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Imam Muhammad Ibn Saud Islamic University

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In the name of Allah, Most Gracious,  
Most Merciful



Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud

King of Saudi Arabia



His Royal Highness Prince Mohammed bin Salman bin Abdulaziz Al Saud  
Crown Prince, Deputy Prime Minister and Minister of Defense



**Administrative Decision No. 32573 dated 21/3/1438 AH**

Praise be to Allah and prayers and peace be upon the faithful Prophet.

The rector of Imam Muhammad Ibn Saud Islamic University

-Based on the powers vested in him.

-Based on the role of the university in achieving the

Kingdom vision 2030 in the field of higher education.

-In order to implement the improvement plan after reviewing the results of self-assessment, and the reports of the committees of the academic accreditation project, which was approved at the meeting of the Higher Committee for Quality and Academic Accreditation of the academic year 1437-1438 AH on 27/3/1438 H

- And in accordance with work interest.

**has made the following decisions:**

First: Adopting the quality management system and academic accreditation at Imam Muhammad Ibn Saud Islamic University in accordance with the formula attached to the decision.

Second: Adopting the quality control system of the educational process at Imam Muhammad Ibn Saud Islamic University in accordance with the formula attached to the decision.

Third: The concerned parties shall enforce this decision and act accordingly from the date of its issuance.

We ask God Almighty for all success and rightness

**The University Rector**

**Prof. Dr. Suleiman bin Abdullah Abalkhail**



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## Abstract

The advancement of the educational process and the achievement of better education can only be accomplished through the application of quality standards and the requirements of program accreditation at the local and international accreditation entities. Accordingly, the deanship of assessment and quality at Al-Imam Mohammad Ibn Saud Islamic University was keen to establish a system to monitor the education process, and draw a clear methodology and organized procedures that guarantee the quality of the educational process, starting with the comprehensive identification of organizational structures, the distribution of responsibilities and powers, and clarification of work procedures to ensure good planning for the performance and follow-up of the educational process, and the verification of the actual quality levels with the aims of achieving continuous improvement of teaching and learning processes, in addition to development of education outcomes, meeting the needs of university employees and students as well as the requirements of the community through adopting clear and specific procedures for the application, monitoring and assessment of quality standards, based on valid and documented data.

The System of Monitoring Quality of Educational Process (SMQES) is defined as a comprehensive, mandatory organizational framework for a number of operations whose adoption and execution aim at achieving continuous improvement in the educational process and ensuring quality in the outcomes of the educational institution in accordance with the program objectives and mission and the quality standards approved by local and international accreditation authorities.

The SMQES comes in response to the university's message of building, producing and spreading knowledge according to domestic and international quality standards, and implementing the strategic directions of Al-Imam Mohammad Ibn Saud Islamic University, which target the presence of high quality education based on advanced university systems and culture, and which asserts the introduction and development of appropriate mechanisms, the regular involvement of employers in identifying the skills and competencies required in the labor market, and cooperation with international partners to develop curricula and the



introduction of policies and procedures to provide support and training for faculty members.

The system is also concerned with the general objectives of the Ministry of Education in the tenth development plan 1438-1441H, which stems from the Kingdom's Vision 2030 and which call for bolstering basic the values and skills of the students, in addition to enhancing the ability of the educational system to fulfill the development requirements, meet the needs of the labor market, the development of education and assessment methodologies and improvement of mechanisms for attracting, qualifying and training faculty members, and improvement of the educational environment for stimulating creativity and innovation.

In addition, the SMQES is considered one of the prerequisites for the Education Assessment Authority, the National Center for Academic Assessment and Accreditation, which is stipulated by the secondary criteria, especially the third secondary criterion (quality assurance and improvement department), which emphasizes the integration of quality processes in the planning processes and operations management, while applying the procedures needed for regular performance assessment in light of specific performance indicators as well as internal and external benchmark comparison standards, while caring for evidence and proof. This is in addition to the fourth criterion (learning and education), which emphasizes the importance of the presence of an effective system at the educational institution to ensure that all of its academic programs at the level of both male and female students achieve high-level learning and education and that student learning outcomes are precisely defined and are consistent with the "national qualifications framework" in all of the academic programs. At the level of vocational programs, the learning outcomes should also be in line with the requirements for employment or what is required by the practice of the profession. The learning outcomes and achievement levels should be assessed through appropriate processes, in light of suitable high-level external benchmarking comparisons, while taking into account the professional development of faculty members to enable them to assume their teaching responsibilities perfectly.



To conclude, we beseech Allah that this system shall be a leading model for the improvement of the educational process in the programs of Al-Imam Mohammad Ibn Saud Islamic University. Praise shall be for Allah.

## **Rationale for Implementing the System**

The improvement of the educational process and the achievement of better education can only be accomplished through the application of quality standards and requirements of accreditation in both institutional and programmatic bodies of local and international accreditation. From this point of view, the Deanship of Evaluation and Quality at Imam Muhammad Ibn Saud Islamic University has been keen on building a system for monitoring scientific education, drawing a clear methodology and organizing procedures that guarantee the quality of the educational process. These include the comprehensive identification of the organizational structures, the distribution of responsibilities and powers, and clarifying work procedures to ensure proper planning to conduct the educational process. Besides, verifying the actual quality levels in order to achieve continuous improvement of the teaching and learning processes, development of the outputs of education, and meeting the needs of the employees of the university and its students and the requirements of the community by adopting clear and specific procedures for the application of quality standards. These standards are monitored and evaluated on the basis of valid and documented data.

The system of monitoring quality of educational process is defined as a mandatory, comprehensive, regulatory framework for a range of processes whose adoption and implementation aim to achieve continuous improvement in the learning process, and to ensure quality in the



outcomes of the educational institution in accordance with the objectives and mission of the program and quality standards approved by local and international accreditation bodies.

The system of monitoring the quality of the educational process is a response to the University mission to build, produce and disseminate knowledge in accordance with national and international quality standards, and a result of the University strategic directions to create quality education based on advanced university systems and culture. Meanwhile, emphasizing the creation of appropriate mechanisms for curriculum review and development and the systematic involvement of employers to identify Skills and competencies required in the labor market, cooperation with international partners to develop curricula and create policies and procedures to provide support and training to faculty members.

The system also addressed the general goals of the Ministry of Education in the 10th Development Plan (1438-1441H) emanating from the Kingdom vision 2030 to promote the values and basic skills of students and enhance the ability of the educational system to meet the requirements of development; furthermore, to meet the needs of the labor market and the development of methods of education and evaluation and improve the mechanisms of attracting and training staff, and improve the educational environment that stimulates creativity and innovation.

One of the reasons that led the Deanship to develop this system is that monitoring the quality of the educational process is a basic requirement of the National Commission for Academic Accreditation and Assessment which is stipulated in the sub-criteria, particularly sub-



standard III (Quality Assurance management and improvement) which emphasizes the integration of quality processes into planning and operations management, as it emphasizes the necessary procedures for regular evaluation of performance in the light of specific performance indicators and internal and external benchmarking comparisons with evidence and proofs. It is also stipulated in the fourth criterion (learning and education), which emphasizes the importance of an effective educational institute system to ensure that all scientific programs in both parts of male and female students achieve high levels of learning and teaching and that the outcomes of students' learning are precisely defined and consistent with the National Qualifications Framework, in all academic programs. In vocational programs, learning outcomes should also be consistent with the requirements of employment or the required practice of the profession concerned. The learning outcomes and achievement levels should be assessed and what is achieved through appropriate processes, in the light of appropriate and high-quality external reference comparisons, taking into account the professional development of faculty members to enable them to carry out their teaching responsibilities in an optimal manner.

The establishment of a special system for monitoring the educational process and evaluating programs contributes to making the programs conform to the quality standards of the academic programs adopted by the National Center for Academic Accreditation and Evaluation. The system leads and coordinates the quality procedures for planning, implementation, evaluation and improvement through an annual quality cycle representing a dynamic planning, review and improvement cycle while at the same time being used as a basis for independent reassessment by accreditation bodies.



In addition, the activation of this system will result in academic programs with accurate processes of evaluation and the preparation of periodic reports to verify the quality of the activities and practices and outputs of the teaching and learning standard based on evidence, clues, proofs and independent views (Especially in practices where there is no direct evidence). This occurs in the light of performance indicators and benchmarks approved and updated continuously, thus contributing to the continuous improvement of the quality of the educational process.

The implementation of this system will ensure the provision and organization of evidence and proofs on all practices and standards, and will allow internal or external reviewer to access and see them easily.

In addition, one of the reasons for the development of this system is to use it as a tool to establish effective leadership and broad participation of all members of the program to express their views and submit their development plans and proposals for improvement. It also involves the concerned parties such as students, graduates, professors, staff, recruiters and community members who are beneficiaries of the program basically in planning and evaluation processes by exploring their opinions, analyzing them and using their results to improve and develop the program.

It should be emphasized that while the system seeks to establish some consistency in the conduct of quality monitoring processes of the educational process, it leaves a wide field flexible to innovation and development and in line with the different nature of academic programs.

The system has been developed in a participatory manner through wide-ranging panel discussions involving a number of academic and professional competencies, a selection of consultants with extensive



experience in the field of evaluation and quality, and a survey of quality officials at the university to ensure realism and communication in the field.

We ask Allah that this system would be a guide to the improvement of the educational process in the programs of Imam Muhammad Ibn Saud Islamic University.

## **Chapter 1: Definitions, Objectives, System Benchmarks, and Target Groups.**

### **Article 1: Definitions.**

The following terms and phrases shall mean the meanings given to each of them, unless the context requires otherwise:

- Ministry: Ministry of Education.
- University: Imam Muhammad Ibn Saud Islamic University.
- Council: University Council.
- Rector: University Rector.
- Vice president: VP for Planning, Development and Quality/  
VP for Educational Affairs /College Vice dean for educational affairs and quality.
- Deanship: Deanship of Evaluation and Quality.
- Committee: Higher Committee for Quality and Academic Accreditation / Teaching and Learning Support Committee / Central Committee for Plans and Curricula.
- Board: The Evaluation Board of Education



- Center: National Center for Academic Accreditation and Assessment.
- City: King Abdullah City for Female Students.
- System: System of Monitoring Quality of Educational Process.

## **Article 2: System Objectives.**

This procedural framework was developed to fulfill the desire of the university to improve the quality of the educational process and ensure that its outputs are in accordance with national development plans, labor market needs and academic accreditation standards, especially in light of the need to find clear mechanisms to build and develop plans, programs and decisions; while taking care to link them to the vision, mission and objectives of the university, college and department, based on high-level benchmarks, and promoting the principle of active participation by faculty members, students, graduates (both male and female) and the public and private sectors. This system seeks to achieve the following objectives:

- All academic programs at the University must meet the requirements of quality and national accreditation in the Kingdom, as stipulated by the standards of the National





Center for Academic Accreditation and Assessment and the National Qualifications Framework.

- Ensuring the sequence of management processes to ensure quality starting from the smallest organizational unit to the top of the pyramid in a circular loop that reflects the quality cycle emanating from good planning to continuous improvement.
- Emphasizing the principles of integration, partnership and cooperation among all the employees of the university to achieve the quality of the educational process and to promote and compete with its outputs locally and internationally.
- Providing guidelines for quality officials in the academic programs at the university to manage, plan, evaluate and improve the educational process according to the latest quality standards and meet the desired objectives within the strategic directions of the university and its future aspirations.
- Establishing a quality management system in academic programs based on clarity of vision, objectives and avoiding overlapping responsibilities and roles.



