

Program Specification

Program Name: Human Resources Management - HRM

Qualification Level : Bachelor

Department: Human Resources Management

College: College of Business Administration

Institution: Dar Al Uloom University

2020 / 2021

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A. Program Identification and General Information

1. Program Main Location:

Dar Al Uloom University Main Campus , Exit 7, Riyadh

2. Branches Offering the Program:

N/A

3. Reasons for Establishing the Program:

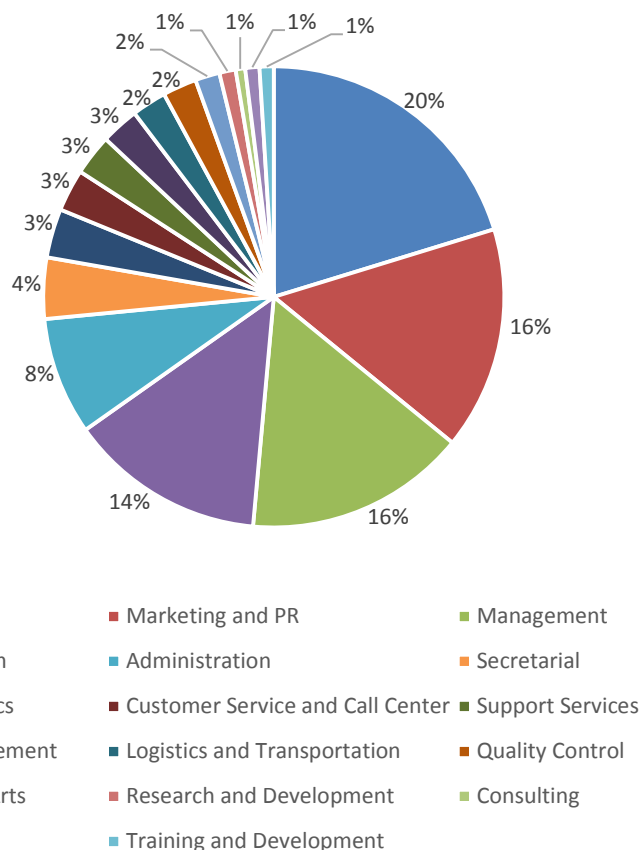
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

- Meet the demand of the KSA labor market for managerial carriers and in particular in HRM.
- Contributing in achieving KSA 2030 vision.
- Equip HRM graduates with basic business and HR knowledge and skills capable of performing professionally.
- KSA consider the biggest retail market in the region which in need to have qualified graduates to fill the unemployment gap in this critical sector.

In addition to the previous reasons, content analysis for the most powerful job offering in KSA named “bayt.com” to screen number of job opportunities needed during 2017/2018.

The figure below shows the distribution of job opportunities in Saudi market including job opportunities related to the HRM field.

% of job opportunities in 2017



The Teaching and Academic, Administration, Training and Development, Management, Secretarial, and Consulting job offers are frequent in the Saudi market with 3%, 8%, 1%, 16%, 4% and 1% respectively of the offers.

These percentages reflect the potentials of job opportunities will be created due to KSA adoption of the 2030 vision and its initiatives which affecting all the economic, cultural, and technological advancement on creating new job opportunities for the HRM graduates.

4. Total Credit Hours for Completing the Program:

137 Hours

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)

Learning Hours = 2096 contact hours + 3424 self-learning = 5520

$(131 \times 16)[1] + (14 \times 3 \times 16)[2] + (33 \times 4 \times 16)[3] + (8 \times 5 \times 16)[4]$

[1] Contact hours

[2] UPP courses self-learning

[3] College and Core courses self-learning

[4] Cooperative training

6. Professional Occupations/Jobs:

HRM Program prepares its students for the following career paths:

- Human Resources Specialist
- Human Resources Recruiter
- Compensation, Benefits, and Job Analysis Specialist
- Labor Relations Specialist
- Training and Development Manager
- HR Planning Specialist
- HR Performance Appraisal specialist

In addition to the job opportunities offered by Ministry of Civil Services:

- Public service Supervisor
- Administrative Supervisor
- Administrative Communication Supervisor
- Municipal and Rural Affairs Supervisor
- Researcher and Specialist of municipal council and elections
- Researcher and Specialist of Management Development
- Researcher and Specialist of Regulatory Affairs
- Planning Researcher and Specialist
- Administration Inspector
- Administration Controller
- Administrative Investigator
- Personnel Affairs Controller
- Personnel Affairs Auditor
- Salary Auditor
- Researcher and Specialist of Personnel Affairs
- Recruitment controller
- Researcher and Specialist of Recruitment
- Classification Specialist
- Researcher and Specialist of Salary and Allowances
- Researcher and Specialist of Training and mission
- Researcher and Specialist of Human Resources Operations
- Researcher and Specialist of HR Development
- Postal Affairs Supervisor
- Postmaster
- Postal Operations Supervisor

- Researcher and Specialist of Postal Operations
- Postal Operations Inspector
- Trade Controller
- Trade Researcher
- Sheriff and Controller of Ports
- Labor Inspector
- Researcher and Specialist of Vocational guidance
- Researcher and Specialist of Labor Forces
- Railway Affairs Supervisor
- Train Traffic Inspector

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

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): **N/A**

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

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

“To prepare highly qualified, distinctive and competent HR leaders with the knowledge, capability and entrepreneurial skills to identify, analyze, solve human resource and management issues through evolving curriculum design, research and community engagement”.

2. Program Goals:

HRM Program Goal 1: Provide students with HRM knowledge, skills and competencies to prepare them intellectually, morally, and socially for today’s dynamic society to be active participants and leaders in the business community.

HRM Program Goal 2: Adopt appropriate teaching and learning resources to ensure quality of HRM education among students and promote conducive learning environment.

HRM Program Goal 3: Enhance the quality of HRM program to become in line with the recognized institutional accreditation.

HRM Program Goal 4: Provide a fundamental research background for graduates to pursue graduate study in HRM or related areas.

HRM Program Goal 5: Engage HRM students in community service and extra-curricular activities to develop their practical and professional skills and promote sense of social responsibility.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

Correlation of COB, HRM Department and HRM Program missions:

The mission of COB is: *“To maintain excellence in business education, research and community service with a supportive and constructive environment, in order to contribute to the socio-economic growth of the Kingdom of Saudi Arabia with highly qualified graduates equipped with business knowledge and entrepreneurial skills, and highly motivated to serve their community”.*

At the same time, the mission of the HRM Department is: *“To provide high quality HRM education through building positive workplace culture and conducive teaching and learning environment to equip graduates with required skills and knowledge to compete in today’s dynamic society, enhance research productivity, and promote community service activities”.*

The mission of the HRM program is: *“To prepare highly qualified, distinctive and competent HR leaders with the knowledge, capability and entrepreneurial skills to identify, analyze, solve human resource and management issues through evolving curriculum design, research and community engagement”.*

The difference between HRM Department mission and HRM program mission is that the HRM Department mission is concerned with managing the Department’s teaching staff, students, and all stakeholders (alumni/alumnae, employers...), learning and teaching resources, etc. The HRM program mission is focused on students and on elements of the department environment that enhance their academic achievement and personal development.

These three missions are correlated in their aspects with a focus on education, research and community service. Indeed, the COB, the HRM Department, and the HRM program missions are appropriate in providing supportive and constructive environment in which the HRM program prepare highly qualified, distinctive and competent HR leaders.

