



جامعة المستقبل
Mustaqbal University
أول جامعة أهلية بمنطقة القصيم

Quality and Accreditation Department Guide

Prepared by

Quality and Accreditation Department

1st Edition

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1. Introduction

Mustaqbal University is committed to implementing quality assurance systems across all its administrative and academic units to ensure a high level of performance and to prevent problems before they occur. To achieve this, the university has established a robust administrative structure to carry out all tasks and activities. This structure includes a Quality and Accreditation Department to support, monitor, and implement quality assurance work in all university colleges and units. In addition, a Quality and Accreditation Standing Committee has been formed to handle planning and overall supervision.

1.1 Guide Components

The guide contains the following chapters:

- Introduction
- Strategic Framework of the Department
- Organizational Structure of Quality at the University
- Structure of the Quality and Academic Accreditation Department
- Evaluation, Training, and Development of Department Staff Performance
- Evaluation of Department Performance
- Quality Assurance System in the Department

1.2 Guide Objective

The guide aims to inform department staff about the department's objectives, tasks, and structure, as well as the mechanism for evaluating, training, and developing its employees. It also covers the mechanism for evaluating the department's performance and achievements, and finally, presents the quality assurance system implemented within the department.

1.3 Quality Terminology

Term	Definition
Accreditation	It is a recognized certificate issued from an approved organization that approves that the educational program or the institution is following a specific set of standards and criteria.
Programmatic 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.

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Assessment	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.
Academic Program	A set of correlated courses spread over a specified period which qualify the candidate in a specific specialization according to a predefined rules.
Benchmarking	The comparison points or the performance levels used to determine the goals and evaluate the outcomes.
Evaluation	Measuring the performance according to set of standards and predefined criteria.
Institutional Accreditation	Assessing the quality of the educational level of the institution according to a specific set of standards and criteria from an external authority.
Goals	Specific statements that apply missions or desires of the institution/program in specific subjects.
Graduate Attributes; GA	Characteristics and qualities demonstrated by the graduates in the field.
International Accreditation	Accrediting an institution or its programs through an accreditation agency created in a different country.
KPI(s)	Selected principle performance indicators used in assessing the performance.
Learning Outcomes	Knowledge and skills gained from participating in a specific program or taking a specific course.
Mission	It is a general short clear statement describing the workLpurpose of a certain body
Objectives	General statements that describe and provide a guide on putting goals and detailed plans
Outcomes	The results of the learning, teaching and research in the institution.
Quality	There is a lot of definitions for academic quality: It is summarized in achieving accuracy and high standards with continuous improvement.
Comprehensive Quality	It is a philosophy with tools and techniques that aims to achieve the culture of continuous improvement, which is achieved by all the institution's workers in order to make the clients happy.
Internal Quality Assurance	The processes done by the educational system to ensure quality in all the activities and is assessed by an internal agency.



External Quality Assurance	The processes of assessing and evaluating the institutions, activities and its programs by an external authority.
Quality Management	The management job is to specify and implement the quality strategy and dedicate the resources and activities towards achieving quality.
Quality Control	Includes the process of controlling the quality, the mechanisms, and operational activities that aim to control the system.
Standards	A diagnostic formula for reviewing quality and evaluating the learning and teaching process and programs by examining the course curricula, the organization and infrastructure, and the mechanisms of assessing the internal quality in the university.

2. Strategic Department Framework

2.1 Vision of the Quality and Accreditation Department

An effective institutional, national, and international management that strongly contributes to achieving quality and excellence.

2.2 Mission of the Quality and Accreditation Department

To establish a culture of quality and continuous improvement, and to develop academic and administrative performance according to the best local and international standards in a well-governed and motivating environment, to achieve institutional excellence and academic accreditation, and to enhance the university's standing and ranking.