- Adopting advanced methods to monitor the quality of the educational process to achieve the highest possible levels of practices, processes and outputs.
- Advancing in learning outcomes and ensuring their congruence with the national qualifications framework and requirements for professional practice and requirements of accreditation bodies.
- Establishing an integrated system of processes and procedures to achieve quality and meet the requirements of institutional and academic accreditation.
- Improving the educational process and its outputs continuously.
- Raising the competencies of faculty members and raising the level of their performance.
- Providing an appropriate environment with an organizational enlightenment based on values and human relations.
- Increasing the beneficiary's awareness and loyalty towards the university.
- Creating an environment that supports and maintains continuous development.
- Promoting principles of commitment, evaluation and continuous improvement.



- Ensuring consistency, accuracy, transparency and integrity in the management, evaluation and improvement of the educational process to ensure its quality and the quality of its ultimate outputs.

### **Article 3: System Reference.**

- This system is based on the regulatory framework of policies and procedures that channels all employees of academic programs at the university to meet the requirements of quality and accreditation to the criterion (2,6) of the accreditation standards of the National Center for Academic Accreditation and Assessment which states: "The institution should have a comprehensive set of widely available policies and regulations, , that clearly defines the scope of the powers and working procedures of the main or permanent committees, administrative units and leadership functions of the institution"
- This system is based on the standards and practices of the National Center for Academic Assessment and Accreditation in the Education Evaluation Commission, especially the fourth standard (teaching and learning). This is based on its purpose of creating a mandatory guiding framework for those involved in the educational process that ensures effective monitoring and continuous evaluation of the quality of performance and outputs of Educational process.



#### **Article 4: The target group of the system.**

The target group of this system includes:

- Educational / Academic Affairs Officials at the University and in Programs.
- Quality officials at the university and in academic programs at the levels of academic departments and colleges.
- Faculty members as key partners in ensuring the quality of teaching and learning processes and outputs.

## **Chapter 2: Organizational Structure Units**

#### **Article 5: Higher Committee for Quality and Academic Accreditation.**

- This Committee shall be the supervisory body delegated by the University Council to ensure the administrative and program quality of the University and shall be chaired by the Rector or his representative.
- The Committee shall be directly linked to the Rector of the University.
- The Committee shall consist of:
  - Rector President
  - Vice President for Planning, Development and Quality Vice-President



- Advisor and General Supervisor of Technical Affairs Member
- Dean of Evaluation and Quality Member
- Dean of Admissions and Registration Affairs Member
- Dean of Information Technology Member
- Director General of Administration and Finance Member
- Vice Dean of Evaluation and Quality Member
- Four deans representing the Colleges of Shari`a, humanities, science and health. Members
- Representative of the National Center for Academic Evaluation and Accreditation Member
- Vice Dean of Evaluation and Quality for Academic Accreditation affairs Secretary
- The committee may seek the assistance of its members (faculty members, employees, students, graduates, public or private sector employers), or use specialized bodies inside and outside the university.
- The Committee may seek the assistance of an administrative member who shall assume the administrative functions assigned to it.
- The Committee shall meet at least once per semester.
- This Committee shall assume the following tasks and specialties:
  - (A) Approval of the University strategic and operational plans and key performance indicators at the institutional level.



- (B) Periodic review of the organizational structures of the University academic and administrative units and the adoption of their development if necessary.
- (C) Approval of new policies and regulations for program and institutional quality assurance processes.
- (D) Acceptance of program and institutional accreditation programs and activities.
- (E) Receiving and studying quality reports provided by the Education and Learning Support Committee and the Education Assessment Authority, Higher Education Sector, as well as any other consultant.
- (F) Developing of highly qualified committees in the field of quality to use them in the field of consultation and assistance about the requirements of quality application
- (G) Examining and adopting the recommendations of the Education Support and Learning Support Committee and those concerned with academic accreditation.
- (H) Preparing the annual quality performance report at the institutional level for the academic and administrative units to be submitted to the Council of the University.
- (I) Adoption of annual program reports and annual quality performance reports in academic and administrative units.
- (J) Adoption of encouragement and incentive measures, and excellence awards in the application of quality.



(K) Supervision of various quality activities in the University academic and administrative units.

**Article 6: Teaching and Learning Support Committee.**

- This committee shall be the executive authority delegated by the Higher Committee for Quality Assurance and Academic Accreditation to support education and learning at the university in accordance with the items specified in this system.
- Administratively, the Committee is affiliated to the Vice-Rector for Educational Affairs to follow up the teaching and learning process in accordance with this system.
- The Committee shall consist of:
  - Vice President for Educational Affairs Chairman
  - Dean of Evaluation and Quality Vice President
  - Vice Dean of Evaluation and Quality Member
  - Four deans representing the colleges of shari`a, humanities, science and health. Members
  - Representative member of the female section Member
  - Vice Dean of Evaluation and Quality for plans and programs Secretary
- The committee may seek the assistance of three faculty members with experience in teaching and learning and educational planning when needed.



- The Committee may seek the assistance of an administrative member who shall assume the administrative tasks assigned to it
- The Committee shall meet at least once per semester to discuss the reports of the teaching and learning process received from the colleges and institutes according to the mechanism set forth in this system.
- The Committee shall assume the following tasks and specialties:
  - (A) Supervision and follow-up of the academic programs quality at the University.
  - (B) Follow-up of the application of the system of monitoring quality of educational process in academic programs.
  - (C) Approval of program performance indicators and benchmark comparisons.
  - (D) Monitoring of program performance indicators through the electronic quality system.
  - (E) Close cooperation with faculties and programs in order to improve the educational process and raise the level of all its components.
  - (F) Take appropriate measures and solutions to issues and novel developments relevant to the educational process.
  - (G) Receive and study program reports and the annual quality performance of academic units at the University.





(H) Prepare the annual quality report at the institutional level and submit it to the Higher Committee for Quality Assurance and Academic Accreditation.

(I) Recommend all proposals and processes that improve the quality of learning and teaching at the university.

### **Article 7: Plans and Curricula Central Committee.**

- This Committee shall be the executive authority delegated by the Council of the university to review the plans and curricula for all academic decisions and programs of the University to verify their validity and then to be approved by the University Council.
- Regarding organization, the Committee is affiliated to the Vice-Rector for Educational Affairs to follow up the construction and development of plans and programs in accordance with this system.
- The Committee shall consist of:
  - Vice Rector for Educational Affairs President
  - Dean of Assessment and Quality Member
  - Dean of Faculty Affairs Member
  - Four deans representing the colleges of shari`a, humanities, science and health. Members



- Four faculty (male and female) are nominated by the relevant colleges at the request of the Vice-Rector for Educational Affairs Members
- Administrative member Secretary
- The Committee shall meet at least once per semester.
- The Committee shall undertake the following tasks and specialties:
  - (A) Approval of the specifications of developing plans and programs of study in accordance with the standards of academic accreditation.
  - (B) Providing support and assistance to academic departments to create an environment conducive to the development of programs and courses.
  - (C) Preparing guides and models that achieve outstanding and advanced performance in the construction of study plans.
  - (D) Evaluating study plans and programs in academic departments and making the necessary recommendations in the light of the academic framework of the University, its regulations, requirements for academic accreditation, and corresponding and optimal models.
  - (E) Developing study plans and programs in line with the mission and objectives of the University and in light of scientific developments and needs of labor market, development needs, academic accreditation requirements, internal and external review proposals, and benchmarking results.



(F) Adopting the study plans and submitting them to the University Council for approval.

(G) Establishing a partnership with public and private sectors with the purpose of improving the level of university plans and programs.

(H) Academic cooperation with various universities and scientific institutions locally, regionally and globally in order to achieve the quality of constructing plans and programs of study.

#### **Article 8: College Vice Deanship for Educational Affairs and Quality.**

- This college vice deanship is responsible for the management and academic quality assurance of the College and its affiliated programs.
- It is organizationally linked to the Dean of the College or Institute.
- It shall assume the following tasks and specialties:

(A) Carrying out the tasks assigned to it according to the system of the Higher Education Council and the university system.

(B) Preparing operational plans for quality and education affairs at the college vice deanship level and approving operational plans for its units.

(C) Participating in the preparation of the annual plan of the College and ensuring that it meets the quality standards and academic accreditation.

(D) Supervising the preparation of self-study in academic programs.



(E) Following up the College implementation of its mandated tasks to verify its compliance with quality standards and academic accreditation.

(F) Following-up the implementation of operational plans of the college vice deanship for Education and Quality Affairs ensuring that the quality requirements are met and the standards of academic accreditation are implemented.

(G) Ensuring that the academic programs at the College achieve quality requirements, implementing academic accreditation standards, and applying for the concerned authorities for accreditation.

(H) Field visit to the academic departments of the college according to the periodic follow-up models to identify the reality of the application of the process of teaching, learning and quality. Also studying the obstacles and problems facing the application of quality and development in each department, and proposing appropriate solutions and discussing them with quality officials in the departments on the one hand, and with the college staff on the other hand.

(I) Ensuring permanent coordination with the College Vice Deanship and heads of the academic departments, in order to achieve the objectives of quality of the College.

(J) Supervising the financial affairs and the custody assigned for the vice rectorate for Educational Affairs and Quality, and its programs, in accordance with the rules and regulations.



- (K) Developing mechanisms to identify the expectations, requirements and level of satisfaction of beneficiaries of the services of the College (both internal and external) and benefiting from them in raising the efficiency of work in the college.
- (L) Preparing a comprehensive report on the quality process in the college, periodically, and submitting it via the College Council to the Deanship of Evaluation and Quality.
- (M) Disseminating the culture of quality at the level of the college with its different departments.
- (N) Proposing the appropriate incentives to urge faculty members to develop their skills, such as reducing work load, attending conferences, etc., as the Quality vice rectorate deems appropriate and serves work interest.
- (O) Implementing and following up the activities of the Innovation and Excellence Awards in the educational, research and administrative performance at the College.
- (P) Identifying the training needs of faculty in the academic departments of the college, and coordinating with the relevant parties in their implementation on the one hand and with the training and development unit in the college on the other hand.
- (Q) Implementing the tasks assigned by the College Council, or its Dean, related to quality and management of educational affairs.
- (R) Supervising and following-up of programs in the implementation of the system of monitoring quality of educational process.



(S) Following-up the submission of all reports and guides relating to the College and its academic programs on the electronic quality system.

(T) Supervising the publication of outstanding faculty, staff and students for all levels of performance (academic publication, performance) according to the results of the official evaluation (students, staff and faculty questionnaire).

(U) Following-up academic departments in the documentation of academic publication of faculty and community service, within an approved mechanism, linking it for example to promotion or to other matters, and implementing this documentation, provided that the mechanism is known to all departments after approval by the College Council.

(V) Developing operational or improvement plans and following up their implementation after approval.

(W) Following-up the quality of the students' cultural and developmental activities.

#### **Article 9: Quality Unit in the Academic Department.**

- This unit is responsible for managing and ensuring quality in the academic department and its academic programs.
- This unit is organizationally linked to the academic department and technically to the deanship of evaluation and quality.
- The Unit is headed by the Program Coordinator in the Academic department.



