all the prerequisites for approval and implementation of the self- assessment plan for quality assurance at the program level.
- Provide evidence and documentation of standards and prepare files for the standards, document them, classify them and arrange them according to the practices involved.
- Prepare reference comparisons for different indicators.
- Prepare quality and evaluations reports and submit them to the quality and academic accreditation committee of the college.
- To submit recommendations to the Section Board in the light of the reports and their results and to ensure the implementation of the plans for improvement and development.
- Writing the annual report of the program.
- Planning and conducting self-study of the program by the standards committees within the program.
- Complete of the measurements document related to standards.
- Writing a self-study report to meet the criteria of academic accreditation.
- Preparation and participation in internal and external review visits

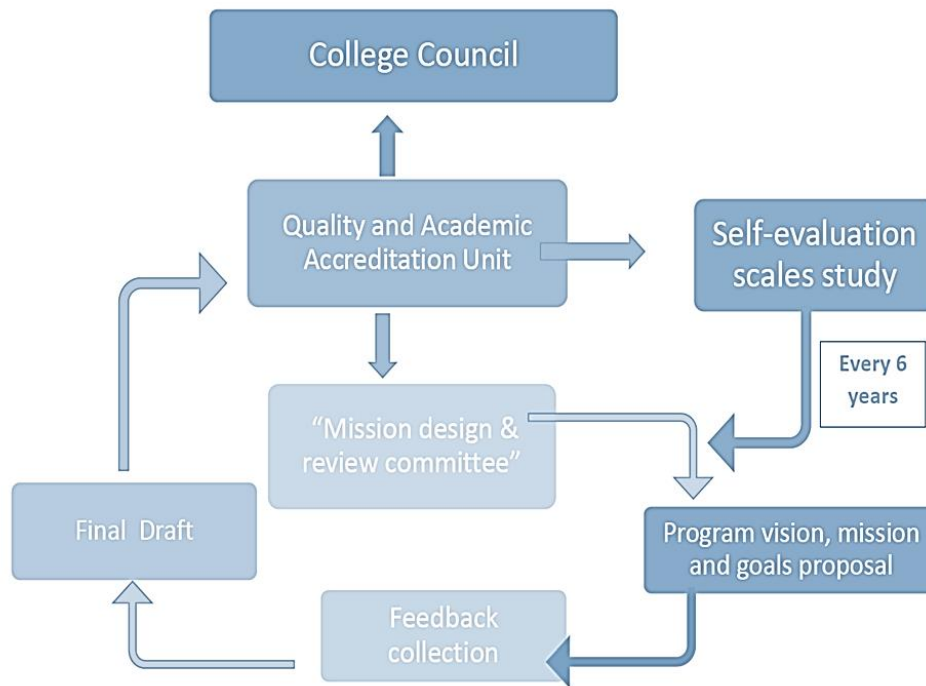
Members of the Committee

- Vice dean for quality and development as a decider.
- Vice dean for academic affairs as member.
- Program Co-Ordinator as member.
- Heads of departments as members

5. Mechanism of Design, Review and Update of Program Mission and Goals

The mechanism of reviewing the vision and mission of the Bachelor of dentistry Program at faculty of Dentistry, Al Baha University includes the following steps:

- The review process is carried out periodically every six years.
- The review process begins after performing a self-evaluation scale study.
- A subcommittee called "Mission design and review committee" formulates a proposal for vision, mission, and program goals.
- After collecting feedback, the committee prepares a draft and presents it to the College Council for review.
- Finally, the college council will hold a meeting for final approval.