2.3 The Quality and Accreditation Department Strategic Goals

1. To contribute to achieving the university's mission using advanced methods and mechanisms.
2. To contribute to formulating the university's strategic objectives in the areas of development, quality, and academic accreditation.
3. To provide effective consulting support to the university's colleges and units to ensure quality and achieve institutional and program accreditation.
4. To build cooperative and partnership relationships with prestigious institutions in the fields of quality and accreditation in a way that achieves strategic benefits for the university.
5. To build distinguished expertise in the areas of quality, evaluation, and academic accreditation in higher education.
6. To support efforts to raise the university's academic ranking.
7. Promoting a culture of quality among university staff, organizing events related to quality and academic accreditation, and encouraging research in this field.

2.4 Values of the Quality and Accreditation Department

Integrity: The administration is committed to the highest standards of integrity in all its dealings.

Transparency: The administration is committed to disclosing all transactions and procedures.

Fairness: The administration is committed to fairness and integrity in its evaluations of programs, departments, and individuals.

Quality: The administration is committed to the highest quality standards in all its work.



Creativity: The administration strives to create a stimulating organizational climate and environment that supports creative work and innovative practices.

Teamwork: The administration embraces a culture of teamwork in thought and action.

3. University Quality Organizational Structure

3.1 Components of the University Quality Structure

The quality assurance process, its operations, and activities require organized and collaborative units and committees. This is achieved through a group of support units and committees with specific powers, responsibilities, and tasks. These units and committees are supervised and operate consistently with the university's quality bodies, such as the Quality Assurance Unit. The university's quality structure has been designed to comply with and operate in accordance with the requirements of the Ministry of Higher Education and to meet the requirements of the National Center for Academic Accreditation and Evaluation (NCAAA).

3.1.1 Standing Committee for Quality and Accreditation

Organizational Relationship:

The committee serves as an advisory body to the university president in the field of quality assurance and academic accreditation.

Composition:

The Standing Committee for Quality and Academic Accreditation is formed annually by a decision of the university president in consultation with the vice presidents. The proposed membership of the Standing Committee for Quality is based on the following:

1. Representation of most colleges and branches in the committee membership (e.g., medical colleges, science colleges, humanities colleges).
2. Balanced representation between males and females.
3. The proposed member must possess the necessary experience (e.g., quality assurance unit directors in colleges, deans or vice deans of colleges whose programs have received academic accreditation, former consultants to accreditation bodies).
4. The member's representative's connection to programmatic or institutional standards (e.g., supervisor of the Scientific Research Center, supervisor of the Community Service Center).

The committee is responsible for developing and reviewing general policies for development, quality, and academic accreditation activities at the university; designing the Internal Audit program for academic programs, centers, and departments; overseeing national and international ranking processes; and proposing training plans for university staff in the aforementioned areas.

3.1.2 Quality and Accreditation Department

The university structure includes a "Quality and Accreditation Department" to manage and support academic quality activities in the university's colleges, departments, and centers, and



to oversee the preparation and application process for institutional and programmatic academic accreditation.

Organizational Relationship:

Reports directly to the University President

3.1.3 University Professional Advisory Committee

The committee consists of representatives of graduates, employers, and academic experts. The primary task of the Professional Advisory Committee is to support the university in defining its outputs and graduate characteristics to align with labor market demands and societal needs, and to submit proposals for developing existing programs and proposing new programs to address emerging challenges. The committee is managed under the supervision of the Vice President for Academic Affairs.

Organizational Relationship:

The committee functions as the university's professional advisory committee.

3.1.4 Student Advisory Committee

The committee is formed by a decision of the university president and is chaired by him or his designee. It includes student representatives from different academic levels and colleges. Its role is to evaluate the quality of the educational process, the adequacy of the curriculum, the suitability of learning resources, the quality of services and extracurricular activities, and to submit proposals for improvement.

Organizational Relationship:

The committee operates as a student advisory committee at the university level.