- In case the program is shared among several academic departments in the university, the Dean of the faculty has to assign one of the faculty members of the relevant academic departments to work as coordinator of the joint program. Quality units in the academic departments submit to him all reports of the joint academic program.
- This unit shall assume the following tasks and specialties:
  - (A) Preparing the operational quality plan in the Unit.
  - (B) Implementing the operational plan to meet the criteria for academic accreditation.
  - (C) Participating in the preparation of the annual plans of the scientific department and ensuring its achievement of quality.
  - (D) Implementing the system of monitoring quality of the educational process.
  - (E) Collecting proofs and evidence for all performance indicators and quality standards practices.
  - (F) Evaluating the program performance periodically and annually.
  - (G) Identifying the training needs of the department staff.
  - (H) Encouraging faculty members to attend courses, conferences, contribute to academic publication and community service.
  - (I) Following-up faculty members and urging them to apply quality standards and deliver the required reports periodically.



- (J) Reviewing the course file and submitting a report to the department council for discussion and recommendations if necessary.
- (K) Preparing the self-study for academic programs in the Section.
- (L) Evaluating performance, preparing periodic reports and submitting them to the Quality vice deanship at the College.
- (M) Publishing the names of faculty members, employees and outstanding students of all levels of performance (academic publication, job performance) according to the results of the official evaluation (the questionnaire of students, staff and faculty members).
- (N) Documenting academic publication of faculty members and community service within a mechanism approved by the Department, linking documentation for example, to promotion or other matters and implementing this documentation provided that the mechanism is known to all faculty after the approval of the academic department.
- (O) Uploading all evidence and reports related to the department on the electronic quality system.
- (P) Setting improvement plans and following-up their implementation.





## **Article 10: The responsibility of applying the system of monitoring quality of educational process**

- The Higher Committee for Quality and Academic Accreditation shall supervise the performance of the committees and the bodies responsible for the system.
- The Teaching and Learning Support Committee, under the chairmanship of the Vice-Rector for Educational Affairs, is the body directly responsible for the implementation of this system as stipulated in Article 6.
- The Dean of the College or the Institute, Vice dean for Educational Affairs and Quality, and the Heads of Departments shall participate in the management, implementation, follow-up and documentation of the performance indicators of the educational process in accordance with this system, each in his area of competence.
- The Quality Unit in the Academic department is responsible for monitoring the implementation of this system and its follow-up, and submits its periodic reports to the Deanship of Evaluation and Quality according to the mechanism specified in the system.
- The faculty member is a key element in the implementation of this system and is committed to achieve its goal and contribute to the success of the quality of the educational process.
- Other bodies of the University, supporting deanships and departments, shall be considered as the main supporters of the bodies responsible for the implementation of this system.



## Chapter 3: Quality Management Processes

### Article 11: Progress of Quality management processes

Quality management processes run according to the administrative structure of the quality management system and the academic accreditation of the university. They are organized in an interactive cycle that starts with the quality unit in the academic department, through the college vice deanship for educational affairs and quality, the Deanship of evaluation and quality, the committees of the university vice rectorate for educational affairs and ending in the higher committee for quality and academic accreditation.

### Article 12: Aspects of monitoring quality of the performance of programs in the educational process

- Mission, objectives and plans.
- Resources and potentials.
- Efficiency of performance.
- Learning Outcomes.
- Achievement in light of planned objectives and accreditation criteria.

### Article 13: Conditions for the success of the monitoring process

- Interest and satisfaction of the program leadership in the monitoring process and its importance.
- Adoption of stable and objective criteria.



- Partnership in implementation.
- Continuous review.
- Reliance on evidence and proof.
- Paper and electronic documentation.
- Transparency and clarity.
- Making use of the results in building improvement and development plans.

#### **Article 14: The quality department in the system of monitoring quality of educational process**

- The quality performance assessment criteria underpinning this system include two things:
  - (A) The level of achievement of the objectives in the light of approved performance indicators and internal and external benchmarks.
  - (B) Consistency with accepted performance standards (National Center for Evaluation and Accreditation Standards).
- These criteria require a "quality pie" (see Figure 1), which includes a package of procedures organized in a short cycle that takes a single academic year each, or a longer duration cycle that takes the program cycle, and a regular procession is expected during these time periods, through the four stages of quality: planning, implementation, review and improvement.



Figure 1: Quality cycle for supporting the teaching and learning process in educational programs

- To complete the quality cycle in the educational process, it is necessary to complete the following stages:

(A) **Planning:** The planning process begins by defining the meaning of the completion criteria: objectives to be achieved in the light of the message and performance indicators that determine the level of achievement. The planning process assumes all elements related to the program in a participatory process that takes into consideration the goals and objectives of the program and the requirements of the evaluation and accreditation.

(B) **Implementation:** In this stage, the program processes are managed such as teaching, learning, evaluation, facilities and activities management, learning resources and professional development.

(C) **Review and evaluation:** This stage coincides with the stage of the program processes management, where it is monitored and followed up, and surveys and necessary observations are carried out to determine the level of progress of the program in achieving the desired objectives, data collection, documentation, analysis, monitoring and reporting.

(D) **Improvement:** The stage in which the quality process is closed, where improvement plans and strategies are adopted and plans are adjusted in the light of evaluation results of the previous stage.

### Article 15: Flow path of the system of monitoring quality of educational process procedures.

- The process flow of the system of monitoring quality of educational process starts up from the quality unit in the academic section and ends with the Higher Committee for Quality and Academic Accreditation (see Figure 2).

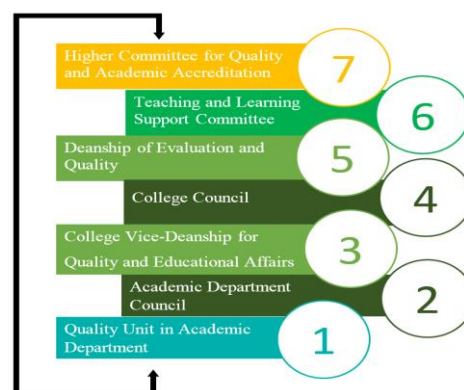


Figure 2: Flow path of the system of monitoring quality of procedures of educational process.



- In the framework of monitoring the quality of the educational process, it is necessary to integrate two aspects:
  - (A) The ongoing review, which takes the annual quality cycle its steps, concludes by defining the task, setting goals and criteria, collecting information and data, documenting evidence and proofs, monitoring and analyzing results, writing reports and making recommendations.
  - (B) Improvement, implementation of recommendations and the return in a new cycle to planning point.

**Article 16: Procedures flow paths for constructing and developing textbooks and programs.**

- The system of monitoring quality of educational process gives special attention to the processes of development of courses and programs. These processes provide a real indication of the efficiency of the system and its effectiveness in ensuring that the courses and programs are continuously reviewed, evaluated and improved in light of the program mission and objectives. Thus, to respond to the results of the program evaluation results in the learning outcomes of the courses and the program, and to respond to developments in the scientific area of the program in question and national development plans.
- Development of the program, including the following:
  - (A) Essential modifications: These are the root changes that have a significant impact on learning outcomes or related to the bases



upon which the program was approved, and even those that affect the structure of the program or the course or method of submission.

These root changes are:

- Developing a new program.
- Adding or dropping a main path within a program.
- Adding or dropping a basic course in the program.
- Making a change in the title so that it indicates a change in field of study or a change in program orientation.
- Making a change in the field of employment or occupations that the program qualifies for where the student is prepared for a different occupation or job.
- A change in the program name and code.
- A change in the total number of credit units (hours) approved and required to complete the program.
- A change in the schedule of the study plan.
- A change in the name of the certificate or degree awarded so that it covers a different field of study or covers a different professional preparation.
- A change in the length of the program.
- Introducing a new point for graduation within the program (e.g. granting a diploma within a program to obtain bachelor's degree).
- A change in university requirements.<sup>1</sup>
- A change of more than (50%) in the program learning outputs, teaching methods and evaluation methods.
- A change in the attendance requirements and completion of the program.
- When more than one secondary modification is made on the same program during the cycle, which is called the long-term

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<sup>1</sup> Courses required in undergraduate programs at IMSIU. These requirements aim to achieve the mission of the university and its strategic objectives and conforms to the university graduate specifications (see Table 1).



program cycle (see the long-term program cycle in the third item of Article 27).

**(B) Secondary modifications:** They are minor changes that do not significantly affect learning outcomes in courses and programs.

Secondary changes are the following:

- Changes that do not exceed (50%) of the change in the program learning outputs, teaching methods and evaluation methods.
- A change in project or research requirements, provided that this change does not conflict with higher education regulations.
- A change in the message, goals and objectives of the program unless it leads to a fundamental change.
- A change in admission requirements in the program.
- A change in the management of students' services and support, and sources of learning, facilities and equipment, unless these changes contradict the decisions of the higher bodies in the university.

○ **Developing courses**, including the following:

**(A) Essential modifications:** These are included in the following points:

- Modification in the number of study units of the course.
- Modifications exceeding 50% of the change in the learning outcomes of the course, its items, its teaching strategies or evaluation.
- When more than one secondary modification is made to the same course during a single session of the program, it is called the long-term program cycle (see the long-term program cycle in the third paragraph of Article 27).





(B) **Secondary modifications:** Secondary modifications in courses include the following points:

- Modifications that do not exceed (50%) of the change in the learning outcomes of the course, its items, its teaching strategies or evaluation.
  - Modification on the way of offering the course (theoretical / practical).
  - Modification of any of the components of the course characterization, such as references, sources of learning, facilities and equipment, for example.
- The paths of procedures flow for the development of courses and programs will start from the coordinators of the courses and the quality unit in the scientific section to the advisory committee in the program to the academic department council to the college vice deanship for educational affairs and quality to the college council to the Deanship of Graduate Studies Council (regarding Graduate programs only) to the Deanship of Evaluation and quality to the Central Committee of plans and curricula to the University Council. (Figure 3) shows these paths.