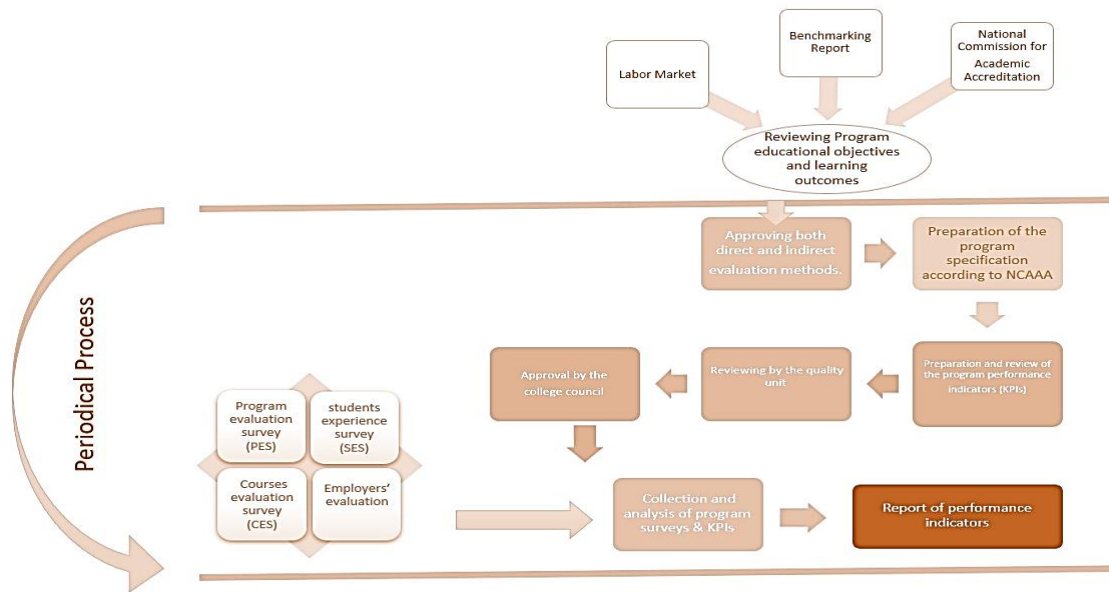


Mechanism of Design, Review and Update of Program Mission and Goals

6. Mechanism of Designing Program Learning outcomes

The program identifies learning outcomes through the following steps including:

1. Reviewing the educational objectives and learning outcomes of the program in the light of the requirements of the benchmarking report of the plan, the labor market, the professional bodies, and the National Commission for Academic Accreditation.
2. The program learning outcomes are reviewed and updated periodically.
3. Approving the direct and indirect evaluation methods.
4. Preparation of the program description in accordance with the forms of the National Commission for Academic Accreditation and Assessment and submitted to the (program council for review and accreditation.
5. Participate in the preparation and review of the program performance indicators (KPIs) and their approval by the Quality Unit and the preparation of the report of performance indicators and recommendations for improvement.
6. Collection and analysis of a set of program surveys including:
 - 6.1. Program evaluation survey (PES),
 - 6.2. students experience survey (SES),
 - 6.3. Courses evaluation survey (CES),
 - 6.4. Employers' evaluation
7. Collection and analysis of program KPIs



Mechanism of Design Program Learning outcomes

7. Program management and study plan committee.

Functions and tasks: The tasks of Program management and study plan committees include the following activities:

- Assessment and improvement of the study plan of the program.
- Involvement in the preparation and implementation of the strategic plan of faculty.
- Improve of standards quality assurance in the educational, administrative, and technical areas, and follow-up their continuity and implementation in the faculty.
- Suggest an appropriate organization for academic accreditation suitable for the program.
- Implement programs to further develop quality assurance.
- Implementation of the procedures, and criteria for obtaining academic accreditations, and ensuring that all requirements, metrics and, designated standards
- Prepare quality assurance guidelines manuals, and academic accreditation.
- Submit an annual report to the Deanship of Quality and Academic Accreditation concerning all the activities, and achievements of the College in the fields of quality assurance, and academic accreditation.
- Identification and suggestion of centers specialized in the fields of quality assurance and academic accreditation to take advantage of their experiences and services to build upon our quality activities.
- Suggest criteria, evaluation mechanisms, and tools for measuring the performance of educational, and administrative units' activities in relation to quality assurance and academic accreditation.
- Continuous monitoring of the educational and administrative units' performance in the field of quality assurance, and academic accreditation, and to prepare reports, and recommendations for further improvements.

Members

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8. The Management of Quality Assurance Processes

Quality assurance of teaching and learning includes the following actions:

- Implementation of the teaching staff recruitment plan.
- Preparing freshmen to study in university.
- Preparing new teaching staff members.
- Publishing the student guides.

Periodical Evaluation of teaching staff members:

- Following up academic guidance processes.
- Following up and evaluating learning resources.
- Periodical review of programs and curricula according to the specialization requirements.
- Evaluation of new or improved study plan proposals.
- Testing Evaluation.
- Establishment of Advisory Committees for programs and faculties.
- Improvement Procedures in response to program improvement plans.
- Evaluation of the efficiency of teaching strategies used to the fulfillment of learning outcomes and follow-up of the implementation of these outcomes.
- Evaluation of the efficiency of field expertise program activities:
- Follow-up and evaluation of adaptation of curriculum learning outcomes of the program to university learning outcomes and characteristics of university graduates.
- Annual evaluation of operational policies, regulations, and systems concerning education and learning processes in the program, faculties, and university.