3.2 College Quality Management Structure

Quality development and assurance at the college level are carried out through the Quality Assurance Unit (QAU) in collaboration with other units such as the Strategic Planning Unit, the Community Service Unit, the Curriculum Unit, the Information and Statistics Unit, and the Information Technology Unit.

College Quality Assurance Unit

Organizational Relationship:

The Quality Assurance Unit reports administratively to the Dean of the College, while technically it reports to the Quality and Accreditation Department.

General Objective of the Unit:

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To contribute to enabling the college to achieve its mission and objectives through quality assurance and providing the necessary elements and requirements for obtaining and maintaining academic accreditation for its various academic programs, in accordance with the highest local and international quality standards in the educational, administrative, organizational, and technical fields. This enhances the college's capabilities to achieve sustainable competitive advantages in line with its vision, mission, and strategic objectives.

The College Quality Assurance Unit is structured as follows:

- Unit Director, selected by the Dean from among professors with experience in quality assurance and academic accreditation.
- Directors of the college's academic programs.
- A representative from the college's administrative affairs department.

Detailed Tasks of the Unit:

- 1- Participating in providing the data and information required for preparing, developing, and evaluating plans and programs in The College.
- 2- Participating in the preparation and implementation of the College's strategic plan.
- 3- Implementing the systems, controls, procedures, and standards for obtaining academic accreditation and monitoring their continued implementation within the College.
- 4- Verifying the application of quality assurance systems, controls, and standards in the educational, administrative, organizational, and technical fields, and monitoring their continued implementation within the College.
- 5- Preparing a comprehensive guide for quality assurance and academic accreditation within the College, based on leading local and international experiences, to ensure the College obtains and maintains academic accreditation and applies quality standards and requirements in the educational, administrative, organizational, and technical fields.
- 6- Continuously monitoring and tracking distinguished experiences in the field of quality assurance and academic accreditation, including the policies, systems, controls, standards, tools, and technologies used, and preparing reports that include developmental suggestions for the College.
- 7- Proposing the names of institutions, universities, and colleges with which cooperation, alliances, and partnerships can be established in the field of quality assurance and academic accreditation.
- 8- Proposing the names of specialized centers in the field of quality assurance and academic accreditation whose expertise and services can be utilized to help the College obtain academic accreditation.



9- Proposing suitable academic accreditation bodies for the College after thorough study. Balancing all available alternatives in light of the college's vision, mission, and strategic objectives.

10- Proposing standards, tools, and mechanisms for evaluating and measuring the performance of the college's educational and administrative units in the areas of quality assurance and academic accreditation, and monitoring their accreditation.

11- Continuously monitoring the performance of educational and administrative units in the areas of quality assurance and academic accreditation, preparing reports, and including development proposals.

12- Building a comprehensive database for quality assurance and academic accreditation, entering, processing, and continuously updating the necessary data.

13- Preparing and implementing programs to promote a culture of quality within the college.

14- Submitting semi-annual reports to the Quality Assurance and Accreditation Department on all the college's activities and achievements in the areas of quality assurance and academic accreditation.

15- Performing any other tasks within the scope of work.

Student Advisory Committee

Composition:

It consists of students from different academic levels and programs. Its role is to evaluate the educational process, the adequacy of the curriculum, the suitability of learning resources, the quality of services, and to propose improvements.

Organizational Relationship:

The committee supports the college in the educational process and is chaired by the dean.

3.3 Quality Structure at the Program Level

The program quality structure relies on the Program Quality Committee and other supporting committees. Quality assurance at the program level is ensured through several committees. The following are the most important committees supporting the quality assurance system:

First: Program Quality Committee: This committee consists of faculty members knowledgeable in quality matters. Its main task is to implement and monitor the program's quality assurance system.

Second: Measurement and Evaluation Committee (Statistics and Information Committee): This committee comprises faculty members with expertise in statistics, analysis,

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and documentation. Its main task is to analyze the results of course surveys, stakeholder surveys, learning outcomes assessments, and so on.