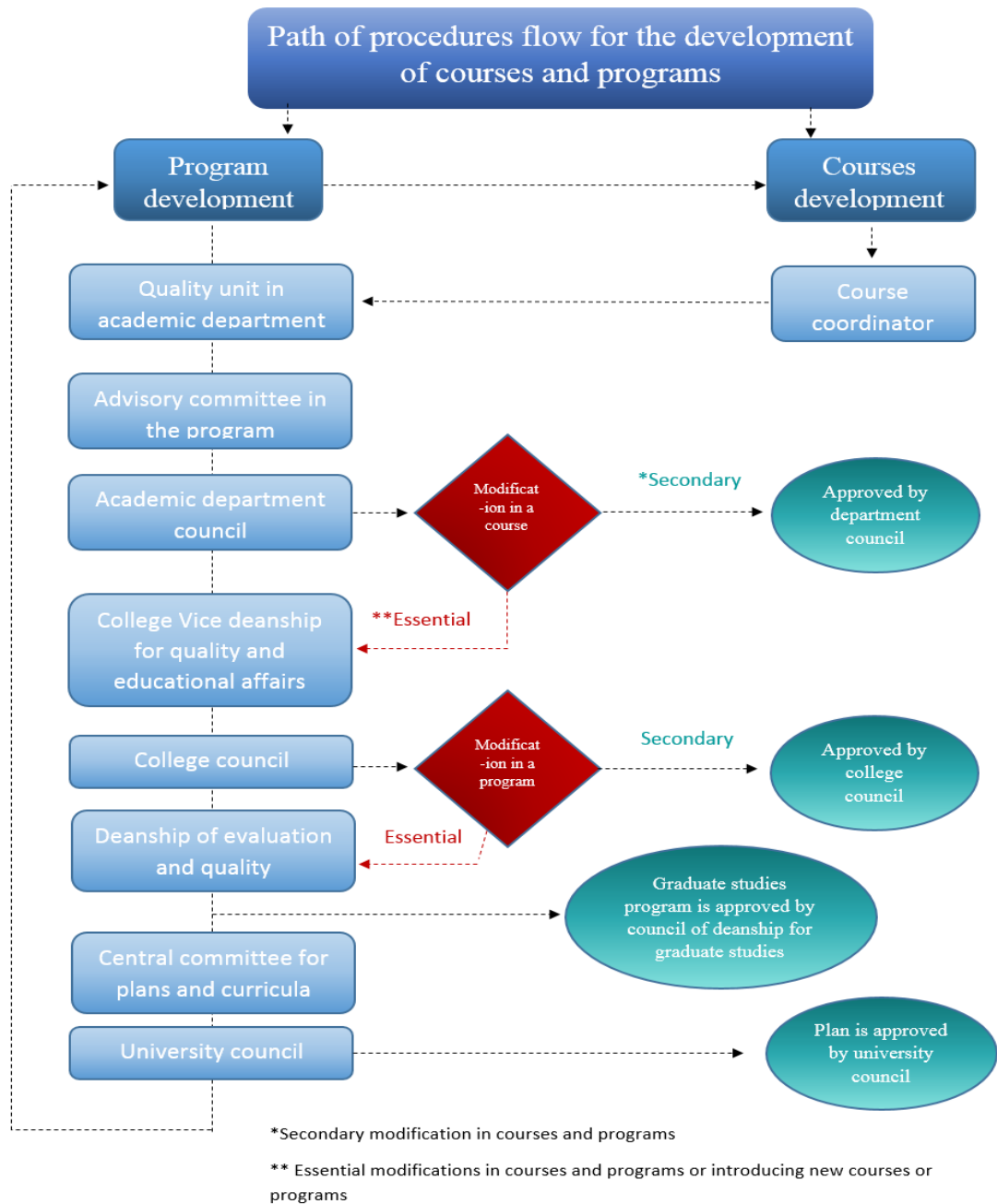


Figure 3: Path of procedures flow for the development of courses and programs

**Article 17: Continuous review cycle.**

- The principle of "continuous review" is one of the main principles on which this system is based.
- Based on this principle, the system establishes a quality cycle that includes the assessment of current performance levels, setting goals and developing plans related to performance indicators and



- implementing them, monitoring the quality of practices on a continuous basis, and finally evaluating the level of achievement and making modifications in so-called improvement plans.
- The steps referred to in paragraph 2 are repeated in a two-leveled cycle: a short-term (annual) cycle that involves implementation, control, continuous improvement and longer-term (program cycle from admission to graduation), usually to evaluate or develop program quality or obtain accreditation or renew accreditation, see Figure 4. It also includes extensive review of the effectiveness of the plans and activities emanating from them to judge the effectiveness of the program in achieving its objectives and the extent to which it meets the quality and accreditation standards and the requirements of the National Qualifications Framework and the strategic objectives of the university and national development plans.
  - The periodic self-assessment should be inclusive of all the program quality standards and the self-study report, including an analysis of the differences between the desired target level as determined in the annual implementation plans of the college and program, the level of achievement and an assessment of strengths and weaknesses to be considered in future planning, thus, supporting university efforts in overall improvement.

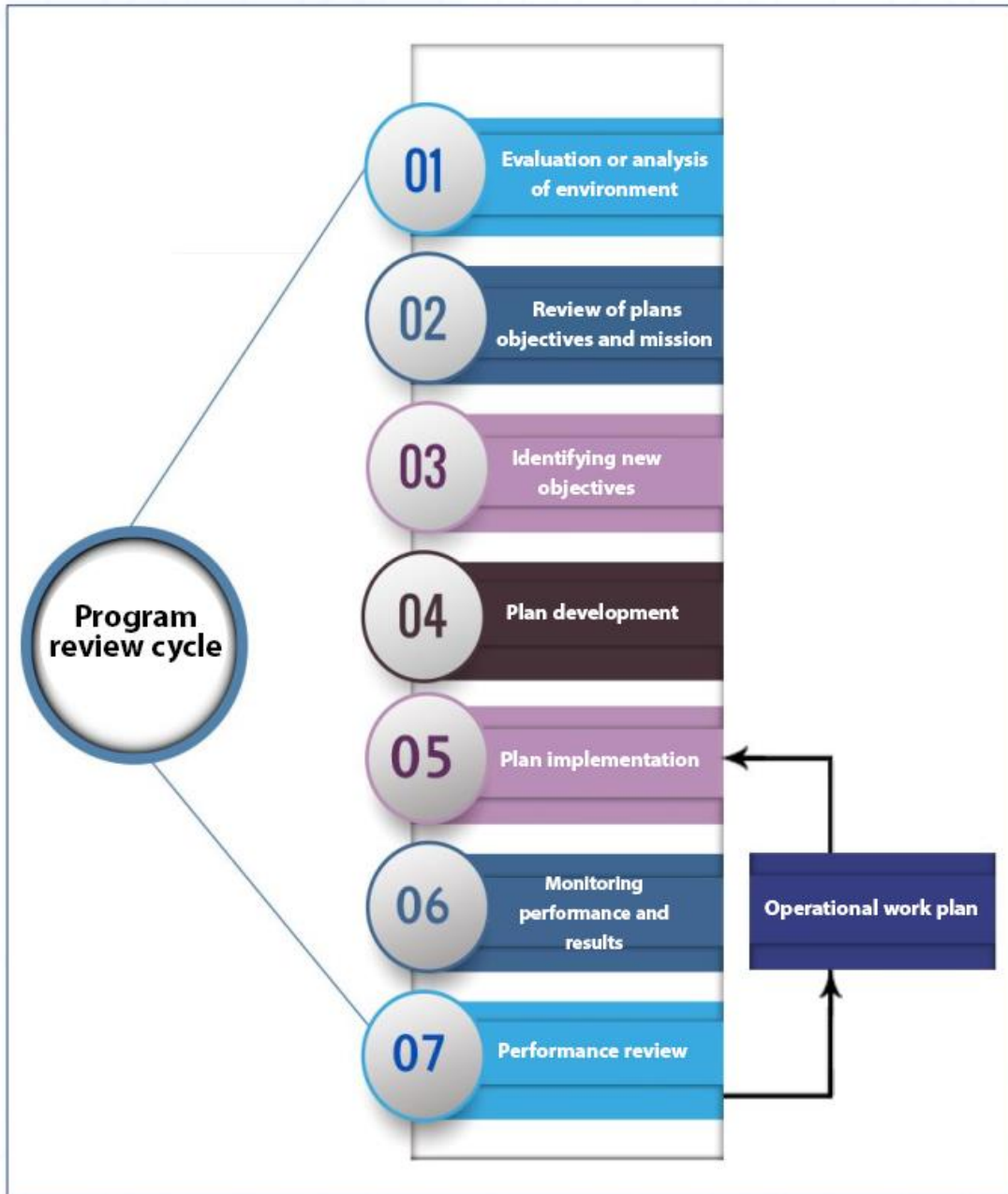


Figure 4: Long-term program review cycle

### Article 18: System Outputs.

- In the event that the system is applied optimally, the programs in the annual quality cycle will result in regular, comprehensive reports including the performance indicators associated with the annual plan of the program, which will be reviewed by the higher bodies and approved if necessary. This will be performed in a



regular course that reflects the synergy of efforts in the implementation and evaluation of quality activities.

- The (annual performance quality) report reflects the implementation and review of the operational academic plan based on periodic performance evaluation reports and the results of the implementation of this system.
- The annual performance quality report referred to in paragraph 2 shall include the following:

(A) The performance indicators included in the academic department plan and data, which provide quantitative (numerical or proportional) values reflecting the level of achievement during the year and the effectiveness of the procedures and activities used to enhance the quality of the program to achieve academic accreditation standards.

(B) Recommendations that need to be presented and discussed in the councils of the academic departments in preparation for their approval and submission to the higher bodies for improvement and development.

(C) The following attachments:

- Comprehensive report of the courses / two semesters.
- Field experience report / two semesters.
- Annual program report.
- Comprehensive report to monitor the quality of educational process.
- Evaluation report of the operational plan in the academic department.
- Overall improvement plan for the quality of the program.



## Chapter 4: Procedures for the planning and development of academic programs

### Article 19: Building, planning, and developing programs and courses.

- The academic department concerned must abide by the controls governing the planning and development process of academic programs. These regulations emanate from the requirements of the university, college, specialization and accreditation bodies and aim to ensure that the programs are planned and implemented according to the approved regulations and academic accreditation requirements.
- The process procedures of planning and developing the academic programs begin when the quality unit in the academic department submits a preliminary application in order to develop the program or introduce a new one according to the model (preliminary application for the introduction or development of a program) via academic department council and the college council to the Deanship of Graduate Studies Council (For postgraduate programs only), then to the Deanship of Evaluation and Quality, and then to the Central Committee for plans and curricula. This application should include justification for the development based on the available reports of the courses and the program including the recommendations of courses coordinators and quality officials in the program. This should be based on the evaluation of annual quality performance, taking into account the internal and external observations of the program, or in response to the demands of contemporary scientific and educational developments, the requirements of national development and the needs of the labor market.
- After the approval of the preliminary proposal for the introduction or development of the program, the academic department begins the detailed procedures to develop and characterize the program plan, emphasizing the importance of taking into account the proper sequence of these procedures. These begin with the specification of the graduate, then identify the learning outcomes of the program, and then identify the courses



that achieve the learning outcomes and the requirements of the desired graduate and end with writing the course characterization document.

- The academic department should submit the new or developed program according to the path specified in Figure (3) and according to the model (new or developed program approval form), taking into consideration the completion of all the requirements described in the form.

### **Article 20: Identification of graduate attributes and formulation of learning outcomes and performance indicators.**

- The academic department Council shall form the program characterization committee under the chairmanship of the Head of the Quality Unit and the membership of at least three faculty members in the program with experience in quality and formulation of learning outcomes in particular.
- The program characterization committee is responsible for determining the graduates' attributes in the light of the characteristics of graduates of Imam Muhammad Ibn Saud Islamic University. (See the list of characteristics of Al-Imam University graduates) and then the formulation of the program learning outcomes in light of the graduates' attributes, taking into consideration the requirements of the development plans, academic developments and similar programs plans of optimal levels locally, regionally and globally. In addition, consideration should be taken regarding the recommendations received from the higher bodies at the university based on the review of periodic performance reports, the observations and recommendations of external reviewers, the opinions of graduates and reports of their performance and the views of the employment bodies about their performance.
- The characterization committee will explore the opinions of academic experts involved in the specialization of the program



concerned to identify the appropriateness of the graduates' attributes and the proposed learning outcomes.

- The characterization committee will explore the views of the recruitment bodies and beneficiaries to identify the appropriateness of the graduates' attributes and the learning outcomes proposed for the needs of the labor market and to meet their requirements as employers.
- The characterization Committee collects data from the previous procedures in paragraphs (3 and 4) and analyzes them to produce a comprehensive report on the mechanism used to formulate the graduates' attributes and program learning outputs, and its findings in the form of two lists of graduates' attributes and program learning outcomes.
- After the two lists have been prepared, the Committee will adapt learning outcomes in the light of:
  - (A) requirements of professional practice in the Kingdom of Saudi Arabia in the field of specialization concerned, or any regional requirements.
  - (B) National Qualifications Framework.
- The characterization committee will write reports including the most adaptation results, with the report highlighting the degree of consistency between the learning outcomes of the program and the two preceding items, and the development of the program learning outputs in the light of these results.
- The characterization committee produces performance indicators to measure the learning outcomes of the program by determining the levels of benchmarking criteria to compare:
  - (A) Actual performance with previous performance.
  - (B) Actual performance with target performance.
  - (C) Actual performance with equivalent performance.





