

## Educational affairs

### Academic Plans and Curricula Department

#### Department Introductory Guide



Distinguished study programs  distinctive outputs

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## Terminology used in the guide

First of all, it is necessary to clarify the meaning in terms that are repeated in the guide: according to the concepts and terminology used in academic accreditation and quality assurance in the Kingdom of Saudi Arabia

**1. The study program:** It is an organized program of study that the student follows in an academic field that leads to a professional qualification, so that success in its completion qualifies them to obtain an academic degree.

**2. Program description:** It is a comprehensive and varied guide on the study program through which one can get acquainted with the necessary information about this program that distinguishes it from other programs.

**3. Course Description:** The course description is the course professor's guide to knowing the components of the course and the mechanisms of teaching it, evaluating it and developing it in line with the academic program.

**4. The study plan:** A set of compulsory, optional, and free courses, which constitute from the sum of its units the graduation requirements that the student must pass successfully to obtain the academic degree in the specified major.

**5. The aim of the study plan:** It is to translate the goals of the colleges through a set of study materials consisting of a study plan aimed at providing students with the knowledge, concepts, skills, attitudes and values that enable them to carry out the jobs, jobs and professions they have prepared for.

**6. Development:** continuous improvement based on previous experiences, scientific studies and benchmarking.

7. **Review:** A comprehensive audit of the program and the study plan is based on the program report, course reports, and recommendations of the scientific and advisory councils.

It does not include individual reviews of some courses.

8. **Stakeholder:** It refers to the government and private sector for which the specialized scientific departments provide graduates with scientific competencies and skills.

