جامعة دار العلوم
Dar Al Uloom University
لعلوم تواكب العصر

DAU

Quality Manual

2020

Internal Quality System

Quality Arrangement & Quality Tools

Prepared by Quality Team at DQ

Dar Al Uloom University

Vice Rectorate for Planning and Development

Directorate of Quality

Reviewed annually

Quality Team
DAU. VRPD. DQ DIRECTORATE OF QUALITY

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Chapter One: Quality Manual Introduction

1. Introduction

This Handbook has been prepared to assist Directorate of Quality (DQ) in Dar Al Uloom University in introducing and developing internal quality assurance processes for purpose of ensuring the quality requirements and EEC-NCAAA Standards. DQ's Quality manual is built based on EEC-NCAAA handbook, part 2 (**Handbook for Quality Assurance and Accreditation Part1, 2 and 3, Version 3, Muharram 1437H, October 2015.**)

2. Overview of Dar Uloom University:

Dar Al Uloom University (DAU) was officially established under the rules governing private universities on 3rd March 2009 following the endorsement of resolution No. 3/52/1429 by the Custodian of the Two Holy Mosques and Chairman of the Higher Education Council. DAU came into being as a result of the overarching vision of His Excellency Abdulaziz bin Ali Al-Tawaijir, the founder, to continue the longstanding tradition of Dar Al Uloom Group of educational access, lifelong learning and service to community. Prior to setting up DAU, the founder had made his mark as one of the leaders in the KSA contributing to the national education system and most notably to the establishment of Dar Al Uloom's group of fully-fledged K-12 schools in 1994. Led by the founder's visionary foresight and resoluteness, the establishment of DAU took 8 years of groundwork to materialize including expert advice from within the KSA and abroad and extensive market study to ensure suitability of the academic disciplines to the needs of students and the local economy. DAU establishment also involved solid capital and infrastructure investment matching its academic and operational needs. The process began in 2000 with resolution 212 issued by the Council of Ministers, followed by a feasibility assessment which paved the way for the establishment of Dar Al Uloom Company and a comprehensive submission to the Ministry of Higher Education. On June 26th, 2008, the Ministry of Higher Education issued its final endorsement for the establishment of Dar Al Uloom's 5 Colleges, namely, College of Business Administration, College of Architectural Engineering and Digital Design, College of Law, College of Computer Engineering and Information Technology and College of Education and Human Development. In 2013 two more colleges were established namely: College of Medicine and College of Dentistry. In 2014, College of Pharmacy and Applied Medical Sciences is established.

The Vision of *Dar Al Uloom University (DAU)* is to be a leading regional institution dedicated to educational excellence; innovation, and knowledge building. DAU will achieve this vision through delivery on our mission. DAU is committed to develop highly qualified and competent students who can function confidently in a real world setting through high quality learning and teaching provision, scientific research, innovations, and entrepreneurship. In addition, to serve the social,

cultural, and economic needs of DAU's communities. These are supported by financial sustainability, institutional and scholastic expertise; and infrastructure superiority. Knowledge generation and knowledge transfer through research, scholarship, and teaching are fundamental to the mission of DAU. It is imperative to recruit and retain outstanding scholars who will provide opportunities for research training to undergraduate and graduate students, strengthen critical areas of research, develop new areas of excellence in research, and enhance synergies between teaching and research. However, DAU's 2022 agenda forms the philosophical basis for the 2017-2022 Strategic Plan and identifies nine high level goals:

Strategic Goal 1: Organizational Development – Transform DAU to become more streamlined, agile and dynamic that enhances governance and management.

Strategic Goal 2: Educational Excellence – ensure teaching and learning excellence and assuring quality education that creates and sustains a culture of scholarship, and creativity thus enhancing DAU's national and international stature.

Strategic GOAL 3: Student Success – Recruitment, nurturing, retention and graduation of competent students who are intellectually active, morally adept, socially caring and globally aware in an Innovation-driven knowledge economy and global society through enriched student experiences.

Strategic Goal 4: Advancing Scientific Researches and Creative Works – Develop sources of discovery, creativity and innovation that underpin DAU's education programs and its intellectual, social, and economic capital contribution to society.

Strategic Goal 5: Culture of Community and Dynamic Supportive Environment – Develop, facilitate and nurture a supportive quality environment and support services that are relevant to DAU community.

Strategic Goal 6: Resources and Operational Efficiency and Effectiveness – Ensure efficiencies and effectiveness of supports, services and resources development and management to support all aspects of the institution.

Strategic Goal 7: Expanding Engagement and Outreach – Engage and enhance national and international partnerships with academic, industry, community and other partners and values for societal and sustainable development.

Strategic Goal 8: Financial sustenance – Ensure that DAU operates efficiently and effectively within available, feasible and risk managed financial resources.

Dar Al Uloom University (DAU) is keenly committed to follow National and International quality requirement and accreditation standards, mainly NCAAA and well known external accreditation

bodies in order to embrace values of excellence in its academic programs and administrative units. Meanwhile the university is devoted to apply the strategic planning in Quality Management emphasizing the dissemination of the good practices.

3. Directorate of Quality DQ

The Directorate of Quality (DQ) was set up with the primary role to lead DAU's various change initiatives and programs, aimed at upholding the highest quality standards and ensuring compliance with the university's policies and procedures. As well as fulfilling the requirements for Quality Assurance and Accreditation of the National Center for Assessment and Academic Accreditation (NCAAA) and other internationally recognized accrediting authorities. It plays a pivotal role both institutionally and programmatically involving the following major stakeholders:

a) **Vice Rectorate of Planning and Development:** Work closely with university leaders in defining DAU's mission and strategic direction and assessing its progress in achieving institutional targets.

b) **Leaders and support staff within the colleges and administrative departments:** Develop tools, share practices and build capacity for change and continuous improvement across the colleges and administrative units.

c) **External entities:** Act as a focal point for communication with external entities on matters concerning quality assurance and accreditation including for instance the NCAAA and other accrediting authorities and managing institutional partnerships and collaborations.

d) **Students and the community:** Work closely with the colleges, student affairs to facilitate planning, and development of student and community-based programs and activities and assess their impact on students' experience and the community at large.

Led by the Vice Rector of Planning and Development, DQ's ultimate role is to work closely with the colleges and departmental leaders in building a sustainable quality culture that embraces continuous improvement and positive change. a culture that embraces stakeholder-based approach engaging faculty, students, administrative staff, employers, partners and the community at large in a team-based participative environment to meet the university's overarching goals and achieve students' outcomes.

4. DQ Mission

"Ensure academic quality through an operative quality management system acquiescent with national and international quality standards."

DQ will achieve its mission by:

- Develop awareness programs to ensure wide understanding of the purpose and objectives of quality assurance system among DAU's community.

- Acquire institutional and program accreditations locally and internationally
- To assure quality in all processes and services provided in DAU.
- Building internal competencies for effective planning and quality assurance in all aspects of academic, administrative and business development of the university;
- Establishing mechanisms for self-assessment and evidence-based management of outcomes across the university;
- Using best practice and benchmarking activities and techniques to enable DAU academic administratively implement quality and improve performance; to Prepare reports on compliance and non-compliance status to the management
- Engaging the entire university community in In quality assurance process and activities to acquire institutional and program accreditations locally and internationally.

DQ's mission flows from DAU's strategic direction and underscores the university's commitment to the development and continuous improvement of effective quality systems and processes across the institution, thereby ensuring its sustainability and credibility locally and Internationally. DQ mission will be underpinned by the following guiding principles:

- Shared Responsibility: The members of the DQ, colleges and their supporting units are collectively responsible for maintaining and enhancing the quality of DAU's academic programs, and for improving the quality of the students' experience. This responsibility is also shared with the administrative departments in providing responsive services and creating a positive working and learning environment for students, faculty and staff in general.
- Self-evaluation: Quality assurance is based on a culture of regular and systematic review and continuous improvement of all academic and administrative related processes, through the adoption of quality tools and the use of internal and external benchmarking.
- Evidence: Quality assurance and enhancement are based on an organized process of collecting evidence and analyzing data to facilitate future actions.
- Efficiency and Effectiveness: The efficiency and effectiveness of quality assurance are confirmed through regular review and improvement of policies and procedures and compliance to all national and international standards and practices.
- Sharing Best Practice: Quality assurance involves a strong commitment to the identification, recognition, sharing of good practice and processes through benchmarking, so that it becomes standard practice across the university.

The DQ structure has been established to foster DAU's academic vision in a well-integrated and sustainable manner. By establishing DQ, the following structure will be bring quality assurance into sharper focus to achieve the desired results across DAU's core academic and administrative support units. The following are the six imperatives for establishing such a structure:

▸ **Growth imperative**: DAU's portfolio of programs will continue to grow and it requires a matching structure to ensure a strong foundation for growth.

▸ **Accreditation Imperative**: It is indeed a requirement for DAU to achieve its accreditation to establish a structure that facilitates the development of an integrated quality assurance system and fosters compliance with the NCAAA and other applicable standards in a sustainable manner.

▸ **Quality assurance imperative**: DAU's quest for quality can only be achieved through the establishment of quality mechanisms to support the portfolio of academic and professional programs in a sustainable manner.

▸ **Learning development imperative**: To make sure that learning and teaching continuous to play a distinct role in shaping DAU's academic excellence and achieving students' outcomes

▸ **Technology imperative**: Undoubtedly, technology is now more than ever reshaping the future of higher education. In order for DAU to enrich students' experience, transcend the boundaries of time and place and provide flexible and wider access to knowledge to academic and professionals in the KSA and region, e-learning system is adopted as a key enabler to the university's mission and goals.

▸ **Positioning imperative**: To position DAU's programs and colleges through local and international accreditation and recognition.

5. DQ Objectives

1) To facilitate the development and implementation of university-wide annual planning process in accordance with DAU's 5-year strategic plan;
2) To develop and guide the implementation of DAU's quality assurance activities and programs;
3) To develop tools and techniques to support the university's planning and quality improvement efforts;
4) To develop and enhance DAU's governance system and ensuring compliance to the policies and local and international standards;
5) To facilitate capacity building programs to create awareness and enhance faculty and staff competencies in quality and planning areas;
6) To prepare DAU both institutionally and programmatically for local and international accreditation and ensure adherence to applicable standards;

7) To establish local and international strategic partnerships and alliances to support the development and improvement of DAU's academic programs and processes, and

8) To support DAU's infrastructural development and expansion projects and initiatives.

6. Quality Planning and Review Cycle

DQ Processes are based on the widely popularized management model called the *Deming's PDSA* cycle of learning and improvement (Plan, Do, Study, Act).

As shown in Figure 1, the Plan-Do-Study-Act model is a systematic iterative process for learning and continuous improvement and is contextualized to fit DAU's working environment and philosophy. The model is therefore made of four integrated phases as follows.

- **Plan** refers to DAU's ability to build institutional, academic and administrative activities on a sound planning process which is rooted in the university's strategic direction and overarching goals and based on feedback from various stakeholders and supported by relevant internal and external facts and data.

- **Do** refers to DAU's ability to translate its institutional, academic and administrative plans into measurable actions. In its essence, "*doing*" is about effectively executing and managing the implementation plans including deploying resources, tracking progress and gathering data and evidence of progress.

- **Study** refers to DAU's ability to demonstrate that the intended targets and outcomes set out in the plans are achieved. This critical step of the model is about conducting reflective analysis and evaluation of institutional, academic and administrative related data and evidence resulting from the *doing* phase, identifying the reasons for the performance gap and providing direction for action.

- **Act** refers to DAU's ability to close the cycle of improvement by taking action based on the findings identified in the *Study* phase. The *Act* phase generally includes implementation and monitoring of the changes required to ensure that the root causes for the performance gap are successfully addressed, and that the practices implemented lead to the achievement of the targets/outcomes in a consistent and tangible manner. This phase is also about documenting the evidence of improvement, drawing learning lessons for future action, sharing good practices and celebrating success.

The PDSA cycle is a fundamental philosophy for continuous improvement and organizational learning. It applies to individual units as well as the entire university. In fact, it applies to all work processes including for instance strategic planning, program marketing, student admission and

registration, curriculum development and improvement, student assessment and feedback, HR recruitment, library loan and acquisition management, graduate and alumni management and complaint management. After a cycle is closed, a college, a department or a work unit moves directly into another cycle of improvement where a new target condition is set, and the process begins again. This process of iteration paves the way for an accelerated learning and development within DAU and creates a culture that embraces change, evidence-based outcomes and sharing of good practices.

Develop plans for improvement and sustainability
- DAU Strategic Plan 2013-2020
- Colleges and Departmental Plans
- Program Study Plan
- Program assessment plan
- Course review plan
- Continuous improvement plan

Implement Plans
- Implement Plans
- Monitor results
- Maintain records
- Gather evidence

Take Action for improvement:
- Develop and implement action plans to close the performance gap
- Develop preventive measures
- Lesson learned
- Document your experience
- Celebrate success

Study results:
- Internal Audit
- External peer review report
- NCAAA accreditation report
- Annual college & Departmental Reports

Conduct gap analysis:
- Analyze and interpret results against targets
- Benchmark performance and practices
- Identify the root causes for performance gap

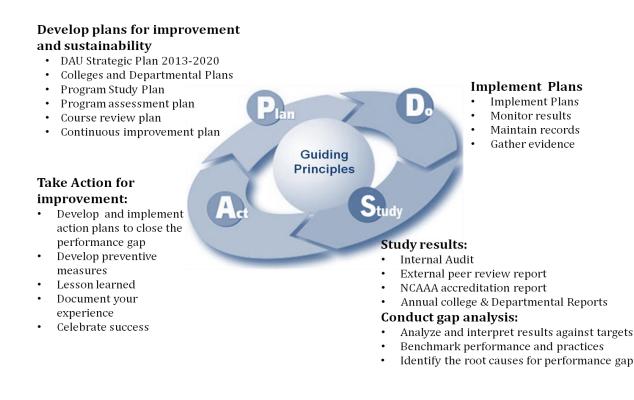**Figure 1:** *DAU's Continuous improvement and sustainability cycle Deming's PDSA* cycle of learning and improvement

This cycle aims to improve the quality processes by studying the current situation of performance, which lead to identify strategic priorities for improvement. DQ' PDSA Cycle relevant to the Planning and Review Cycle, which proposed by EEC-NCAAA handbook part2 (see figure No. 2)
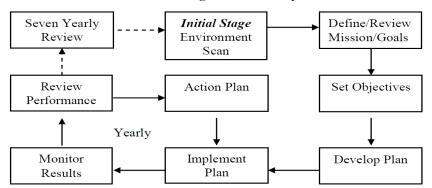
Planning and Review Cycle

Figure 2: *Planning and Review Cycle, handbook part2*

7. Quality Organizational Arrangements

This part explains the quality organizational arrangements, which include a set of committees, and units, which connected to each other to cover all DAU levels.

7.1 Quality Council

Council of Quality in DAU overseeing and reviewing the plans, the policies and the procedures of the Quality Assurance system at the university, as well as making sure that it's implemented efficiently and effectively at all levels. The Council will allow the involvement of the senior administration of the university in planning and quality control processes, besides making sure and following up the implementation of the long-term goals and the medium-term goals of the strategic plan.

Responsibilities of the DAU Quality Council:

- Ensure that the IQA and EQA plans, policies, procedures and systems of DAU are planned and implemented effectively and efficiently.
- Ensure that the performance and quality management of the university, the academic and administrative units are effectively and efficiently managed.
- Ensure that any performance and quality management issues and exceptions to the case in the IQA and EQA quality management systems of the academic and administrative units and the university are addressed.
- Ensure that the university achieves its performance and quality aspirations.

Members of the Quality Council:

- ·Rector of the University (Chairman)
- Vice Rector for Planning & Development ·(Vice Chairman)
- Vice Rector for Educational & Academic Affairs (Member).

- .DAU's College Deans representatives
- .One to two representatives of outside parties (members) (One must be female)
- Director of DQ.(Secretary of the Council)

7.2 Directorate of Quality Structure

DQ includes three units with clear roles and responsibilities, in addition to quality unit in each college and quality committee for each academic program, in the current situation, the number of quality units at colleges level is (5) units and (13) academic program quality committee.