The Three missions are correlated in their aspects as shown in Table below:

COB Mission	HRM Department Mission	HRM Program Mission
To maintain excellence in business education	provide high quality HRM education	evolving curriculum design
highly qualified graduates equipped with business knowledge and entrepreneurial skills, and highly motivated to serve their community	equip graduates with required skills and knowledge to compete in today's dynamic society	To prepare highly qualified, distinctive and competent HR leaders with the knowledge, capability and entrepreneurial skills to identify, analyze, solve human resource and management issues
with a supportive and constructive environment	through building positive workplace culture and conducive teaching and learning environment	-
research	enhance research productivity	research
community service	promote community service activities	community engagement

Correlation of COB Goals, HRM Department Goals and HRM Program Goals:

Strategic Area	COB Goals	HRM Department Goals	HRM program Goals
Organizational Development	COB Goal 1: Build a collaborative and engaging work environment through an effective and an inspiring leadership that promotes sense of responsibility, integrity and transparency in managing all the COB activities.	HRM Department Goal 1: Build a Positive Workplace Culture at the level of HRM Department promoting leadership skills and sense of responsibility, integrity and transparency.	
Student Success	COB Goal 2: Engage in a holistic development of high quality students and graduates who are formed intellectually, morally, and socially to become active participants in the business community and leaders in society for the 21st century.	HRM Department Goal 2: Prepare students and graduates intellectually, morally, and socially for today's dynamic society and qualify them to be active participants and leaders in the business community.	HRM program Goal 1: Provide students with HRM knowledge, skills and competencies to prepare them intellectually, morally, and socially for today's dynamic society to be active participants and leaders in the business community.
Educational Excellence	COB Goal 3: Deliver an excellent teaching and learning environment that ensures quality of business education at the COB.	HRM Department Goal 3: Possess appropriate teaching and learning resources that ensure quality of education among HRM students.	HRM program Goal 2: Adopt appropriate teaching and learning resources to ensure quality of HRM education among students and promote conducive learning environment.
Advancing Scientific Researches and Creative Works Accreditation	COB Goal 4: Disseminate notable and timely research to the academic, business, and governmental communities.	HRM Department Goal 4: Expand the HRM program's research productivity.	HRM program Goal 4: Provide a fundamental research background for graduates to pursue graduate study in HRM or related areas.
	COB Goal 5: Enhance and ensure institutional quality assurance processes for accreditation.	HRM Department Goal 5: Enhance and ensure institutional quality assurance processes for HRM program accreditation.	HRM program Goal 3: Enhance the quality of HRM program to become in line with the recognized institutional accreditation.
Expanding Engagement and Outreach	COB Goal 7: Strengthen partnership between the COB and business communities, professional organizations, and industry to explore opportunities for partnerships and improve niche programs.	HRM Department Goal 6: Strengthen partnership between the HRM program and relevant stakeholders through community service and extra-curricular activities	HRM program Goal 5: Engage HRM students in community service and extra-curricular activities to develop their practical and professional skills and promote sense of social responsibility.

See Appendix: Benchmarking and Alignment of HRM Program

4. Graduate Attributes:

HRM program aiming to achieve the following graduates' attributes in line with the COB graduates' attributes (COB-Gas):

HRM Program Graduates' Attributes	COB's Graduates' Attribute
Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;	Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues;	Recognize the provisional nature of functional areas of business and take this into account in investigating and proposing solutions to academic or professional issues;
Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts;	Apply the theoretical insights and methods of inquiry from their business program of study in considering issues and problems in other contexts;
Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;	Participate in activities to keep up to date with developments in their business field of study and continue to enhance their own knowledge and understanding;

Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments	Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments
Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.	Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

5. Program learning Outcomes*

Knowledge :

K1	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.
K2	Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.
K3	Explain and differentiate between different management and HRM strategies employed by organizations.
K4	Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.
K5	Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.

Skills

S1	Analyze and evaluate business environment affecting HRM decisions.
S2	Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.
S3	Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.

Competence

C1	Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.
C2	Show leadership skills in pursuit of innovative and practical solutions.
C3	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.
C4	Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.
C5	Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.
C6	Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.

* 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	14	35	26%
	Elective	-	-	-
College Requirements	Required	17	51	38%
	Elective	2	6	4%
Program Requirements	Required	11	33	24%
	Elective	2	6	4%
Capstone Course/Project		-	-	-
Field Experience/ Internship	Required	1	6	4%
Others	-	-	-	--
Total		47	137	100%

* 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	CT1400	Computer Skills	Required	EFC	3	UPP
	ARAB1100	Arabic Language Writing	Required	EFC	2	UPP
	MATH1100	Elementary Mathematics	Required	EFC	4	UPP
	ENGL1111	A2 Waystage Listening & Speaking I	Required	ENGL002	3	UPP
	ENGL1112	A2 Waystage Grammar	Required	ENGL003	2	UPP
	ENGL1113	A2 Waystage Reading & Writing I	Required	ENGL001 ENGL004	3	UPP
	EPH1500	Health and Physical Education	Required	EFC	1	UPP
Level 2	ARAB1103	Arabic Language Skills	Required	ARAB1100	2	UPP
	SKL1450	University Skills	Required	EFC	3	UPP
	ENGL1121	B1 Threshold Listening and Speaking II	Required	ENGL1111	3	UPP
	ENGL1122	B1 Threshold Integrated English Language	Required	ENGL1112	2	UPP
	ENGL1123	B1 Threshold Reading and Writing II	Required	ENGL1113	3	UPP
	ISLM1101	Introduction to Islamic Culture	Required	EFC	2	UPP
	MATH1121	Business Mathematics	Required	MATH1100	3	College
Level 3	ACCT1211	Principles of Accounting	Required	MATH1121 ENGL1123	3	College
	ECON1211	Principles of Microeconomics	Required	ENGL1121 MATH1121	3	College
	STAT1211	Business Statistics I	Required	MATH1121	3	College
	MGT1211	Principles of Management	Required	ENGL1121	3	College
	MGT1212	Organizational Behavior	Required	ENGL1123	3	College

Level 4	ACCT1221	Principles of Cost and Management Accounting	Required	ACCT1211	3	College
	ECON1221	Principles of Macroeconomics	Required	ECON1211	3	College
	MIS1221	Management Information Systems	Required	ENGL1122	3	College
	STAT1221	Business Statistics II	Required	STAT1211	3	College
	FIN1221	Principles of Finance	Required	ACCT1211 MATH1121	3	College
	HRM1221	Human Resource Management	Required	MGT1211	3	HRM
Level 5	SKL1451	Leadership and Team Work	Required	SKL1450	2	UPP
	MKT1211	Principles of Marketing	Required	ENGL1123	3	College
	MGT1311	Operations Management	Required	MGT1211 STAT1221	3	College
	HRM1311	Human Resource Planning and Recruitment	Required	HRM1221	3	HRM
	HRM1312	Benefits and Compensation Management	Required	HRM1221	3	HRM
	HRM1313	Human Resource Training and Development	Required	HRM1221	3	HRM
Summer semester	HRM1360	Co-operative Training	Summer Session	90 Credit hours	6	HRM
Level 6	HRM1321	Occupational Health and Safety Management	Required	HRM1311 MIS1221	3	HRM
	HRM1322	Human Resource Diversity Management	Required	HRM1312	3	HRM
	HRM1323	Negotiation and Conflict Management	Required	HRM1313	3	HRM
		Elective	Elective	RP	3	College
		Elective	Elective	RP	3	College
Level 7	MGT1411	Business Research Methods	Required	STAT1211 MGT1211	3	College
	MGT1412	Strategic Management	Required	MGT1311	3	College
	MGT1413	Business Law & Ethics	Required	MGT1211	3	College
	HRM1411	Performance Management	Required	HRM1323	3	HRM
		Elective	Elective	RP	3	HRM
Level 8	MGT1421	Entrepreneurship	Required	MKT1211 MGT1211 FIN1221	3	College
	HRM1421	International Human Resource Management	Required	HRM1322	3	HRM
	HRM1422	Strategic Human Resource Management	Required	MGT1412	3	HRM
	HRM1423	Labor and Social Insurance Laws	Required	MGT1413 HRM1321	3	HRM
		Elective	Elective	RP	3	HRM

* Include additional levels if needed

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

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

All course specifications are accessible from Internal DAU Network
 \\172.16.42.251 /COB Quality/Quality Docs/HRM Quality Files

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

PLO	KW					S			C					
	K1	K2	K3	K4	K5	S1	S2	S3	C1	C2	C3	C4	C5	C6
ARAB1100					I									I
ARAB1103					P									I
CT1400													I	
EPH1500					I									
ENGL1111					I								I	I
ENGL1112					I									I
ENGL1113					I								I	I
ENGL1121					P								P	P
ENGL1122					P								P	P
ENGL1123					M								M	M
ISLM1101					I									
MATH1100												I		
MATH1121	I												I	
SKL1450													I	I
SKL1451									P	P				
ACCT1211	I		I			I							I	
ECON1211	I												P	
STAT1211	I												P	
MGT1211	I	I*	I*	I		I	I	I	I*	I		I		I
MGT1212	P*		P	P	I*	P	I	P*	P	P*				I
ACCT1221	I					I					I	I	P	I
ECON1221	I												P	
MIS1221	I	I				I	I		I				I	I
STAT1221	I												P	
FIN1221	I					I					I	I	I	
MKT1211	I						I		I	I		I		
MGT1311	P					P		I	P		I	P		
HRM1221	P*	P	I	I*		I	I*		I		I	P		I*
HRM1311	P	P*	P	P*		I*	P		P	P		P		P
HRM1312	P	P*	P	P		P	P*	I*	P	P		I*		P
HRM1313	P	P	P*	P		P*	P	I	P	P		I		P
HRM1321	M	M	M	M		M	M	P*	M	M	P*	M	P*	P
HRM1322	M	M*	M	M	M*	M	M	P	M	P*	M	M*	P*	P
HRM1323	M	M	M	M*	P*	M	M	P	P*	P*	M*	M*	P	P
HRM1360	M	M		M		M	M	M	M	M	M	M	M	M
MGT1411	M	M				M			M		M	M	M	
MGT1412	M	M	M*	M		M	M*	M	M	M		M		
MGT1413	I*	I				P*		M*	P	P	P*		M	
HRM1411	M	M				M	M		M		M	M		P*
MGT1421	M	M	M	M		M	M		M*	M	M*	M	M*	M*
HRM1421	M*	M	M		M*	M*	M		M	M		M		M
HRM1422	M	M	M*	M		M	M*		M	M		M		M
HRM1423	P	M				M	P		P	M				M*
HRM1431	M	M		M*		M	M		M*	M*			M*	
HRM1432	M	M		M		M	M		M				M	
HRM1433	M	M	M	M		M	M	M	M	M			M	
HRM1434	M	M	M	M		M	M	M	M	M		M*	M	M

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.

In exercising every effort to provide a constructive and fruitful learning and teaching experience to HRM program students, the instructors adhere to the following guiding principles:

- 5.1 Innovation in Teaching and Learning
- 5.2 Out Curriculum
- 5.3 Assessment and Feedback
- 5.4 Student Engagement
- 5.5 Supportive Environment
- 5.6 Supporting Transitions
- 5.7 Assessment and Feedback
- 5.8 Student Success
- 5.9 Employability and Future Life

Source: Learning and Teaching Policy COB//AC/PLC/02, DAU-COB, 22/05/2019

Teaching and learning strategies are student-centered and encourage active learning. The integrated curriculum, which adopted by HRM program is a curriculum designed to positions students firmly at the center of their leaning.

The implication of adopting this approach of teaching and learning include:

- The student more active in acquiring knowledge and skills and include lectures, problem solving, case study, exercises in class, fieldwork, and use of computer assisted learning packages etc.
- The student more aware of what they are doing and why they are doing it.
- The interaction of the student with themselves, tutors and learning materials.
- The transferable skills, which look beyond the immediate course requirements to other benefits to the student in later life and future career.
- Cooperative training planned and administered as fully integrated components of the program, with learning outcomes specified, monitoring staff considered as partner of teaching teams, and appropriate evaluation and course improvement strategies carried out.
- Integrated curricular and extracurricular activities contribute to the achievement of 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.

Assessment Principles; For all assessment processes, COB staff shall carefully watch that the assessment strictly abides to the following principles:

1. The assessment is fair, in that students are entitled to parity of treatment and comparable assessment demands in modules of equal level and credit;
2. The assessment is reliable, in that the assessment criteria would support independent markers to reach the same judgment on a piece of work;
3. The assessment is valid, in that the assessment relates to the intended learning outcomes of the course/program studied;
4. The assessment is transparent, in that the criteria and methods by which students' work is being judged is clear to students, staff and examiners.
5. The assessment recognizes and respects equality and diversity.

COB assessment strategy: High quality educational programs require an assessment policy that reflects the successful accomplishment and fulfillment of intended learning outcomes. In this context, the assessment policy contents are to be defined in alignment with the program Intended Learning Outcomes (ILOs) and COB's determinants (rules, regulations and standards).

The nature of the assessment process for any particular course/program shall be considered in the normal course/program approved specification document and shall be reviewed periodically as part of the course/program review process.

COB adopts and consistently implements learning assessment policies and procedures which include the preparation and internal/external moderation of summative instruments of assessment and their model answers/marking schemes (COB/AC/04). All assessed work submitted for credits in courses are subject to a process of internal and external moderation. The policy extends to all modes of assessment; not just limited to the written midterm and final examinations only. Where assessed work is not in written form, every effort is exerted to apply some appropriate form of moderation, including review by external examiners.

The rules and regulations on examination and marking specified in Procedure COB/AC/04 are well understood by the instructors. The syllabus of each course clearly specifies the grading criteria and the weight of each. Various types of formative assessment are deployed to assess student learning throughout the semester.

As a matter of policy, instructors are required to return corrected examination papers to students promptly, except for the final examination. Students are thus advised on their progress and assistance for further learning is given as the need arises.

Moreover, the instructors have sufficient time allocated weekly to make themselves available for student consultation or academic advising. The instructor's office-hours are posted for the information of the students. There is an assigned adviser for each of the students. The students and the instructors may continue to correspond through e-mails during the weekdays, as the need arises.

As for grade corrections, students may lodge their appeals via the Learning Management System where there exists a special procedure for this purpose.

Assessment methods used at COB: Assessment Methods define the assessment instruments which are used.

HRM program applies the following forms of direct assessment within a course for the purposes of reviewing performance of students:

- Written Exams: may take a variety of forms including short answer questions, multiple-choice questions, problem solving and essays, where appropriate.
- Written Assignments; may take the form of essays, reports, case studies and portfolios.
- Presentations: normally based around formal discussion groups where students will be delegated particular topics for research and will be required to present their findings.
- Practical Assignments/Projects: students may be required to complete a series of practical assignments or a project designed to test students' abilities under 'real world' conditions.

Source: Student Assessment Policy COB/AC/PLC/07, DAU-COB, 06/07/2019

Indirect methods of PLOs assessment based on different program surveys include Satisfaction Surveys using 5 points Likert scale.

D. Student Admission and Support:

1. Student Admission Requirements

To apply for admission, the candidate fill the online admission form on DAU's website (<http://dau.edu.sa/en/deanadmissionregistration/admission/apply-online>) and then submit the following documents before the admission deadline:

- The original version of the general secondary certificate or its equivalent from inside or outside the Kingdom
- Certificate of good conduct from high school / graduate before 1432/1431
- Certificate of general-merit-test from the Ministry of Education "printing from Qiyas site."
- achievement test result" of printed Qiyas site"
- A copy of the personal identity or family or passport or residency card.
- approval of the Guardian, revealing fitness" printed with the application form from the site"

Acceptance 3000 SR non-refundable fees" paid either by the university payment points (only Saudi Arabia network card", or a certified check on behalf of the House Science of Education in a company or deposit or transfer University calculates "

Tuition:

- Admission fees 3000 SR Saudi non-refundable
- The value of one hour is 2450 SR" the minimum hours for students to register is 12 hours and 20 hours the highest per class.

Scholarships

1- Conditions for 50% Partial grants of the approved fees for outstanding students admitted to undergraduate programs are as follows:

Scholarships will be given to the top 5 admitted students in the medical college programs if they possess a minimum of 85% in the weighted ratio (30% secondary + 30% abilities + 40% achievement) as long as he/she maintains a cumulative GPA of at least 3.50.

Scholarships will be given to the top 10 admitted students in each of the colleges of architecture, digital design, business administration and law, provided that the student has a weighted average of at least 80% (30% secondary + 30% abilities + 40% achievement) and as long as student maintain a cumulative GPA of not less than 3.50.

2- For the remaining students admitted to the undergraduate and graduate programs in all colleges, a partial scholarship of 20% of the approved fees will be granted. If the student's cumulative GPA is below the minimum requirement, he/she shall be given one semester to raise his/her cumulative GPA, if he/she is unable to do so, the grant will be suspended until he/she is able to attain the minimum required cumulative GPA.

This scholarship also includes admitted students if theirs cumulative GPA is not less than 3.25 for bachelor students and 3.50 for masters' students.

3- A partial scholarship of 20% of the approved fees will be allocated to students enrolled in the university before the academic year 2018/2019, provided that the cumulative student GPA is not less than 3.50 for undergraduate students and 3.75 for graduate students. If the student's cumulative GPA is below the minimum requirement the scholarship will be suspended until he/she is able to attain the minimum required cumulative GPA.

This grant is subject to the following conditions:

The student should meet the conditions of university admission.

It shall be available to all students enrolled in the university, male and female students, Saudis and non-Saudis.

The scholarship does not include tuition fees for the summer semester.

The scholarship will not cover course withdrawals with grade (W) or course failure as the student will have to re-register for the course(s) in full tuition fees.

None of these grants may be combined with any other grant from any other establishments.

2. Guidance and Orientation Programs for New Students

- COB Student Handbook is available on the DAU's Website.
- Conducting an orientation session with coordination with other DAU Departments (UPP, IT, COB departments).
- COB Student Council gives the brief orientation about the courses/ Program.
- Designate an academic advisor for each student.

3. Student Counseling Services

(academic, career, psychological and social)

Academic Advisor

Each student is assigned an academic advisor to assist him/her in program planning, subject selection and career planning. Before registration, the advisee/advisor list is announced through the Office of the Registrar, through web.

Academic advisors assist students in planning their academic programs, but their academic advising activities do not relieve students of this responsibility. Therefore every student should be thoroughly familiar with all the academic regulations and the degree conferral system and remain informed about them throughout his/her tenure in the university. A student may seek the assistance of his academic advisor from the beginning of the academic program till the end.

The academic advisor assist students in matters relating to their academic progress such as:

- selecting a degree program consistent with the student's objectives and ability;
- interpreting and understanding the academic regulations;
- informing the student of the sequence of required and elective courses in his/her degree program and suggesting electives;
- monitoring the student's progress and performance.

(For further details, please refer to academic advising handbook)

Student Information System (SIS)

SIS is used for all online activities starting from Application, admission, registration, fee payment, grades and transcript. Students and academic advisers are provided with credentials to log in to SIS.

The students log in to SIS to send academic request. Academic advisers are notified by email about the request. The academic advisers logs in to his/her SIS and review the received request. The adviser goes through the students' achievement in academic plan, related rules and regulations of COB for the case and accordingly approves or disapproves the request with support comments to reason the decision. The request is then sent to the Head of Department for approval/disapproval. It is further processed by the Dean and sent to the registration for necessary action.

(For further details on SIS, please refer to SIS Manual)

Office Hours

All faculty members have minimum 6 hours per week as office hours. For the information and convenience of students, office hours are mentioned on the office door of each academic advisor. During these office hours academic adviser counsel the students regarding their program planning, subject selection, career planning as well as guide them to deal with different academic appeals. Each adviser can access the student academic request through SIS and approve or disapprove them as per university/ college policy.

Academic Advising Through E-Mail

Each academic advisor provide students with email address (also mentioned on office door and syllabus), so that, in case of emergency students can contact the academic adviser at any time. A quick reply is given to the students for their comfort.

Refer to the following link for student rights on DAU website:

[Student rights](#)

Cooperative Training Advising

The Academic advisor is the coop advisor for the students of HRM Program.

The advisor will guide the coop student during the full period of the coop assignment. The advisor should provide assistance to the student while in training in the coop program. In particular:

- Ensure a timely start and end of the training program for each coop student.
- Guide the student in writing and compiling the final coop report in a professional format.
- Review the progress reports (A-5) prepared by the students and send feedback to them within a week of submission. Ensure student provides you with all the necessary
- Ensuring that student provides with all the necessary forms in a timely manner.
- Submit grades, four progress reports and the final report to the coop committee.
- Attend and evaluate the student's presentation.

4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

1. Disabled Students:

For physically challenged student all the entrance of DAU campus have ramp and elevators and special parking areas.

2. Gifted and Talented Students:

Gifted and talented are explored continuously and engaged in leading various extracurricular activities in order to enhance their leadership skills.

3. Low Achieving Students:

- For the low level of English language skills UPP providing different levels for studying English according to the discrepancies in different levels which will helps the students to prepare for their main courses.
- Potential low achievers are identified through E-register (Academic System) and teaching faculty. Then, they are provided with further tutorial sessions that can help them catch up with their peers.

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	Engineering	Industrial or production management	IRCA approved quality management principle auditor.	2	-	2
Associate Professors	-	-	Recommended English / Arabic speakers	-	-	-
Assistant Professors	Management	Human Resource Management	Recommended English / Arabic speakers	2	4	6
Lecturers	Management	Management	Recommended English / Arabic speakers	-	1	1
Teaching Assistants	-	-	-	-	-	-
Technicians and Laboratory Assistants	-	-	-	-	-	-
Administrative and Supportive Staff	Computers	Computers	-	1	1	2
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

Orientation and Adaptation program:

- Explain the department's mission, goals, and objectives; the academic program and its constituent courses.
- COB faculty Handbook which acquaint the new member with his duties and responsibilities in the academic institution.
- Familiarize the new member with the department's achievements and contributions in the academic and community service areas.
- Introduce the new member to the resources and facilities available to the department.
- Workshops for how to use SIS and LMS.

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.)

HRM program coordinates with DAU Directorate of Quality to provide multiple training workshops to improve learning, teaching, research and assessment strategies. These workshops contribute to improve faculty performance in curriculum design, course delivery and assessment.

The Directorate of Quality is responsible for planning, implementing and evaluating the continuous professional development activities aiming to:

- Improving work performance;
- Enhancing career prospects;
- Increasing the capacity for learning;
- Encouraging participation in, and commitment to, lifelong learning and being adaptable to, and prepared for, changes.

The Directorate of Quality functions achieved through different activities include:

- *Training needs assessment:* Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained.
- *Types of continuous professional development programs:* The continuous professional development unit strategy is underpinned by key activities in relation to the continuous professional development that will offer different programs as orientation programs, foundation continuous professional development program, advanced continuous professional development program, and specialized continuous professional development program.
- *Continuous professional development Plan/ Calendar:* Annually continuous professional development plan and calendar developed based on training needs assessment and strategic directions of the HRM program to include all or some of these program types.
- *Continuous professional development activities satisfaction:* The analysis of survey reports obtained after the different workshops.

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.)

Process for Acquisition of Textbooks and other learning resources:

- Course coordinator recommends the textbooks and other references yearly at the beginning of the semester through department meeting.
- Relevant form is provided to faculty members.
- All the names are forwarded to the Dean for his approval and further processing for acquisition.
- The textbooks and references names are also mentioned in the course syllabus and course specification downloaded on Learning Management System (LMS).
- Electronic material will be available for students and staff from next academic year to cover all students' academic needs and requirements.
- Electronic questionnaires are available on the college website for faculty and teaching staff members to evaluate the quality of the program including questions on their satisfaction with the college's library and adequacy of available books therein. Data is analyzed by the DAU quality culture unit.

2. Facilities and Equipment

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

- Saudi electronic library access
- Library
- Classrooms with white board and projectors.
- Computer labs
- Video conference
- Medical with doctor and nurse.
- Gym
- Coffee shops
- Food court
- Prayer rooms
- Rest rooms

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

- Fire safety measures
- Proper arrangement of hygiene in classroom as well in the rest rooms.

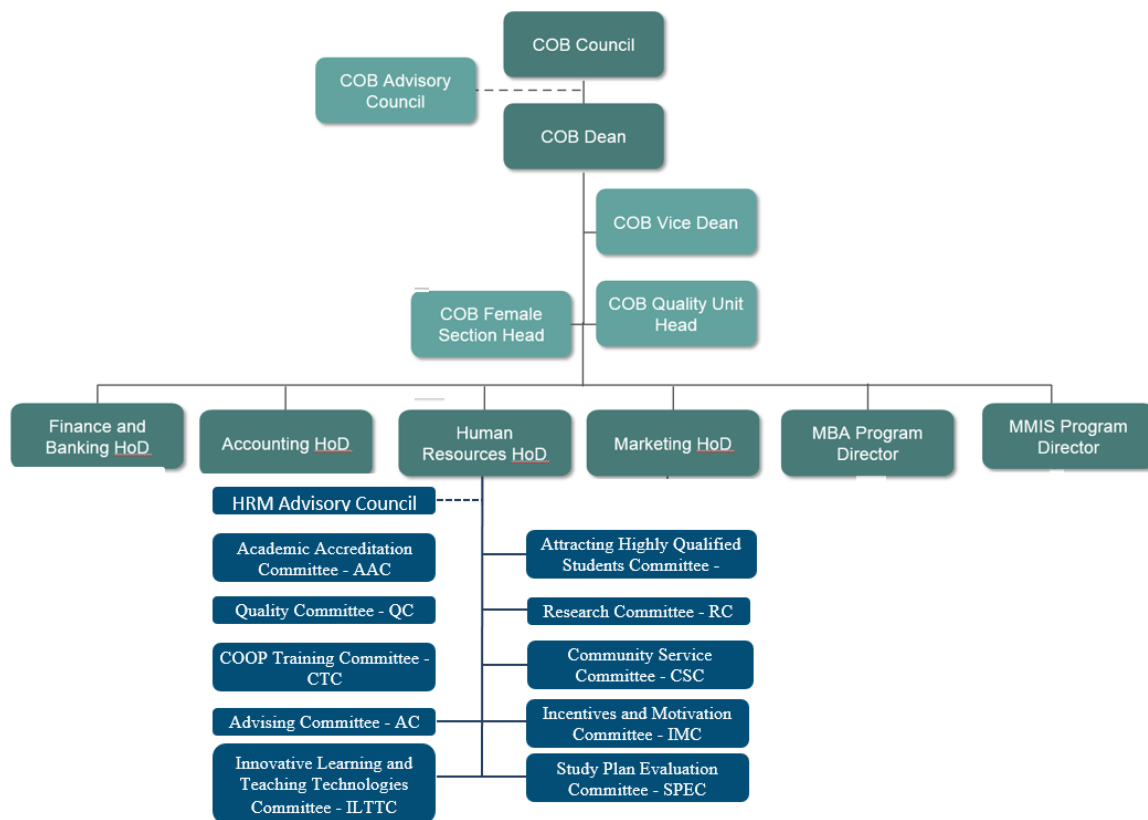
G. Program Management and Regulations

1. Program Management

1.1 Program Structure

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

Figure below shows the HRM department organizational chart with subcommittees responsible for achieving the HRM program annual planned goals.



In addition to the Department council, several committees are formulated to achieve the department action plan. Below table represents the HRM department committees:

N	Committee	Shortcut	Responsibilities	Coordinator	Members
1	Academic Accreditation Committee	AAC	<ul style="list-style-type: none"> - Supervise the quality process in the department. - Prepare the SSR for accreditation. 	Dr. Abdulrahman Alshimai	Dr. Hanan Saidi Ms. Malak Alyahya
2	Quality Committee	QC	<ul style="list-style-type: none"> - Disseminate the quality culture. - Improve the academic performance in accordance with Faculty and University strategic plans. - Support the HRM program to achieve. 	Dr. Rafia Gulzar	Dr. Abdulrahman Alshimai Ms. Malak Alyahya
3	Attracting Highly Qualified Students Committee	AHQSC	<ul style="list-style-type: none"> - Attract distinguished students of different schools. - Prepare students to be distinguished in their fields of specialization, and leaders and producers in their communities. 	Dr. Hanan Saidi	Ms. Malak Alyahya Dr. Rafia Gulzar
4	COOP Training Committee	CTC	<ul style="list-style-type: none"> - Direct the students on cooperative training program 	Dr. Lubna Almasri	Dr. Rafia Gulzar Mr. Mohamed Elbani
5	Community Service Committee	CSC	<ul style="list-style-type: none"> - Develop and manage the community service initiatives. - Host various community service events throughout the year. - Establish and maintain relationship with alumni and serve as main point of contact. 	Ms. Malak Alyahya	Dr. Hanan Saidi
6	Research Committee	RC	<ul style="list-style-type: none"> - Develop strategies to assist the Department in meeting its research objectives. 	Prof. Sherif ElAraby	Dr. Taoufik Radouche
7	Advising Committee	AC	<ul style="list-style-type: none"> - Support academic advising as part of the teaching mission of the Department and the teaching role of faculty. 	Dr. Lubna Almasri	Dr. Abdulrahman Alshimai
8	Incentives and Motivation Committee	IMC	<ul style="list-style-type: none"> - Address issues relating to recruitment, retention, training & development, rewards, and job satisfaction of faculty. - Advise the COB Council on best practices to manage academic staff. 	Prof. Sherif ElAraby	Dr. Lubna Almasri
9	Innovative Learning and Teaching Technologies Committee	ILTTC	<ul style="list-style-type: none"> - Identify learning resource needs of the HRM Department and help ensure the Learning Resource Division's responsiveness to those needs. - Implement innovative learning and teaching technologies 	Dr. Rafia Gulzar	Dr. Hanan Saidi Dr. Lubna Almasri
10	Study Plan Evaluation Committee	SPEC	<ul style="list-style-type: none"> - Oversee and monitor the graduate program and planning for further program. Development when appropriate. - Evaluate & redesign the existing study plans - Study the feasibility of opening of new programs 	Dr. Hanan Saidi	Dr. Lubna Almasri

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.)

Curriculum planning and improvement follows a comprehensive approach based on DAU and COB policies and guidelines, involving the stakeholders in curriculum development/improvement at different levels.

- HRM Department council: composed by all the full-time faculties. The council plans and supervises the activities of the HRM Department, according to the functions specified by the Department Regulations.
- Centralized COB Advisory Board at least once a year discuss the major important issues related to:
 - a. Department annual action plan.
 - b. Learning outcomes formulation.
 - c. Employment opportunities.
- The HRM Program Advisory Council acts as an advisory and recommendatory body to the Head on academic, community services and research matters.
- Centralized COB Students council, two HRM students (one male student and one female student) participating in the COB student's council to discuss openly their and other students' issues. This help to build an effective channel of communication between the management and the HRM students.
- Alumni/alumnae: are graduates of the HRM program.
- Employers who have recruited HRM program graduates.

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.)

[DAU policies](#)

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

The HRM program adopting the COB Quality Assurance/Management Manual, which reflects COB'S Quality Assurance/ Management practices, specifies requirements and policy for COB which are intended to ensure stakeholder satisfaction, meet stakeholder requirements and comply with applicable regulatory requirements locally and internationally, including those of the KSA Ministry of Education (MoE), the National Commission for Academic Accreditation and Assessment (NCAAA), and other relevant academic accreditation bodies.

2. Program Quality Monitoring Procedures

The Quality Assurance/Management System covers the entire range of educational services provided by the HRM program, including research, support services, community engagement and other forms of societal interactions. Its academic system is described in general terms in the COB Quality Assurance/Management Manual; its administrative system is covered in various procedures and policies; while specific and detailed rules and regulations are discussed in different separate manuals and handbooks. The detailed procedures and guidelines in the link:

[COB Quality Manual](#)

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

As mentioned in section (C) of this document - **Curriculum Structure-**:

The HRM curriculum consist of the following structure

1. University Requirements consisting of 35 credit-hour.
2. College (COB) Requirements consisting of 33 credit-hour.
3. Major Requirements totaling 45 credit-hour, 39 credit-hour as Core Requirements, and 6 credit-hour as Elective Requirements.
4. Requirements from Other Programs totaling 24 credit-hour, 18 credit-hour as Core Requirements, and 6 credit-hour as Elective Requirements.

To monitor quality of courses taught by other departments; all these courses are mapped with the HRM program learning outcomes to be assessed and ensure its achievements.

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

For each course we have course coordinators who coordinate with faculties throughout the semester who are teaching same course in different sections for the uniformity in teaching and assessment strategies.

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

None

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

#	HRM Learning Outcomes Plan	Assessment Methods (Direct and Indirect)	Date of assessment
Knowledge :			
K1	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.	Written Exams (T/FQ, MCQ, problem solving and Short/Long essays) Written Assignments (essays, reports, and case studies).	2019/2020
K2	Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.		2020/2021
K3	Explain and differentiate between different management and HRM strategies employed by organizations.		2019/2020
K4	Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.		2020/2021
K5	Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.		2020/2021
Skills			
S1	Analyze and evaluate business environment affecting HRM decisions.	Written Exams (problem solving and case studies) Written Assignments (reports, and case studies). Oral Examination	2019/2020
S2	Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.		2019/2020
S3	Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.		2020/2021
Competence			
C1	Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.	Presentations (formal discussion individual and group) Practical Assignments/ Projects	2021/2022
C2	Show leadership skills in pursuit of innovative and practical solutions.		
C3	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.		
C4	Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.		
C5	Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.		
C6	Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.		

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
1. Effectiveness of teaching	Head of the department	Class observation.	Each faculty member will be assessed once every two years
	Students exam results	Grade distribution	End of each semester
	Course reports	CLOs Assessment	End of each semester
	Annual Program Report	PLOs assessment	End of academic year
	Students	Survey	End of each semester.
	Alumni/Alumnae	Survey	End of academic year
2. Evaluation of the courses	Students	Survey	Course evaluation by the end of each semester.
	External reviewer	Evaluation Report	End of academic year
	Internal reviewer	Evaluation Report	End of academic year
3. Advice and support	Students	Surveys	End of academic year
	Teaching staff		
4. Evaluation of the HRM program	Students	Surveys	End of each semester.
	Alumni/Alumnae		End of academic year
	External reviewer	Evaluation Report	Every 4 years
5. Evaluation of resources and facilities	Students	Surveys	End of each semester.
	Teaching staff		End of academic year
	Administrative staff		End of academic year
	Alumni/Alumnae		End of academic year
6. Faculty evaluation about research	Teaching staff	Survey	End of academic year
7. Skills of HRM graduates	Employers	Survey	End of academic year
8. Authorities and Administration	Administrative staff	Survey	End of academic year
9. Management of quality assurance and improvement	Administrative staff	Survey	End of academic year
10. Work environment	Administrative staff	Surveys	End of academic year
	Teaching staff		
11. Overall quality of the HRM program	All aspects, teaching, surveys, review, etc.	KPIs	End of academic year

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 (2020/2021) year.

* including KPIs required by NCAAA

The KPIs selected to evaluate the HRM Program success at reaching targets are required by NCAAA(SAQF). Several meetings were organized with coordinators of HRM Department to define targets basing on internal (with other COB departments) and external (other universities) benchmark reports.

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
Standard #1 Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.	100%	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.	At the end of the academic year
Standard #3 Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program.	4.00	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	At the end of the academic year
	KPI-P-03	Students' evaluation of the quality of the courses.	4.00	Average students overall rating for the quality of courses on a five-point scale in an annual survey.	At the end of the academic year
	KPI-P-04	Completion rate.	30%	Proportion of undergraduate students who completed the program in minimum time in each cohort.	At the end of the academic year
	KPI-P-05	First-year students' retention rate.	100%	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.	At the end of the academic year
	KPI-P-06	Students' performance in the professional and/or national examinations.	NA	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.	a. 75%	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.	At the end of the academic year
			b. 5%		
	KPI-P-08	Average number of students in the class.	25	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session).	At the end of the academic year
Standard #4 Students	KPI-P-09	Employers' evaluation of the program graduates proficiency.	4.50	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.	At the end of the academic year

Standards	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	KPI-P-10	Students' satisfaction with the offered services.	4.00	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.	At the end of the academic year
	KPI-P-11	Ratio of students to teaching staff.	<25:1	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program.	At the end of the academic year
	KPI-P-12	Percentage of teaching staff distribution.	Prof. 22% Asso P 0% Assi P 67% Lect. 11%	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking.	At the end of the academic year
	KPI-P-13	Proportion of teaching staff leaving the program.	<15%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	At the end of the academic year
Standard #5 Teaching Staff	KPI-P-14	Percentage of publications of faculty members.	75%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.	At the end of the academic year
	KPI-P-15	Rate of published research per faculty member.	1:1	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).	At the end of the academic year
	KPI-P-16	Citations rate in refereed journals per faculty member.	1:1	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).	At the end of the academic year
Standard #6 Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources.	4.00	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).	At the end of the academic year

I. Specification Approval Data

Council / Committee	HRM DEPARTMENT COUNCIL - COB
Reference No.	
Date	08/09/2020



APPENDIX



DAR AL-ULOOM UNIVERSITY
College of Business Administration
Human Resources Management Department
Study Plan Evaluation Committee (SPEC)

Benchmarking and Alignment
of HRM Program
2019-2020

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Introduction

The business world is changing exponentially and so is the practice of human resources management (HRM). In the fast changing business world it is important to adapt a program and the courses offering to the changing needs of industry to ensure that a program strategically fits for purpose.

Developing the HRM program and improving learning to provide distinctive knowledge, and prepare high employable graduates is a fundamental goal of Human Resources Management Department at College of Business Administration, Dar Al-Uloom University. To achieve this goal, the department took initiatives to provide students enrolled in the HRM program with good learning and solid knowledge and competencies which are relevant to industry demands. Among those initiatives were aligning the HRM program standards in relation to learning outcomes and graduate attributes to the national and international quality standards. The HRM Department, for example, made attempts to update the Program Learning Outcomes PLOs to ensure consistency between the PLOs and the learning domains described by the Saudi Arabian Qualification Framework SAQF. In addition, the learning outcomes and graduate attributes of the HRM program were benchmarked against similar programs offered by universities located inside and outside of the Kingdom of Saudi Arabia.

This document has been developed to present details on the above initiatives.

A. HRM Program Learning Outcomes

1- Mapping the Program ILOs to the SAQF Learning Domains

a) About Saudi Arabian Qualification Framework (SAQF)

Saudi Arabian Qualification Framework (SAQF) is a document aiming to integrate education, training and employment in a unified system. It has replaced the old National Qualification Framework (NQF) document. Educational Institutes in the Kingdom are required to register their institutions as well as the qualifications/programs they are offering on a set of standards. All the institutions in the Kingdom are required to get themselves registered first as qualified institute for offering qualification, they would get their programs registered with SAQF by showing compliance to qualification registration standards.

There are 07 standards for the registration of qualification. Each standard is further divided into one or more criteria (21 in total). Institutions have to demonstrate compliance to each criterion

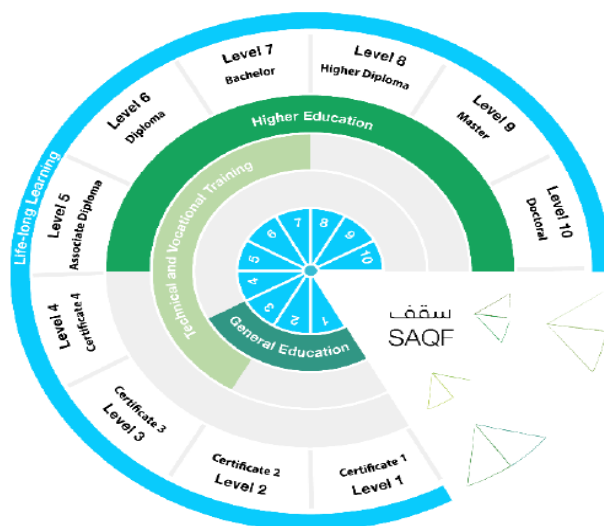
with specific evidence. SAQF provides guidance on understanding the criteria as well as the possible evidence to support compliance.

b) Principal Elements in the Qualifications Framework¹

The principal elements in the framework are:

- **Levels descriptors:** SAQF level descriptors are defined in a general and neutral language in an attempt to reflect a complex and diverse national education system and to cover all levels, types and purposes of qualification. This approach aims at improving the readability and comparability of qualifications, which helps various stakeholders (especially employers) to better understand qualifications and enables the comparison of qualifications within the KSA education system and internationally.

Level 10 Doctoral
 Level 9 Master
 Level 8 Higher Diploma
 Level 7 Bachelor
 Level 6 Diploma
 Level 5 Associate Diploma
 Level 4 Certificate 4
 Level 3 Certificate 3
 Level 2 Certificate 2
 Level 1 Certificate 1



Credits²: Points allocated to describe the amount of work or volume of learning expected for an academic award or units or other components of a program. (*a minimum of 120 credit hours for a bachelor degree*)

Domains of Learning The broad categories of types of learning outcomes that a program is intended to develop.

The framework groups the kinds of learning expected of students into **three domains** and describes learning outcomes at each level in each of these groupings.

The domains are:

A. Knowledge (Theoretical, Factual)

- o Broad understanding and critical view of the principal theories, concepts and terminology of a discipline or field of work.

¹ The Saudi Arabian Qualifications Framework Level Descriptors, 2018.

² Credit hour calculations are based on a formula in which one 50-minute lecture, or two or three 50-minute laboratory or tutorial sessions over a 15 week teaching semester are regarded as one credit hour.

- o Knowledge in a range of different perspectives or schools of thought that underpin the discipline, profession or field of work.
- o Specialist knowledge informed by current developments of a discipline or field of work.

B. Skills (Practical Application of Knowledge)

- o Applying advanced skills, techniques, practices and creativity in specified discipline or field of work;
- o Practicing routine methods of enquiry, investigation and research for a defined project;
- o Critically evaluate the approaches and methods to solving problems;
- o Utilizing well-developed cognitive or technical skills for the analysis and evaluation of complex information

C. Competence

C1- Autonomy and Responsibility

- o Working effectively in peer relationships, under guidance and autonomously.
- o Taking structured decisions in contexts that require self-directed work, learning and innovation.
- o Demonstrating the potential for management of complex technical or professional activities and project teams.
- o Decision-making in unpredictable work or learning contexts.

C2- Practice

- o Using theoretical principles for complex tasks in discipline or field of work.
- o Using advanced techniques for developing solutions to complex problems related to a discipline, profession or field of work.
- o Utilizing a range of sources to make judgments and decisions.
- o Analysing and interpreting information for complex decisions and innovation.

C3- Attributes

- o Awareness relating to the importance of building professional relationships.
- o Displaying confidence and the potential for leadership and entrepreneurialism.
- o Being respectful, team oriented and approachable in social and professional contexts.
- o Developing a personal attitude towards values and ethics

c) Human Resources Management Program in College of Business – Dar AlUloom University

HRM bachelor's degree program is designed to develop a comprehensive understanding of a broad field of study. Consist of 137 credit hours which met the SAQF requirements (minimum of 120 credit hours for bachelor's degree).

HRM bachelor's degree covers the SAQF three learning domains (knowledge, Skills, and Competence) as shown in below HRM program learning outcomes:

HRM Program learning Outcomes	
Knowledge	
K1	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.
K2	Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.
K3	Explain and differentiate between different management and HRM strategies employed by organizations.
K4	Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.
K5	Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.
Skills	
S1	Analyze and evaluate business environment affecting HRM decisions.
S2	Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.
S3	Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.
Competence	
C1	Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.
C2	Show leadership skills in pursuit of innovative and practical solutions.
C3	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.
C4	Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.
C5	Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.
C6	Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.

d) Consistency between HRM Program LOs and SAQF Learning Domains

Consistency with SAQF is required for program accreditation. Consistency with the SAQF learning domains also increases the probability that instructors will provide students with the knowledge and skills that are required and solid. The HRM department intended to apply the quality standards determined by SAQF to ensure consistency by mapping the Program ILOs to the SAQF learning domains.

The framework groups the kinds of learning expected of students into three domains and describes learning outcomes at each level in each of these groupings. HRM bachelor's degree covers the SAQF three learning domains (knowledge, Skills, Competence) and develops the learning outcomes of the program in the light of the general standards described in each domain. Table (1) shows the alignment of the Program LOs and SAQF Learning domains.

Table (1) Program LOs and SAQF Learning Domains Map

HRM Program learning Outcomes		
Knowledge		
Broad understanding and critical view of the principal theories, concepts and terminology of a discipline or field of work	K1	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.
Knowledge in a range of different perspectives or schools of thought that underpin the discipline, profession or field of work;	K2	Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.
	K3	Explain and differentiate between different management and HRM strategies employed by organizations.
	K4	Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.
Specialist knowledge informed by current developments of a discipline or field of work.	K5	Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.
Skills (<i>Practical Application of Knowledge</i>)		
Applying advanced skills, techniques, practices and creativity in specified discipline or field of work ;	S1	Analyze and evaluate business environment affecting HRM decisions.
Critically evaluate the approaches and methods to solving problems; Utilizing well-developed cognitive or technical skills for the analysis and evaluation of complex information	S2	Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.
Practicing routine methods of enquiry, investigation and research for a defined project ;	S3	Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.
Competence		
Working effectively in peer relationships, under guidance and autonomously (<i>Autonomy and responsibility</i>);	C1	Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.

Being respectful, team oriented and approachable in social and professional contexts (<i>Attributes</i>);		
Taking structured decisions in contexts that require self-directed work, learning and innovation (<i>Autonomy and responsibility</i>); Awareness relating to the importance of building professional relationships (<i>Attributes</i>);	C2	Show leadership skills in pursuit of innovative and practical solutions.
Demonstrating the potential for management of complex technical or professional activities and project teams (<i>Autonomy and responsibility</i>); Using theoretical principles for complex tasks in discipline or field of work (<i>Practice</i>); Displaying confidence and the potential for leadership and entrepreneurialism (<i>Attributes</i>);	C3	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.
Decision-making in unpredictable work or learning contexts (<i>Autonomy and responsibility</i>); Using advanced techniques for developing solutions to complex problems related to a discipline, profession or field of work (<i>Practice</i>);	C4	Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.
Utilizing a range of sources to make judgments and decisions; (<i>Practice</i>)	C5	Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.
Analyzing and interpreting information for complex decisions and innovation (<i>Practice</i>); Developing a personal attitude towards values and ethics (<i>Attributes</i>)	C6	Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.

2- Mapping Program LOs to the Program Mission

Table (2) shows the alignment of the Program LOs and the Program Mission.

Table (2) Program LOs and Program Mission Alignment Matrix

Mapping Matrix			HRM program Mission <i>“To prepare highly qualified, distinctive and competent HR leaders with the knowledge, capability and entrepreneurial skills to identify, analyze, solve human resource and management issues through evolving curriculum design, research and community engagement”</i>				
			highly qualified, distinctive and competent HR leaders	the knowledge, capability and entrepreneurial skills	evolving curriculum design	research	community engagement
HRM Program Learning Outcomes	Knowledge	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.	✓	✓			
		Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.	✓	✓	✓		
		Explain and differentiate between different management and HRM strategies employed by organizations.	✓	✓	✓		
		Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.	✓	✓	✓		
		Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.	✓	✓			
	Skills	Analyze and evaluate business environment affecting HRM decisions.	✓	✓			
		Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.	✓				
		Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.	✓				
	Competen	Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.	✓				

	Show leadership skills in pursuit of innovative and practical solutions.		✓			
	Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.		✓		✓	✓
	Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.		✓		✓	
	Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.				✓	✓
	Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.		✓			

3- Benchmarking against local and international universities.

Since the program learning outcomes, particularly those included in the first two domains, knowledge and skills, are directly related to the field of study for which students are being prepared, it is necessary to identify the specific knowledge and thinking skills that are expected in that field of study. To achieve this goal, the learning outcomes of the HRM Program were benchmarked against similar programs provided by domestic, and international universities to enhance consistency and ensure that the HRM program equip students with competencies, knowledge and skills that are relevant to the field of study and up to date. Benchmarking against other universities located inside and outside of the Kingdom of Saudi Arabia KSA was useful to enable cross-country comparisons and develop robust PLOs given that internationalization has increased the need for common understanding of what is expected from the HRM program graduates.

The PLOs were benchmarked against four universities (2 universities located inside of the KSA and 4 universities located outside of the KSA) including Effat University, Prince Mohammed Bin Fahd University PMU, American University in the Emirates AUE, Westminster University, Middlesex University, and Leicester University. Those universities had been selected for benchmarking because they are recognized by Ministry of Education or/and by a professional body. HRM program at Westminster University and Middlesex University, for example, is fully accredited by the Chartered Institute of Personnel Development (CIPD), the only professional body in the world that can award Chartered status to HRM or Learning and Development professionals.