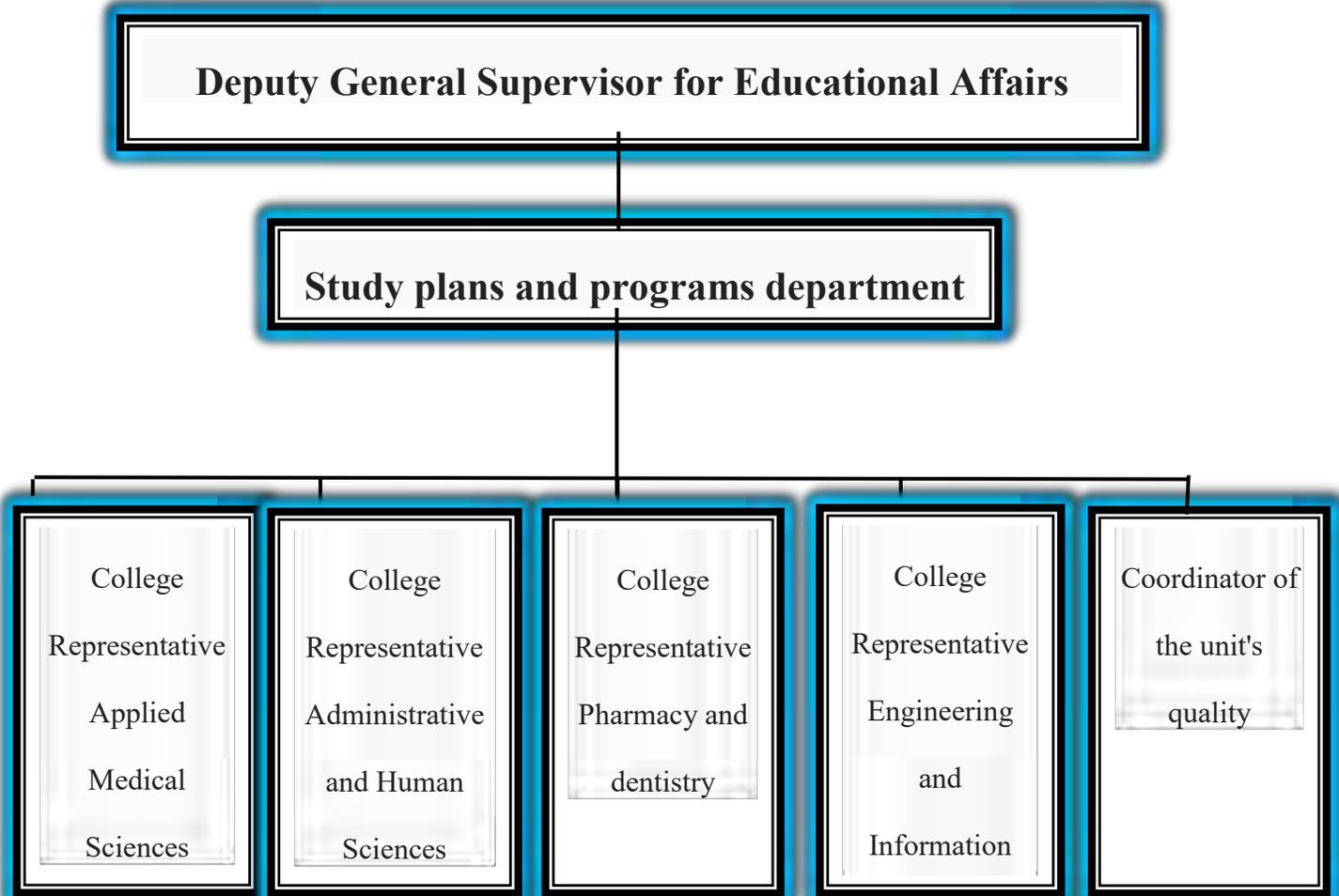
## **Introduction to the department**

It is an executive department to oversee the study plans and programs in Buraidah Private Colleges, and it is directly linked to the Deputy General Supervisor for Educational Affairs.

It cooperates with the deans of the four colleges (engineering and information technology, administrative and human sciences, pharmacy and dentistry, applied medical sciences) through a representative of the unit from each college.

The work of the administration is based on following up everything related to the study plans, updating them and the means of developing them in accordance with the principles and rules agreed upon in the organizational guide of Buraidah Private Colleges.

## Department structure



## **Vision**

Providing distinguished programs and study plans to upgrade Buraidah colleges among higher education institutions locally

## **Message:**

Realizing the mission of the colleges through academic programs and study plans that contribute to meeting the need for the labor market and achieving community participation in accordance with quality standards.

## **Objectives**

- 1- Preparing study plans to achieve the academic accreditation requirements.
- 2- Development of existing plans in line with the requirements of society and its service.
- 3- Providing support and assistance to the academic departments and programs in the development process.
- 4- Evaluating plans on a deliberate and systematic basis, in line with the requirements of society.

## **Functions of managing plans and programs in colleges**

- 1- Supervising the follow-up of colleges and departments in developing study plans and programs.
- 2- Colleges' participation in developing new programs.
- 3- Viewing updates on plans and programs at the local and regional levels:
- 4- Coordination of workshops in the field of updating and developing plans and programs.
- 5- Updating plans according to a scheduled timeline (every five years as a proposal)

### **The concept of developing the study plan**

It is concerned with developing the study plan is making the necessary changes in the study plan based on the cognitive and perceptual levels with the aim of continuous improvement in the quality of the study plan and upgrading the learning outcomes in line with the scientific and practical developments.

### **Justifications for developing the study plan**

The justifications for developing the study plan may be systematic within the strategic plan of the college or department, such as:

1. The passage of five or more years after the implementation of the study plan and the completion of the feedback, i.e. the processes of review and improvement
2. Keeping up with the changes and developments that have emerged in the various scientific and educational fields
3. Improving the quality of the study plan by developing its objectives and outcomes There are also many other reasons that require developing the study plan based on recent developments

### **It can be summarized as follows:**

1. The issuance of decisions or amendments related to the educational sector and related to the study plan
2. Responding to societal and economic requirements and their integration with the environmental environment of the academic institution
3. In response to the results of research and studies of the reality of future plans and visions for preventive precautionary purposes

4. Responding to the requirements of national and international bodies regarding academic accreditation at the national or international level.

### **Prerequisites for the development of the academic program**

The program is consistent with the mission and goals of the colleges

- Program decisions in the study plan are in agreement with the requirements of other study programs in the college
- The academic program conforms to the requirements of the National Authority and with accredited institutions for the accreditation of such programs
- The study plan in all its components is in line with the mechanisms of preparing the study plan in force in the colleges
- The scientific and knowledge content of the program is compatible with its counterparts from the programs at the level of prestigious local and regional universities

### **Criteria for developing the study plan**

The development of the study plan must be subject to several criteria that must be taken into account in the development process. In order for development to achieve its goals, among the most important of these criteria are:

1. Achieving national standards such as the application of the national framework for qualifications and academic accreditation, especially the National Commission for Academic Accreditation, as well as the standards for the management of study plans and the Center for Quality and Development.
2. Taking into consideration the vision, mission and goals of the colleges

3. Study the feedback from the results of implementing the study plan on the cognitive and perceptual levels, drawn from weaknesses and needing improvement processes to achieve a clear methodology for the development process.
4. Specialized committees with competence and knowledge in the mechanisms of building and developing study plans undertake the development process so that they adopt scientific methods and have academic and educational competencies in teaching methods, measurement and evaluation, especially the active participation of those involved in developing the plan at the academic and administrative level.
5. Taking into consideration the process of future development and the need for flexibility of the developed study plan and its ability to keep pace with future scientific and educational developments.

## Stages of comprehensive development

The comprehensive development of the study plan requires several necessary stages and can be summarized as follows:

### The first stage: studying the reality of the current study plan

This stage is considered important, especially if the development requirements fall within the periodic implementation plan to develop the study plan. In this stage, information and evidence are collected from the results of questionnaires, studies and meetings that reflect the experience of the study plan during the previous session, which is determined between 4 to 5 years. Among the most important evidence and information:

1. The results of the questionnaires related to the program, the program's experience, and the course evaluation questionnaire, through which it is possible to identify:

- ✚ Distinction and shortcomings in teaching methods and evaluation methods
- ✚ The extent to which the study plan is consistent with the vision, mission and objectives of the program - the effectiveness of the cognitive and technical formation of the study plan
- ✚ Problems related to registering courses and their flow with previous and concurrent courses
- ✚ The efficiency of the study plan and its reflection on the student's performance and the student's satisfaction with it

2. Quarterly course reports, which are considered effective feeding in evaluating the strengths and weaknesses of the course in terms of content, level, number of hours, textbooks, reference, teaching and evaluation methods, and the distribution of course topics over weeks.

3. Reports and results of the study of the labor market and its needs for the specialization and the extent to which the study plan needs new courses that develop students' skills and support them to engage in the labor market quickly and successfully.

4. Questionnaires for graduates and employers to determine the learning outcomes and their efficiency through their application on the ground. The results of these questionnaires work to help build the study plan and its cognitive outputs, and to strengthen the applied skills, especially training courses and graduation projects.

## **The second stage: the study of educational trends, scientific developments, regulations and instructions**

1. Reports of studying knowledge developments and scientific and research trends through benchmarking with national, regional and international universities to know the most important scientific developments and future challenges
2. Benchmarks are one of the most important scientific tools that are used in the field of quality improvement and performance development in the field of preparing and developing study programs. It is used to know the results of similar programs 'experiences in distinguished universities, and to compare them with the current program that the program's team is developing, in order to benefit from them as a reference in building the study plan.
3. Peruse the national trends through the Ministry of Education and official bodies related to education in the Kingdom of Saudi Arabia, and peruse the educational policies followed, such as the National Qualifications Framework, the National Commission for Academic Accreditation, and the Perspectives Plan.
4. Knowing the regulations and instructions related to building the study plan and approving it in Buraidah colleges, and reviewing the evidence and evidence issued by the Buraidah Colleges Agency for Educational Affairs.
5. The findings and recommendations issued by the department or college's advisory board regarding the study plan and are documented through the evidence report.

### **The third stage: arbitration of the developed study plan**

At this stage, the study plan is judged externally by a Saudi university or an external university distinguished in this field, provided that the arbitrators have competence and experience in the specialization. The scientific committee in the department should study the results of the arbitration, comment on them, and make amendments.

### **The fourth stage: approval of the fully developed study plan**

The developed study plan is approved by the Department Council and the College Board. At this stage, all the evidence and evidence related to the development of the study plan are prepared, the most important of which are:

1. Drafting the study plan according to the models of the National Commission for Academic Accreditation and Assessment in Arabic or English according to the language of instruction (including the course description includes the program description according to the National Commission for Academic Accreditation and Assessment.
2. Attach the training plan for the internship year for medical specialties.
3. Arbitration of the study plan and responding to it.
4. Minutes of the committees, units, and department and college meetings related to the development of the study plan.
5. Reports of studies, workshops, lectures, reference comparisons and questionnaires used in the development of the study plan.
6. Report of the advisory board meetings of the department or college.

All the above is submitted to the educational affairs in an official letter that includes a request to recommend the approval of the developed study plan and to ensure the integrity of the requirements in preparation for the establishment of the College Board after the recommendation of the educational affairs to raise the matter to the Board of Trustees and the Ministry of Education after the approval of the Board of Trustees.

### **Fifth stage: arbitration of the partially developed study plan**

In this case, the educational affairs are addressed to approve the changes introduced under the name of partial development of the study plan, including the following:

1. Creating optional courses in the study plan
2. Development of academic course content from several aspects, such as the description or the textbook, or the distribution of topics over the weeks, not exceeding 20%, and the change shall be according to the controls and instructions and the approval of the Department Council and the College Board.
3. Changing, assigning, or deleting a previous or concurrent requirement for a course in the study plan
4. Change according to making partial changes in the vision, mission and objectives of the program, and the change will be according to the controls and instructions and the approval of the department council and the college council.
5. Making changes in the admission requirements, graduation requirements, or training requirements, and the change is in accordance with the controls and instructions and the approval of the Department Council and the College Board.

**Note:** The previous changes do not include changing the number of credit hours or communication hours, or their distribution as practical hours or training hours. In the case of the aforementioned changes, a letter for educational affairs will be sent including the proposed change and attached with the following:

1. A report on the development that has taken place and the related forms
2. The report of the committees, the department and the college, and the recommendation to approve the change in this type of development. The department will study plans the proposal and approve it after conforming to the conditions of educational affairs, the Admission and Registration Department, and the Quality and Development Center.

### Partial development stages without the need for arbitration with the issuance of a new study plan

In this case, educational affairs are addressed by approving the newly introduced changes only, and the following falls under the name of partial development of the study plan:

1. Change the level of a course
2. Changing the number of credit hours and distributing them to the course
3. Creating a compulsory or optional course in the study plan
4. Deleting a compulsory or optional course from the study plan
5. Changing the name or code of a compulsory or optional course

✚ It is excluded from issuing a new study plan if the change is in a new study plan that has not been included in the admission and registration system, or a student has not registered at the level concerned with the change and only after the approval of the Admission and Registration Department. In the case of the aforementioned changes, a letter of educational affairs shall be sent including the proposed change and attached with the following:

1. A report on the development that took place with a statement of justification.
2. The report of the committees, the department, and the college, and the recommendation to approve the change

In this type of development, the Study Plans and Curricula Department will study the proposal and approve it after conforming to the conditions of educational affairs, the Admission and Registration Department, and the Quality and Development Center.

✚ In the Department of Study Plans and Curricula, there are a number of approved forms, please review the guide for preparing and approving study plans approved in the colleges.

## Administrative procedures for approving the developed and updated study plan

Procedures for examining the plan by educational affairs

### Department study plan committee:

- ✚ The department's plan committee prepares a proposal to introduce or develop the study plan based on the need or the placement by the college for such a specialization after making sure that the plan has gone through stages
- ✚ Prepared by the president mentioned in the guide of study plans and programs, which are:
  - ✚ Satisfying the criteria for preparing the study plan and its conditions.
  - ✚ It contains the basic elements of the study plan that were mentioned previously
  - ✚ Compare the plan using the benchmarks for the study plan and the study program.

### college Council:

- ✚ The College Board approves the study plan and submits it to the educational affairs supported by all procedural and administrative documents

### Educational affairs

- ✚ The Educational Affairs presents the study plan or the study program to the Quality and Development Center to see how well it meets the requirements of the center