Periodical evaluation of education and learning facilities and equipment in programs and faculties.

- Monitoring performance indicators of curriculum and program learning outcomes.
- Preparation of the annual report of files, and achievement and completion performance levels of these students.
- Monitoring procedures of notifying students with curriculum and program requirements in the first lecture, ensuring that students do their required jobs with themselves, and providing students with feedback concerning their rate of progress.
- Evaluation conducted by graduates to evaluate programs they graduated from.
- Analysis of graduate recruitment data and monitoring of recruitment indicators.
- The evaluation was made by recruiters to evaluate the performance of graduates.
- Internal and External Reference checks.
- Selecting external references for the program.

The Mechanisms for Verifying the Credibility and Objectivity of the Assessment of Student Achievement Include:

- Develop, adopt, and announce the rules of study, tests and executive rules of the University of Al Baha and work under it.
- Work under the controls and guidelines for the design of final tests to ensure the achievement of learning outcomes.
- Colleges and academic programs are committed to the disciplines and procedures for organizing the tests contained in the executive rules.
- The faculty member is committed to diversifying the methods of evaluation, such as quarterly and final tests, research assignments, practical tests and presentations, as specified in the approve course, shall review the test of the decision to ascertain the objectivity, comprehensiveness of the test and its relevance to the relevant learning outcomes.
- The head of department directs the bilateral correction of the final test by two faculty members, one is the professor of course.
- Forming tripartite committees to discuss graduation projects in the faculty of dentistry and bachelor's programs in the various colleges.
- Conducting random correction in some courses through a specialized committee of three professors without a course professor, comparing with the model answer sheet, and submitting the report to the department, which in turn shall be submitted to Central Quality Committee in the college to verify objectivity and credibility in the assessment.

The regulations for preparing the course file are as follows:

- The course is prepared and completed by the professor at the end of his/her teaching and delivered to the program coordinator.
- If the course is taught in more than one or more of its divisions, the course's report should be prepared by each individual professor, and the coordinator of the course should prepare a consolidated report with the respective reports attached to each location.

Benefits of a Course File:

- A reference for each teacher who teaches.
- Transfer of experience among faculty members
- To contribute actively to the development of the decision and avoid any previous mistakes.
- Documenting students ' learning and relation to teaching.
- Evaluation of the performance of the faculty member and academic staff
- One of the requirements of the academic accreditation bodies

The preparation of the file starts from the very first moment of receiving the course description and the beginning of teaching to the students ends upon completion of the final test correction, grading monitoring and adoption of the result.

Contents of the Course File:

- Curriculum vitae of faculty members
- Description of the course according to the model of the national committee for academic accreditation (contains the teaching plan- learning resources-methods of student evaluation)
- Lab guide in case the course is considered/practical.
- Learning Resources (memos-presentations available-YouTube- scientific films on CD)
- Midterm testing (in addition to the answer form)
- Final test (plus answer form)-
- Examples of student duties and actions
- Report of the course according to the model of the national commission for the evaluation and academic accreditation of the different chapters included the closure of the cycle of quality, feedback, the improvements, development, and difficulties encountered by the professor))
- Curriculum Learning output measurement models.
- Check process on the levels of achievement of students and plans for periodic review of the effectiveness of the course and planning for improvement (within the description and the report of the course using a random sample or the formation of examination committees)

- Ladder to evaluate student work (rubric)

9. Prerequisites for programs Accreditation

The National Center for Assessment and Academic Accreditation (NCAAA) has issued a developed copy of the program accreditation standards:

- Mission and Objectives
- Program Management and quality assurance
- Education and Learning
- Students
- Teaching Staff
- Education Resources, facilities, and equipment