Figure No. 3 Shows DQ hierarchy which includes the main three units of DQ, the roles and responsibilities of each unit are then explained
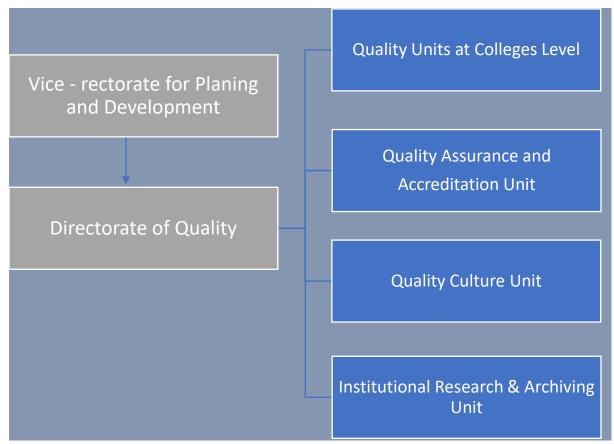

Figure 3: The Hierarchy of Directorate of Quality

7.3 DQ Units (Tasks and Responsibilities)

Responsibilities of Quality Assurance & Accreditation Unit (QAAU):

The Quality Assurance and Accreditation Unit focus area forms the foundation for continual improvement, sustainability and accountability. Under this focus area, QAAU plays a pivotal role in upholding the highest standards of quality underpinned by Directorate of Quality, DAU's quality policies and guidelines and NCAAA's accreditation standards. It also involves mobilizing teams in the review and assessment in accordance with DAU's Continuous improvement and sustainability cycle (PDSA Model). Another integral part of the role of this unit to assist in implementing a sound governance and accountability system and establishing a process-centric culture through the implementation of quality management systems and building internal competencies for continuous quality improvement and sustainability. The unit assumes the following responsibilities:

- Ensuring and maintaining DAU's institutional and programmatic compliance with all policies, procedures and practices as well as recognized management systems and certifications as appropriate;
- Ensuring review and assessment of quality practices through regular value-added internal audits of the academic and administrative processes;
- Initiating and overseeing quality improvement projects and assessing their impact on the performance of DAU's colleges and support departments;
- Preparing quality review and improvement reports addressing areas of strengths and improvement and following up on actions taken to improve performance.
- Promoting a culture of quality and continuous improvement through best practice studies, guidelines, focus group discussions, conferences and workshops;
- Supporting and promoting excellence through the establishment of excellence awards to recognize faculty, staff, students, teams and departments for their commitment and contribution to quality improvement within DAU;
- Designing and delivering quality assurance competency building programs and measuring their impact on faculty staff performance and work processes;
- Overseeing the development and implementation of DAU's governing policies and procedures and ensuring their continual review and improvement;
- Facilitating the implementation DAU's governance system and assessing its impact on the university's decision-making, accountability and effective functioning of its various councils and committees.

Accreditation is a process of self-regulation and peer review adopted by the academic community. The goal of accreditation is to ensure that education provided by institutions of

higher learning meets acceptable levels of quality requirements as outlined in the NCAAA Standards and other accrediting authorities internationally. Under this focus area, QAAU plays a major role by:

- Planning and facilitation of the university's institutional and programmatic accreditation processes;
- Facilitating understanding of the requirements provided by the NCAAA and other international accreditation organizations;
- Developing various tools and guidelines to facilitate gathering of information and evidence of practice;
- Facilitating institutional and program level self-evaluations in accordance with NCAAA standards and key performance indicators;
- Coordinating external reviews and assessments for the accreditation visit;
- Supporting colleges in preparing program-related documentation including program performance reports and reviewing evidence of practice in line with the Standards and accreditation requirements, and
- Planning, organizing and finalizing the self-study report and related data and evidence for submission to the NCAAA or other accrediting international authorities as appropriate.

Responsibilities of Quality Assurance Unit (QCU)

- Develop strategies to promote quality and accreditation culture at DAU.
- Raise the level of awareness about quality and accreditation within DAU community.
- Use various printed and electronic format to disseminate knowledge about quality and accreditation activities at DAU.
- Deliver, Organize workshops, and training programs related to DAU Quality System and accreditation project.

Responsibilities of Institutional Research Unit & Archiving (IRAU)

DAU recently established the Institutional Research Unit (IRAU) to carry out the following tasks:

- Collecting data about the performance of an institution,
- Collecting data about the environment of an institution,
- Analyzing and interpreting the collected data, and
- Transforming and interpreting data analyses into information that can be used to support the institutional planning set institutional policies, and make academic and management decisions.

Also, this unit is responsible to collect, document and archive all of main DAU's documents (decisions, policies, bylaws and regulations) with the following tasks:

- Collect and archive all of main DAU's documents (decisions, policies, bylaws and regulations).

- Collect and archive all data analysis reports and performance reports.
- Ensure that the documents are approved, signed and dated by appropriate, competent and authorized persons.
- Documents must be regularly reviewed and kept up-to-date.
- Any correction made to a document or record must be signed or initialed and dated, the correction must permit the reading of the original information. Where appropriate, the reason for the correction must be recorded.
- Classification of documents into groups by type.
- Send documents to people and departments who request these documents (The individuals and departments who request these documents must have the authority to access these documents.)
- Contact all of DAU's departments to collect the new or updated documents to be documented.
- Develop backup plan for all of DAU's documents.

7.4 Cross-Institutional Involvement in Quality Assurance

DAU's scope of quality is quite comprehensive and begins from top management and reaches to micro level of faculty and support staff. As stated before, the top management of the University's leadership is engaged in quality enhancement activities. DAU's Quality Council, the body in charge of quality assurance process which managed by the Rector while the Vice Rector for Planning and Development, Director of DQ, and the University's Quality Committee, are responsible for monitoring institutional and individual performance and operations as well as advising on actions to be taken for improvement.

At the college level, college quality committee is responsible for implementing policy guidelines as provided by the university. While, at program level, all faculty members maintain a course file, which contains a complete record of teaching and learning including course specification, and course reports.

Responsibilities of Head of Quality Assurance at College Level

- Advising on institution-wide priorities and strategies for quality improvement;
- Assisting internal academic and administrative units in the development of quality improvement strategies within their own areas;
- Establishing and monitoring self-assessment processes and reporting requirements;
- Review the course files and the program file, and deliver it to the Directorate of Quality at the university.
- Providing training for faculty and staff in the institution together with advice and support as required;

- Developing a procedures manual describing the institution's structure and processes for quality assurance; specifying criteria for selection and formats for indicators, benchmarks, and objectives; preparing standard forms for matters such as student and graduate surveys; and advising on operational procedures for the planning and implementation of quality processes;
- Maintaining systematic collections of reports on performance including data on indicators and benchmarks that will be required for analysis and reporting on trends in performance and changes in the environment within which the institution is operating.
- Coordinating and leading the preparation of periodic self-studies for consideration within the institution and for use in external reviews.

Program Quality Committee

Committees are established in programs and departments. Each committee consists of senior members (such as faculty members and department/program heads) to:

- Maintain all documents necessary for accreditation in each department or unit.
- Provide support and necessary information to fulfil Quality Assurance requirements.
- Disseminate a culture of quality among faculty members and employees.
- Upgrade the standard level of quality in accordance with NCAAA and international standards.
- Develop the skills of academic staff and administrators with regard to the area of quality, teaching and research.
- Monitoring and review course file submission.
- Collect necessary information related to Key Performance Indicators (KPIs).
- Benchmark the best practices in other universities or industries.
- Prepare the annual program report and annual reports for Academic Programs.
- Cooperate with the Quality Unit in the college and Directorate of Quality in addition to participating in their programs and events.
- Provide databases for academic accreditation.
- Organize programs and events in the area of academic accreditation.

Next Chapter will provide the job description and responsibilities of DAU academic and administrative units.

Chapter Two:

Job Description and Responsibilities

Chapter Two: Job Description and Responsibilities

1. Introduction

This Chapter explains the job description and responsibilities of DAU academic and administrative units based on DAU Hierarchy. The focus will be on the most important positions and departments that affect the core business of DAU and Quality System. Figure No. 4 Shows DAU hierarchy that includes the main components of DAU Authority Bodies and the tasks and responsibilities of each one of them.
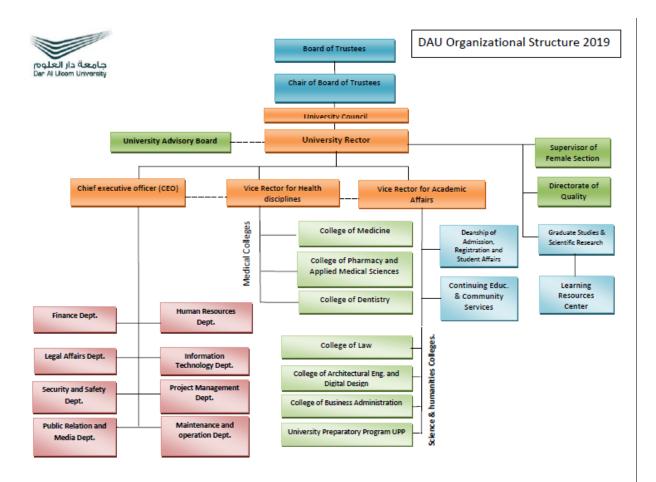

Figure 4: The Hierarchy of DAU

2. DAU Authority Bodies and the tasks and responsibilities

Board of Trustees Task and Responsibilities:

BOT in DAU develop orientation process aims to provide information as to how the Board or the Council members will lead the activities of DAU effectively and within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. It is the University responsibilities to arrange orientation through a planned induction program to all new governor members in the Board of Trustee or the University Council to ensure they understand their responsibilities and duties because of their role on Council or Board of Trustee. Sharing in modifying the vision, mission and values of the university. Ensure a sensible and feasible Strategic Plan. Approve and monitor the Annual Plan. Approve major policies and programme initiatives. Protect the special identity and image of DAU. Evaluate DAU Rector Performance. Monitor, and enhance the DAU resources.

The board supports the Rector, provides regular performance feedback, and offers insight on various stakeholders' perspectives on issues facing the University. As it stated in the Statue of DAU approved by Ministry of Education and in conformity with the private universities bylaws, the board of trustees has the authority to developed, revise, or cancel policies, and regulations. The board provides fully committed and active monitoring of the University, supporting DAU by providing time, efforts and expertise to the university in its overall functions and activities. The board is also well versed with the challenges being faced by the University and manages the university resources wisely.

University Council Task and Responsibilities of University Council:

The University Council is the executive governing body of the university, consisting of Rector, Vice Rectors, Deans and other members of the university community as appropriate. It includes senior academic and administrative leadership of the University and play a supervisory role overseeing all academic, scientific, research and administrative affairs in accordance with the university's mission:

1. Evaluate the university's performance in light of the overall policy and strategy and plans according to the annual reports provided by the university president.
2. Discuss the annual budget of the University of Final Accounts and make recommendations thereon to the Board of Trustees.
3. Discuss administrative, financial and academic regulations and approve them.
4. The proposal to establish colleges and academic programs and university centres of study and research to be presented to the Board of Trustees.

5. Closer ties between the university and academic centers and coordination between them in teaching, scientific research and examinations.
6. Approval of study plans for university programs and the adoption of educational materials, means and methods of teaching.
7. Proposal to the foundations of admission and the number of students to be presented to the Board of Trustees.
8. The granting of certificates and degrees.
9. Formation necessary committees for the work of the Council.
10. Adoption of regulations on student behaviour and disciplinary actions necessary.
11. Approve of study programs specifications necessary to grant degrees and based on Ministry bylaws.
12. Establish awards, scholarships and awarded in accordance with the regulations
13. Adoption of collaboration with other scientific institutions agreements.
14. Consider forwards issues from the Board of Trustees or the rector.

University Rector Task and Responsibilities of Rector:

The Rector managing academic, administrative and financial affairs:

1. Representation of the university front of the official authorities, bodies and persons.
2. Management of scientific, financial and administrative affairs of the university, according to the provisions of the basic regulations and internal regulations.
3. Oversee the general budget of the University of preparing final accounts and submit them to the Board of Trustees after the review of the University Council.
4. To submit an annual report of the university performance.
5. Assigning specialists to prepare draft regulations and internal regulations of academic, administrative, financial and other regulations governing the work of the university and presented to the University Council.
6. Appointment in academic and non-academic positions with the exception of jobs within the jurisdiction of the Board of Trustees.
7. Supervise the preparation of the university's strategy and annual plans and five-year in the light of this strategy and presented to the University Council for discussion and submit them to the Board of Trustees for approval in the final image.

Chief executive officer (CEO) Task and Responsibilities:

The purpose this job "Chief Executive Officer" is to monitor the operations and services provided by all of units that allocated under his supervision and develop the recommendations and plans to improve the efficiency of these units. In addition to organize, distribute and verify the tasks between the units' members. Works to fix the complex problems and situations, act as a center

point for developing, distributing and monitoring policies and procedures of these units, and make sure all of these operations, services, policies and procedure are related directly to DAU Mission and serve all of DAU's academic units.

- Oversees and Monitor Daily operations of the units.
- Develop improvement plans and schedules of the planned projects. Leading these projects in all phases of development and implementation.
- Suggests and Recommends the development initiatives and procedural changes to improve units efficiency such as workflow, work procedures, developing staff and providing the suitable tools and techniques.
- Follows up on and ensures appropriate implementation of decisions made by top levels.
- Organize, distribute and oversees the tasks between the units' members and participates in their training.
- Develop the required policies and procedure and ensures appropriate implementation of them. In addition to periodic review of these policies and procedure.
- Assist in the redesign of systems or processes in DAU to increase the performance and efficiency.
- Develop the required documentation for all stakeholders, such brochures, Guides, Staff handbook, Policies and procedures handbook, annual reports...etc.
- Deal with complex problems and situation facing the units based on relevant documentation and liaises with appropriate resource persons to obtain and provide information on diverse and complex issues.

University Advisory Board

The main purpose of the Advisory Board is to provide counselling, advocacy, counselling and support for Dar Al Uloom University of from leading employers in Saudi Arabia experiences as this Council an independent third party. The main task of the Council are to advise the president of the university, faculty, and staff in order to enhance the experience and improve strategies for the university, colleges and academic programs. In addition, the function of the Council is a major channel of communication to the university with companies and communities, industries, and local government institutions.

Vice Rector for Planning and Development

Vice Rector for Planning and Development directly reporting to the Rector, responsible for developing and monitoring DAU strategies and improvements plans and applying the highest standards of quality and academic accreditation in educational process and administrative work.

Vice Rector for Educational & Academic Affairs Task and Responsibilities:

Vice Rector for Educational & Academic Affairs responsible for monitoring the academic and educational processes in DAU, and the implementation of policies and programs that related to student affairs and educational services to help in achieving their set targets to promote strategic thinking and ensuring co-ordination between disciplines, and for the quality of the provided processes and service. A candidate for the position of Vice President for Academic Affairs must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment.

- Monitoring progress of the educational process and all associated procedures.
- Monitoring progress of exams for bachelor and master, and supervise their implementation.
- Oversee Students affairs and the services provided to them.
- Follow up the implementation of the policies, procedures, rules and regulations approved by the University Council.
- Establish and promote programs and activities with the participation of other departments at the university.
- Activating the role of academic advising and follow up on all the associated processes.
- Facilitate the administrative and financial procedures in line with the rules, regulations and instructions of the university.
- Provide appropriate educational environment through follow-up needs of colleges of modern teaching tools and instruments, laboratories, workshops and classrooms and submit them to the competent authorities at the university.
- Facilitate communication between male and female Sections.
- Follow-up to the periodic maintenance of building and maintenance in coordination with the competent authorities in the university.
- Follow-up security and safety requirements for the facilities and property of the University, and work to ensure the safety of students and faculty and administrative through coordination with the competent authorities in the university.
- Preparation of annual and periodic reports on the work of the administration and all its activities.

Vice Rector for Health disciplines Task and Responsibilities

Vice Rector for Academic Affairs responsible for monitoring the academic and educational processes in Health colleges in DAU with the coordination with *Vice Rector for Academic Affairs.* In addition to the implementation of policies and programs that related to student affairs and

educational services to help in achieving their set targets to promote strategic thinking and ensuring co-ordination between disciplines in Health colleges in DAU, and for the quality of the provided processes and service. A candidate for the position of Vice President for Academic Affairs must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment.

- Monitoring progress of the educational process and all associated procedures.
- Monitoring progress of exams for bachelor and master, and supervise their implementation.
- Oversee Students affairs and the services provided to them.
- Follow up the implementation of the policies, procedures, rules and regulations approved by the University Council.
- Establish and promote programs and activities with the participation of other departments at the university.
- Activating the role of academic advising and follow up on all the associated processes.
- Facilitate the administrative and financial procedures in line with the rules, regulations and instructions of the university.
- Provide appropriate educational environment through follow-up needs of colleges of modern teaching tools and instruments, laboratories, workshops and classrooms and submit them to the competent authorities at the university.
- Facilitate communication between male and female Sections.
- Follow-up to the periodic maintenance of building and maintenance in coordination with the competent authorities in the university.
- Follow-up security and safety requirements for the facilities and property of the University, and work to ensure the safety of students and faculty and administrative through coordination with the competent authorities in the university.
- Preparation of annual and periodic reports on the work of the administration and all its activities.

Director of Quality Task and Responsibilities:

- Promoting understanding of the importance of quality assurance and strategies to achieve it.
- Arranging for special recognition within the institution for significant improvements and outstanding achievements in quality.
- Involving stakeholders in strategies for quality assurance and ensuring community awareness of significant achievements.