(W) Actual performance with typical performance (local, regional, global).

- The advisory body of the program reviews the results achieved in accordance with the procedures followed in the previous steps and submits a report on the following:

(A) The relevance of the learning outcomes to the characteristics of graduates of the Imam Muhammad Ibn Saud Islamic University and the characteristics of graduates of the program concerned.

(B) The relevance of learning outcomes to the requirements of professional practice in Saudi Arabia in the field of specialization concerned.

(C) The relevance of learning outcomes to the national qualifications framework.

(D) The graduate and the learning outcomes of the program should keep up with the characteristics of national development requirements.

(E) The characteristics of the graduate and the program learning outputs should keep up with scientific developments in the field of specialization concerned.

- The necessary modifications shall be made in the light of the advisory body observations.
- After completing the task of defining the program graduates' characterizations and formulating the learning outcomes and performance indicators of the program learning outcomes in accordance with the above steps, the documents are checked by independent reviewers (at least three external referees) to ensure their suitability in the light of the considerations in the preceding paragraph. In selecting the referees, the following criteria are applied:

(A) To be academically specialized in the exact academic field of the program.



- (B) To be currently employed in an academic institution, as associate professor at least.
- (C) To have no connection to the program submitted.
- (D) To have at least five years of experience in the specialization.
- The characterization committee shall review the independent reviewers report prepared according to the (independent view report) model and shall benefit from the results of external refereeing, which will contribute to the development of the characteristics of the graduate and learning outcomes of the program to ensure that the criteria in paragraph 11 are met.
  - The characterization committee prepares the program graduate characteristics document and the program learning outcomes list in its final form, uploads it to the e-quality system and keeps a copy of it in the quality control file of the learning process.

### **Article 21: Vision and Mission of the Program**

The mission and vision of the program are developed -or updated- according to the mission and vision of the department, college and university.

### **Article 22: Before Preparing Program Plan and Description.**

Review the best practices and analyze the current situation. In this procedure, the Specification Committee shall initiate the following:

- Review the opinions of those concerned with the program plan, such as:
  - A- **Faculty:** By examining the reports of the courses and the recommendations of the coordinators of the courses, survey results, workshops and concentration groups, which take place to assess and improve programs.



**B- Students and Graduates:** Through the results of course assessment surveys, field experience surveys and program assessment surveys for graduates.

**C- The Community:** Such as labor market, state sectors, experts, academic groups or professional bodies. To ensure the best practices for planning and presenting programs.

- Taking advantage of the lessons of current situation through analysis of the recommendations from higher authorities; based on reviewing previous periodic performance reports, especially in the last two years, internal and external auditors' observations, professional standards and plans of similar programs regionally and globally, making reference comparisons to reach the best practices that contribute to upgrading academic programs.
- Analyzing previous information and data from the first phase and preparing a report to monitor the most important observations and recommendations for improvement that can be used to improve or develop programs.

### **Article 23: Program Plan Design and Preparation of Description Document.**

- In order to develop study plans, the configuration committee will start collecting basic data from official sources, such as:
  - A- Official info regarding the University's mission, objectives, policies and requirements; the college's mission, objectives and requirements; the department's mission, objectives and requirements.
  - B- Requirements of the National Qualification Framework.
  - C- Standards of Academic Accreditation for programs selected by Academic Accreditation commissions, specialized professional bodies or similar programs.



- D- Graduate specification document.
- E- Program learning outputs that accurately describe what students are expected to achieve after completing their study in the five learning areas defined by the National Qualification Framework.
- F- The main objective of the program and the Detailed objectives arising from it, which are related to at least 70% of the main performance indicators adopted by the National Center for Assessment and Academic Accreditation. More appropriate performance indicators may be adopted according to the nature of the program and as required by its objectives other than those mentioned in the Authority's indicators.
- G- Benchmarks that can be compared when designing programs, which reflect the policies and requirements of programs selected by professional organizations to ensure that the design of the program is of a similar level in its objectives and outputs as other programs at prestigious local, regional or global universities.
- H- Information about equipment, tools, learning resources and laboratories available for the program.
- I- Expected number of new students admitted to the program.
- J- The number of faculty members, their area of specialty and those of them who are teaching courses; technicians; laboratory supervisors; administrative staff and employees of various academic services.
- K- The results of analyzing the current situation of the program.
- Defining the general framework of the program by reference to the National Qualifications Framework, university and college requirements, specialization and program requirements, which usually consists of:



- A- Duration of study in the program (specified in academic years).
  - B- Number of units in every semester.
  - C- General tracks of the program.
  - D- Study courses in every track.
- Ensuring that the requirements of the university are taken into consideration according to the following:
- A- Definition: A set of courses that each undergraduate student in the university is required to study, which reflects the identity of the university and its vision, mission and objectives, and contributes to shaping the general specifications of the university graduate.
  - B- Determination: The requirements are determined by the University Council. The Council will review the requirements periodically, according to reports from the concerned parties, to ensure its compliance with the vision, mission and objectives of the University, and forming the general specifications of graduates.
  - C- Percentage: Each undergraduate student at the university is required to study at least 14 units (14) of the University requirements, with a maximum of thirty-two units (32). Academic departments must meet the appropriate percentage of units of the university requirements with the percentage of units of the college requirements, where the two percentage points shall not exceed (25%) of the total units of the study plan. The following table shows the general requirements courses at Al-Imam Mohammad Ibn Saud Islamic University:

Table 1: the general requirements courses at Al-Imam Mohammad Ibn Saud Islamic University

| No           | Course Name              | Units     |           |
|--------------|--------------------------|-----------|-----------|
|              |                          | Maximum   | Minimum   |
| 1            | The Holy Quran           | 8         | 4         |
| 2            | Hadith                   | 2         | -         |
| 3            | Creed                    | 2         | 2         |
| 4            | Jurisprudence            | 4         | 2         |
| 5            | Arabic Grammar           | 4         | 2         |
| 6            | Language Exercises       | 2         | -         |
| 7            | Biography of the Prophet | 2         | 2         |
| 8            | Islamic Culture          | 2         | 2         |
| 9            | Reformative Da'wa        | 2         | -         |
| 10           | History of Saudi Arabia  | 2         | -         |
| 11           | Computer                 | 2         | -         |
| <b>Total</b> |                          | <b>32</b> | <b>14</b> |

D- Description: The academic departments will write the description of their courses, for example, the Department of Fiqh in the College of Shari`a is responsible for forming a specialized committee to describe the Jurisprudence course. The Deanship of Quality and Assessment will directly supervise the process of describing courses and the technical terms of the requirements, to ensure meeting the standards of quality, and compliance with the vision, mission and objectives of the University. The committee will submit its reports and recommendations to the Central Committee for Plans and Curricula, which will submit them to the University Council.



- E- Teaching requirement courses will be assigned to the related academic departments. For example, Jurisprudence will be taught by professors of Fiqh Department at Shari'a College in all the departments of the University. The instructor of this course is responsible for teaching students according to the course description to ensure that these requirements are uniformly taught in all departments. The instructor of the course is responsible for preparing the course file as stipulated in Article 33 of this system, and handing it over to the coordinator of the course or the concerned department. The coordinator must supervise the final exam with other instructors of the course. The academic department, that teaches these requirement courses, or the coordinator of the program must supervise teaching and examination of these courses, and coordinate with the instructors and their departments. They must also ensure that the instructors evaluate these courses like other courses in the program as stipulated in Article 33.
- Ensuring that the requirements of the College are met according to the following:
- A- Definition: A set of courses that every student in the college is required to study; it reflects the identity of the college and its vision, mission and objectives, and it contributes to shaping the general specifications of the college graduate.
- B- Determination: The requirements are determined by the concerned college, and all academic departments will participate. The College will raise these requirements and their descriptions - independently of the programs that will be taught - to the Deanship of Quality and Assessment for review in accordance with standards of quality and academic accreditation. The College will review the requirements periodically, according to reports and updates in the academic field, to ensure its compliance with the vision, mission and objectives of the college, and forming the general specifications of graduates.



- C- The academic departments will match the percentage of the units of the college requirement with the percentage of the units of the university requirements, so that the percentages do not exceed (25%) of the total units of the study plan.
- D- Characterization: Writing the description of the requirements of the college is assigned to a specialized committee composed of all departments of the college. If these courses are not related to the departments of the college, the task will be assigned to the most related academic department. For example, Statistics is one of the requirements of the Faculty of Economics and Administrative Sciences, it is also related to the Department of Mathematics at the College of Science, when it is being taught in another college; the College of Science will write its description according to the requirements of the college in which it will be taught. A specialized committee from all departments of the College directly supervises the description process to ensure that the description is consistent with the College vision, mission, objectives and requirements.
- E- Teaching college requirement courses will be assigned to the related academic departments from the same college or from other colleges. The instructor of this course will be responsible for teaching students according to the course description to ensure that these requirements are uniformly taught in all departments. The teacher of the course is responsible for preparing the course file as stipulated in Article 33 of this system, and handing it over to the coordinator of the course or the concerned department. The coordinator must supervise the final exam with other teachers of the course. The academic department, that teaches these requirement courses, or the coordinator of the program must supervise the teaching and examination of these courses, and coordinate with the instructors and their departments. They must also ensure that the instructors evaluate these courses like other courses in the program as stipulated in Article 33.





- Ensuring that the requirements of the specialization are met according to the following:
  - A- Definition: A set of courses that every student of an academic program is required to study. It reflects the identity of the program, its vision, mission and objectives. Also, it contributes to shaping the general specifications of the program graduate.
  - B- Determination: The requirements are determined by the concerned department, or a specialized committee formed by the department according to articles 23, 24 and 25 of the system. The Department will submit the descriptions of these courses with the description of the whole program (including the University requirement courses, college requirement courses and specialization requirement courses of the program) and field experience description to the Deanship of Quality and Assessment where the review will take place according to standards of quality and academic accreditation. The descriptions will then be submitted to the Central Committee for Plans and Curricula, which will hand them to the University Council for approval. The department will review the requirements periodically according to reports and updates in the academic field, to ensure their compliance with the vision, mission and objectives of the department, and forming the general specifications of graduates.
  - C- The percentage: Units of the specialization courses shall not be less than 75% of the total units of the study plan of the program in order to ensure the student's proficiency in the specialization.
  - D- Characterization: Special committees formed by the department will be assigned to write the description of the courses. Every course description will be presented to all members of the department for review. The Program Coordinator directly supervises the description process to ensure its compliance with the department vision, mission, objectives and the requirements of the specialization and the specifications of the graduate.



E- Teaching the requirement courses will be assigned to the specialized professors in the department. The instructor of this course will be responsible for teaching students according to the characterization of the course. The teacher of the course is responsible for preparing the course file as stipulated in Article 33 of this system, and handing it over to the coordinator of the course or the concerned department. In addition, the instructor and the coordinator will be responsible for supervising the teaching process and the final exam of the course, in coordination with other instructors. They must also ensure that the instructors evaluate these courses like other courses in the program as stipulated in Article 33.