Table (3) shows the PLOs benchmark against other similar HRM programs offered by domestic and international universities:

- Effat University
- Prince Mohammed Bin Fahd University PMU
- American University in the Emirates AUE
- University of Westminster
- University of Leicester
- University of Middlesex

Table (3) Benchmarking Matrix of the Program LOs

Mapping Matrix	Program LOs of Similar Programs
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			Effat University	PMU	AUE	university of Westminster	University of Middlesex	University of Leicester
HRM Program Learning Outcomes	Knowledge	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.	Describe the concepts, models, frameworks and tools for understanding human resources management functions		Acquire knowledge about the fundamental concepts, principles and theories in the specialization		A systematic understanding of the theory, policy and practice of human resource management	Demonstrate understanding of key concepts in HRM and their application in organizations.
		Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.				Show an awareness of cultural differences within organizations and their environments and an understanding of their impact on ethical constraints and dilemmas in relation to personal and national beliefs and values		
		Explain and differentiate between different management and HRM strategies employed by organizations.		Explain the recognized body of strategic and operational HRM knowledge and the application thereof in organizations inside and outside the KSA.				Present HRM issues and problems in assignments-
		Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.	Use various managerial decision-making tools					

		Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.					
	Skills	Analyze and evaluate business environment affecting HRM decisions.		Demonstrate effective analytical and critical thinking skills to make an appropriate business related decisions	Analyze and interpret specialized data and information to make rational business decisions	Understand the environment of business and its impact on HR strategy;	
		Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.			Critically evaluate the strategies that managers use to help organizations adapt in an uncertain or complex environment		
		Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.	Evaluate HR and general management issues for strategic decision-making in organizations			Take and defend a decision or proposition on a given issue, considering commercial, ethical and other factors;	
		Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.		Demonstrate effective communication with individuals, teams, and large groups			Solve problems through discussion and working with others and understanding others' perspectives.
	Competences	Show leadership skills in pursuit of innovative and practical solutions.	Demonstrate leadership skills.	Apply leadership skills and competencies in business situations	Demonstrate teamwork and leadership skills		

		Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.				Work effectively in a group demonstrating an understanding of the characteristics, functions and processes of business organizations and economies in a global context	Contribute positively to team performance;	
		Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.		Analyze strategic and/or operational HRM challenges (actual or simulated) in order to recommend HRM actions that add demonstrable value		Research business problems using both qualitative and quantitative data, to present information in a useful way	Apply concepts, models and theories to analyze situations;	Address practical HR problems - Gather, analyze, deploy data and information
		Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.	Utilize IT in analyzing and reporting business information	Illustrate how current technologies and decision-support tools can be utilized to the advantage of business operations.		Manage and use information technology in a professional context	Collect, analyze and critically interpret numerical data.	Use IT effectively to facilitate learning online, communicate with the Centre and download articles through Athens.
		Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.					Communicate persuasively using a range of media;	

B. HRM Program Graduate Attributes

To ensure that the skill set of the program graduates today matches the requirements of the industry, the Graduate Attributes described by the HRM Program are designed to help students enhance their employability when they complete the degree in Human Resource Management.

The HRM Department aims to achieve the following graduate attributes:

- 1- Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
- 2- Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues;
- 3- Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts;
- 4- Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;
- 5- Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments
- 6- Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

To develop desirable graduate attributes that are required domestically and globally, the department took initiatives to align program graduate attributes to the graduate attributes described by SAQF and to those described by the College of Business Administration. In addition, the department benchmarked the program graduate attributes against similar programs offered by local and international universities to increase the probability that the department produce highly employable graduates who prepared well for domestic and international markets.

The tables presented in the next paragraphs show the mapping matrixes of the Program Graduate Attributes.

1- Aligning Program Graduate attributes to SAQF Graduate Attributes

Table (4) presents HRM Program Graduate attributes and SAQF Graduate Attributes Mapping.

Table (4) Program Graduate attributes and SAQF Graduate Attributes Map

HRM Program Graduates' Attributes	COB's Graduates' Attribute
Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;	Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues;	Recognize the provisional nature of functional areas of business and take this into account in investigating and proposing solutions to academic or professional issues;
Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts;	Apply the theoretical insights and methods of inquiry from their business program of study in considering issues and problems in other contexts;
Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;	Participate in activities to keep up to date with developments in their business field of study and continue to enhance their own knowledge and understanding;
Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments	Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments
Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.	Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

2- Aligning Program Graduate attributes to College Graduate Attributes

The table below shows HRM Program Graduate attributes and COB Graduate Attributes Map.

Table (5) HRM Program Graduate Attributes and COB Graduate Attributes Map

HRM Program Graduates' Attributes	COB's Graduates' Attribute
Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;	Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues;	Recognize the provisional nature of functional areas of business and take this into account in investigating and proposing solutions to academic or professional issues;
Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts;	Apply the theoretical insights and methods of inquiry from their business program of study in considering issues and problems in other contexts;
Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;	Participate in activities to keep up to date with developments in their business field of study and continue to enhance their own knowledge and understanding;
Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments	Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments
Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.	Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

3- Aligning HRM Program Graduate Attributes to the HRM Program Mission

HRM Program Mission:

“To prepare highly qualified, distinctive and competent HR leaders with the knowledge, capability and entrepreneurial skills to identify, analyze, solve human resource and management issues through evolving curriculum design, research and community engagement”

The table below shows HRM Program Graduate Attributes and the HRM Program Mission Mapping.

Table (6) HRM Program Graduate Attributes and HRM Program Mission Elements Map

HRM Program Mission Elements	HRM Program Graduates Attributes
highly qualified, distinctive and competent HR leaders	Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
the knowledge, capability and entrepreneurial skills	Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues;
research	Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts;
evolving curriculum design	Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;
community engagement	Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

4- Benchmark Program Graduate Attributes

Table (7) presents the benchmarks matrix of HRM program graduate attributes against similar programs offered by domestic and international universities.

Table (7) Benchmarks Matrix of the Program Graduate Attributes

Mapping	<i>Graduates Attributes of Similar Programs</i>			
	HRM Program at DAU	Effat University	Westminster University	Keele University
<i>HRM Program Graduates Attributes</i>	1- Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;		Critical and creative thinkers	Have the ability to resolve problems creatively , using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand with regard to work related matters
	2- Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues	Have a comprehensive knowledge of current research and future trends relating to Human Resources Management , and a thorough understanding of the concepts, models, frameworks and tools		Have an appreciation of the development and value of the main issues and ideas relevant to HRM, an awareness of their contexts, of the links between these as well as the links between HRM and other disciplines, and an awareness of the provisional and dynamic nature of theoretical advances in HRM and emerging organizational issues.
	3- Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts	Apply theoretical knowledge and practical experience to identify problems and opportunities within the day-to-day running of the business.		use a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand with regard to work related matters
	4- Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;			The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require.

	<p>5- Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments</p>		<p>Socially, ethically, and environmentally aware</p>	<p>Have an appreciation of the social, environmental, and global context of HRM and related activities, including the recognition of the ethical implications - Have professional and reflective approach, including qualities of leadership</p>
	<p>6- Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.</p>			<p>Have a professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.</p>

5. Alignment between HRM Program LOs & HRM Program Graduate Attributes

The table below shows HRM Program LOs and HRM Program Graduate attributes.

Table (8) HRM Program LOs and HRM Program Graduate attributes Map

Mapping Matrix			HRM Program Graduate Attributes					
			1	2	3	4	5	6
Program Learning Outcomes	Knowledge	Possess a comprehensive, coherent, and systematic body of knowledge in HRM core concepts, principles and theories according to the requirement of contemporary business environments.			☑	☑		
		Discuss cross-cultural diversity impacts on HRM methods and techniques catering to achieving organizational goals.			☑	☑		
		Explain and differentiate between different management and HRM strategies employed by organizations.			☑	☑		
		Integrate decision-making processes into major aspects of the HRM profession and be up to date of the contemporary HRM issues.			☑	☑		
		Demonstrate knowledge in Human development and ability to use mathematical, statistical, and ICT methods in analysis.			☑	☑		
	Skills	Analyze and evaluate business environment affecting HRM decisions.		☑				
		Solve relatively complex HRM problems using a range of HRM strategies in response to the national and international business trends.		☑				
		Critically evaluate HRM practices' impacts on business ethics and corporate social responsibility.		☑			☑	
	Competences	Demonstrate interpersonal, team and leadership skills necessary to function in HRM profession.	☑				☑	
		Show leadership skills in pursuit of innovative and practical solutions.	☑	☑			☑	☑
		Demonstrate entrepreneurial skills and participate in teams to implement and coordinate organizational activities.	☑					☑

	Apply HRM concepts and practices, quantitative analysis tools and problem-solving methodologies in business situations.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
	Employ technology, information and communication resources, statistics, and scientific research tools to improve human resource management in organizations.			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Demonstrate written and oral communication skills and reasoning appropriate for conveying HRM related issues.				<input checked="" type="checkbox"/>		

HRM Graduate Attributes:

- 1- Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
- 2- Recognize the provisional nature of Human Resource Management and take this into account in investigating and proposing solutions to academic or professional issues;
- 3- Apply the theoretical insights and methods of inquiry from Human Resource Management in considering issues and problems in other contexts;
- 4- Participate in activities to keep up to date with developments in Human Resource Management and continue to enhance their own knowledge and understanding;
- 5- Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments
- 6- Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

Approval Data

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