- Providing or arranging training in teaching strategies and assessment processes relevant to different types of intended learning outcomes.
- Cooperating with internal units in the provision of orientation and induction programs for new staff to ensure thorough understanding and support for quality assurance strategies.
- Assisting in the preparation of quality improvement plans and evaluation processes for administrative units within the institution.
- Developing and recommending standard forms for use in the institution for conducting surveys and reporting on quality indicators such as teaching evaluations, employer or graduate surveys, and program or subject specifications and reports.
- Providing technical support for calculations of validity and reliability of assessment tasks and evaluation surveys.
- Developing a quality improvement plan for the institution as a whole.
- Maintaining files and records of plans, reports, statistical information, and other information for reference over time and following up on plans for improvement to monitor implementation and evaluate success regarding to quality projects.
- Coordinating and leading the preparation and management of external institutional reviews, coordinating these with external program reviewers.
- Planning and facilitation of the university's institutional and programmatic accreditation processes;
- Facilitating understanding of the requirements provided by the NCAAA and other international accreditation organizations;
- Developing various tools and guidelines to facilitate gathering of information and evidence of practice;
- Facilitating institutional and program level self-evaluations in accordance with NCAAA standards and key performance indicators;
- Coordinating external reviews and assessments for the accreditation visit;
- Supporting colleges in preparing program-related documentation including program performance reports and reviewing evidence of practice in line with the Standards and accreditation requirements, and
- Planning, organizing, finalizing the self-study report, related data, and evidence for submission to the NCAAA or other accrediting international authorities as appropriate

Supervisor on Female Section

Supervisor on Female Section responsible for monitoring the academic and educational processes in DAU Female Section, and the implementation of policies and programs that related to student affairs and educational services to help in achieving their set targets to promote strategic thinking and ensuring co-ordination between disciplines, and for the quality of the provided processes and service in female section. A candidate for the position of Vice Rector for Girls must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment

Task and Responsibilities of Supervisor on Female Section:

- Monitoring progress of the educational process and all associated procedures in female section.
- Monitoring progress of exams for bachelor and master, and supervise their implementation.
- Oversee Students affairs in female section and the services provided to them.
- Follow up the implementation of the policies, procedures, rules and regulations approved by the University Council.
- Establish and promote programs and activities in female section with the participation of other departments at the university.
- Activating the role of academic advising and follow up on all the associated processes.
- Facilitate the administrative and financial procedures in the female section in line with the rules, regulations and instructions of the university.
- Provide appropriate educational environment through follow-up needs of colleges of modern teaching tools and instruments, laboratories, workshops and classrooms and submit them to the competent authorities at the university.
- Facilitate communication Male and Female Section.
- Follow-up to the periodic maintenance of the female section building and maintenance in coordination with the competent authorities in the university.
- Follow-up security and safety requirements for the facilities and property of the University, and work to ensure the safety of students and faculty and administrative in the female section through coordination with the competent authorities in the university.
- Preparation of annual and periodic reports on the work of the administration in the female section and all its activities.

Deanship of ARSA: Admissions, Registration and Students Welfare

The *Dean of Deanship of Admission and Registration and Students Affairs*is responsible for organizing and monitoring the process of admission and registration of students in accordance with DAU regulations and instructions. In addition to provide full support for students affairs and saving, protecting students documents.

Task and Responsibilities of Dean of Admissions, Registration and Students Welfare:

- Organizing and monitoring the process of admission students in accordance with DAU regulations and instructions.
- Organizing and monitoring the process of registration students in accordance with DAU regulations and instructions.
- Coordinate with dean colleges to develop study courses schedules.
- Coordinate with dean colleges to develop final exam schedules.
- Monitoring students requests via SIS.
- Organizing the Registration of courses, deleting and adding course.
- Preparation of statistics and information about the students and their performance.
- Auditing academic plans for all students expected to graduate at the end of each semester and check their files and their rates quarterly and cumulative.
- Edit statements graduation and the issuance of transcripts and other documents.
- Organization of the graduation ceremony.
- Follow-up defaulters students academically and to inform the concerned authorities.
- Providing academic counseling services for students academically defaulters.
- Preparing lists of honor for students at college and university.
- Auditing teaching load for faculty members.
- Issuing annual academic calendar.
- Preparing and conduction orientation program for new students.

Higher Studies & Scientific Research

The Dean of Research and Graduate Studies is responsible for Developing and implementing strategies to increase the DAU's research efforts. In addition to work directly with Dean, Department chairs and faculty to review and evaluate the existing curriculum and in the development of new courses and programs, and to Develop graduate admission policies and procedures.

Task and Responsibilities of Higher Studies & Scientific Research:

- Develop and implement strategies to increase the DAU's research efforts and ensure excellence in research.
- Develop and coordinate the programs to promote and enhance research activity in DAU.
- Support and Facilitate new research initiatives, especially multidisciplinary and cross-departmental initiatives.
- Oversees all operations and administrative staff related to research and graduate programs
- Provide overall supervision and administration of graduate programs in DAU.
- Work directly with Deans and department chairs to review and evaluate the existing curriculum and in the development of new courses and programs.
- Ensure that all graduate academic programs comply with DAU's Mission, Governance and Policies and comply with all NCAAA requirements.
- Develop and maintain DAU Research Database.
- Develop standards that ensure high level of research production and publications.
- Develop reward system for excellence in research for all DAU faculties.

Continuing Educ. & Community Services

The *Director of Continuing Education and Community Services* is responsible for Developing and implementing DAU's Continuing Education and Community Services programs. These programs includes all noncredit courses and programs, community-based education. In addition to develop and customize training programs for business and industry by providing these programs directly by *Continuing Education and Community Services center* or by coordination with external Training Councils and Centers

Task and Responsibilities of Director of Continuing Educ. & Community Services:

- Develop, coordinate and evaluate DAU's Continuing Education and Community Services programs.
- Supervise the process of curriculum design, development and implementation of non-credit courses and programs in DAU.
- Coordinate continuing education and community services activities with all of Colleges' faculties and staff, community agencies, and organizations.
- Develop strategies and plans to enhance an effective and collaborative partnership between the community and DAU.
- Develop and implement a marketing plan for DAU's continuing education.
- Establish a strong relationship with business and industry to develop customized training programs.

Learning Resources Center Task and Responsibilities:

- Technical supervision of the university library system and the follow-up performance.
- The numbers of the Action Plan proposed annual budget in accordance with the University's strategic plan and work on implementation after adoption.
- Work on the development and modernization of libraries and evidence of technical and administrative procedures and activities in accordance with international standards for libraries and institutions of the information issued by international bodies.
- Supervise the administrative and library staff work to identify the needs of libraries of human and material resources and follow-up secured and made available.
- Annual and periodic reports on the activities of the university library system and submit them to top management the university setting.
- T participate in the membership of the committees that are held to examine issues related to the activities of libraries and information technology and to express an opinion and technical advice around.
- Cooperation and coordination and communication with the corresponding university libraries in the field of library and information and discuss ways of cooperation and exchange of expertise with them.
- Contribute to the formulation and preparation of the technical performance career specialist libraries assessment reports, as well as identify training needs.
- Follow-up of scientific and technical developments in the field of library and information and attend scientific conferences and events.
- Perform any other duties as assigned direct supervisor and within the scope of the currency.

Human Resources Department Task and Responsibilities

- Organizing the procedures for appointing new employees and following up their completion as required.
- Supervising the organization and follow-up of all issues related to personnel affairs at the university, from his appointment until his departure from work.
- Supervising the organization of staff files and indexing and make sure to keep and update all the documents on their affairs.
- Supervising the follow-up of public discipline and commitment to the continuity and good implementation of administrative decisions in this regard.
- Study the training needs and prepare the internal training plans and in line with the strategic plan of the Office and the reserves of the functional personnel.

- Contribute in the preparation of job description cards for the functions of the Office and follow up its modernization.
- Supervising the process of managing and evaluating the job performance of the university staff.
- Ensure the distribution of annual reports and follow-up related procedures.
- Direct supervision of the staff of the department and evaluate their performance and work to raise the level and efficiency of work and the submission of periodic reports to the President directly in this regard.
- Supervising the preparation of the table of formations of the functions of the university.
- Contribute to the preparation of the annual budget of the University according to the needs of the university of human resources and training needs.
- Contributing in the preparation of rotation, substitution and succession plans.
- Participation in committees related to the work of the department.
- Any other tasks assigned by the director of the Directorate in the field of work.

Finance Department

- review invoices and check requests
- sort and match invoices and check requests
- set invoices up for payment
- process check requests
- prepare and process accounts payable checks, wire transfers and Cash Deposit.
- reconciliation of bank accounts .
- prepare analysis of accounts
- monitor accounts to ensure payments are up to date
- resolve invoice discrepancies
- vendor file maintenance
- correspond with vendors and respond to inquiries
- produce monthly reports
- assist in month end closing in delta system
- maintain accounts payable files
- communicating with Suppliers phone, email, mail or personally for receiving checks
- prepare and process accounts payable checks, wire transfers and Cash Deposit.
- prepare analysis of accounts
- monitor accounts to ensure payments are up to date
- assist in month end closing in delta system
- maintain accounts payable files

- communicating with Suppliers phone, email, mail or personally for receiving checks
- Prepare closing entries in delta system and Trial Balance for finishing balance sheet

Directorate of Information Technology (IT) ***Task and Responsibilities of Head of IT***

The IT head responsibilities include the typical problems encountered in day-to-day IT operation as well as the following:

- Plan, organize, direct, control and evaluate the operations of University systems, application and portal.
- Develop and implement policies and procedures for systems operations and development.
- Manage the system requirements, specifications, costs and timelines.
- Manage information systems personnel and contractors to design, develop, implement, operate and administer computer and telecommunications software, networks and information systems.
- Control the computer systems budgets and expenditures.
- Ensure technology is accessible to all DAU staff, students, and all other stakeholders and equip them with current hardware and software.
- Maintains organization's effectiveness and efficiency by defining, delivering, and supporting strategic plans for implementing information technologies.
- The IT Director will work closely with decision makers in other departments to identify, recommend, develop, implement, and support cost-effective technology solutions.
- Manage trouble-shooting services for hardware, software and network operating system.
- Manage training of staff about potential uses of existing technology, and provide individual training and support on request.
- Provide recommendations about accessing information and support.
- Maintain current and accurate inventory of technology hardware, software and resources.
- Monitor and maintain technology to ensure maximum access.
- Evaluating user needs and system functionality and ensuring that IT facilities meet these needs.
- Planning, developing and implementing the IT budget and obtaining competitive prices from suppliers to ensure cost effectiveness.
- Scheduling upgrades and security backups of hardware and software systems.
- Researching and installing new systems.
- Securing data from internal and external attack.
- Managing crisis, which may involve complex technical hardware or software problems.

- Keeping up to date with the latest technologies.
- Completes assigned projects by coordinating resources, timetables, stockholder with user departments, providers, contractors and projects manager.
- Act in alignment with user needs and system functionality to contribute to organizational policy.
- Identify problematic areas and implement strategic solutions in time.
- Handle annual budget and ensure cost effectiveness.

Legal Affairs Department

Head of legal affairs responsible to prepare the quarterly plans and annual in connection with the activities and the work of the Directorate of Legal Affairs in accordance with the standards and coordination in accordance with the policies and procedures established with all departments and divisions to provide legal advice. Raising his recommendations to his authority in all matters relating to legal matters. Functions include:

First: the minutes of the meetings:

• Review the minutes of the meetings of the boards of colleges and departments, and the University Council, and the Board of Trustees and ensure approval of the rules and regulations of university education, especially private education sector.

• Provide legal opinion in senior management decisions, and colleges of the in accordance with regulations and rules.

Second, contracts and agreements:

• Prepare contracts and agreements, review and express an opinion on it.

• Provide legal opinion regarding of legal problems during the implementation of contracts, including consideration of the signing of demurrage and pull the business when necessary.

Third: the issues:

• Study Complaints that are held by others and the preparation of legal memos contained for the purpose of reply to, and the supported documents in front of the different judicial authorities and follow them until the judgment of it.

• Preparation of petitions in the proceedings on others and supporting documents to their applications and to provide the necessary defense memorandums and follow up on these cases until the judgment of it.

• Study verdicts to stand on their shortcomings and challenged through legal statutory deadlines in front of the competent authorities.

• Follow up the implementation of the sentences handed down in the face of non-action.

Fourth, regulations and decisions:

• Review the different internal regulations and give the formal opinion on them.

• Participate in the preparation and review of administrative decisions before they are issued.

Fifth: to express an opinion:

• Express an opinion supported by regular evidence and documents.

• Prepare speeches and responses to the external party.

• Preparation of responses and legal studies as needed.

Sixth: complaints and grievances:

• All complaints against non-preparation and so if an attack on the money or property of individuals or occurred during the performance of their work.

• Follow up on complaints from others.

Seventh: administrative investigations

• Conduct administrative investigations in the administrative and financial irregularities and prepare a memorandum of the legal opinion

• Representation in the committees formed to investigate the relevant administrative and financial nature and participate in the preparation of minutes of these committees topics.

Project Management Department Task and Responsibilities

- Successful planning, execution, monitoring, control and closure of a projects.
- A key figure of any Service Team. They will be primarily responsible for the overall successfulness of delivering a project, reaching set targets both safely and correctly.
- They must be able to perform effectively within tight time-scales, keep within strict budgets and create a positive client environment
- They will manage a set of service deliveries, which must be achieved on time to ensure all activities in the schedule are completed in time.
- Overcome certain task, & must show initiative and be able to find ways to best adapt a situation to provide a successful overall critical path analysis.

- Support the development of the leadership, both on-site and back in the offices.
- Organize the best team possible to complete the projects.
- Training and teaching the employees towards the company's core values
- Plan the delivery of the projects.
- Manage the day-to-day working, utilization
- Implementation and technical consultants engaged on client assignments.
- Ensuring the correct material turns up before a job
- Explaining the work ethics and activities to colleagues.
- Report progress on projects by suitable media to sector management
- Maintain and update project reporting, checkpoints and financial reporting to a high standard.
- Develop contacts with senior staff, directors, and other influential staff within each account during the implementation phase.
- Produce reports on each project at agreed intervals, and whenever substantive actions are required.

Security and Safety Department

Task and Responsibilities of Security and Safety Head

- Follow-up and direct supervision of all security operations and safety in all university facilities in order to avoid accidents and risks.
- Develop policies and procedures for the security and safety safe all employees, students, visitors and facilities.
- Develop security plans and safety to ensure the security and safety of all university employees, students in male and female sections.
- Ensure readiness of security tools and safety at male and female sections.
- Rapid intervention in the event of problems and accidents at the university.
- Monitor the entrances and exits of the university and its units and verify the identities of people as necessary.
- Issuance of entry permits to the university and its facilities and units, either for individuals or vehicles.
- Supervise and regulate traffic situations and identify traffic violations with related regulations.
- Prepare guard shifts in the university holidays and vacation days.
- Participate in the organization of events and activities the university in collaboration with all relevant departments.
- Raising awareness of the university community's policies and procedures for security and safety.

Maintenance, operation and Procurement Management Department

Task and Responsibilities of Head of Maintenance, operation and Procurement Management

Maintenance and Operation Tasks and responsibilities:

- Develop maintenance procedures and ensure implementation
- Carry out inspections of the facilities to identify and resolve issues
- Check electrical and hydraulic systems of buildings to ensure functionality
- Plan and oversee all repair and installation activities
- Allocate workload and supervise upkeep staff (custodians, janitors etc.)
- Monitor equipment inventory and place orders when necessary
- Monitor expenses and control the budget for maintenance
- Manage relationships with contractors and service providers
- Keep maintenance logs and report on daily activities

Procurement Tasks and responsibilities:

- Responsible for planning and procurement executive programs which are in the end to achieve the main objectives of the company.
- Responsible for planning for the provision of needs by the company's approved suppliers who are enrolled and evaluated and their dependence with.
- In charge of the register of suppliers' shows him all the supplier data and permanent search for new suppliers to get the lowest prices, including plays into the valuable benefit of the company's version.
- Responsible for making sure the supplier's ability to meet the requirements of the purchase orders and requests for quotations and a questionnaire ores prior to its adoption.
- Responsible for monitoring the implementation of the management of procurement plans.
- Training of personnel management purchases on their business and the transfer of expertise to them so that they are qualified to replace him in the event of a vacuum position.
- Participate in the preparation for the management of purchases with a management representative of the quality system and director of planning and quality assurance procedures
- Proposal promotive, curative and preventive measures that will improve the performance of its management work.

- Issuance of appropriate decisions within the limits of his powers and that may be the cause of improving the management system purchases.
- Suggest appropriate budget for procurement management.
- Raising a weekly report to the Executive Director of the statement of what has been achieved and what has been postponed with a statement of the reason.
- All of the above must be made according to the official procedure adopted for the management of procurement.
- Purchasing Manager is responsible for keeping all make purchases purchase application forms and all its records are subject to an internal audit.