Third: The Professional Advisory Committee: This committee comprises experts in the program's specialization, representatives from employers, representatives of alumni, the program director, and a member of the program committee. It is chaired by the department head. Its role is to assist in defining and reviewing the program's mission, strategic objectives, learning objectives, and learning outcomes. The committee also assesses the suitability of graduates for the job market.

Program Quality Committee

Committee Tasks:

- 1- Reviewing the program's educational objectives and learning outcomes in light of the benchmarking report requirements, job market data, professional bodies, and regulations issued by the university and the National Center for Academic Accreditation and Evaluation, in coordination with the Department Council/Program Reference Committee and the program's curriculum committee.
- 2- Approving direct and indirect assessment methods and tools for courses and programs.
- 3- Participating in the development of student work rubrics for the various program courses, submitting them to the Department Council/Reference Committee for review and approval, and distributing them to faculty members within the department.
4. Participate in preparing the program description according to the National Commission for Academic Accreditation and Evaluation (NCAAA) templates and submit it to the Department Council/Reference Committee for review and approval.
5. Participate in preparing and reviewing the annual program report and obtaining its approval from the Department Council/Program Reference Committee, and follow up on the preparation of the unified program report and its receipt.
6. Participate in preparing and reviewing the program's Key Performance Indicators (KPIs) and obtaining their approval from the Department Council/Reference Committee, and prepare the KPI report and improvement recommendations.
7. Participate in preparing and reviewing the program's benchmarking and obtaining its approval from the Department Council/Reference Committee.
8. Prepare a list of improvement recommendations received from course and program reports and submit it to the Department Council/Reference Committee, follow up on the approval of these recommendations, and inform the department of them.
9. Participate in preparing the program's Self-Study (SSR) according to the NCAAA templates.
10. Perform any other tasks within the scope of work.



Professional Advisory Committee

Composition:

This committee comprises experts in the program's specialization, representatives from employers, representatives of alumni, the program director, and a member of the program committee. It is chaired by the department head.

Committee Responsibilities:

Its role is to assist in defining and reviewing the program's mission, strategic objectives, learning objectives, and learning outcomes. The committee also assesses the suitability of graduates for the job market.

Departmental Analysis and Statistics Committees

Committee Responsibilities:

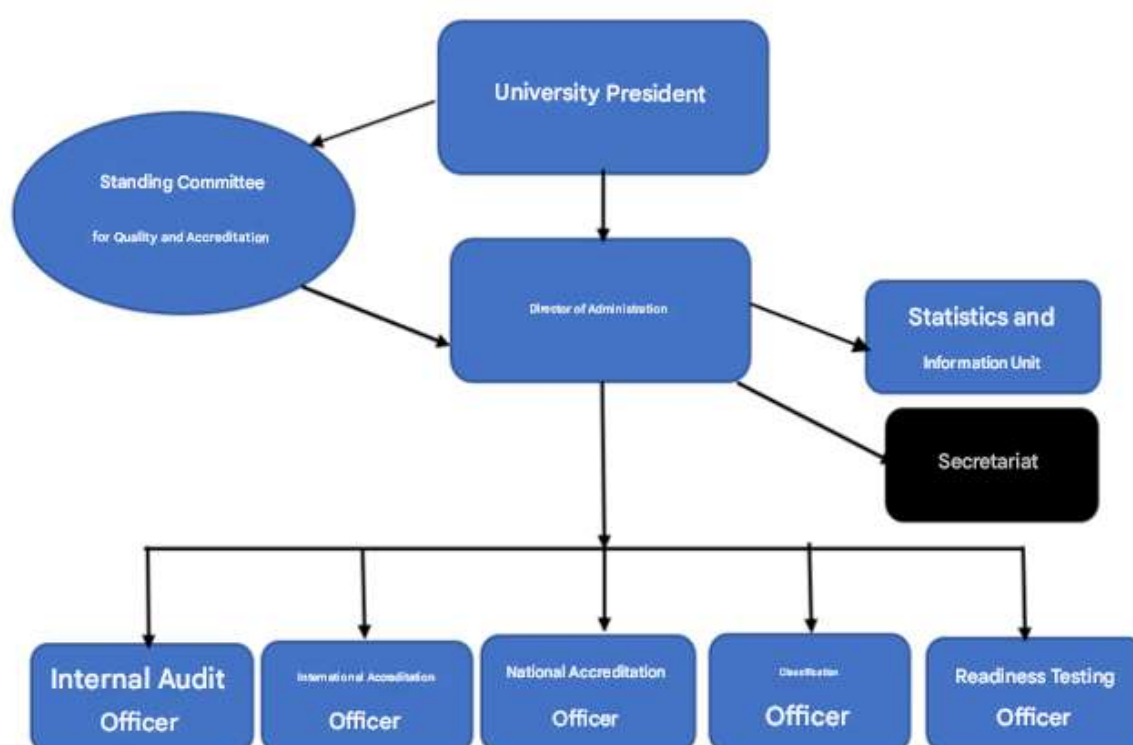
- 1- Developing and analyzing various questionnaires.
- 2- Applying different assessment methods using graded measurement systems.
- 3- Providing course committees with the results of the analysis and feedback derived from the questionnaires and various reports.