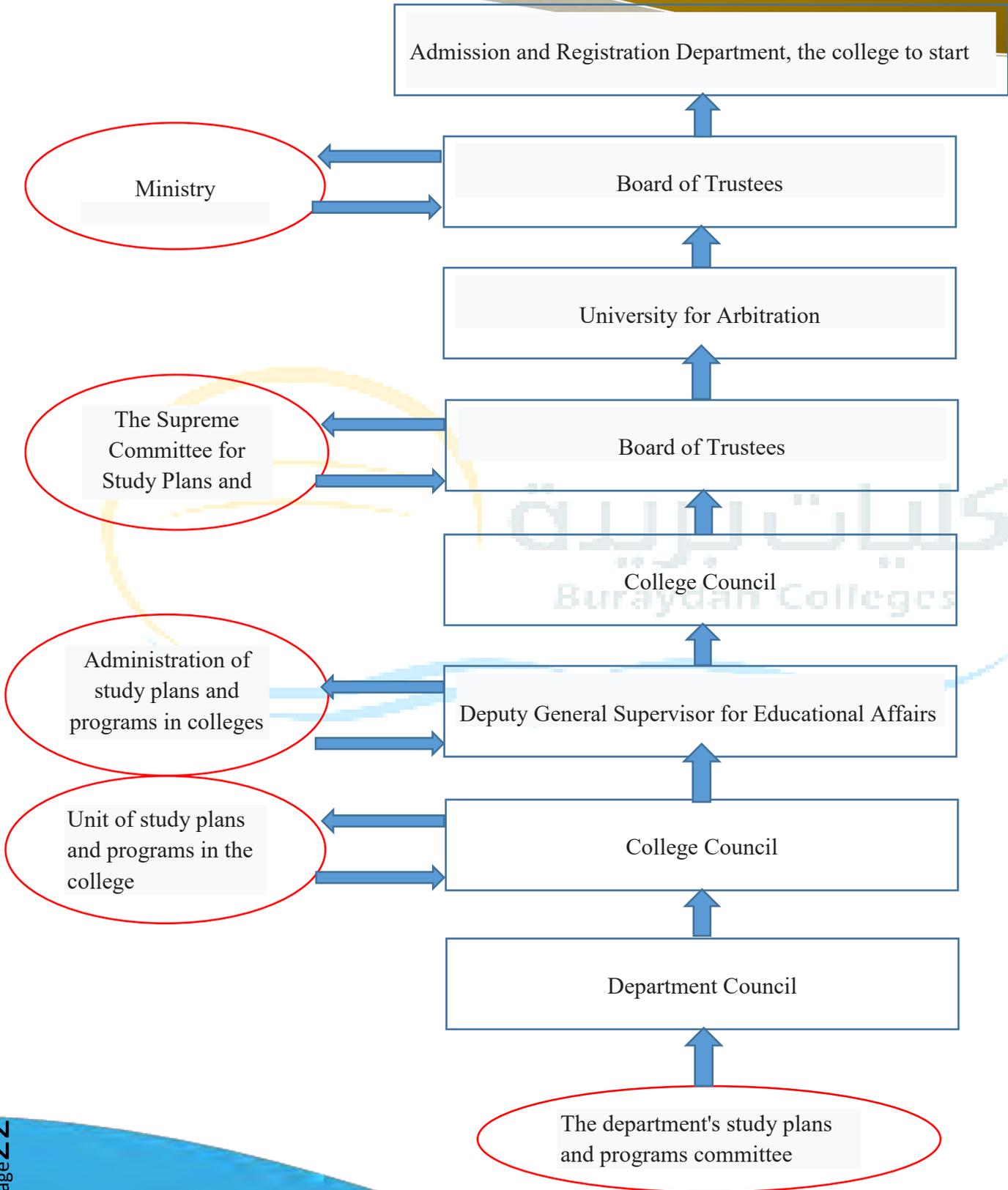
### Standing Committee for Study Plans and Programs.

- ✚ The Standing Committee for Study Plans and Programs studies the study plan or study program and makes sure that it meets all requirements and conditions to be submitted to the Board of Trustees for final approval.