Public Relation and Media Department

Task and Responsibilities of Head of Public Relation and Media:

- Participate in formulating the general policy of PR Department.
- Participate in defining the institution objectives which the public relations seeking to achieve.
- Preparing the public relations programs with the department members.
- Participate in Budgeting and determine its value to implement the public relations programs.
- Directing employees in his department to do their duties to the fullest.
- Guiding the researchers to collect data, information and facts properly to take advantage of them when needed.
- Follow up the public relations programs implementation and try to resolve obstacles if founded.
- Evaluate programs and make the necessary reports about workflow in his administration.
- Coordination and complementarity with other departments within the institution.
- Participating in choosing his administration staff.
- Participate in committees and hold regular meetings of his administration.
- Any other duties as assigned by his direct supervisor that do not conflict with his work.
- Plan a marketing strategy.

3. Tasks and Responsibilities of Academic Job at College Level

College Dean Task and Responsibilities:

The Dean of College responsible for leading faculty and staff of the School in planning, securing resources, implementing and evaluating activities related to academic operations, research, student experience & academic standards and the relevant College, within the framework of the University's overall strategy, policies and procedures. In addition, for coordinating the College's student recruitment, programs of study, its academic standards, the quality of the student experience and graduate employability. The dean represents the college both internally to the University and externally to the various stakeholders. A candidate for the position of Dean must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment

Duties and responsibilities

- Leads the faculty in developing the vision and inspiring others to accept and extend the vision for the College.
- Works on the overall development of administrative, academic and research and the implementation of rules and regulations and quality evaluation and academic accreditation.
- Develops the overall relations of the college within the university.
- Coordinates between the college and local community institutions, ministries and government departments in accordance with the university systems.
- Oversees the provision of all the academic, educational, research and administrative requirements in the college.
- Implement the policies and programs adopted for student affairs and educational services to help achieve their set targets.
- Monitors educational, academic processes, and exams procedures in the college.
- Evaluates the performance of Vice-Dean and Heads of academic departments.
- Maintains a fixed and immovable property of the college.
- Preparing inclusive periodic report to evaluate the performance in college and submit it to the Vice Rector.
- Present letters of thanks and appreciation to faculty, employees, technicians and administrative staff members in accordance with the provisions of the laws and regulations in force.
- Follow-up to the contents of the college and academic departments website and work to update it firsthand.

Vice-Dean Task and Responsibilities

Vice-Dean is responsible for the academic and educational process for students in the college, and the implementation of policies and programs that related to student affairs and educational services to help in achieving their set targets to promote strategic thinking and ensuring co-ordination between disciplines, and for the quality of the student experience. A candidate for the position of Vice-Dean must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment

Duties and responsibilities

- Supervises the implementation of regulations and rules of the Regulations of studies and tests of undergraduate and postgraduate.
- Oversees the Academic Affairs units.
- Having overall responsibility for the management of the programs of teaching and research in college and the implementation of the College's academic policy.
- Ensuring the regular review, evaluation and development of programs offered by the disciplines in college
- Oversees the preparation of class schedules for students in academic departments and coordinate with other colleges in cooperation with the Deanship of Admission and Registration.
- Supervises the distribution of students to various Academic departments of the college.
- Oversees the final examinations process and forms examinations committees in coordination with the Academic Departments and the Admission and Registration.
- Oversees the process of admitting students in the college.
- Oversees the committees of student activities and student affairs committee.
- Chairs the Student Rights in college and raise its report to the main committee at the university.
- Oversees the process of Courses Equivalence.
- Oversees the transfer between academic departments at the college requests, and requests for an apology from the study in accordance with regulations and decisions issued in this regard.
- Supervises the quality requirements and academic accreditation process in all Academic Department in college, and ensure the continuous improvement of the effective delivery of high quality teaching and the maintenance of academic standards.
- Oversees the denial lists, and lists of graduates.
- Oversees the activities of the Orientation week
- Contact the students for guidance and counseling and resolving issues related to academic achievement.

- Submit periodic reports to the dean of the college on the evolution of its units in accordance with the tasks entrusted to it, and the difficulties they face.
- Coordinate with the academic departments in college in all the relevant development areas.
- Oversees the finances allocated to the college in accordance with rules and regulations.

Department Chair Task and Responsibilities

Department Chair is responsible for the academic, educational, research and administrative affairs in the academic department. Assignments have included responsibility for such activities as recruitment, evaluation and supervision of academic and support staff, faculty and staff orientation; curriculum development and implementation; student advising; budget development and administration; and department continuity and administrative support functions. A candidate for the position of Department Chair must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment

Duties and responsibilities

- Oversees the academic, educational, and administrative affairs in the department.
- Assists in the implementation and administration within the department of policies and procedures developed at higher levels.
- Developing the annual plan for the department
- Formulates Courses schedules.
- Coordinates the involvement of faculty in their regular advisement responsibilities and insures an effective and ongoing student advisement program in the department
- Supervise the functioning of educational, academic and exams processes in the department.
- Oversees and tracks the performance of faculty members and their commitment to their hours of teaching and office hours and their academic advising.
- Coordinates recruitment of faculty in accordance with Affirmative Action Plan and other applicable University policies or procedures.

Ensures that new faculty are oriented to the objectives of the basic instructional mission of DAU.

- Encourages the faculty to expand their professional development relative to their disciplines, interpersonal relations with students and colleagues and interactions within the department.
- Distributing courses between faculty members.

- Preparing the annual statistical report for the department and submitted to the Dean of the College.
- Prepare Annual Program Report.
- Encourages faculty to engage in scholarly and creative research and pursue excellence in teaching and community participation.
- Articulates the needs, problems and views of the faculty to college and University administrative levels.
- Form the academic and administrative committees in the department.
- Maintains and coordinates administrative procedures within department
- Evaluates and measures the level of performance and achievement in the department and developing the improvement plans.
- Works on quality control and compliance to Academic Accreditation (NCAAA).
- Develops and evaluates curricular programs and plans, and implements the department's undergraduate and graduate programs.
- Manages the formulation of department self-studies and coordinates program reviews.
- Responsible to achieve the academic accreditation for the program from NCAAA and international bodies.

Faculty Member Task and Responsibilities

Faculty Member is responsible for teaching, student advising, research and creative activities, service and administrative responsibilities. Meeting the essential duties and responsibilities of this position is expected to require at least 40 hours a week on average Much of faculty work occurs at designated times each week (such as classes, office hours, quality assurance requirements, meetings, etc.). A candidate for the position of Faculty Member (in this job description) must hold Full-time faculty status and at least the rank of assistant professor at the time of appointment.

Duties and responsibilities

- Develop course content, curriculum and presentations.
- Provide effective instruction which facilitate learning process by adopting effective instruction, and conducting continuous evaluations of students based on course topics and assessment tools.
- Participate in developing program learning outcomes and share the process of learning assessment at program level.
- Mapping course-learning outcome to program learning outcome and participate in evaluation process that include choosing and administering measures, evaluating student performance, and suggesting changes to improve student learning.

- Assign grades, maintain course/student records in accordance with DAU regulations, and submit grades and records by established deadlines.
- Developing program curriculum, standards, and policies, including reviewing and participating in textbook selection process where appropriate with other faculty and administrators.
- Schedule, supervise, debrief, and evaluate students in clinical, internship, observation, field experience, and similar settings as appropriate for the course or program.
- Provide communication channels with the students via email, phone, or personal meeting. The method of contact and hours of availability should be clearly communicated to supervisors and to students through the course syllabus each semester.
- Attend departmental, divisional, and college-wide meetings where appropriate or as required by supervisor.
- Meet all classes and other scheduled responsibilities such as office hours and meetings at the designated times. A faculty member should inform the supervisor if he or she is unable to meet a class on time.
- Remain current in academic or program discipline, including maintaining licensure, certification, or continuing education requirements where appropriate.
- Self-enhancement in technological or pedagogical advances that promote student learning.
- Help college to develop professional development activities.
- Advise the students to identify and achieve their educational goals.
- Participate in orientation program for new faculty.
- Prepare Couse file at the end of each semester with high quality.
- Commitment to quality standards and participating in accreditation activities
- Perform other academically related duties as assigned by Department Chair.

Chapter Three:

DAU Policies and Procedures

Chapter Three: DAU Policies and Procedures

1. Introduction

DAU reach its vision through a set of well-developed policies and procedures, organizational structures, academic programs and support services, and external relationships. DAU Policies and procedures Project is a continues project aims to keep the efficiency and applicability of these policies and procedures by regular review, improvement and developing new polices in needed.

The faculty, staff, and students of Dar Al Uloom University are governed by policies and procedures. Students are instructed and mentored by a faculty and staff who demonstrate these values in their personal and professional lives. The university policies and procedures are developed, approved and implemented in accordance with the Ministry of Education guidelines for universities in the KSA. The university maintains the following types of policies, procedures, manuals and forms:

- Governance policies including all policies and guidelines dealing with the Board of Trustees, University Council and various committees. The Academic Councils and Committees structure are considered one of the bylaws that regulate the operation and activities of the academic councils and committees in Dar Al-Uoom University (DAU). These bylaws incorporate the definition of the academic council or committee, its objectives, composition, functions and its mode of operation.

- Student policies including all student affairs policies, procedures and manuals such as admissions, registration, student guide, and code of conduct. Because the student is the greatest priority in Dar Al Uloom University, it is of course important to clarify his/her rights and duties. These bylaws represent mutual understanding between the university and its students. They create awareness of the students' academic rights and how to enjoy such rights as well as of their binding duties towards the university.

- HR and Administration policies including policies and manuals for managing faculty and staff affairs. This By-Law was established for the purpose of implementing provision of Article (12) of Labour Law issued by the Royal decree No M/51, dated 23/8/1426 H.

- Dar Al Uloom University (DAU) Finance By-laws is considered the main document for regulating finance, where preparation of various documents regulating financial and accounting activities in the University is based on the rules and mechanisms that it includes. The Finance By-laws is primarily intended to demonstrate basic rules of financial and accounting system that must be followed by all employees in financial and accounting field at the University in addition to other staff in all various activities related to the

University funds and resources. It is also intended to determine rules and mechanisms that lead to safeguard the University's funds and properties, proper investment of its resources, regulate expenditure and collection rules, monitoring and internal control rules and the soundness of University's financial accounts.

- Learning and teaching policies including all course and program related policies and guidelines such as those dealing with course syllabus, coursework assessment and program development and review.

- Information Technology policy and procedures are related with staff, faculty and student access and use of university IT resources. These policies include Damage to Equipment Policy, Managing Password Policy, Responding to System Faults Policy, Email Policy, Backing-up Data on Laptop and Desktop Computers Policy, Moving Hardware from One Location to Another Policy, Proper Care of Laptops and Desktop Computers policy, Internet Policy, Day to Day Use of Laptop Computers Policy, Students, Faculty and Staff Responsibility Policy, Licensed Software Policy, and Virus Related Concerns Policy.

2. List of DAU Policies and Procedures

Table (1) shows the current policies and procedures in DAU:

No#	Policy#	Policy Name
1.	BoT08Jan15	Finance Bylaw
2.	BoT070315	Functions and Authorities of Legal Affairs Department
3.	BoT150420216	DAU's Committees and Councils Structure
4.	BoT0219032015	Orientation, Training and Induction for DAU's Governance
5.	QD011214	Administrative System Authority and delegation
6.	QD121014	Survey Procedure (2)
7.	QD121014	Survey Procedure (1)
8.	QD131014	Course File Documentation(Course Portfolio)
9.	QD131014	Course Report Submission Procedure(Ar)

10.	QD131014	Course Report Submission Procedure(En).doc
11.	QD131014a	Course File Documentation(Course Portfolio) Arabic Version
12.	UC08Jan15	Internal Audit Procedure
13.	UC0741-1	Maintenance Service
14.	UC0741-2	Janitorial Services
15.	UC0741-3	Operation, Use & Maintenance of Vehicles
16.	UC0741-4	Safety & Security
17.	UC0741-8	Custody of Keys
18.	UC08315	Risk Management Policy
19.	UC011014	Mission Review
20.	UC021014	Survey Policy
21.	UC021214	Delegation of Authority Policy
22.	UC041802	DAU Program Development Policy V22
23.	UC0130315	Teamwork Enhancement
24.	UC04222015	The Distinguished Faculty Member Award(DFMA) Policy
25.	UC04280115	Faculty Members Promotion By-Laws
26.	UC05030615	Student Rights and Responsibilities
27.	UC07010115	Safety Manual
28.	UC09230114	Delegation of Authorities
29.	UC10010115-2	Intellectual Property Policy
30.	UC11010115	Community Service Policy

31.	UC011032015	Public Media Policy
32.	UC051030615	Student Records
33.	UC074010115	Internet Usage
34.	UC092230114	Admin Staff's Code of Ethics
35.	UC093240114	DAU's Faculty code of Ethics
36.	UC094240115	Performance Evaluation Procedure
37.	UC099240116	Faculty Performance Evaluation Policy
38.	UC0742010115	Guest User Policy
39.	UC0743010115	University Confidentiality Policy
40.	UC0744010115	Password Policy
41.	UC0745010115	Code of Conduct Policy for using Information Technology

Table (1) LIST OF DAU POLICIES

Note: All these policies are available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Quality Assurance and Accreditation Unit (qualityunit@dau.edu.sa) to obtain any of these policies.

Chapter Four:

Quality Processes

Chapter Four: Quality Process

1. Introduction:

DQ Processes are based on the widely popularized management model called the *Deming's PDSA* cycle of learning and improvement (Plan, Do, Study, Act). These stages are implemented in DAU through the standards and requirements of the National Center for Academic Accreditation and Assessment NCAAA, The following section illustrates those criteria

2. NCAAA Standards:

Institutional Standards	Program Standards
1. Mission, Goals and Strategic Planning	1. Mission and goals.
2. Governance, Leadership and Management.	2. Program management and quality assurance.
3. Teaching and Learning	3. Teaching and learning.
4. Students	4. Students.
5. Faculty and Staff	5. Faculty members.
6. Institutional Resources 7. Scientific Research and Innovation 8. Community Partnership	6. Learning resources, facilities, and equipment.

3. Assessment Methods:

DAU assesses the performance of all its academic units by both; direct and indirect assessment methods. There are three main levels at which direct and indirect assessment is made in DAU.

Institutional Level:

At the Institutional level, direct assessment is made by the analysis of the achievement of the institutional objectives throughout each academic year. Indirect assessment is done with the help of the stakeholder evaluations. Various Institutional KPIs adopted form the NCAAA are also used to for assessment at the institutional level.

Program Level:

At the Program level, direct assessment is made by the analysis of achievement of the program intended learning outcomes throughout each academic year for each cohort registered within the program. Indirect assessment is done with the help of the stakeholder evaluations. The achievement of each program learning outcome is benchmarked externally and internally for appropriate assessment.

Course Level:

At the Course level, direct assessment is made by the analysis of achievement of the course intended learning outcomes throughout each academic year for each course within the program. Indirect assessment is done with the help of the stakeholder evaluation.

4. Quality Surveys

Below is the list of all the Stakeholder surveys carried out within the University for Indirect Assessment:

1. Students' satisfaction about services provided by Deanship of Admission and Registration
2. DAU Climate Survey
3. Faculties' satisfaction about the university's website and electronic systems services
4. Staff satisfaction about the university's website and electronic systems services
5. Students' satisfaction about the university's website and electronic systems services
6. Students' satisfaction about services provided by the Medical clinic
7. Business sector and recruiters opinion questionnaire (For Undergraduates)
8. Questionnaire for the assessment of the study program for 4th and 5th year Bachelors
9. Final year student survey experience
10. New faculty members' satisfaction about the training programs offered to them
11. Faculty' satisfaction about services provided by Deanship of Graduate Studies & Scientific Research
12. Effect of training on improving performance
13. Student' satisfaction about services provided by Alumni unit
14. Alumni Survey (Bachelor's degree graduates)
15. Employee Opinion Survey
16. Course Evaluation Survey (CES)
17. Faculty' satisfaction about electronic resources and library
18. Students' satisfaction about electronic resources and library
19. Faculty Satisfaction Survey

Note: All these surveys (and DQ Survey Guide) are available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Institutional Research & Archiving Unit (irau@dau.edu.sa) to obtain any of these surveys.

5. Performance Indicators and Benchmarking:

DAU Quality system based on various categories of key performance indicators:

- NCAAA Key Performance Indicators (Institutional Level).
- NCAAA Key Performance Indicators (Program Level).
- DAU Strategic Plan Key Performance Indicators.

Institutional
Key Performance Indicators

Introduction

Performance indicators are important tools for assessing the quality of Educational Institutions and monitoring their performance. They contribute to continuous development processes and decision-making support.

The National Center for Academic Accreditation and Evaluation has identified 23 key performance indicators at the institutional level. All of which are in line with the evolving institutional accreditation standards. These indicators are the minimum to be periodically measured, and the institution can use additional performance indicators if it believes they are necessary to ensure the quality of the institution.

It is expected that the institution measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

- Actual performance
- Targeted performance level
- Internal reference (Internal benchmark)
- External reference (External benchmark)
- New target performance level

A report describing and analyzing the results of each indicator (including performance changes and comparisons according to branches, sites, and gender) is expected with a precise and objective identification of strengths and aspects that need improvement.