4. Quality and Accreditation Department Structure

The organizational structure of the department consists of the following components:

- Department Director
- Internal Audit Officer
- International Accreditation Officer
- National Accreditation Officer
- National Classification Officer
- Readiness Testing Officer
- Department Secretary

The following figure illustrates the hierarchy.



Detailed Tasks of the Department:

1. Participating in providing the data and information required for preparing, developing, and evaluating university plans and programs.



2. Implementing the systems, controls, procedures, and standards for obtaining academic accreditation and monitoring their continued implementation at the university.
3. Verifying the application of quality assurance systems, controls, and standards in the educational, administrative, organizational, and technical fields and monitoring their continued implementation at the university.
4. Preparing comprehensive guides for quality assurance and academic accreditation at the university, based on leading local and international experiences, to help the university obtain and maintain academic accreditation and implement quality standards and requirements in the educational, administrative, organizational, and technical fields.
5. Continuously monitoring and tracking distinguished experiences in the field of quality assurance and academic accreditation, including the policies, systems, controls, standards, tools, and technologies used, and preparing reports that include developmental suggestions for the university.
6. Proposing the names of specialized centers in the field of quality assurance and academic accreditation whose expertise and services can be utilized to help the university obtain academic accreditation.
7. Proposing standards and tools for evaluating the performance of educational and administrative units in the field of quality assurance and academic accreditation and monitoring their accreditation.
8. Continuously monitor the performance of educational and administrative units in the areas of quality assurance and academic accreditation, prepare reports, and include development proposals.
9. Develop and maintain a comprehensive database for quality assurance and academic accreditation, including data entry, processing, and continuous updating.
10. Develop and implement programs to promote a culture of quality within the university.
11. Perform any other duties within the scope of work.

5. Evaluation, Training, and Development of the Staff

5.1 Staff Performance Evaluation

Staff performance is evaluated through:

- Self-assessment
- Supervisor evaluation
- Peer evaluation

5.2 Staff Training

- Training needs are identified through:
 - Staff evaluation results
 - Staff preferences
 - Development needs
- Staff training is provided:
 - Internally and periodically by university quality experts
 - Externally in coordination with the National Center for Academic Accreditation and Evaluation
- The impact of training is measured through:
 - Trainee questionnaires
 - Measuring the impact of training on the performance efficiency



6. Department's Performance Evaluation

6.1 Performance Indicators

The performance of the Quality and Accreditation Management is evaluated through a set of indicators covering: planning and implementation, adherence to accreditation standards, quality culture, and actual university outcomes (students, programs, stakeholder satisfaction).

First: NCAAA Accreditation-Related Indicators

- Number of institutional/program accreditation plans approved and implemented on time (percentage implemented to planned annually).
- Percentage of programs that completed Self-Study Reports (SSRs) and Periodic Improvement Reports on schedule.
- Percentage of standards/dimensions satisfactorily met in external review team reports versus those requiring improvement.
- Percentage of accreditation body recommendations that were closed (documented corrective actions implemented) within the agreed timeframe.

Second: Quality Management System Indicators (Policies and Procedures)

- Percentage of departments/colleges with updated and approved quality manuals (procedures manual, forms, policies) within the last two years.
- Percentage of key processes documented in approved forms and procedures out of the total processes categorized in the institutional process map.
- Number of internal quality system reviews annually, and the average percentage of non-conformities addressed and closed.
- Percentage of surveys and studies (students, graduates, employers, faculty members) that are analyzed, discussed, and result in approved improvement plans.

Third: Quality Culture and Capacity Building Indicators

- Percentage of faculty and administrative staff who received training in quality and accreditation during the year (at least once).
- Average number of workshops and awareness sessions on quality and accreditation per college/unit annually.
- Degree of satisfaction of academic and administrative leaders with the support provided by the Quality Management Department (through periodic surveys), with a defined target for improvement.

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- Percentage of units that implemented continuous improvement cycles (documented improvement plans: plan-implement-monitor-improvement) in at least one project annually.

Fourth: Academic and Program Performance Indicators (related to management's monitoring)

These indicators are not solely the domain of the Quality Management Department, but are used to measure the efficiency of the system it oversees.

- Key institutional and program indicators (such as student satisfaction with the quality of learning, graduate satisfaction, employer evaluation, dropout rate, time to graduation, and post-graduation employment rate).
- Percentage of programs that achieved the approved targets for Key Performance Indicators (KPIs) at the university level.
- Annual improvement in the core values of certain strategic indicators (such as student satisfaction, faculty satisfaction, research output, and community engagement) compared to the baseline.

Fifth: Indicators for Managing Indicator Data and Reports

- Adherence to the schedule for collecting, analyzing, and publishing performance indicator data and reports (percentage of reports issued on time).
- Number of dashboards or interactive reports that are regularly updated and actively used in committee and board meetings.
- The percentage of new decisions or projects that were based on evidence and data from performance indicators and quality reports (which can be measured from committee minutes).

6.2 Measuring Beneficiary Satisfaction

Beneficiary satisfaction with the university's Quality Management and Accreditation program is measured through systematic questionnaires administered to internal stakeholders (deans, department heads, quality officers, and faculty members). Clear quantitative indicators are used to analyze the results of these questionnaires.

First: Identifying Beneficiaries and Dimensions of Satisfaction

- Identifying the beneficiary groups: university leadership, colleges and departments, quality units, faculty members, support departments, and sometimes external entities involved in accreditation projects.
- Defining the dimensions of satisfaction to be measured, such as:
 - Clarity of policies, procedures, and forms.
 - Speed of response and technical support.



- Quality of consultations and workshops.
- Accuracy of reports, data, and indicators.
- Level of communication and transparency.

Second: Designing the Satisfaction Measurement Tool (Questionnaire)

- Developing an electronic (or paper) questionnaire using a five-point Likert scale (1 to 5) for specific items within each dimension; for example: "Clarity of Quality Management Requirements" or "Speed of Management Response to Inquiries." - Include short, open-ended questions to elicit suggestions for improvement or highlight key strengths and weaknesses, linking quantitative results to detailed qualitative insights.
- Verify the clarity of the items through a pilot test with a limited sample of beneficiaries, then refine the wording before generalization.

Third: Implementing the Measurement (Repetition and Sampling)

- Conduct a beneficiary satisfaction survey at least once a year, preferably after the completion of key activities such as accreditation rounds or annual performance reports.
- Ensure the survey reaches all target groups (e.g., all college quality coordinators, department heads, relevant committee members) to guarantee fair representation of opinions.

Fourth: Quantitative Indicators of Satisfaction Outcomes

The survey results were converted into key performance indicators (KPIs) directly linked to management evaluation:

- Average overall satisfaction score for quality management (out of 5 or 100), with a defined target threshold.
- Average satisfaction for each dimension (responsiveness, clarity of procedures, quality of support, quality of reports), and compare these averages across years to measure improvement.
- The percentage of beneficiaries expressing high satisfaction (choosing "Agree" and "Strongly Agree") out of the total participants in each dimension.
- The survey response rate (number of participants/number of invitees) as an indicator of partner engagement with quality management.

Fifth: Analyzing Results and Linking Them to Improvement

- Preparing an analytical report including tables, graphs, and time trends, highlighting the highest and lowest satisfaction ratings and providing possible explanations for the reasons behind them.

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- Developing a specific improvement plan based on the results (e.g., developing a simplified guide, reducing response times, increasing workshops, improving the follow-up system), linking it to performance indicators to be monitored in the next cycle.
- Sharing a summary of the results with beneficiaries to demonstrate that their opinions were considered in the decisions, thereby increasing trust and encouraging participation in future assessments.



7. Quality Assurance System in the Department

7.1 Introduction

In its commitment to enhancing performance quality and achieving institutional excellence, the Quality and Accreditation Department at Mustaqbal University has adopted an integrated quality assurance system aimed at:

- Monitoring performance against approved targets.
- Ensuring efficiency and effectiveness in task execution.
- Identifying opportunities for improvement and continuously addressing challenges.
- Supporting data-driven decisions.

The system is based on the principles of professional quality, continuous improvement, and adherence to university standards and strategic plans. This includes:

- Careful planning
- Implementation
- Measuring performance through key performance indicators (KPIs)
- Administering employee and beneficiary satisfaction surveys
- Documenting and analyzing data. The continuous improvement cycle is at the heart of the quality assurance system, and this cycle is illustrated as follows:



Continuous Improvement Cycle

7.2 Quality Assurance System Implementation Mechanism

After the plan is developed and implemented, the following steps are taken:

7.2.1 Data and Information Collection Related to Performance

Data is collected through:

- Key Performance Indicator (KPI) results.
- Periodic achievement reports.
- Employee and beneficiary satisfaction surveys.
- Administrative follow-up records (attendance, completion, task quality).
- Meeting and workshop outcomes.

Data is documented and sent to the Quality Unit monthly or quarterly, depending on the type of indicator.

7.2.2 Results Analysis and Evaluation Based on Targets

- Comparing performance with the required target.
- Analyzing positive and negative deviations.
- Identifying improvement indicators.

7.2.3 Identifying Strengths and Opportunities for Improvement

Based on data analysis, strengths and opportunities for improvement are identified:

- **Strengths:** These are aspects, practices, or results that the department achieves exceptionally, exceeding targets or demonstrating high performance efficiency, contributing to enhancing work quality and achieving departmental objectives.
- **Improvement Opportunities:** These are aspects or processes that still need development or efficiency enhancement, whether due to failure to achieve the desired target or the presence of performance gaps or deficiencies. Improving these areas presents an opportunity to raise quality standards and achieve optimal performance.

7.2.4 Proposing Actions to Address Weaknesses or Improvement Opportunities

An approved operational development plan for improvement is developed, including:

Actions, associated objectives, responsible party, timeframe, and performance indicators.

7.2.5 Monitoring Progress



The progress of activities and procedures within the operational development plan is monitored, and a progress report is prepared. This report identifies completed tasks, outstanding tasks, obstacles encountered, and suggestions for development and improvement. These findings are then incorporated into the following annual plan.

8. Communication Channels

Mustaqbal University Website: <https://uom.edu.sa/>

Department Website:

<https://uom.edu.sa/quality-assurance-management/>

Official Email: QAA.Dep@uom.edu.sa