## Externally refined study plan procedures



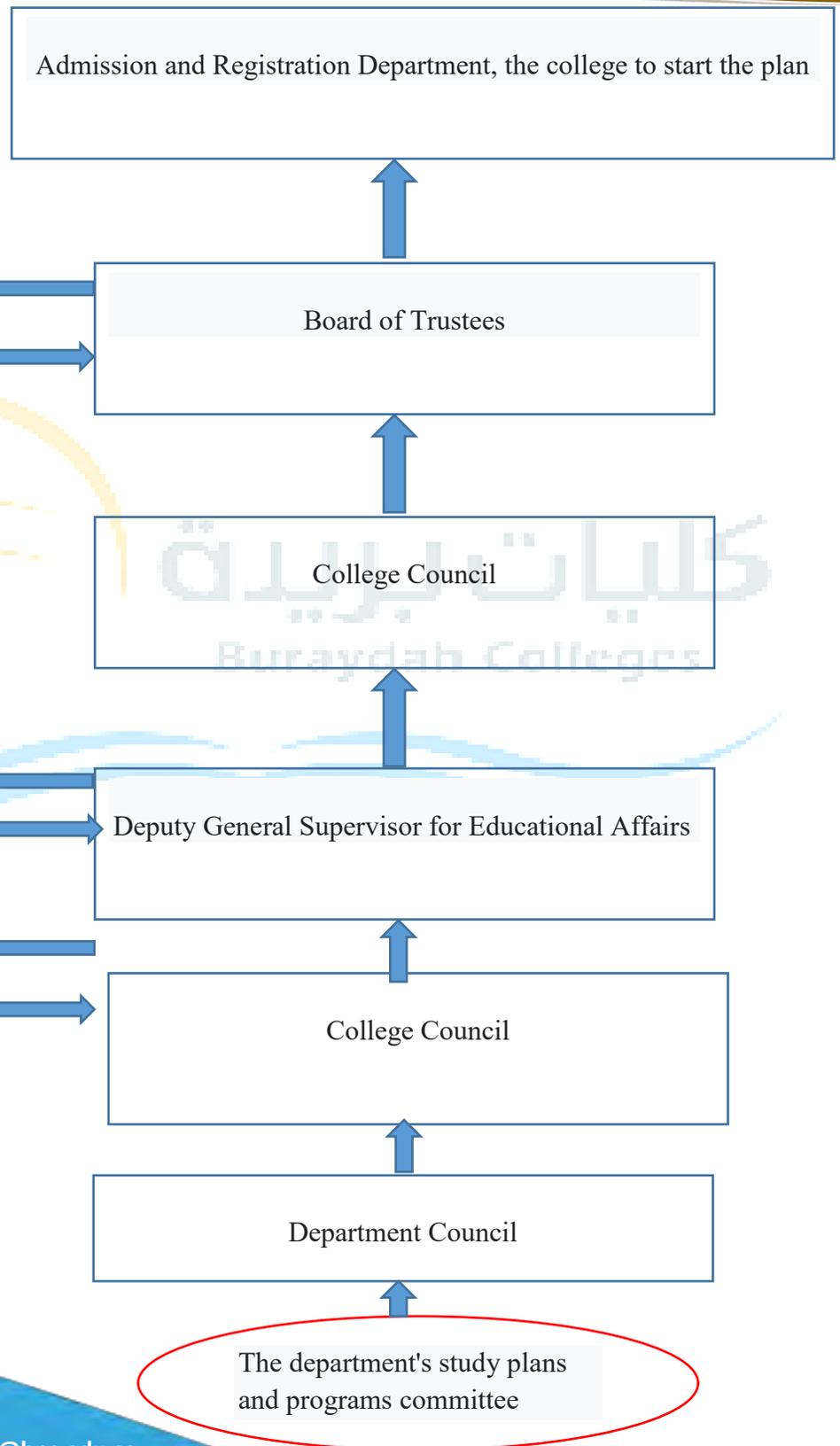
# Externally refined study plan procedures



## Procedures for amending the study plan by less than 20%



## Procedures for amending the study plan by less than 20%



## The owners of authority and places of change in the study plans according to the accreditation body

The following table shows the changes and the level of accreditation, as there are four levels of accreditation

1. Department Council
2. College Council
3. Educational affairs
4. Board of Trustees

According to the following format:



**First: at the level of the program**

<b>Authorization Holder</b>	<b>Description</b>	<b>Item</b>	<b>No.</b>
the Board of Trustees	it means the name of the program for which the scientific certificate is given by	The name and symbol of the program	<b>1</b>
the Board of Trustees	A change in the total number of credit hours resulting from changing the number of course hours or adding or deleting compulsory courses, and the upper limit for the number of approved hours for the study plan consisting of eight semesters is 120 accredited couriers and the upper limit is 144 except for plans based on the annual system	Number of credit hours	<b>2</b>
the Board of Trustees	The minimum number of academic levels for a bachelor's degree is eight semesters  Scholastic	Number of academic levels	<b>3</b>
the Board of Trustees	They are the decisions of the study plan, except for the requirements of the faculties and the requirements of the faculty, and it is not permissible  Be less than the approved percentages	Percentage of specialized requirements	<b>4</b>
the Board of Trustees	Adding, deleting, or modifying the name, content, and hours of the specialized tracks in the program	Tracks of the study program	<b>5</b>