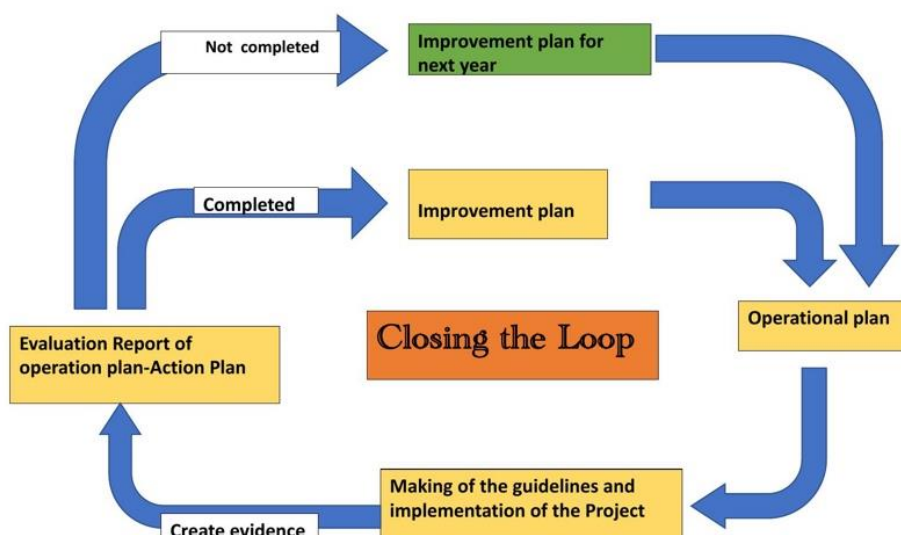
Program Accreditation's qualification requirements: In return, NCAAA has set special requirements for academic programs to be qualify for program accreditation, as follows:

SI No:	Qualification requirements	Required Evidence
1	Program final licensing or establishment decision.	<ul style="list-style-type: none"> • Decision to establish the program. (for public institutions). • Final program licensing decision (for private institutions).
2	Consistency with National qualifications framework (NQF).	<ul style="list-style-type: none"> • A report on program consistency with National Qualification framework (NQF).
3	Availability of institutional accreditation requirements.	<ul style="list-style-type: none"> • Accredited institution or the institution has met the eligibility requirements (review visit has been scheduled).
4	Student and staff manuals.	Student and staff manuals including: <ul style="list-style-type: none"> • Program Handbook. • Admission and Registration. • Study Regulations and Tests. • Guidance and Counselling Services. • Rights and Duties. • Complaints and Grievances.
5	Program's quality assurance system and its performance reports.	<ul style="list-style-type: none"> • Program's quality system manual. • A manual of policies and procedures for approving, modifying, and reviewing academic programs and courses. • Annual program report for the last two years according to the NCAAA Templates. Program's course reports for the last two years (One report for each course per year). • A report on the results of stakeholders' surveys (students, alumni, employers, teaching staff, employees) for the last two years.
6	Program and courses specifications.	<ul style="list-style-type: none"> • Programs specifications according to NCAAA Templates. • Course specifications for all courses classified according to levels.
7	Program learning outcomes assessment plan and reports.	<ul style="list-style-type: none"> • Program learning outcome assessment Plan. • Program learning outcomes assessment reports.
8	Students graduated (One cohort at least).	<ul style="list-style-type: none"> • A report on the number of graduated cohorts and the number of students in each cohort.
9	Program advisory committee.	<ul style="list-style-type: none"> • Composition and functions of the Committee. • Report on the Committee's performance and outcomes.
10	Key performance indicators and benchmarking.	<ul style="list-style-type: none"> • A report on program's key performance indicators' measurement and benchmarking for the last three years.
	Program self-study.	<ul style="list-style-type: none"> • Program self-evaluation scales (taking into consideration

11		<p>that the level of evaluation is not less than three points for each of the main criteria identified by the Center and for each standard).</p> <ul style="list-style-type: none"> • Program self-study report. • Evidence for the self-study report.
Additional requirements for Postgraduate Programs		
12	Operational plan for scientific research and its follow-up.	<ul style="list-style-type: none"> • Operational Plan for scientific research in the program (depending on the nature of the program). • System for monitoring and documenting the scientific research activities of the program. • Periodic performance reports of the scientific research plan.
13	Scientific supervision system on theses, projects, or vocational training.	<ul style="list-style-type: none"> • Guides, regulations, and procedures for scientific supervision of theses, projects or vocational training. • Follow-up scientific supervision reports in the program.

The planning process in the Faculty of Dentistry involves all academic and administrative levels within the college. All departments and administrative units are required to participate in the planning process and setting the strategic goals and working plans that ensure effective use of resources to achieve the program mission.

The strategic plan will be aligned with the University strategic plan and strive to achieve the college mission of being a leading innovative medical school. The achievement of the goals and objectives of the strategy will principally be the responsibility of college's administrative units and academic departments which will be required to continuously review and plan for the improvement of the effectiveness of their educational activities. Planning is done based on the five-year strategic plan with the Vision, mission and goals of the program, Program address the educational objective by PLO assessment and various KPI assessment. The operation and administrative objectives are addressed various KPI planning, implementation, and assessment. The planning cycle for close of the loop using strategic, improvement and operational/ action plan. (quality manual)



10. Program Accreditation Committee at the Faculty

Tasks

- Support the efforts made to implement quality in the faculty and collaborate with the deanship of university development in this regard.
- Proposing the executive, development plans of the faculty, raising to the faculty Board and following up their implementation.
- Promote quality and accreditation practices and disseminate their culture at the faculty level.
- Follow up on the implementation of the self-assessment plan and the academic accreditation of the faculty program.
- Monitoring the performance of the quality committee in the program and supporting it to carry out its tasks.
- Ensure that the documentation, requirements, and standards of accreditation provided by the programs are met and quality guaranteed, including self-study for each program.
- Writing a self-study for the faculty based on the self-study of the programs and fulfill their requirements.

Members

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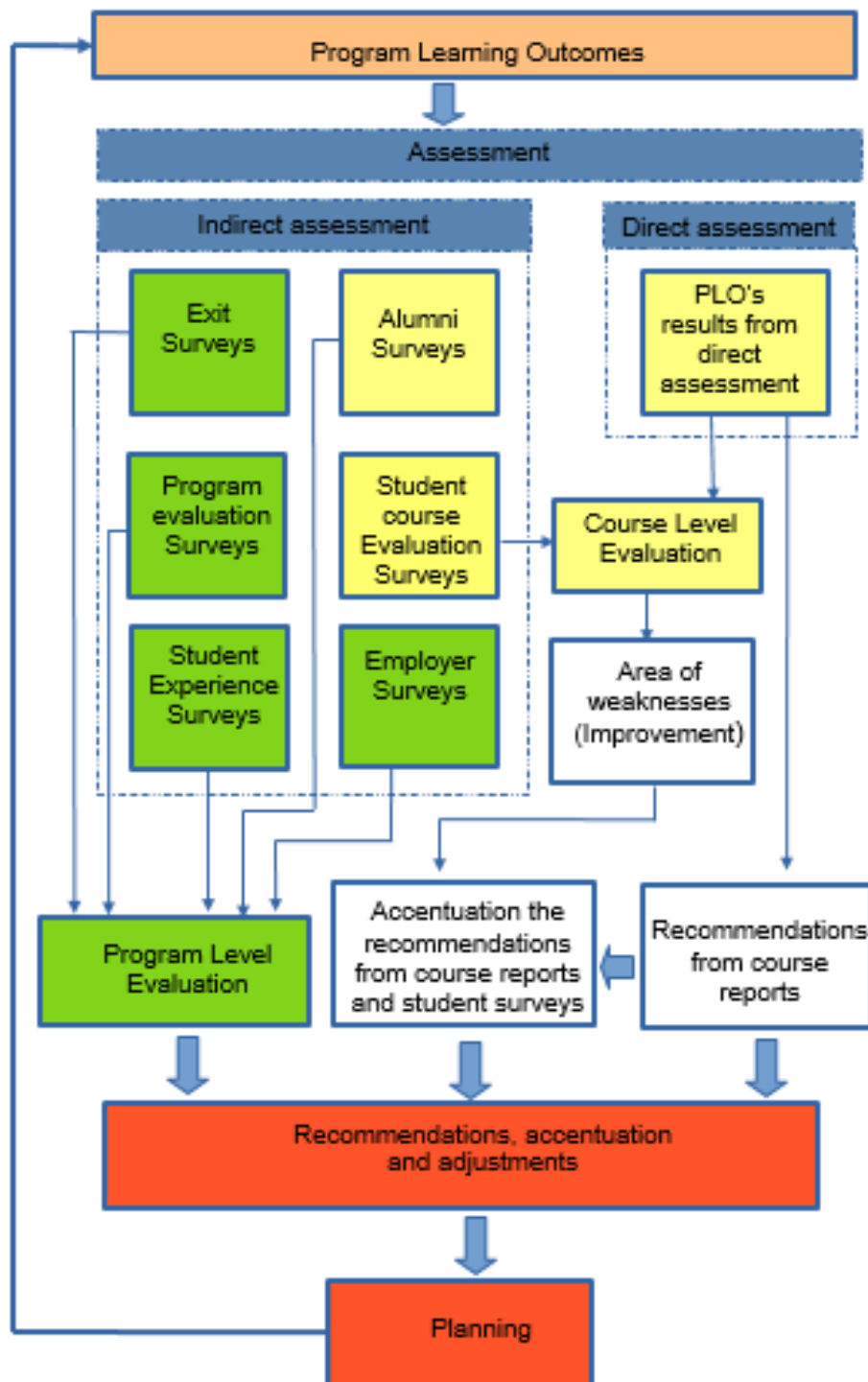
11. Program Quality assurance.



Figure: Dental Quality Assurance Using Plan, Do, Study, Act (PDSA)

Activity Name	Start of Semester	End of Semester	Annually	Bi-annual	Every 5 years
Program Level Activities					
Program Specification Review					√
Course Evaluation Surveys		√			
Course Report Preparation		√			
Course Recommendation Reporting		√			√
Course File Preparation and Submission		√			
Employer Evaluation Survey		√			
Alumni Evaluation Survey			√		
Program SWOT Analysis					√
Reparation and Reporting					
Program KPI Report Preparations and Analysis			√		
Annual Program Report Preparation			√		
Annual Program Report Revision			√		
Recommendations Conclusion			√		
Program Self Study Report Development					√
Course Report		√			
Course Recommendation Report	√				
Course File		√			
Student Evaluation Surveys		√			
Employer Evaluation Survey			√		
Alumni Evaluation Survey		√			
External Program Assessment				√	

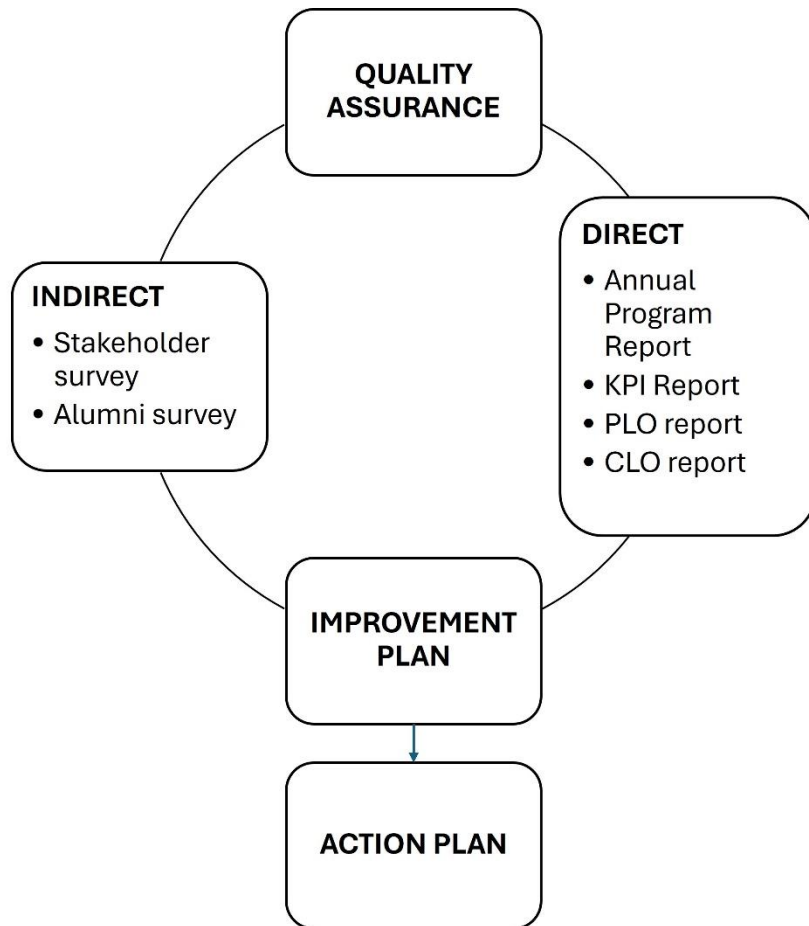
Assessment and annual review cycle of the BDS program



Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Student, program leaders , students, peer review	Program evaluation surveys Students experience surveys Faculty Satisfaction Surveys Advisory committee opinion Internal and external reviews of courses and program specification	End of academic year
		Course student evaluation surveys Internal reviews	At end of each study term
Extent of achievement of course/program learning outcomes	Program Leaders, faculty, quality unit, employers, students , alumni	Course reports Student Indirect surveys Independent insurance of student achievement reviews	At end of each study term
		Alumni surveys Employer surveys Annual program report Advisory committee opinion	End of academic year
Quality of learning resources	Student, faculty, alumni	Exit Surveys	At end of each study term
		Faculty Satisfaction Survey Program evaluation surveys Student experience surveys Alumni surveys	End of academic year

Program quality assurance.



Development of new study plan