- Program tracks are identified based on the results of learning product analysis and classification. The description team identifies the program sub-tracks and this process provides the team with an opportunity to design a cohesive and coherent curriculum that classifies learning outcomes into general categories describing learning experiences in the general areas of the program, such as, learning outcomes of general culture (university requirements,) learning outcomes in the area of basic learning experiences (general requirements, college requirements and academic specialization,) learning outcomes in the area of specialized expertise, learning outcomes in field experience (practical application) Learning outcomes in projects or field research.
- Program courses are determined according to each program track, where the description team determines the courses in each track. To identify and name the courses to be covered by the program, the intended learning outcomes of the program are grouped into categories, each category describes learning experiences that can be covered by a particular course with its own title. This process is known as the consolidation of learning outcomes in courses that represent program content. In this case, the learning outcomes table and the program courses are used to determine the extent to which courses contribute to achieving these outcomes. Table 2

shows the relationships between the learning outcomes of the program, its courses and tracks.

Table 2: Map of learning outcomes and program tracks and courses

| Program Tracks   | University General Requirement Courses | College Requirement Courses | Courses of Specialized Program 1 | Courses of Specialized Program 2 | Field Experience Courses | Research \ Graduation Project |
|------------------|--|-----------------------------|----------------------------------|----------------------------------|--------------------------|-------------------------------|
| Learning Outcome |  |                             |                                  |                                  |                          |                               |
| A1               |  |                             |                                  |                                  |                          |                               |
| A2               |  |                             |                                  |                                  |                          |                               |
| A3               |  |                             |                                  |                                  |                          |                               |
| B1               |  |                             |                                  |                                  |                          |                               |
| B2               |  |                             |                                  |                                  |                          |                               |
| C1               |  |                             |                                  |                                  |                          |                               |
| C2               |  |                             |                                  |                                  |                          |                               |
| D1               |  |                             |                                  |                                  |                          |                               |
| D2               |  |                             |                                  |                                  |                          |                               |

- To properly consolidate the outcomes in the courses, consider the following:

A- That each outcome must be achieved through at least one course, therefore, all learning outcomes of the program should be linked to the curriculum. If there is a learning outcome that has no course in the program, this requires either linking the outcome to an existing course or naming a new course to achieve the outcomes that do not have a course to achieve, or



delete the learning outcome if it is difficult to designate a course to achieve it.

B- Each course in the program must contribute to learning outcomes. This means that any course that does not contribute to the achievement of the agreed learning outcomes of the program should be excluded.

#### **Article 24: Program Design and Consolidation of Learning Outcomes.**

- The design of the program according to the learning outcomes consolidation model - as of the last update of the National Qualifications Framework - is one of the latest models of curriculum design confirmed by the direction of standards, academic accreditation and quality assurance. Designing the program according to the learning outcomes form with methods of teaching and evaluation (Table 3) provides a specific definition of the teaching and learning strategies and methods of assessment proposed for the curriculum, so as to enable the Panel to identify any gaps or imbalances in the coherence of the approach. The form also contributes to the creation of a correlation between the learning outcomes, teaching strategies, assessment methods, tools, and proportionality in their use. It also contributes to enhancing diversity and modernity in the selection of teaching strategies, assessment methods and tools, also it helps the course description team to make a logical progression in the use of teaching and evaluation strategies depending on the type of outcomes, the levels of student learning and learning burdens.

Table 3: Form of learning outcomes, methods of teaching and assessment

| Learning Outcomes   | Teaching and Learning Strategies | Relative Weights | Assessment Strategies | Relative Weights |
|---|----------------------------------|------------------|-----------------------|------------------|
| First: Knowledge  |                                  |                  |                       |                  |
| Second: Cognitive skills  |                                  |                  |                       |                  |
| Third: Interpersonal skills and responsibility                            |                                  |                  |                       |                  |
| Fourth: Communication skills, information technology and numerical skills |                                  |                  |                       |                  |
| Fifth: Psychomotor skills   |                                  |                  |                       |                  |

- Before creating the form, the course description team will consider the following:
  - A- Identify appropriate learning strategies for learning outcomes in a learning area.
  - B- Identify appropriate assessment methods for learning outcomes and teaching strategies.
- The team will then align learning outcomes, teaching strategies and assessment methods through the form. The aim of this alignment is to ensure the proportionality between learning outcomes, teaching and evaluation strategies, and the proportionality of the relative weights of teaching strategies on one hand and assessment methods on the other; as well as the gradual use of teaching strategies and methods of assessment, for example, it is possible to begin with direct education before relying on self-learning strategies, and beginning with short research before assigning students to graduate research... and so on.

- The team prepares the overall plan for the program as in Table (4). The designation of the courses is based on the accommodation of the targeted learning outcomes in the program, then, the courses will be codified, their nature will be determined (theory / process) as well as their relative weight and the approved units of study in light of the number of learning outcomes that contribute to their achievement. The courses will be sequentially arranged based on their vertical and horizontal relationships, starting with general requirements followed by prerequisites then specialization requirements.

Table 4: Program General Plan

| No                    | Course Code | Course Name | Credit Hours |           |               | Course Type             | Dept. |
|-----------------------|-------------|-------------|--------------|-----------|---------------|-------------------------|-------|
|                       |             |             | Theoretical  | Practical | Total credits |                         |       |
| 1                     |             |             |              |           |               | University Requirements |       |
| 2                     |             |             |              |           |               |                         |       |
| 3                     |             |             |              |           |               |                         |       |
| 4                     |             |             |              |           |               |                         |       |
| 5                     |             |             |              |           |               | College Requirements    |       |
| 6                     |             |             |              |           |               |                         |       |
| 7                     |             |             |              |           |               | Program Requirements    |       |
| 8                     |             |             |              |           |               |                         |       |
| 9                     |             |             |              |           |               |                         |       |
| 10                    |             |             |              |           |               |                         |       |
| 11                    |             |             |              |           |               |                         |       |
| 12                    |             |             |              |           |               |                         |       |
| 13                    |             |             |              |           |               |                         |       |
| 14                    |             |             |              |           |               | Optional Courses        |       |
| 15                    |             |             |              |           |               |                         |       |
| 16                    |             |             |              |           |               | Field Experience        |       |
| 17                    |             |             |              |           |               |                         |       |
| Program Total Credits |             |             |              |           |               |                         |       |

- The team prepares the detailed study plan for the program as in Table (5) by distributing courses over the years of study, classifying (theoretical, scientific, etc.) and sequencing them, the number of actual accredited courses and their requirements or the classes in which they are implemented. The courses will be arranged sequentially starting with general or basic courses (university requirements, college requirements) in joint or first



level programs, then the requirements of the department in the second level, then the main specialization courses and so on. The prerequisites for each course are taken into account when arranging the courses covered by the program at the level of departments and levels of study, which extend to four or five years or more as in the field of Human Medicine. In specializations that include educational preparation program, educational courses are placed in the final levels. The last level of the bachelor's degree must be dedicated to practical (field) education or practical training.

Table 5: Detailed Plan for the Program

| Level .....                     |             |              |                      |           |       |                                 |             |              |                      |           |       |
|---------------------------------|-------------|--------------|----------------------|-----------|-------|---------------------------------|-------------|--------------|----------------------|-----------|-------|
| First Semester                  |             |              |                      |           |       | Second Semester                 |             |              |                      |           |       |
| No                              | Course Code | Course Title | Approved Study Units |           |       | No                              | Course Code | Course Title | Approved Study Units |           |       |
|                                 |             |              | Theoretical          | Practical | Total |                                 |             |              | Theoretical          | Practical | Total |
| 1                               |             |              |                      |           |       | 1                               |             |              |                      |           |       |
| 2                               |             |              |                      |           |       | 2                               |             |              |                      |           |       |
| 3                               |             |              |                      |           |       | 3                               |             |              |                      |           |       |
| 4                               |             |              |                      |           |       | 4                               |             |              |                      |           |       |
| 5                               |             |              |                      |           |       | 5                               |             |              |                      |           |       |
| 6                               |             |              |                      |           |       | 6                               |             |              |                      |           |       |
| 7                               |             |              |                      |           |       | 7                               |             |              |                      |           |       |
| Total of approved study units = |             |              |                      |           |       | Total of approved study units = |             |              |                      |           |       |



- The team will determine the criteria and requirements of admission, program progress and completion, and will include the following elements:
  - A- Program Admission Requirements: Students' admission requirements and the main and sub-disciplines covered by the program must be determined; the level at which the specialized program begins (e.g. the second or third year) and the attendance requirements must be determined as well. Rules of the relevant Student Regulations will be attached.
  - B- Progress and Completion: Rules and regulations on success and passing from year to year must be defined according to the semester or school year, as well as the laws of withdrawal or transfer from another program or college.
- The team identifies human and material needs of the program by filling out the form (Program Needs Identification).
- The team will write the program description document according to the form (Program Description Document) and the language of the program.

### **Article 25: Planning and Development of Courses.**

- In the event of major improvement or development of a new program, or major developments to courses or the creation of new courses, the requirements of program development will be taken into consideration. Beforehand, the quality unit in the academic department will request to develop or improve a course, the request will include explanations based on the recommendations of course coordinators, program/course reports, the evaluation of annual quality performance and external or internal feedback on the program.
- The academic department will set up committees to describe the courses after the approval of its council. When forming committees, the academic specialization of its members shall be in



accordance with the courses. The members must have taught the course at least twice.

- At this stage, learning outcomes are transformed into educational and evaluation procedures. Course Description Committee will develop the proposed teaching methods and assessment methods to ensure that the specific learning outcomes of each course are achieved by using the form of matching learning outcomes with learning, teaching and evaluation strategies for courses. Table (6) explains this form.

Table 6: Form of Learning Outcomes for Courses

| Form of matching learning outcomes with learning, teaching and assessment in: |  |  |
|---|--|--|
| Course..... Program.....  |  |  |
| Learning Outcomes   | Learning and Teaching Strategies                             | Assessment Strategies  |
| At the end of this course, students are expected to:<br>.....                 | To achieve learning outcome number one, use the strategy ... | To evaluate learning outcome number one, use the approach<br>..... |

- In order to approve courses, the Course Description Committee will forward the proposal for describing new or updated courses according to the form (Course Description Form) to the quality unit, then to the academic department council. In case of minor modifications, the department council shall approve the description of the course.
- If the modifications are substantial or the course is new, the description will be submitted to the Department of Quality and Educational Affairs at the college, then to the College Council, then to the Council of the Deanship of Undergraduate Studies -for higher education programs only- then to the Deanship of Quality



and Assessment, then to the Central Committee for Plans and Curricula, then, finally, to the University Council for approval.

### **Article 26: Program Arbitration.**

After preparing the program plan and writing its description and the courses descriptions, all documents will be submitted to an external arbitrator with the descriptors mentioned in article 22, paragraph (13). The arbitrator will present an independent opinion in accordance with the form (External Arbitration of Programs and Courses).

### **Article 27: Ensuring Fulfillment of Program Approval Requirements.**

- Program Description Committee will ensure the fulfillment of approval requirements for new programs or programs with major improvements. The Committee will fill out a form (List of Requirements for Approval). These requirements are as follows:
  - A- A letter from the Ministry of Civil Service or the Ministry of Labor determining job requirements.
  - B- Program description according to the latest updated form of the National Center for Academic Accreditation and Evaluation.
  - C- Course description according to the latest updated form of the National Center for Academic Accreditation and Evaluation.
  - D- Ensure consistency with the National Qualifications Framework.
  - E- Report of the Advisory Committee on the feasibility of the plan and its advantages and the expected practical and professional additions.
  - F- Independent opinion report according to the form (External Arbitration of Programs and Courses).
  - G- Local reference comparison.