College Council	Fields of work for the graduate after completing the academic program	Occupations and jobs	6
College Council	These are the conditions set for accepting students at the college level by the Deanship of Admission and Registration	Conditions for admission to the program	7
College Council		Mission, objectives and learning outcomes of the program	8
Department Council	Research or applied projects that are part of the study plan and have credit hours	Requirements for graduation projects	9
Educational affairs		Teaching strategies/ Learning styles and methods Assessment of learning outcomes	10
Educational affairs	They are the learning outcomes of the National Commission for Academic Accreditation (some programs may adopt other international learning outcomes such as ABET), but in this case they must be	Learning Outcomes Matrix	11

	aligned with the learning outcomes of the National Authority.		
the Board of Trustees	Changing the terms of GPA, training, number of hours, or anything else	Program completion requirements	<b>12</b>
Educational affairs		Regulations for student evaluation	<b>13</b>
Department Council	General learning resources for the program and approved, such as prescribed books, websites, or otherwise	Learning resources	<b>14</b>
Educational affairs		Program evaluation and development processes	<b>15</b>
Educational affairs	They are the indicators of the National Commission for Academic Accreditation	Program key performance indicators	<b>16</b>
College Council	Everything related to educational outcomes, performance indicators and others	Quality standards and academic accreditation in the plan and its compatibility With development plans and the National	<b>17</b>

		Qualifications Framework	
College Council	Everything related to educational outcomes, performance indicators and others The last updated form approved by the National Commission for Academic Accreditation	Description of the program according to the authority National Academic Accreditation	18
College Council	It includes changes in the organizational structure of training and places of training, reports and follow-up Supervision and qualification and does not include changing the number of credit hours or the level or changing courses Or pre-training conditions	For field training in the program	19
Educational affairs	Changing the model or replacing it with another model	Course description	20

**Second: At the level of the course**

Authorization Holder	Description	Item	No.
Educational affairs	Colleges requirement	Course name and symbol	1
Educational affairs	College requirement		
Educational affairs	Department requirement		
Educational affairs	Colleges requirement	Course type (compulsory or optional)	2
Educational affairs	College requirement		
Educational affairs	Department requirement		

the Board of Trustees	Colleges requirement	Number of credit hours	<b>3</b>
the Board of Trustees	College requirement		
the Board of Trustees	Department requirement		
the Board of Trustees	Colleges requirement	The language of instruction	<b>4</b>
Educational affairs	College requirement		
Educational affairs	Department requirement		
Educational affairs	Colleges requirement	Course teaching level	<b>5</b>
Educational affairs	College requirement		
Educational affairs	Department requirement		
Educational affairs	Colleges requirement	Previous and concurrent requirements for the course	<b>6</b>
Educational affairs	College requirement		
Educational affairs	Department requirement		
Educational affairs	Colleges requirement	Distribution of credit hours	<b>7</b>
Educational affairs	College requirement		
Educational affairs	Department requirement		
Educational affairs	Colleges requirement	Academic content determined not exceeding 20%	<b>8</b>
College Council	College requirement		
Department Council	Department requirement		

لشؤون تعليمية	Colleges requirement	Distribution of course subjects over weeks	9
College Council	College requirement		
Department Council	Department requirement		
the Board of Trustees	Colleges requirement	Teaching strategies and evaluation methods	10
College Council	College requirement		
Department Council	Department requirement		
the Board of Trustees	Colleges requirement	Course Mark distribution	11
College Council	College requirement		
Department Council	Department requirement		
Educational affairs	Colleges requirement	Learning objectives and outcomes	12
College Council	College requirement		
Department Council	Department requirement		
Educational affairs	Colleges requirement	Course book	13
College Council	College requirement		
Department Council	Department requirement		
Educational affairs	Colleges requirement	Learning resources	14
College Council	College requirement		
Department Council	Department requirement		
Educational affairs	Colleges requirement	Necessary facilities and	15

College Council	College requirement	equipment (halls, laboratories, etc.)	
College Council	Department requirement		
Educational affairs	Colleges requirement	Course evaluation and development mechanisms	<b>16</b>
College Council	College requirement		
Department Council	Department requirement		
Educational affairs	Colleges requirement	Course description	<b>17</b>
College Council	College requirement		
Department Council	Department requirement		

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