Institutional Key Performance Indicators

Standard	Code	Key Performance Indicators	Description
-1- Mission, Vision and Strategic Planning	KPI-I-01	Percentage of achieved indicators of the institution strategic plan objectives	Percentage of performance indicators of the strategic plan objectives of the institution that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year
-2- Governance, Leadership, and Management	KPI-I-02	Proportion of accredited programs	Proportion of programs with valid accreditation from approved accrediting bodies to the total number of programs in the institution
-3- Teaching and Learning	KPI-I-03	Students' evaluation of quality of learning experience in the programs	Average of overall rating of final year students for the quality of learning experience in the programs on a five point scale in an annual survey
	KPI-I-04	First-year students retention rate	Percentage of first-year undergraduate students who continue at the institution the next year to the total number of first-year students in the same year
	KPI-I-05		Percentage of graduates from undergraduate programs who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their

			graduation to the total number of graduates in the same year
	KPI-I-06	Graduation rate for Undergraduate Students in the specified period	Percentage of undergraduate students who completed the programs during the specified period in each cohort
	KPI-I-07	Satisfaction of beneficiaries with learning resources	Average of beneficiaries' satisfaction rate with learning resources on a fivepoint scale in an annual survey in terms of: a. Their adequacy and diversity (references, journals, databases… etc.) b. The support services provided for their utilization.
-4- Students	KPI-I-08	Employers' evaluation of the institution graduates proficiency	Average of overall rating of employers for the proficiency of the institution graduates on a five-point scale in an annual survey
	KPI-I-09	Annual expenditure rate per student	Average of annual operating expenditure per student (total operating expenditure - other than accommodation and student allowances - to the total number of students)

	KPI-I-10	Students' satisfaction with the offered services	Average of students' satisfaction rate with the various services offered by the institution (restaurants, transport, sports facilities, academic advising, ...) on a five-point scale in an annual survey
-5- Faculty and Staff	KPI-I-11	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time or full-time equivalent teaching staff - for the institution as a whole and for each program separately
	KPI-I-12	Proportion of faculty members with doctoral qualifications	Percentage of faculty members with verified doctoral qualifications to the total number of teaching staff at the level of: a. Institution b. Each branch
	KPI-I-13	Proportion of teaching staff leaving the institution	Percentage of teaching staff leaving the institution annually for reasons other than age retirement to the total number of teaching staff.
-6- Institutional Resources	KPI-I-14	Percentage of selfincome of the institution	Percentage of self-income of the institution to the total income of the institution
	KPI-I-15	Satisfaction of beneficiaries with technical services	Average of beneficiaries' satisfaction rate with technical services...) on a five-point scale in an annual survey in terms of: a. Suitability. b. Safety and confidentiality. c. Availability and ease of access.

			d. Maintenance and support services.
-7- Scientific Research and Innovation	KPI-I-16	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the institution

Standard	Code	Key Performance Indicators	Description
	KPI-I-17	**Rate of published research per faculty member**	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
	KPI-I-18	**Citations rate in refereed journals per faculty member**	The average number of citations in refereed journals from published research per faculty member in the institution (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)
	KPI-I-19	**Number of patents, innovations, and awards of excellence**	Number of: a. Patents and innovations b. Awards of excellence obtained by the institution's staff annually
	KPI-I-20	**Proportion of the budget dedicated to research**	Proportion of the budget dedicated to research to the total budget of the institution
	KPI-I-21	**Proportion of external funding for research**	Proportion of research external funding to the total budget of research during year
-8- Community Partnership	KPI-I-22	**Satisfaction of beneficiaries with the community services**	Average of beneficiaries' satisfaction rate with the community services provided by the institution on a five-point scale in an annual survey
	KPI-I-23	**Rate of community programs and initiatives**	Average community programs and initiatives provided by each academic program during the year (total number of community programs and initiatives provided to total number of academic programs)

Program
Key Performance Indicators

Introduction

Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support.

The National Center for Academic Accreditation and Evaluation has identified 17 key performance indicators at the program level. All of which are in line with the evolving program accreditation standards. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program.

It is expected that the academic program measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

- • Actual performance
- • Targeted performance level
- • Internal reference (Internal benchmark)
- • External reference (External benchmark)
- • New target performance level

A report describing and analyzing the results of each indicator (including: performance changes and comparisons according to sites and gender) is expected with a precise and objective identification of strengths and aspects that need improvement.

Program Key Performance Indicators

Standard	Code	Key Performance Indicators	Description
-1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year
-3- Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a fivepoint scale in an annual survey
	KPI-P-03	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
	KPI-P-04	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
	KPI-P-05	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
	KPI-P-06		Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)

	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
	KPI-P-08	Average number of students in the class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)
-4- Students	KPI-P-09	Employers' evaluation of the program graduates proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
	KPI-P-10	Students' satisfaction with the offered services	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, …) on a five-point scale in an annual survey
-5- Teaching Staff	KPI-P-11	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program
	KPI-P-12	Percentage of teaching staff distribution	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking

	KPI-P-13	Proportion of teaching staff leaving the program	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.
	KPI-P-14	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI-P-15		The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
	KPI-P-16	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published(
-6- Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases… etc.) on a five-point scale in an annual survey.

6. Closing the Loop: Assessment, Audit and Improvement

Directorate of Quality has developed a performance indicators manual, which includes 63 indicators. It also designed a card for each indicator and defined the sources of indicators card information, which are questionnaires and statistical models developed for this purpose

> **Note**: Key performance indicators manual are available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Institutional Research & Archiving Unit (irau@dau.edu.sa) to obtain any of these documents.

Directorate of Quality conducts internal and external benchmarking on regular base at institutional and program level. DAU signed many agreements with many universities to conduct the benchmarking process as one of assessment tools to improve the performance and close the loop.

Internal Benchmarking Data (Institution)

		General Information	2018-2019			2019-2020		
			M	F	Total	M	F	Total
NCAAA Standards		Number of Undergraduate Students عدد طلاب البكالوريوس						
		Number of Postgraduate Students طلاب الدراسات العليا						
		Number of Full Time Faculty عدد أعضاء هيئة التدريس بدوام كامل						
		Number of Undergraduate degree programs عدد برامج البكالوريوس						
		Number of Postgraduate degree programs عدد برامج الدراسات العليا						
	KPI Code #	Key Performance Indicator	M	F	Total	M	F	Total
1. Mission, Vision and Strategic Planning الرسالة والرؤية والتخطيط الاستراتيجي	KPI-I-01	Percentage of achieved indicators of the institution strategic plan objectives نسبة المتحقق من مؤشرات أهداف الخطة الاستراتيجية للمؤسسة						
2. Governance, Leadership,	KPI-I-02	Proportion of accredited programs						

and Management الحوكمة والقيادة والإدارة		نسبة البرامج المعتمدة						
3. Teaching and Learning التعليم والتعلم	**KPI-I-03**	**Students' evaluation of quality of learning experience in the programs** تقويم الطلاب لجودة التعلم في البرامج						
	KPI-I-04	**First-year students retention rate** معدل استبقاء طلاب السنة الأولى						
	KPI-I-05	**Graduates' employability and enrolment in postgraduate programs** توظيف الخريجين والتحاقهم ببرامج الدراسات العليا						
	KPI-I-06	**Graduation rate for Undergraduate Students in the specified period** نسبة تخرج طلاب البكالوريوس في المدة المحددة						
	KPI-I-07	**Satisfaction of beneficiaries with learning resources** رضا المستفيدين عن مصادر التعلم						
4. Students الطلاب	**KPI-I-08**	**Employers' evaluation of the institution graduates proficiency** تقويم جهات التوظيف لكفاءة خريجي المؤسسة						
	KPI-I-09	**Annual expenditure rate per student** معدل الإنفاق السنوي على الطالب						
	KPI-I-10	**Students' satisfaction with the offered services** رضا الطلاب عن الخدمات المقدمة						
5. Faculty and Staff هيئة التدريس والموظفون	**KPI-I-11**	**Ratio of students to teaching staff** نسبة الطلاب إلى هيئة التدريس						
	KPI-I-12	**Proportion of faculty members with doctoral qualifications**						

		نسبة أعضاء هيئة التدريس حاملي درجة الدكتوراه						
	KPI-I-13	**Proportion of teaching staff leaving the institution** نسبة تسرب هيئة التدريس من المؤسسة						
6. Institutional Resources الموارد المؤسسية	KPI-I-14	**Percentage of self-income of the institution** النسبة المئوية للدخل الذاتي للمؤسسة						
	KPI-I-15	**Satisfaction of beneficiaries with technical services** رضا المستفيدين عن الخدمات التقنية						
7. Scientific Research and Innovation البحث العلمي والابتكار	KPI-I-16	**Percentage of publications of faculty members** النسبة المئوية للنشر العلمي لأعضاء هيئة التدريس						
	KPI-I-17	**Rate of published research per faculty member** معدل البحوث المنشورة لكل عضو هيئة تدريس						
	KPI-I-18	**Citations rate in refereed journals per faculty member** معدل الاقتباسات في المجلات المحكمة لكل عضو هيئة تدريس						
	KPI-I-19	**Number of patents, innovations, and awards of excellence** عدد براءات الاختراع والابتكار وجوائز التميز						
	KPI-I-20	**Proportion of the budget dedicated to research** نسبة الميزانية المخصصة للبحث العلمي						
	KPI-I-21	**Proportion of external funding for research** نسبة التمويل الخارجي للبحوث						
8. Community Partnership الشراكة المجتمعية	KPI-I-22	**Satisfaction of beneficiaries with the community services** رضا المستفيدين عن الخدمات المجتمعية						
	KPI-I-23	**Rate of community programs and initiatives** معدل البرامج والمبادرات المجتمعية						

External Benchmarking Data (Institution)

		General Information	DAU			University Name		
			M	F	Total	M	F	Total
NCAAA Standards		**Number of Undergraduate Students** عدد طلاب البكالوريوس						
		Number of Postgraduate Students طلاب الدراسات العليا						
		Number of Full Time Faculty عدد أعضاء هيئة التدريس بدوام كامل						
		Number of Undergraduate degree programs عدد برامج البكالوريوس						
		Number of Postgraduate degree programs عدد برامج الدراسات العليا						
	KPI Code #	**Key Performance Indicator**	M	F	Total	M	F	Total
1. Mission, Vision and Strategic Planning الرسالة والرؤية والتخطيط الاستراتيجي	KPI-I-01	**Percentage of achieved indicators of the institution strategic plan objectives** نسبة المتحقق من مؤشرات أهداف الخطة الاستراتيجية للمؤسسة						
2. Governance, Leadership, and Management الحوكمة والقيادة والإدارة	KPI-I-02	**Proportion of accredited programs** نسبة البرامج المعتمدة						
3. Teaching and Learning التعليم والتعلم	KPI-I-03	**Students' evaluation of quality of learning experience in the programs** تقويم الطلاب لجودة التعلم في البرامج						
	KPI-I-04	**First-year students retention rate** معدل استبقاء طلاب السنة الأولى						
	KPI-I-05	**Graduates' employability and enrolment in postgraduate programs** توظيف الخريجين والتحاقهم ببرامج الدراسات العليا						
	KPI-I-06	**Graduation rate for Undergraduate Students in the specified period** نسبة تخرج طلاب البكالوريوس في المدة المحددة						

	KPI-I-07	Satisfaction of beneficiaries with learning resources رضا المستفيدين عن مصادر التعلم							
4. Students الطلاب	**KPI-I-08**	Employers' evaluation of the institution graduates proficiency تقويم جهات التوظيف لكفاءة خريجي المؤسسة							
	KPI-I-09	Annual expenditure rate per student معدل الإنفاق السنوي على الطالب							
	KPI-I-10	Students' satisfaction with the offered services رضا الطلاب عن الخدمات المقدمة							
5. Faculty and Staff هيئة التدريس والموظفون	**KPI-I-11**	Ratio of students to teaching staff نسبة الطلاب إلى هيئة التدريس							
	KPI-I-12	Proportion of faculty members with doctoral qualifications نسبة أعضاء هيئة التدريس حاملي درجة الدكتوراه							
	KPI-I-13	Proportion of teaching staff leaving the institution نسبة تسرب هيئة التدريس من المؤسسة							
6. Institutional Resources الموارد المؤسسية	**KPI-I-14**	Percentage of self-income of the institution النسبة المئوية للدخل الذاتي للمؤسسة							
	KPI-I-15	Satisfaction of beneficiaries with technical services رضا المستفيدين عن الخدمات التقنية							
7. Scientific Research and Innovation البحث العلمي والابتكار	**KPI-I-16**	Percentage of publications of faculty members النسبة المئوية للنشر العلمي لأعضاء هيئة التدريس							
	KPI-I-17	Rate of published research per faculty member معدل البحوث المنشورة لكل عضو هيئة تدريس							
	KPI-I-18	Citations rate in refereed journals per faculty member							

		معدل الاقتباسات في المجلات المحكمة لكل عضو هيئة تدريس						
	KPI-I-19	**Number of patents, innovations, and awards of excellence** عدد براءات الاختراع والابتكار وجوائز التميز						
	KPI-I-20	**Proportion of the budget dedicated to research** نسبة الميزانية المخصصة للبحث العلمي						
	KPI-I-21	**Proportion of external funding for research** نسبة التمويل الخارجي للبحوث						
8. Community Partnership **الشراكة المجتمعية**	**KPI-I-22**	**Satisfaction of beneficiaries with the community services** رضا المستفيدين عن الخدمات المجتمعية						
	KPI-I-23	**Rate of community programs and initiatives** معدل البرامج والمبادرات المجتمعية						

Note: All related documents to Benchmarking are available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Institutional Research & Archiving Unit (irau@dau.edu.sa) to obtain any of these documents.

6.1 Internal Audit

The Internal Review process at Dar Uloom University follows the general guidelines for review set by the National Commission for Academic Accreditation & Assessment (NCAAA). However, the details are the responsibility of the University/College/Department/Program. The purpose of an academic program review is to assess the quality of undergraduate programs at the University, and at the same time, to improve the effectiveness of academic programs and to demonstrate accountability to prospective students and the community.

The creation of the Internal Review Report (IRR) at DAU provides an opportunity for faculty to assess how well a specific academic program has been operating over a seven-year period. The evaluation will focus on the performances of faculty members, students, graduates, and support

staff members of the program under review, in addition to, analyzing and evaluating the content, coherence, and delivery of the curriculum.

The Internal Review provides academic program at DAU an opportunity to reflect, self-assess, and plan for continuous improvements. It provides robust external assurances of the effectiveness of the internal quality assurance procedures established by Dar Uloom University to sustain and enhance further the quality of their teaching, learning, and research and support services to meet the demands of student population.

Note: Internal Audit manual is available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Quality Assurance & Accreditation Unit (qaau@dau.edu.sa) to obtain any of related forms.

6.2 External Review

Dar Al Uloom (DAU) has established an efficient External Review System that clearly shows the University's whole dedication to its pursuit towards achieving highest levels of quality. All academic programs are encouraged towards attaining academic excellence through consistent periodic evaluation and review of the effectiveness and overall quality of each one of its programs. DAU is responsible and accountable for maintaining the quality and standards of all academic awards made in its name. DAU's External Review System has been developed for enabling the external reviewers to evaluate and ensure that all DAU's academic programs match the highest standards of quality and stand well when compared to academic programs of similar disciplines in other Universities. External reviewers should also make sure that DAU is maintaining absolute compliance with the minimum criteria and requirements of the NCAAA (National Commission for Academic Accreditation and Assessment) along with International Academic Standards and best practices whilst adhering to the rules and regulations of the Ministry of Education. External Review guide has been prepared to achieve consistent practices across all academic programs at DAU relating to the involvement of external reviewers in academic program reviews. External Review guide includes the objectives regarding the University's implementation of the external reviewers system, the purpose of such reviews and roles of these reviewers, as well as the criteria, processes and procedures for the nomination, selection and approval of external reviewers. It also explains the roles and responsibilities of the university, college and department toward the external review process.

Note: External Review guide is available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Quality Assurance & Accreditation Unit (qaau@dau.edu.sa) to obtain any of related forms.

6.3 Improvement Plan

Based on all assessment tools results and data collection and analysis, each academic and nonacademic department in DAU develops the improvement plan to cover all priorities of improvement. These plans should be approved by VRPD (Vice-Rectorate of Planning and Development).

6.4 Follow up improvement Plan

VRPD monitoring the implementation of all improvement plans relating to academic and nonacademic department in DAU develops the improvement plan to cover all priorities of improvement.

Levels at Which Data is Required

Data is required at all levels. The list of KPIs refers to several different levels at which data should be obtained, the level of individual programs or departments, different colleges, and institutions as a whole. To meet these requirements information should be provided for each program individually, aggregated to give a figure for each college, and then aggregated again so that figures are available for a total institution. When this is done it is possible for comparisons to be made between different programs or colleges within an institution or with equivalent programs or colleges elsewhere, as well as between institutions as a whole.

All NCAAA KPIs serve at the institutional level. Most KPIs are utilized at all levels, provided the interpretation is aligned with the level. Some KPIs serve best at the program level. In some instances, a college may also be an institution and in other cases a college may be a program, therefore these KPIs and guidelines are intended to be flexible.

Interpretations of Indicators

Indicators are a form of evidence, but in themselves they are not proof of many important quality issues. In conducting evaluations the data on the indicators must be interpreted taking into account the particular circumstances of what is being looked at. For example a particular figure may be a good result if it shows improvement over previous figures and a matter of concern if it is falling. Differences in ratios are to be expected for different fields of study and comparisons should be of like with like. Figures must also be interpreted in relation to the mission and objectives of an institution. For example a much higher level of research output would be expected for an established university with a mission to make a major research contribution than for a newly established institution or a college with a commitment to high quality undergraduate teaching. However consistently calculated figures are important sources of data that can be analyzed and used in evaluations that take different circumstances into account.

KPI Tables

KPI tables are located in the SSRI and SSRP documents. They are specifically placed in order to align the KPI with a general standard as a whole or for a specific sub-standard. The KPI is to provide direct scientific evidence and reasonable analysis to support that the standard or sub-standard is met.

NCAAA requires institutions and programs to utilize 75% of the above KPIs. Additional KPIs are encouraged and should be used. The KPI table template can be copied, completed, and inserted into self study reports.

KPI Table Template

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI:	NCAAA KPI Code Number _____ Institution/Program Code Number __
Target Benchmark	
Actual Benchmark	
Internal Benchmark	
External Benchmark	
Analysis	
New Target Benchmark	

7. DAU- Quality Assurance Data Management DAU-QADM

A. Introduction

DAU- Quality Assurance Data Management (QADM, version 1) is designed to aggregates and evaluates sets of information in a consistent and efficient way. QADM is data management system rely on DAU. QA DATA Policy and using set of electronic data collection tools such as, E-Surveys, E-Forms, E-KPIs Forms and SIS (Student Information System), to take in huge amounts of data, and to parse it and analyze it correctly. QADM tools collecting data from many sources that cover all quality processes and improvement in DAU. All individuals and units in DAU implementation and quality assurance process intend the policy for use. Directorate of Quality and the related units in DAU implementing quality assurance processes based on a systematic activities designed to ensure, assess and confirm the quality of the data collected during QA surveys and other data sources in DAU under the supervision of Institutional Research & Archiving Unit **IRAU**. QADM is responsible for collect, analyze and evaluate the data to ensure it relevantly supports quality assurance processes and the improvement of institutional responses to concerns identified. The collected data allow a relevant comparison between the male and female sections in view of more focused and targeted action planning.

SCOPE:

- The scope of QADM includes data from different sources in DAU on all University-wide systems, and any data collected from these systems that are used to inform analysis and reporting.
- QADM will inform a set of periodic processes of collecting, monitoring and evaluating data overseen by IRAU, and reported to many programs and departments, and will fit within a framework of information to support the aims and objectives of quality assurance processes, and related policies for the University.
- DAU engages students, faculty members, administrative staff, employers and alumni in quality assurance processes and they are considered as a main data source for quality surveys and reports in male and Female Sections.

B. Quality Assurance Data Management Life Cycle

Based on DAU. QA DATA Policy, Quality Assurance Data Management QADM includes four stages as a cycle; each stage involves a set of tasks to achieve the system's goal. Figure 5 shows DAU-QADM life cycle:

Figure 5 shows DAU- QADM life cycle

B.1 Pre-Data Collection:

This stage includes a series of tasks in order to prepare for the data collection such as Data Forms for different data sources, Survey Templates of stakeholders …etc. Table 1 shows the main tasks of this stage.

Table 2: Main tasks of Pre-Data Collection stage.

No.	Task	Output
1	Reviewing Quality Assurance processes and requirement.	Outline of required forms and surveys to collect QA data
2	Reviewing EEC-NCAAA standards.	Outlines the required data, evidence and KPIs to fulfil NCAAA standards
3	Reviewing Ministry of Education Requirements, reports, statistical and KPIs	Outlines the required data, evidence and KPIs to fulfil MOH Requirements.
4	DAU Strategic Plan.	Outline of required forms and surveys to collect QA data
5	Develop the data collection tools.	Surveys, E-forms, KPIs and updating SIS reports.
6	Develop a manual for Surveys and KPIs.	Revised manual for Surveys and KPIs

- Output of **Pre-Data Collection** Stage:

After performing the tasks, which mentioned in table 2, the output of this stage covered the QADM collection tools as follows:

1. **Surveys**: (For more details about DAU surveys, please see DAU-Surveys Manual)
   - Course Evaluation Survey.
   - Program Evaluation Survey.
   - Student Experience Survey.
   - Faculty Members and Staff Survey.
   - Alumni Survey.
   - Employer Survey.
   - Climate Survey.
   - Student Support Survey.
   - Admission and Registration Survey.
   - IT and Facilities Survey.
   - Clinical Services Survey.
   - Learning Resources Survey.
   - Research Services Survey.
   - Community Services Survey.
2. Student Information System SIS statistical Data.
3. Data Form: KPIs data collection forms, Form of Statistical Data of Scientific Research, Form of Statistical Data of Community Services. For more details, please see DAU KPIs Manual.

B2 . Data Collection and Management:

This stage encompasses use of the software during field data collection such as Online Surveys on LMS (Learning Management systems) and SIS (Student Information System), transfer of the data collected, aggregation and creation of responses file and a master aggregated database file. It also includes monitoring, reporting and technical support during field data collection. The collection process needs to ensure that the data gathered are both defined and accurate, so that subsequent decisions based on the findings are valid. This stage provides both the baseline from which to measure, and a target on what to improve.

 In this phase, IT department in DAU plays vital role. Table 3 shows the main tasks of this stage.

Table3 : Main tasks of Data Collection and Management stage.

No.	Task	Responsible	Output
E-Surveys Tasks			
1	Upload all of QADM Surveys on DAU LMS.	IT Department	Online surveys distributed on LMS based on surveys targets.
2	Test the Online surveys.	IRAU	Zero errors from Online surveys Testing.
3	Develop an action plan for surveys releasing with a logical time line that covers all students, faculty members and staff in both male and female sections. In addition to external stakeholders such as employers and alumni.	IRAU	Surveys action plan. See DAU-Surveys Manual.
4	Collect electronic raw data surveys, transfer these data to Microsoft Excel to create responses files.	IRAU	Responses files
5	Clean up electronic raw data from poor and distorted responses	IRAU	Refined responses files
6	Analyze responses by statistical tools and interpreter the results based on the survey objectives. Taking into the account the comparison between male and female sections.	The owners of Statistical Data	Statistical Analysis for responses files includes trends, improvements, comparisons, tables and charts.
7	Develop an improvement plan based on Statistical Analysis.	The owners of Statistical Data	Approved improvement plan.
E-Form and KPIs Cards			
1	Distribute the E-forms and KPIs cards to academic and non-academic departments in male and female sections based on the required data.	IRAU	All of academic and non-academic departments have their related E-forms and KPIs cards.
2	Fill E-forms and KPIs cards by academic and non-academic	The owners of Statistical Data	Filled E-forms and KPIs cards.

	departments based on the planned timeline. E-forms and KPIs cards based on the survey's results, benchmarking, SIS and LMS.		
3	Collect E-forms and KPIs cards from academic and non-academic departments based on the planned timeline.	IRAU	Collected E-forms and KPIs cards.
4	Receive and validate the filled data of E-forms and KPIs cards.	IRAU	Validated content.

B3. Post-Data Collection:

This stage includes a series of tasks that need to be completed in order to prepare an analytic data file for conducting data analysis and refers to a stage once all the survey data have been collected and aggregated. This encompasses preparing the data for sample weight calculations; assessing the quality of the sampling, sampling error, and weights; and measuring the quality of frame coverage, nonresponse, and other non-sampling errors. This also includes preparation of an analytic data file. Table 4 shows the main tasks of this stage.

Table4: Main tasks of Data Collection and Management stage.

No.	Task	Responsible	Output
1	Analyze responses by statistical tools and interpreter the results based on the survey objectives. Taking into the account the comparison between male and female sections.	The owners of Statistical Data	Statistical Analysis for responses files includes trends, improvements, comparisons, tables and charts.
2	Analyze data of E-forms and KPIs cards by statistical tools and interpreter the results based on the KPI or form objectives. Taking into the account the comparison between male and female sections and last years.	The owners of Statistical Data	Statistical Analysis for responses files includes trends, improvements, comparisons, tables and charts.
3	Review the Statistical Results.	IRAU	Reviewed Statistical Results.

B4. Usage of Data:

After preparing Analytic Data File, the results should be used for multi-purposes such as KPIs system, program reports to develop improvement plans for all quality assurance processes. Table 5 shows the main tasks of this stage.

Table5: Main tasks of Data Collection and Management stage.

No.	Task	Responsible	Output
E-Form and KPIs Cards			
1	Conduct internal and external benchmarking to find the gap.	The owners of Statistical Data	Results of benchmarking.
2	Develop an improvement plan based on Statistical Analysis and benchmarking results.	The owners of Statistical Data	Unit based Improvement Plan
3	Send Unit based Improvement Plan to the external reviewer related to academic or non-academic department field.	DQ	Revised version of Improvement Plan
4	Collect all of improvements plan from academic or non-academic departments to be merged into one file called DAU Improvement Plan.		
3	Conduct workshops for top management and decision makers to discuss the results and improvement plan.	DQ	Workshop Plan.
5	Take approval from top management and decision makers to implement DAU Improvement Plan.	DQ	Approved DAU Improvement Plan

C. Evaluate the effectiveness of DAU- Quality Assurance Data Management (QADM).

After closing **QADM** cycle**,** DQ and it's related will evaluate the effectiveness of DAU- Quality Assurance Data Management and the performance of develop data collection tools, based on

the evaluation process, **QADM** will be enhanced to produce accurate and valuable data for all QA process in DAU.

The evaluation system of QADM will based on two concepts:

1. **Process evaluation:** assesses how well QADM Tools are functioning (e.g. Number of problems encountered during the distribution of QADM Tools, delivery and targeting of activities or services, achievement of specific objectives, perception of the QADM Tools by stakeholders, and how the QADM Tools fit into the sector / broader context as a whole).
2. **Outcome evaluation:** Impact evaluation' or 'outcome evaluation' assesses what *difference* the QADM Tools have made to beneficiaries, other stakeholders and the broader context – in other words the intended and unintended, short, medium and long-term impact as a result of the achievement (or not) of specific goals

Table 6 shows the evaluation plan for each QADM tools based on process evaluation and outcome evaluation. For each evaluation statement, there are two answers: Yes or No. If the answer is yes, the evaluators will rank the statement 1 to 3.

1: Acceptable.
2. Good.
3. Excellent.

After evaluating the tool, the evaluators will determine the priorities of improvement for this tool.

Internal and External review

In order to ensure the application of DAU policy and verify the correct application of rules and regulations requirements, the Directorate of Quality plan for internal and external review in order to ensure quality in all DAU activities. The internal audit carried out directly by the Internal Audit Committee, whose members are DAU staff. The director of Quality organizes, with the Program heads, the schedule, and content of the program audit/review. The program review must conduct once every year, and will include all activities related to academic and non-academic program. The review results must be documented on the specific templates. The reviewer/s meet at the end of the review process to discuss the review results and to approve the corrective actions needed. The Reviewers will prepare the final report which include: The description of the non-compliances found out, and the list of the corrective actions needed.

Corrections/or corrective and Preventive Action

Corrective Action

The University should undertake any measure (e.g. rules, regulations) to eradicate sources of non-conformities or other objectionable circumstances. The action which has been formed should be implemented and documented. The record should include changes, preventive measures, process controls, training, and so on. The action should be evaluated and verified to ensure its appropriateness in prevent the problem/s and are there assurances that the same situation will not happen again. It's necessary that DAU provide appropriate communications and training to assure that all relevant employees understand the situation and the changes that have been made.

Preventive Action:

The Corrective actions comes as a result of thorough analyses carried out for detecting and eradicating the possible sources of a non-compliance in any DAU's programs. The preventive actions can be created by: management review, accomplishment reports, analysis on statistical basis, internal review, external review and other sources. The actions to undertake may include: changes in the learning outcomes, establishing professional development programs, adding new IT facilities and equipment and so on.

Table6: Evaluation Form for each QADM Tool.

No.	Statement	Yes / No	Rank		
			1	2	3
1.	The procedure for using the tool is clear and known.				
2.	The data sources of the tool are clear and well known				
3.	The users of the tool are well defined.				
4.	Users can access the data sources required by the tool.				
5.	Users can access the tool easily.				
6.	The language of the tool is clear for users.				
7.	Users were trained to use the tool (if needed)				
8.	All tool fields and data are related to the goal for this tool.				
9.	All tool fields work properly.				
10.	The timing of using the tool is proportional to the users' time.				

Process Evaluation

#					
11.	The data requested by the tool can be provided.				
12.	There is no duplication in the data requested by the tool.				
13.	Data for the tool can be stored and used in analysis.				
14.	It is determined who will analyze the data after the tool is distributed.				
	Outcome Evaluation				
15.	The tool served the target for which it was developed.				
16.	The tool provided results that can be compared with previous results (at least two years before).				
17.	The tool provided the required information which are valuable in the comparison between male and female sections				
18.	The collected data covering all quality assurance processes.				
19.	The process of engage stakeholders in confirming analysis results and interpreting them is determined.				
20.	The results helped in analysis the current situation.				
21.	The results helped in conducting the benchmarking accurately.				
22.	The results helped in determine the priorities of improvemen.				
23.	The audience was identified to be reported on the progress of the evaluation and / or evaluation results.				

The main criteria to evaluate QADM will be as follows:

Data Quality:

a. Accuracy

- Data should provide a clear representation of the activity/interaction
- Data should be in sufficient detail
- Data should be captured once only as close to the point of activity as possible

b. Validity

- Data should be recorded and used in accordance with agreed requirements, rules and definitions to ensure integrity and consistency

c. Reliability

- Data collection processes must be clearly defined and stable to ensure consistency over time, so that data accurately and reliably reflects any changes in performance

d. Timeliness

- Data should be collected and recorded as quickly as possible after the event or activity
- Data should remain available for the intended use within a reasonable or agreed time period

e. Relevance

- Data should be relevant for the purposes for which it is used
- Data requirements should be clearly specified and regularly reviewed to reflect any change in needs
- The amount of data collected should be proportionate to the value gained from it

f. Completeness

- Data should be complete
- Data should not contain redundant records

g. Compliance

- Data must comply with regulations on data protection and data security

8. Statistical Forms

Below is the list of all the Statistical Forms which are developed and used by DQ to collect and data that help to measure the KPIs and monitoring the University, Colleges and Program performance.

1. Scientific Research Statistics Form.
2. Statistics of graduates Form.
3. Statistics of community service Form.
4. Student Statistics Form.
5. Professional development activities Form.
6. Cost Statistics of DAU activities Form.
7. Library Statistics Form.
8. Statistics of faculty members in the university Form.
9. Student Affairs Statistics Form.

Note: All of these forms are available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Institutional Research & Archiving Unit (irau@dau.edu.sa) to obtain any of these documents.

9. Quality Guides

Below is the list of all Quality Guides, which are developed and published by DQ to all DAU Stakeholders, for increasing the awareness of Quality Culture:

1. Academic Quality Procedures Guide.
2. Course coordinator's Guide.
3. Department Chair Guide.
4. Faculty Members Guide (way to quality).
5. Administrative Employee Guide (Road to Quality).
6. New Employee Guide.
7. Survey Manual.
8. Performance Indicators Manual.
9. Administrative Communication System Guide.
10. Communication Guide.

Note: All these guides are available on the Directorate of Quality website and DAU Shared Folder. In addition, you can communicate directly with Quality Culture Unit (qualityculture@dau.edu.sa) to obtain any of these documents.

10. Program File

From the keenness of Dar Al Uloom University to keep up with evolution in the quality of education and achieve the vision and mission to reach the university faculties and programs to the institutional accreditation and program. DAU made sure from the first moment to prepare all academic accreditation requirements.

PROGRAM FILE CHECKLIST

Note: Program files are due for submission 1 week after the commencement of the new semester

PROGRAM INFORMATION			
College		Program	
COURSE INFORMATION			
Academic Session		Total No. of Courses	
Quality Head / Program Coordinator / Department Chair		Date of Completion	

PROGRAM FILE COMPONENTS			
No	**Item**	**Status**	**Remarks**
1	**Academic Program Curriculum Approved by the Ministry of Education - Higher Education** (Signed and Approved by Dean)		
2	**Program Specification** (Signed and Approved by Dean)		
3	**Program Report** (Signed and Approved by Dean)		
4	**Program Improvement – Annual Action Plan for next academic year** (Signed and Approved by Dean)		
5	**Rubrics – Program Level** (Signed and Approved by Dean)		
6	**Program Research** (All research activities in the program carried out by instructors and students) (Signed and Approved by Dean)		
7	**Program Community Services** (All Community Service activities in the program carried out by instructors and students) (Signed and Approved by Dean)		
8	**Minutes of meeting** (Signed and Approved by Dean)		
9	**Summary of the student feedback on the evaluation of the Program** (Signed and Approved by Dean)		

10	**Quality Academic Procedures** (along with evidences – signed and approved by the Dean)		
SIGNATURES			
Quality Head / Program Coordinator / Department Chair	Signature: _____ Date: _____	**Dean**	Name: Signature: _____ Date: _____

Please note that all course file components have to be submitted in electronic formats (Word, PDF, etc.)

Program Specifications

Program Name:	
Qualification Level :	
Department:	
College:	
Institution:	

Content

A. Program Identification and General Information

1. Program Main Location:	
2. Branches Offering the Program:	
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)	
4. Total Credit Hours for Completing the Program: (……….)	
5. Learning Hours: (……….) The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)	
6. Professional Occupations/Jobs:	

7. Major Tracks/Pathways (if any)**:**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)

1.		
2.		
3.		
4.		

8. Intermediate Exit Points/Awarded Degree (if any)**:**

Intermediate exit points/awarded degree	Credit hours
1.	
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:
2. Program Goals:
3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.
4. Graduate Attributes:
5.Program learning Outcomes*
Knowledge :

K1	
K2	
K3	
K4	
K...	
Skills	
S1	
S2	
S3	
S4	
S...	
Competence	
C1	
C2	
C3	
C4	
C...	

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required			

	Elective			
College Requirements	Required			
	Elective			
Program Requirements	Required			
	Elective			
Capstone Course/Project				
Field Experience/ Internship				
Others				
Total				

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1						

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 2						
Level 3						
Level 4						
Level						

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
5						
Level 6						
Level 7						

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 8						

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced   P = Practiced M = Mastered)**

Course code & No.	Program Learning Outcomes										
	Knowledge				Skills				Competence		
	K.1	K.2	K.3	---	S.1	S.2	S.3	---	C.1	C.2	----
Course											
Course											
Course											
Course											
Course											
Course											
Course											
Course											
Course											
Course											
Course											
Course											

* Add a table for each track (if any)

---

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

D. Student Admission and Support:

1. Student Admission Requirements

2. Guidance and Orientation Programs for New Students

3. Student Counseling Services

(academic, career, psychological and social)

4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors						
Associate Professors						
Assistant Professors						
Lecturers						
Teaching Assistants						
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff
Describe briefly the process used for orientation of new, visiting and part-time teaching staff
2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

F. Learning Resources, Facilities, and Equipment

1. **Learning Resources.**

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

---

2. **Facilities and Equipment**

(Library, laboratories, medical facilities, classrooms, etc.).

---

3. **Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program)

G. Program Management and Regulations

---

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)

1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

---

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

---

2. **Program Quality Monitoring Procedures**

3. **Arrangements to Monitor Quality of Courses Taught by other Departments.**

4. **Arrangements Used to Ensure the Consistency between Main Campus and Branches** (including male and female sections)

5. **Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships** (if any).

6. **Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (.........) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1					
2					
3					
4					
5					
......					

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Annual Program Report

Program Name:	
Qualification Level:	
Department:	
College:	
Institution:	
Academic Year:	
Main Location:	
Branches offering the Program:	• ……………………………………………. • ……………………………………………. • …………………………………………….

Table of Contents

A. Implementation of Previous Action Plan

Considering the recommendations of previous year annual report, list the planned actions and their status.

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Completed	Not Completed	Reasons	Proposed Actions
1.						
2.						
3.						
4.						

B. Program Statistics

1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	
2	Number of students who graduated	
3	Number of students who completed major tracks within the program (if applicable)	
	a.	
	b	
	c.	
4	**a.** Number of students who completed the program in the minimal time	

5	**a.** Percentage of students who completed the program in the minimal time (Completion rate)	
6	Number of students who completed an intermediate award specified as an early exit point (if any)	
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	
Comment on any special or unusual factors that might have affected the completion rates:		

2 . Cohort Analysis of Current Graduate Batch

Student Categories	Years	Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Three Years Ago	M						
	F						
	Total						
Two Years Ago	M						
	F						
	Total						
Last Year	M						
	F						
	Total						
Current Year	M						
	F						
	Total						

Comments on the results:

* add more rows for further years (if needed)

** attach separate cohort analysis report for each branch

3.Analysis of Program Statistics

(including strengths, areas for improvement, and priorities for improvement)

Strengths :

Areas for Improvement:

Priorities for Improvement:

C. Program Learning Outcomes Assessment

1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
Knowledge				
K1				
K2				
K3				
K4				
K..				
Skills				
S1				
S2				
S3				
S4				
S..				
Competence				
C1				
C2				
C3				
C4				
C..				

Comments on the Program Learning Outcome Assessment results.

* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes

** Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any)

2. Analysis of Program Learning Outcomes Assessment

 (including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
Areas for Improvement:
Priorities for Improvement:

D. Summary of Course Reports

1. Teaching of Planned Courses / Units

List the courses / units that were planned and not taught during the academic year, indicating the reasons and compensating actions.

Course	Units/Topics	Reasons	Compensating Actions

2. Courses with Variations

List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

Course Name &Code	variation	Reasons for variation	Actions taken

Course Name &Code	variation	Reasons for variation	Actions taken

3. Result Analysis of Course Reports

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
Areas for Improvement:
Priorities for Improvement:

E. Program Activities

1. Student Counseling and Support

Activities Implemented	Brief Description[*]

Comment on Student Counseling and Support **	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

2. Professional Development Activities for Faculty and Other Staff

Activities Implemented	Brief Description*
Comment on Professional Development Activities for Faculty and Other Staff **	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

3. Research and Innovation

Activities Implemented	Brief Description*
Comment on Research and Innovation **	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

4. Community Partnership

Activities Implemented	Brief Description*
Comment on Community Partnership **	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

5. Analysis of Program Activities

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
Areas for Improvement:
Priorities for Improvement:

F. Program Evaluation

1. Evaluation of Courses

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations

2. Students Evaluation of Program Quality

Evaluation Date :	Number of Participants:
Students Feedback	**Program Response**
Strengths: • • •	
Areas for Improvement:: • •	
Suggestions for improvement: • • •	

* Attach report on the students evaluation of program quality

3. Other Evaluations

(e.g. Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)

Evaluation method :	Date:		Number of Participants :
Summary of Evaluator Review		**Program Response**	
Strengths: • •			
Points for Improvements:: • •			
Suggestions for improvement • •			

* Attach independent reviewer's report and stakeholders' survey reports (if any)

4. Key Performance Indicators (KPIs)

List the results of the program key performance indicators (including the key performance indicators required by the National Center for Academic Accreditation and evaluation)

No	KPI	Target Benchmark	Actual Value	Internal Benchmark	Analysis	New Target Benchmark
1						
2						
3						
4						
5						
6						
Comments on the Program KPIs and Benchmarks results :						

5. Analysis of Program Evaluation

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
Areas for Improvement:
Priorities for Improvement:

G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken

*Internal and external difficulties and challenges

H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
1							
2							
3							
4							
5							
6							

I. Report Approving Authority

Council / Committee	
Reference No.	
Date	

J. Attachments :

- **A separate cohort analysis report for male and female sections and for each branch**
- **A report on the program learning outcomes assessment results for male and female sections and for each branch (if any)**
- **A report on the students evaluation of program quality**
- **Independent reviewer's report and other survey reports (if any)**

10. COURSE FILE

From the keenness of Dar Al Uloom University to keep up with evolution in the quality of education and achieve the vision and mission to reach the university faculties and programs to

the institutional accreditation and program. DAU made sure from the first moment to prepare all academic accreditation requirements.

One of the most important requirements for academic accreditation is Course File

➢ **What is Course File?**

➢ **What are the objectives of Course File?**

➢ **What are the required templates for the preparation of the Course Files**?

❖ **Course file:**

- Course file can be considered as the model that can be followed by a faculty member on teaching and learning processes

- It includes a set of documents and scientific resources for the course to:

- Describe the course, and document the procedures, resources, tools, teaching methodologies and learning outcomes of this course.

- Course file is the reference for any instructor responsible for teaching the course.

- Documenting the course and all its components.

- Roadmap for teaching the course.

- Helps in sharing knowledge and experiences between faculty members.

- Utilize previous experiences in the course in order to avoid mistakes.

What are the objectives of Course File?

Course File aims is to:

- Utilize previous experiences to enhance teaching methods and evaluation/ assessment tools.

- Evaluate the appropriateness of the course content and methods of evaluation in improving the level of students.

- Helps to improve the efficiency of a faculty member.

- Help in the verification whether the course and program outcomes are achieved through the evidence.

- The course report in the course file helps to identify the reasons for not teaching any course content in the syllabus

- Meet the requirements of NCAAA.

The Elements of Course File are:

1. **Course Specification explains:** The course specifications as "a concise description of the intended outcomes of learning from a higher education course, and the means by which these outcomes are achieved and demonstrated."[1] Each specification sets out the factual information including the level of the qualification received upon completion, the date of the course's last internal review and any relevant professional or statutory body accreditation. Central to each specification are overall course aims and the learning outcomes. Learning outcomes can best be described as the skills or knowledge a student will possess upon successful completion of the course. A course specification should describe the outcomes which will be achieved and demonstrated through assessment or coursework by **all** students successfully completing the course. **See Appendix 1.**

A document that Says What will be done" When teaching a course

❖ **Course Specification consists of:**

A. Course Identification and General Information

B. Objectives

1. What is the main purpose for this course?

2. Briefly describe any plans for developing and improving the course that are being implemented.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

1. Topics to be covered

2. Course components (total contact hours and credits per semester)

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

NQF Learning Domains and Course Learning Outcomes: Knowledge, Cognitive Skills, Interpersonal Skills & Responsibility, Communication, Information Technology, Numerical and Psychomotor

Course Teaching Strategies

Course Assessment Methods

4. Map course LOs with the program Los

5. Schedule of Assessment Tasks for Students during the Semester

D. Student Academic Counseling and Support; Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice.

E. Learning Resources ; List Required Textbooks, List Essential References Materials (Journals, Reports, etc, List Recommended Textbooks and Reference Material (Journals, Reports, etc), List Electronic Materials, Web Sites, Facebook, Twitter, etc.

F. Facilities Required: Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

G. Course Evaluation and Improvement Processes: Strategies for Obtaining Student Feedback on Effectiveness of Teaching, Other Strategies for Evaluation of Teaching by the Instructor or by the Department, Processes for Improvement of Teaching, Processes for Verifying Standards of Student Achievement. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

2. Course Report: The statistics used in this report have been compiled before the completion of any Post Results Services. This report provides information on the performance of candidates, which will be useful to teachers, lecturers and assessors in their preparation of candidates for future assessment. It is intended to be constructive and informative and to promote better

understanding. It would be helpful to read this report in conjunction with the published assessment documents and marking instructions. **See Appendix 2.**

❖ **Course report consists of:**

A. Course Identification and General Information

B. Course Delivery; Coverage of Planned Program, Consequences of Non Coverage of Topics, Course learning outcome assessment. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

C. Results:

1. Distribution of Grades, which includes; Number of Students Letter Grade, Student Percentage, Analysis of Distribution of Grades

2. Analyze special factors (if any) affecting the results

3. Variations from planned student assessment processes (if any) (see Course Specifications).

4. Student Grade Achievement Verification (e.g. crosscheck of grade validity by independent evaluator).

D. Resources and Facilities:

1. Difficulties in access to resources or facilities (if any)

2. Consequences of any difficulties experienced for student learning in the course.

E. Administrative Issues:

1. Organizational or administrative difficulties encountered (if any)

2. Consequences of any difficulties experienced for student learning in the course.

F. Course Evaluation:

1. Student evaluation of the course (Attach summary of survey results)

    a. List the most important recommendations for improvement and strength.
    b. Response of instructor or course team to this evaluation

2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)

a. List the most important recommendations for improvement and strengths

b. Response of instructor or course team to this evaluation

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).

2. List what other actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

3. Action Plan for Next Semester/Year

3. Combined Report: A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the same person teaches the course. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator. The course coordinator should prepare a combined, comprehensive CR and the separate location reports are to be attached. **See Appendix 3.**

4. Course Syllabus: A course syllabus is guide to a course, which gives us clear picture about, what will be expected of you in the course. Generally, it include course policies, rules and regulations, required texts, and a schedule of assignments. A syllabus can tell you nearly everything you need to know about how a course will be run and what will be expected of you.

5. Students Attendance Records: Attendance registers are a helpful tool that allow you to record students' presence at or participation in course-related sessions. They allow you to add information such as class lists and events in order to quickly and easily record student attendance.

6. Assessment Instructor Material: Assessment Instructional Materials are the tools used in educational lessons, which includes active learning and assessment. Any resource a teacher uses to help him teach his students is an instructional material which including for example projects, assignments, mid-term and final exams, Quiz etc.

7. Rubrics: Rubric means a scoring guide used to evaluate the quality of students' constructed responses. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. They are often presented in table format and can be used by teachers when marking, and by students when planning their work.

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria

are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review. It is aimed at accurate and fair assessment, fostering understanding, and indicating a way to proceed with subsequent learning/teaching. This integration of performance and feedback is called ongoing assessment or formative assessment.

a) **Instructor Models: It is** a common practice where an instructor "acts out" or conducts an exhibition of proper skill performance, process execution, or cognitive processing, Students refer to the instructor's model and attempt to mimic or reproduce what they observed. Repetition of instructor modeling and subsequent student reproduction promotes automaticity of taught skills, procedures and cognition, which improves over all student performance.

b) **Answer key:** Depending on how your instructor set up the questions you might be able, to see *answer keys* indicated with the key icon *answer key* icon in the questions. The *answer key* indicates a correct answer provided by the question.

8. Learning outcomes: These are the statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program. **See Appendix 4**

❖ **Domains of Learning Outcomes**

The framework groups the kinds of learning expected of students into four domains and describes learning outcomes at each level in each of these groupings (Based on NQF, any official updates will be added). The domains are:

➢ **Knowledge**.
➢ **Skills**.
➢ **Competencies**.

9.Final grade report with breakdown as per the grading system: A report card, communicates a student's performance academically typical report card uses a grading scale to determine the quality of a student's, the grading scale consists of grades scored in classes taken by the students.

10. **Examples from across the range of student performance of graded responses to all assessment instruments:** This document consists of the samples of assessment mention in the course specification and is divided in to three categories Excellent, Average and Poor.

11. <u>**Summary of the student feedback on the evaluation of the course:**</u> Students give the feedback about the course goals, course context, course content, course instructor, course feedback and assessments, course support and environment.

12. <u>**Faculty CV and Teaching Philosophy:**</u> Explained the importance of teaching for him, why and how he/she teaches, his concept of teaching, the strategies used in his lectures and how he evaluate his teaching performance. Each faculty who is reasonable for the course should submit the CV and Teaching philosophy also.

13. <u>**Copies of all Teaching Material:**</u> This is the addition to the course file check list that the faculty member need to submit the teaching materials which he / she taught to the students.

> ❖ <u>**Please check the checklist of course file below**</u>

Course File Check List for soft copies

COURSE FILE CHECKLIST

Note: Course files are due for completion two weeks after the end of each semester

PROGRAM INFORMATION			
College		Program	
COURSE INFORMATION			
Course Title		Course Code	
Course Coordinator Name		Date of Completion	
COURSE FILE COMPONENTS			
No **Item**		**Status**	**Remarks**
1 **Course Specification**			
2 **Course Syllabus**			
3 **Course Report** (Separate Course Report for each section)			
4 **A combined, comprehensive Course Report inclusive of the students off all sections prepared by the course coordinator** (this is required when the same course is being taught in different sections during a particular semester).			

5   **Students' attendance Records**

6   **Assessment Instructor Material:** all question papers for each
Assessment task/tool mentioned in the Course Specifications

7   **Rubrics, Instructor models and answer keys:** Rubrics + all answer keys
for each Assessment task/tool mentioned in the Course Specifications

8   **Course Intended Learning Outcomes Assessments:** Course ILOs
Assessment templates provided by the Quality Unit should be used for
each Assessment task/tool mentioned in the Course Specifications

9   **Final grade report with breakdown as per the grading system**

10   **Examples from across the range of student performance of graded
responses to all assessment instruments:** excellent, average and poor
performance responses

11   **Summary of the student feedback on the evaluation of the course** (for
each section)

12   **Faculty CVs and Teaching philosophies** (in case of new faculty
members)

13   **Copies of all Teaching Material**

SIGNATURES			
Course Coordinator	Signature: _____ Date: _____	**Program Coordinator**	Name: Signature: _____ Date: _____

Course File Check List for Hard copies

PROGRAM INFORMATION			
College		Program	

COURSE INFORMATION

Course Title		Course Code	
Faculty Name		Faculty ID #	
Semester	☐ Fall ☐ Spring ☐	Academic Year	
	☐ Summer		
Delivery Mode	☐ Physical ☐ Blended		

COURSE FILE COMPONENTS

Please note that all course file components have to be submitted in electronic formats (Word, PDF, etc)

No.	Item	Status	Remarks
1	**Cover Page** (Name of College and Program)		
2	**Course File Approval Form (Signed by Dean and Vice Dean/Program Chair)**		
3	**Course File Contents Check list (This Document Signed by Faculty & Coordinator)**		
4	**Course Syllabus**		
5	**Course Specification**		
6	**Course Report** (Separate Course Report for every course and for each section)		
7	**A combined, comprehensive Course Report prepared by the course coordinator**		
8	**Copies of all instructor-teaching materials:** course materials, as per the course syllabus, and any additional reading materials or resources (websites, etc.)		

9   **Students' attendance Records**

10   **Assessment Instructor Material:** including for example projects, assignments, mid-term and final exams, etc.

11   **Rubrics & marking schemes** (for all assessment tools) **Course Mapping and Learning Outcome Assessment**

12   **Instructor worked models and answer key** (for all assessment tools)

13   **Final grade report with breakdown as per the grading system**

14   **Examples from across the range of student performance of graded responses to all assessment instruments:** excellent, average and poor performance responses

15   **Quantitative analysis of student performance during the delivery of the course**

16   **Summary of the student feedback on the evaluation of the course**

17   **Faculty CV**

18   **Faculty Teaching Philosophy**

SIGNATURES			
Program Coordinator	Signature: _____	**Faculty**	Signature: _____
	Date: _____		Date: _____

❖ **What are the required templates for the preparation of Course Files?**

- Quiz Template
- Midterm Template
- Final Exam Template
- Learning Outcomes Templates
- Course file checklist for soft and hard copies

See Appendix 5

Please note: Course file of hard copies are only prepared if the particular course is introduced first time ever in the curriculum.

Appendix 1 Course Specification Template

Course Title:	
Course Code:	
Program:	
Department:	
College:	
Institution:	

Table of Contents

A. Course Identification

1. Credit hours:	

2. Course type

a.   University ☐   College ☐   Department ☐   Others ☐

b.   Required ☐   Elective ☐

3. Level/year at which this course is offered:

4. Pre-requisites for this course (if any)**:**

5. Co-requisites for this course (if any)**:**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**		
2	**Blended**		
3	**E-learning**		
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	
Other Learning Hours*		
1	**Study**	
2	**Assignments**	
3	**Library**	
4	**Projects/Research Essays/Theses**	
5	**Others** (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
2. Course Main Objective

3. Course Learning Outcomes

	CLOs	Aligned-PLOs
1	**Knowledge:**	
1.1		
1.2		
1.3		
1…		
2	**Skills :**	
2.1		
2.2		
2.3		
2…		
3	**Competence:**	
3.1		
3.2		
3.3		
3…		

C. Course Content

No	List of Topics	Contact Hours
1		
2		

3		
4		
5		
...		
Total		

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1			
1.2			
...			
2.0	**Skills**		
2.1			
2.2			
...			
3.0	**Competence**		
3.1			
3.2			
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1			
2			
3			
4			
5			
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	

Essential References Materials	
Electronic Materials	
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

Evaluation Areas/Issues	Evaluators	Evaluation Methods

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Appendix 2 Course Report Template

Course Title:	
Code:	
Program:	
Department:	
Institution:	
Academic Year:	
Semester:	
Course Coordinator:	
Date:	

Table of Contents

A. Course Identification

No	Instructor(s)	Location	Number of Sections	Number of Students	
				Starting the course	Completing the course

B. Course Delivery

1. Course Contact Hours (per semester)

No.	Activity	Planned	Actual
1	**Lecture**		
2	**Laboratory/Studio**		
3	**Tutorial**		
4	**Others** (Specify)		
	Total		

2. Topics not Covered

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*

*Compensating actions already taken or suggested

3. Teaching Strategies

Planned Teaching Strategies	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		

4. Activities/Assessment Methods

Activities/Planned Assessment Methods	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		

5. Verification of Credibility of Students' Results

Method(s) of Verification	Conclusions

6. Recommendations

C. Student Results

1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denie	In	Incom	Pass	Fail	Withd
Number of Students															
Percentage															

---

2. Comment on Student Results

(including special factors (if any) affecting the results)

3.Recommendations

D. Course Learning Outcomes

1. Course Learning Outcomes Assessment Results

Course learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target Level/ Criterion for Success	Actual Level	
1	**Knowledge** :				
1.1					
1.2					
1.3					
1...					
2	**Skills:**				
2.1					
2.2					
2.3					
2...					
3	**Competence** :				
3.1					
3.2					
3.3					
3...					

2. Recommendations

E. Course Quality Evaluation

1. Students Evaluation of the Quality of the Course

Date of Survey:	Number of Participants:	Percentage of Participation:	Evaluation Result:
Students Feedback		**Course Coordinator/Instructor Comments/Response**	
Strengths: • • •			
Areas for improvement: • •			
Suggestions for Improvement: • • •			

2. Other Evaluations

(e.g., Evaluations by faculty, program leaders, peer reviewers, others)

Evaluation method :	Date:
Evaluator(s) Comments	**Course Coordinator/Instructor Comments/Response**
Strengths: • •	

Areas for improvement: • •	
Suggestions for Improvement: • •	

* Add separate table for each evaluation

3.Recommendations :

F. Difficulties and Challenges

Difficulties and Challenges	Consequences	Actions Taken
Administrative Issues		
Learning Resources		
Facilities		

Difficulties and Challenges	Consequences	Actions Taken

G. Course Improvement Plan

1. Course Improvement Actions

Recommended Actions	Actions Taken	Results	Comments
a. Previous course Report Recommendations			
b. Other Improvement Actions*			

* (The developmental measures taken during teaching the course and not included in the development plan of it)

2. Action Plan for Next Semester/Year

Recommendations	Actions	Responsibility For Implementation	Time		Needed Support
			Start	End	
1.					
2.					
3.					

Appendix 3. Combined report template

Course Title:	
Code:	
Program:	
Department:	
Institution:	
Academic Year:	
Semester:	
Course Coordinator:	
Date:	

Table of Contents

A. Course Identification

No	Instructor(s)	Location	Number of Sections	Number of Students	
				Starting the course	Completing the course

B. Course Delivery

1. Course Contact Hours (per semester)

No.	Activity	Planned	Actual
1	**Lecture**		

No.	Activity	Planned	Actual
2	**Laboratory/Studio**		
3	**Tutorial**		
4	**Others** (Specify)		
	Total		

2. Topics not Covered

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*

*Compensating actions already taken or suggested

3. Teaching Strategies

Planned Teaching Strategies	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		

4. Activities/Assessment Methods

Activities/Planned Assessment Methods	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		

5. Verification of Credibility of Students' Results

Method(s) of Verification	Conclusions

6. Recommendations

C. Student Results

1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denie	In	Incom	Pass	Fail	Withd
Number of Students															

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denie	In	Incom	Pass	Fail	Withd
Percentage															

---

2. Comment on Student Results

(including special factors (if any) affecting the results)

3.Recommendations

D. Course Learning Outcomes

1. Course Learning Outcomes Assessment Results

	Course learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
				Target Level/ Criterion for Success	Actual Level	
1	**Knowledge** :					
1.1						
1.2						
1.3						

Course learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target Level/ Criterion for Success	Actual Level	
1. ..					
2 **Skills:**					
2.1					
2.2					
2.3					
2. ..					
3 **Competence :**					
3.1					
3.2					
3.3					
3. ..					

2. Recommendations

E. Course Quality Evaluation

1. Students Evaluation of the Quality of the Course

Date of Survey:	Number of Participants:	Percentage of Participation:	Evaluation Result:
Students Feedback		Course Coordinator/Instructor Comments/Response	
Strengths: • • •			
Areas for improvement: • •			
Suggestions for Improvement: • • •			

2. Other Evaluations

(e.g., Evaluations by faculty, program leaders, peer reviewers, others)

Evaluation method :	Date:
Evaluator(s) Comments	Course Coordinator/Instructor Comments/Response
Strengths: • •	
Areas for improvement: • •	
Suggestions for Improvement: • •	

* Add separate table for each evaluation

3.Recommendations :

F. Difficulties and Challenges

Difficulties and Challenges	Consequences	Actions Taken
Administrative Issues		
Learning Resources		
Facilities		

G. Course Improvement Plan

1. Course Improvement Actions

Recommended Actions	Actions Taken	Results	Comments
a. Previous course Report Recommendations			
b. Other Improvement Actions*			

* (The developmental measures taken during teaching the course and not included in the development plan of it)

2.   Action Plan for Next Semester/Year

Recommendations	Actions	Responsibility For Implementation	Time Start	End	Needed Support
4.					
5.					
6.					

Appendix 4 ILO ASSESMENT TEMPLATES

Template-1

Template for Each Assessment Tool

Program Title: _____ **Course Title:** _____ **Class:** _____

Type of Test: Quiz/ Mid-term/final term/Assignment/Presentation**/**other (specify) _____

Date of Assessment: _____   Duration of Test: _____
Marks:_____

Questions	Marks	ILO Focused

Example-1 for Mid-Term

Program Title: _BBA Program__ **Course Title:** __Advance Management __ **Class:** _BBA 3rd Year **Type of Test:**   Quiz/ Mid-term/final term/Assignment/Presentation/other (specify)_____

 Date of Assessment: _ 21st February, 2015__   **Duration of Test:** __2 hours__ **Marks** :__25__

Mid-Term Questions	Marks	ILO Focused
Answer Any FIVE questions in all. Question -1 is compulsory.	5	
Q-1 Answer the following questions in brief.		1.1,
a. What is a management cycle in small scale industry?		1.1
b. List the type of leadership in business context.		1.1
c. Point out few telephone tactics.		1.1
d. Write a brief note (five lines) on decision making.		1.1
Q-2. What is the importance of conflict management? How can it be done effectively?		1.2
Q-3. Describe stress management skills in any organization.	5	1.3
Q-4. Produce a plan for setting up a small scale industry in Saudi Context.	5	2.1
Q.5 You have been invited to review the management plan of a small scale industry. Write down the preparatory stage and your strategy for this task.	5	2.2

Example-2 for Quiz

Quiz-1	Marks	ILO Focused
1. Analyze the following case study and suggest a solution	10	
" A new branch of a burger company outlet is proposed in a university campus. The outlet would cater 3000 students and would have only one competitor dealing in burgers of a less known brand. Should the company open this outlet or not????		
Follow the following structure:		
Assumption:	3	2.1
Strategy	3	2.2
Present your Solution (5 Min Presentation)	4	4.1

Template-2

Marks Preparation after the test

Program Title:_____   **Course Title:** _____
Semester:____

Type of Test: _____   **Section:** _____   **Date of Conduction:**_____

ILO focused: Following ILOs from Course were focused.

1.1 _____

1.2 _____

2.1 _____

Results Achieved

Name of Students	Questions Number					Total Marks achieved
	Q-1	Q-2	Q—3	Q-4	Q-5	
Marks for this question	5	5	5	5	5	
ILO Focused	1.1, 1.2	1.2	1.3	2.1	2.2	
Muhammad Ali	4	2	2	3	2	12/25
Total in each ILO	65%	77%	15%	65%	77%	

Analysis of Results:

Example-1 Analysis of Performance of Students Mid-Term

Program Title: BBA Program   **Course Title:** Advance Management   **Semester:** 2nd

Type of Test: Mid Term   Section: C   Date of Conduction: 21st February, 2015

ILO focused: Following ILOs from Course were focused.

Students will be able to

    1.1.   Comprehend different forms of management.
        (Question 1,2,)

    1.2.   Describe management system of small & large scale company.
        (question 1,2,).

    1.3   Describe organizational behavior issues within local context. (Question-3)

    2.1   Analyze a management problem and produce a solution (question 4 & 5)

    2.2   Work independently on "work system" analysis in any business context.
(question5)

Results Achieved

Name of Students	Questions					Total Results Out of 25
	1 Out of 5	2 Out of 5	3 Out of 5	4 Out of 5	5 Out of 5	
ILO Focused	1.1, 1.2	1.2	1.3	2.1	2.2	
Muhammad	3	2	2	3	2	12/25
Ahmed	3	5	1	3	5	17/25
Muhammad	4	4	0	4	4	
Ahmed	4	4	1	4	4	

Muhammad	2	5	1	2	5	
Ahmed	3	4	0	3	4	
Muhammad	3	4	1	3	4	
Ahmed	4	3	0	4	3	
Total	65%	77%	15%	65%	77%	

Analysis of Results:

The results shows that students achieved all the ILOs up to a satisfaction level. However, there has been problem in achieving ILO 1.3. This ILO will be listed in the next Quiz and final exam to see the level of achievement of the students.

Template-3 Summary of ILO Achievement

Put the average of each ILO in the following table

Learning Domain	No. of ILO	Quiz	Midterm	Final Term	Assignment	Average
Knowledge	1.1	65%	75%	60%	NA	66%
	1.2	65%	NA	80%	NA	72%
Cognitive Skills	2.1					
	2.2					
	2.3					
Interpersonal Skills & Responsibility	3.1					
	3.2					
Communication, Information Technology, Numerical	4.1					
	4.2					

Psychomotor						
	5.1					

Template-4

ILO Assessment Table (Overall)

Program Title: BBA Program   **Course Title:** Advance Management   **Semester:** 2nd

Type of Test: Mid Term   **Section:**   C   **Date of Conduction:**   21st February, 2015

Domain	ILO of the Course	Assessment Tool Used	Date of Assessment	Results	Analysis
Knowledge	At the end of course, students will be able to: 1.1 Comprehend management cycle, channels and mechanism within business context.	Quiz-1 Mid Term (part) Final Term (part)	22-01-2015 22-02-2015 25-04-2015	65% Direct Assessment 75% Direct Assessment 70% Direct Assessment	Average result of 65% in this ILO through all these tests. ILO achieved.

Appendix 5 Program Accreditation Follow-up Template

Name of College:	
Name of Program:	
Program Accreditation **(Start Date)**	
Program Accreditation **(Tentative End Date)**	

No#	Standard	Status
1	**MISSION AND GOALS** The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.	
1-0-1	The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.	
1-0-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.	
1-0-3	The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).	

1-0-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.	
1-0-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement.	
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.	
2	**PROGRAM MANAGEMENT AND QUALITY ASSURANCE** The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance systems that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.	
2-1	Program Management	
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.	
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.	
2-1-3	The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.	
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.	

2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.	
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.	
2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.	
2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.	
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.	
2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.	
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).	
2-1-12	The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.	
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.	

2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.	
2-1-15	The program management encourages the developmental initiatives and proposals.	
2-1-16	The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.	
2-1-17	The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.	
2-1-18	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.	
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.	
2-2	Program Quality Assurance	
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.	
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.	
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.	

2-2-4	The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.	
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.	
3	**TEACHING AND LEARNING** Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.	
3-1	Graduate Attributes and Learning Outcomes	
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.	

3-1-2	The graduate attributes and learning outcomes are consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with academic, professional, and labor market requirements.	
3-1-3	The program identifies the learning outcomes for the different tracks (if any).	
3-1-4	The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans.	
3-2	**Curriculum**	
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.	
3-2-2	The curriculum design considers fulfilling the program goals and learning outcomes and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.	
3-2-3	The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses.	
3-2-4	The construction of the program study plan considers the identification of exit points requirements (if any).	
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs.	
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.	

3-2-7	The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes).	
3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.	
3-2-9	Teaching and learning strategies are student-centered and encourage active learning.	
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.	
3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.	
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.	
3-2-13	The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).	
3-3	Quality of Teaching and Students' Assessment	
3-3-1	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.	

3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.	
3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course.	
3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.	
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.	
3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.	
3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.	
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.	

4	**STUDENTS**	
	The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.	
4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.	
4-0-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)	
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.	
4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.	
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.	
4-0-6	The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly.	

4-0-7	Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.	
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.	
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.	
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments.	
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.	
4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.	
4-0-13	Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.	
4-0-14	The program takes into consideration the special needs of its students (e.g., students with special needs and international students).	
4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.	

4-0-16	There is an appropriate representation for students in relevant councils and committees.	
5	**TEACHING STAFF** The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.	
5-0-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.	
5-0-2	The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches).	
5-0-3	The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification.	
5-0-4	The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.	
5-0-5	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.	

5-0-6	The teaching staff regularly participate in academic activities (e.g., participation in conferences and group discussions , research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion.	
5-0-7	Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.	
5-0-8	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.	
5-0-9	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.	
5-0-10	Teaching staff participate in assessment and development activities of the program and institution..	
5-0-11	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them.	
5-0-12	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance.	
6	**LEARNING RESOURCES, FACILITIES, AND EQUIPMENT** Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.	

6-0-1	The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.	
6-0-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes.	
6-0-3	The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.	
6-0-4	The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.	
6-0-5	The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them.	
6-0-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.	
6-0-7	The program has the suitable classrooms and facilities for its needs.	
6-0-8	All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.	
6-0-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.	
6-0-10	The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories.	

6-0-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with special needs.	
6-0-12	The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.	
6-0-13	The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.	