- H- Survey students' views on the study plan through survey tools (questionnaires, workshops, interviews, e-mail, etc.) (Attach samples).
  - I- Survey graduates' views on the study plan through survey tools (questionnaires, workshops, interviews, e-mail, etc.) (Attach samples).
  - J- Survey employers' views on the study plan through survey tools (questionnaires, workshops, interviews, e-mail, etc.) (Attach samples).
  - K- List of program learning outcomes and performance indicators.
  - L- Adopt the program plan at a formal meeting of the department council.
  - M- Adopt the program plan at a formal meeting of the college council.
- After all previous requirements have been met without exception, the following points are required:
- A- Recommendation of the Committee for Reviewing Plans and Programs, Deanship of Quality and Assessment.
  - B- Recommendation of the Council of Deanship of Graduate Studies for graduate programs only.
  - C- Recommendation of the Central Committee for Plans and Programs.
  - D- Agreement of the University council.

### **Article 28: Recommendation for the Development of New Programs or Addition of Key Improvements.**

The Description Committee must present its recommendations for new programs or the improvement of existing programs, to the council of the academic department, then to the college Vice-Deanship for Quality and Educational Affairs, then, finally, to the council of the college. The proposal of a new program or the improvement of existing programs will



include the requirements to approve the programs mentioned in the previous items to ensure the consistency of all the programs of the college and not to repeat courses. Also, to ensure consistency in terms of compulsory and optional college requirements and others. The college council will present the recommendation to the Deanship of Quality and Assessment for technical review and to ensure that the program meets all procedures and requirements. In case of lack of requirements, the program is returned to the College to work on meeting all the requirements. If the requirements are met, the program is referred to the Central Committee for Plans and Curricula of the Vice-Rectorate for Educational Affairs to complete the rest of the procedures in preparation for submission to the University Council for approval.

At this stage, the timetable shall be taken into consideration as shown in Table (7). The applicant shall not be entitled to submit a new application to the Deanship of Evaluation and Quality to review an academic program after the deadline.

Table 7: The dates for submitting or approving a new or improved program.

| Required Procedure  | Deadline for Meeting Requirements    | Authorized Body                           |
|---|--------------------------------------|---|
| Initial submission of new program proposals                     | None                                 | Academic Department                       |
| Approval of the new program proposal                            | None                                 | Central Committee for Plans and Curricula |
| Submission of program description and courses                   | Fifth week of the first semester     | Academic Department                       |
| Program review by the Deanship of Quality and Assessment        | Tenth week of the first semester     | Deanship of Quality and Assessment        |
| Resubmission after modifications                                | Fifteenth week of the first semester | Academic Department                       |
| Program review by the Central Committee for Plans and Curricula | Third week of the second semester    | Central Committee for Plans and Curricula |
| Resubmission after modifications                                | Eighth week of the second semester   | Academic Department                       |
| Program approval  | Twelfth week of the second semester  | University Council                        |



## Article 29: Specifications of Good Programs.

- Contribute to achieving program outcomes.
- Learning outcomes in courses are consistent with teaching strategies and assessment methods.
- Experiences provided by the content are interrelated and establish an integrated knowledge structure.
- Help students achieve scientific, psychological, mental and social growth.
- Meet the needs of students and empower them with labor market skills.
- Link content to learning outcomes.
- The content corresponds to the characteristics of the learners.
- Content view takes into account organization and logical sequence.
- Show Flexibility and readiness for improvement and innovation.
- Support students' centrality, their positivity and interaction with the learning process.
- Take into account the individual differences and differences in learning patterns among students.
- Developed and improved based on analysis of the current situation, survey of beneficiaries, science and technology developments, requirements of development, labor market needs, standards of national and international accreditation, and benchmarking of high-level programs.
- The content of the program is consistent with the mission of the program, the department and program outputs.
- The vision, mission and objectives of the program are linked to the vision, mission and objectives of the department, the college and the university.
- All parts of the program are consistent with its vision, mission and objectives.
- The program is consistent with the National Qualifications Framework in terms of consistency of the qualification name with



the document of the National Qualifications Framework. In the sense that the program meets the requirements for the approved number of credits, the requirements of learning outcomes for each qualification, and requirements to include the field of study specialization in the title of the qualification.

- The number of credits approved for each qualification should not be less than that specified in the document of the National Qualifications Framework.
- The objectives of the program should develop learning outcomes in all required learning areas.
- The standards achieved in each field should be consistent with the graduates' descriptions and the descriptions of learning outcomes of the concerned qualification level.
- The program should be consistent with the characteristics of the graduates.
- The program should be consistent with the requirements of professional practice for vocational programs.
- Keep pace with the best higher education practices for the program learning and teaching strategies and its evaluation methods.
- Full compatibility between the contents of the study plan and the mission and objectives of both the university and college in light of the Saudi educational policy.
- Determine the study programs necessary to achieve the goals and mission of the College to ensure non-duplication.
- Full identification of each component of the study plan, especially in relation to the curriculum.
- Adherence to university standards regarding the number of units per course.
- Adopt a unified system to identify every program course of the plan.
- Accurate description of program courses, including a brief description of the course, its objectives, its components, the means



of its implementation, the methods of evaluation, the proposed textbook and the proposed references.

- Commitment to the number of study levels per program and the minimum number of units per level.
- Emphasize the interdependence and integration between theoretical, practical and field aspects of the study plan.
- The study plan should include the additional needs of the college (lab - equipment - faculty - technicians - etc.) to enable the college to implement the proposed plan.

### **Article 30: Specifications of the Good Course.**

- Contributes to achieving learning outcomes.
- Learning outcomes are consistent with teaching strategies and assessment methods.
- Achieves academic, psychological, mental and social growth of students.
- Meets the needs of students and enables them to acquire labor market skills.
- Constantly being developed and updated.
- Content is relevant to course learning outcomes.
- Shows interdependence and integration of the experiences offered by course content.
- Compatibility of course content with learner characteristics.
- Organization and logical sequence in the presentation of course content elements are taken into consideration.

## **Chapter 5: Assessment and Validation Tasks**

### **Article 31: Validation of Assessment Methods.**

- The quality unit in the academic department, in collaboration with the coordinators of the courses, conducts periodic monitoring in order to identify the degree of commitment to the methods of



evaluating the students as defined in the description of the courses in terms of their comprehensiveness and suitability to the learning outcomes and teaching strategies, and in the chronological order contained therein.

- The course coordinators prepare a semester report explaining the verification results of the above.
- In case the final evaluation method adopted is the achievement test, the quality unit in the academic department monitors the suitability of tests according to the following procedures:
  - (A) Instructing faculty members to submit a specification table with each final test based on the correct scientific bases.
  - (B) The Program Quality Unit examines the specification table to ensure that all planned learning outcomes are covered, and that the testing method is appropriate for measuring target learning outcomes.
  - (C) The Head of the Quality Unit shall take the necessary action in the event that the schedule of specifications is not appropriate.
- The Quality Unit prepares a comprehensive report on the verification of the semester and final assessment methods and their suitability to measure the target learning outcomes.
- The data of the report shall be uploaded on the electronic quality system and a copy thereof shall be kept in the file of the quality monitoring of the educational process.

### **Article 32: Verification of achievement levels.**

The quality unit in the academic department shall verify the levels of student achievement according to the following procedures:

- Analysis of achievement rates and program completion rates according to the following steps:
  - (A) The Quality Unit shall request achievement rates in each course and for each level from the Admission and Registration Deanship according to the approved forms.





(B) Data dump and analysis to determine achievement rates in each individual course and in all courses in general, and at the level of tracks and departments.

(C) Writing a report on achievement rates and program completion rates based on the model (achievement rates).

- Identifying individually the categories of students who have difficulties, including recommendations for support and assistance, through the following steps:

(A) The Unit of Quality in the academic department directs the Academic Guidance Unit to submit a semester report, including the identification of students with educational, psychological or social difficulties and classifying them in categories according to the nature of the difficulties facing them, the results obtained and the services provided to help them overcome these difficulties; as well as the recommendations needed to solve their problems such as the request to provide private lessons.

(B) The report shall be submitted to the Program Quality Unit.

- Correcting random samples of students' work through the following steps:

(A) The Quality Unit undertakes the task of cooperating formally with faculty members from within the University and other universities to cooperate with them in correcting random samples of students' work to ascertain the levels of student achievement.

(B) The quality unit independent reviewer provides a report including judgment on the levels of student achievement based on the work examined.

- To verify that students' work is of their own production, faculty members periodically examine random samples of students' work, and then prepare a report including the judgment of students' commitment to doing their own work.



- Carrying out independent comparisons of achievement levels achieved by students with other internal or external institutions at the international level through the following steps:
  - (A) The Quality Unit is responsible for identifying internal and external institutions for independent comparisons of achievement levels in an official manner.
  - (B) Writing a report including the main results of the benchmark.
- In the light of the sub-reports derived from the application of the previous procedures (1 to 5), the Quality Unit prepares a semester report (verification of achievement levels), including the results of the judgment on the levels of students' achievement. Attention is paid to cases in which the levels of achievement are inadequate, or where there is a discrepancy between students in the results of the evaluation, to discuss the issue in the boards of departments to take the necessary measures to explain the situation and address it.
- The data of the report shall be uploaded on the electronic quality system and a copy thereof shall be kept in the file of the quality monitoring of the educational process.

### **Article 33: Evaluation of Courses.**

The coordinator of the course periodically follows the teachers of the course in the task of implementing the teaching of the course and evaluation as specified in the description.

- Instructors of the course shall prepare the course file, each instructor individually, according to the instructions in the form (requirements of the course file).
- The coordinator of the course will prepare the comprehensive course report on the basis of the reports prepared by the instructors of the course, and shall include in its comprehensive form the following elements in the requirements form referred to:
  - (A) Curriculum vitae of the instructors according to the approved form of Deanship of Evaluation and Quality.



- (B) Minutes of meetings of the coordinator of the course with the instructors of the course.
  - (C) Description of the adopted decision.
  - (D) The teaching plan for students (short description), where the description includes (teacher data, communication means, academic counseling hours, learning resources, teaching strategies, evaluation methods, time planning, assignments).
  - (E) Course report in accordance with the format (course report document) prepared by course coordinator based on the reports of his / her colleagues.
  - (F) Statistics showing the distribution of students of the course in all the sections taught by the faculty member by showing the achievement levels (A, B, C, D, Fail).
  - (G) Examples of teaching and learning activities.
  - (H) Empty forms of semester and final work test, student response form and standardized response form.
  - (I) Models of students' work and evaluation methods (three corrected student work forms and semester and final test papers to be distributed with performance levels (low, medium, advanced).
  - (J) The result of the final evaluation.
  - (K) Graph of the distribution curve of students' grades.
  - (L) Comment of the course instructor on the outcome.
  - (M) The self-assessment model of the faculty member, including the elements of reflexive teaching to verify the effectiveness of teaching in achieving the learning outcomes according to the model (self-assessment of the faculty member).
  - (N) Student attendance sheets and denial decisions.
- The program's Quality Unit analyzes the files to ensure that the above items are available.
  - The quality unit in the academic department concerned should provide, in cooperation with the Deanship of Admission and Registration, full data on:



- (A) Completion rates for students in all courses and in the program.
- (B) Results of the student's assessment questionnaire of the course and the faculty member.
- The quality unit in the department prepares a comprehensive report of the courses in the light of the previous data to reveal the results of the availability of the elements of the course file, the results of the analysis of achievement rates, the results of the course evaluation questionnaire analysis, the difficulties in implementing the course, and proposals for improvement and development.
  - A comprehensive report of the courses shall be submitted each semester to the Council of the Department for consideration and action for improvement and development.
  - In the case of recommendations from the Department Development Council, follow the procedures outlined in the track of flow of program and course development (see Figure 3).
  - The file of the quality monitoring of the educational process includes each semester the comprehensive report of the courses, a copy of the minutes of the department council, and the recommendations issued by it, and is uploaded on the electronic quality system.

#### **Article 34: Evaluation of learning outcomes of the program.**

Program learning outcomes can be assessed in two main ways:

- Direct evaluation methods: most notably are achievement tests, assessment of field experience (year of excellence, practical education, field training) or standardized tests, as well as professional tests. These methods provide results by which we can directly judge the level of the learning outcomes of the program in the five learning areas. This requires program quality officers to periodically provide data from these methods by providing reports on student completion rates across all courses and in the program as a whole.



- Indirect evaluation methods, including, for example, measuring students' satisfaction with courses and programs, measuring faculty satisfaction, measuring employee satisfaction, and evaluating external reviewers. To apply this method, the following procedures are followed:

(A) The College Graduates Unit evaluates learning outcomes at the level of programs, individually and collectively, according to the following procedures:

- Survey the views of both male and female graduate students about the quality of the program according to the approved models, including the (questionnaire of the views of graduates) model.
- Determine and update the graduates' employment data periodically through the e-graduate system.
- Communicate with the employers and survey their opinions according to the questionnaire (questionnaire of the employers' views).
- Make official correspondence to obtain the job performance of graduates.
- The Quality Unit in the academic department reviews the satisfaction of the faculty members periodically with regard to the quality of the program and the courses according to the model (questionnaire of the faculty members).

(B) The data and statistics unit in the department of science analyzes the results of previous surveys of both male and female students individually and collectively and documents them.

(C) The Quality Unit shall prepare a report containing the main findings and recommendations concerning the evaluation of the program based on the above points.

(D) The report data shall be uploaded on the electronic quality system and a copy of the report shall be kept in the quality monitoring file of the educational process to utilize its results in preparing the annual program report and building the improvement plans.



### **Article 35: Educational Assistance.**

The quality unit in the concerned academic department shall monitor and evaluate the services provided to the students as follows:

- The availability of faculty members in sufficient and specific times to provide advice and guidance to students through:
  - (A) Surveying students' views via educational assistance to students.
  - (B) Communicating with the Follow-up and Educational Supervision Committees to obtain reports containing data on the practice.
- The sources of teaching (availability of staff, learning resources, preparation, training in clinics or other field locations) should be sufficient to achieve targeted learning outcomes through:
  - (A) Surveying students' views on sources of learning via educational assistance questionnaire to students.
  - (B) Interviewing faculty members and periodically exploring their views about sources of learning.
  - (C) Conducting statistics on learning sources in the light of the target learning outcomes and program performance indicators.
- Effectiveness of the procedures of counselling and academic guidance and monitoring the teaching load which is carried out through:
  - (A) The Academic Counselling and Guidance Unit which provides a detailed report including: (Academic Counselling and guidance services provided, an explanation of the means and procedures used to provide these services, statistics on the number of services provided during the semester, number of beneficiaries, the analysis of the response time to students' problems and queries, and the procedures provided to ensure monitoring students' load and coordinating it through courses).
  - (B) The quality unit in the section shall survey the students' opinion on academic counselling and guidance services and the learning load (see the questionnaire on educational assistance).



- Monitoring the faculty members' knowledge of the support services available to students in the institution and the procedures for referring students to them when needed.
- Ensuring that suitable and adequate facilities are available for individual study and allow privacy (laboratories, computer centers, libraries, self-study spaces) through:
  - (A) Surveying students' opinions via educational assistance questionnaire to students.
  - (B) Application of the utility note card.
- Monitoring the extent to which additional (private) lessons are offered to assist students through:
  - (A) Surveying students' opinions via educational assistance questionnaire to students.
  - (B) Reviewing and following up the reports received from the Academic Guidance Committee and the recommendations contained therein concerning students with learning difficulties and the procedures taken by the Department.
  - (C) Analyzing the data from the procedures in paragraph (1) and deriving the most significant results with regard to educational assistance to students.
- In light of this data, the Quality Unit prepares a report (educational assistance), including recommendations for improving the educational assistance provided to students. The report data shall be uploaded on the electronic quality system and a copy of the report shall be kept in the quality monitoring file of the educational process.

### **Article 36: Field experience**

- The quality unit in the concerned academic department shall follow the relevant bodies in field training in preparing the field experience and preparing the participants through:



- (A) Informing students and supervisors about targeted learning outcomes from field experience and field experience activities.
  - (B) Informing field supervisors precisely of the nature of the tasks entrusted to them.
  - (C) Preparing students' assessment standards with accurate explanation and informing students and supervisors about them.
  - (D) Adopting clear criteria, in the light of which field expertise will be selected so that it will be able to achieve targeted learning outcomes.
  - (C) Preparing a risk assessment plan that any of the involved parties may be exposed to, including ways to reduce the likelihood of occurrence of the risk and ways to deal with it when it occurs.
- For the purposes of evaluating the field experience, the Quality Unit undertakes the following:
- (A) Follow-up of field visits (many times enough to provide supervision and support) by faculty members to training venues to provide support and counseling to students and supervisors and to know the problems that students and field supervisors may encounter and resolve them immediately.
  - (B) Evaluation of field experience and field supervisors by students according to approved models.
  - (C) Evaluation of field experience and students by supervisors in accordance with established models.
  - (D) Writing the field experience report by faculty members according to the approved model (field experience report) taking into account the evaluation of the training bodies and the data from paragraphs (b) and (c).
- The report of the field experience will be presented to the department council each semester for the necessary action and improvement.





- With regard to the recommendations of the Council of the department, they are submitted to the Dean of the Faculty to take the necessary action.
- The report of the field experience, and a copy of the minutes of the department council and the recommendations it issues are included, each semester, in the file of monitoring quality of the educational process and the data is uploaded on the electronic quality system.

### **Article 37: Professional Development.**

- The Quality Unit shall monitor the professional development of faculty members in the following fields of development:
  - (A) Training and developing the knowledge, skills and attitudes of faculty members to carry out the teaching, evaluation and supervision tasks entrusted to them, in accordance with the following mechanism:
    - (B) Identifying the training needs in the core areas (teaching, evaluation, use of technology, and academic knowledge) for new and continuing faculty members, both full and part-time teaching staff (in light of ) the learning outcomes targeted in the program, the results of the annual quality performance report, the modern educational trends, and the evaluation of job performance.
- The requirements are submitted via the college vice deanship for Educational Affairs and Quality to the concerned bodies in the university according to specialization.
- The quality unit in the department will follow up the training courses announced by the different training bodies and will nominate faculty for them according to the following criteria: (The subject of the training course is related to the training needs of the member, the number of training courses attended by the faculty member and the professional level of the member).
- The quality unit of the department is responsible for following up the academic and professional movement and attending scientific conferences and symposia in the field of specialization by following up the local, regional and international conferences,



announcing them and nominating participants for them according to the following criteria: (The topic of the conference is related to the member's specialization and practical and research interests, the number of conferences and scientific activities attended by the faculty member, and the professional level of the member).

- The quality unit evaluates regularly the effectiveness of learning strategies according to the following mechanism: (A colleague-based assessment method through):

(A) Announcing the method of evaluating the colleague's observation.

(B) Coordinating between members and scheduling visits, provided that the number of observers is not less than three and not more than five per visit, preferably those who have taught the same course.

(C) Providing members with a colleague observation card.

(D) Observers provide the quality unit with observation results.

(E) Analyzing the results and writing the report of the colleague's observation at the program level.

- The department's quality unit monitors the professional development files by urging faculty members to create professional development files in order to evaluate the effectiveness of the learning strategies used in teaching regularly and to assist the member in tracking his professional growth. This file should include:

(A) Evidence and proofs of self-assessment processes, periodic student assessment samples, and improvement strategies carried out by a member.

(B) Professional achievement rates through teaching years.

- The quality unit in the concerned academic department monitors the design of these files by requesting random samples of the members' files and analyzing them in order to observe the



professional growth of the faculty members. In light of the data obtained from the examination of the members' professional files, the Quality Unit prepares a report (professional growth of faculty members) at the program level as a whole.

- The department quality unit follows up academic publication and community service by encouraging and disseminating the culture of academic publication documentation for faculty and community service within a mechanism approved by the academic department and known to all, linking academic documentation to promotion for example, or other matters, and carrying out with publication and documentation works.
- The department quality unit follows up the formal recognition for academic and professional excellence according to the following mechanism:
  - (A) Proposal of an appropriate mechanism at the college or program level to encourage and reward academic and professional excellence at various levels.
  - (B) Dissemination of outstanding faculty members for all levels of performance (job performance, academic publishing, community service) according to the results of the official evaluation (student, staff and faculty questionnaires).
- In light of the procedures mentioned in the preceding paragraphs, the following shall be done:
  - (A) Providing the electronic quality system with all the professional growth activities of faculty members, for example, training courses attended, conferences, workshops and seminars and updating them.
  - (B) Providing the files of faculty members with evidence and proofs reflecting the commitment of faculty members to professional development activities.
  - (C) Preparation of (professional development) report reflecting the activities and strategies used to achieve the professional development of faculty members in the academic department and the rate of professional development achieved in light of the activities carried out.



(D) The data of the (professional development) file report shall be uploaded on the electronic quality system and a copy thereof shall be kept in the file of the quality monitoring of the educational process.

### **Article 38: Evaluation of programs and review of quality performance.**

- In light of previous data, namely: Student Achievement Rate Statistics, Comprehensive Course Report, Student Assessment of Courses and Program, the Report on the Analysis of Results of the Survey of the Opinions of Alumni, Experts and Recruiters, the annual program report is prepared over two semesters, according to the latest update of the (program annual report).

- The quality unit in the academic department prepares the annual quality performance report, which includes performance related to all ongoing activities and routine work according to the following two main components:

(A) Operational Section Plan Report: This report reflects the results of the implementation of the annual operational plan of the academic department, including the evaluation of the program objectives in light of the main program performance indicators.

(B) Reports of the quality of the educational process: (comprehensive report of courses - field experience report - annual program report - evaluation report of program learning outputs - verification report of evaluation methods - verification report of achievement levels - report of educational assistance - professional development report).

- The quality unit of the department shall submit the annual quality performance report to the head of the department. The report shall be discussed at a meeting of the academic department to determine the quality of the program, the teaching and evaluation processes, the sources and the facilities therein, and make the necessary recommendations thereon.



- The report is submitted to the Deanship of Evaluation and Quality.
- Reports are submitted to the Teaching and Learning Support Committee for consideration and preparation of a comprehensive report including common strengths and weaknesses and programs variance levels. The report should include detailed data on key performance indicators for all programs and an institutional improvement plan to address general issues affecting programs in the institution as a whole.
- The detailed report referred to in paragraph 6 shall be submitted to the Higher Committee of Quality in order to review the level of performance of the program quality at the University and to take the necessary measures for improvement and development in the light of the proposed recommendations.



## Forms

All the forms mentioned in this system can be obtained by accessing the [Deanship of Evaluation and Quality](#) website

(<https://units.imamu.edu.sa/deanships/Quality>), then to the [file library](#), and then choose the [quality monitoring system modules](#) for the [learning process](#).

You can also access the Deanship website via the following QRcode:

