جامعة دار العلوم
Dar Al Uloom University
لعلوم تواكب العصر

# DAR AL ULOOM UNIVERSITY

# QUALITY ASSURANCE MANUAL

## General Directorate of Planning, Development and Quality Assurance

## Directorate of Quality Assurance

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Dar Al Uloom University

Dar Al Uloom University



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DAR AL ULOOM UNIVERSITY

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# PART ONE:
# Quality Manual Introduction

# PART ONE: Quality Manual Introduction

## 1. Overview of Dar Uloom University:

Dar Al Uloom University (DAU) was officially established under the rules governing private universities on 3rd March 2009 following the endorsement of resolution No. 3/52/1429 by the Custodian of the Two Holy Mosques and Chairman of the Higher Education Council. DAU was established as a result of the comprehensive vision of the Dar Al Uloom Group to provide distinguished educational services and community service, where this vision began with the establishment of the Dar Al Uloom K-12 National and International Schools for all grade levels in 1994. The establishment of DAU was based on expert advice from within the KSA and abroad and extensive market study to ensure suitability of the academic disciplines to the needs of students and the local economy. DAU establishment also involved solid capital and infrastructure investment matching its academic and operational needs. On June 26th, 2008, the Ministry of Higher Education issued its final endorsement for the establishment of Dar Al Uloom's 6 Colleges, namely, College of Business Administration, College of Architectural Engineering and Digital Design, College of Law, College of Computer Engineering and Information Technology and College of Education and Human Development. In 2013 two more colleges were established namely: College of Medicine and College of Dentistry. In 2014, the College of Pharmacy and Applied Medical Sciences is established.

DAU obtaining full institutional accreditation as well as most of its undergraduate programs from the Education and Training Evaluation Commission (ETEC-NCAAA). The university greatly values international accreditations and partnerships. Its Law Bachelor Program is accredited by the French Supreme Council for the Evaluation of Research and Higher Education, and the Bachelor of Architecture program has the American equivalent accreditation NAAB. The Bachelor of Nursing program is a joint program with the British University of Liverpool John Moores offering dual degree, the Bachelor of Respiratory Therapy program in partnership with Georgia State University, USA. As for partnerships at the national level, there are 8 cooperation agreements with universities and colleges to exchange performance indicators and bench-marking, 9 cooperation agreements between medical city hospitals and DAU's medical colleges for the training of our students, We have signed two agreements to adopt King Saud University's study plans for our Bachelor of Medicine and Bachelor of Law programs, and Saudi Commission for Health Specialties signed an agreement with DAU's to implement dental assistant qualification programs for bachelor's degree holders.

The university campus was established to achieve the educational, research and societal goals of the university in a modern spirit that provides all the requirements and services that the student needs in

his educational journey and helps faculty and staff to carry out educational and administrative tasks and activities. There are more than 100 classrooms equipped with the latest educational tools. In addition to more than 20 classrooms equipped with interactive systems to link the male and female sections with the latest audio and visual means and the latest educational tools. In addition to computer laboratories, medical and engineering laboratories, and a learning resource center that includes the central library, electronic learning platforms, the Saudi Digital Library, and service and sports facilities.

Currently, DAU has six colleges that offer distinguished academic programs at the undergraduate and postgraduate levels (see table below). All programs are aligned with the requirements of the Kingdom Vision 2030, the labor market, and the National Transformation Program. Colleges at DAU and their academic programs are as follows:

1. College of Medicine: The college offers a Bachelor degree of Medicine and is distinguished by having a university hospital (Riyadh Hospital) that provides a wide range of medical services, which include all general specialties and sub-specialties, with a capacity of 200 beds and 50 beds for critical care. The hospital has state-of-the-art facilities and equipment that meet local and international standards, catering to the needs of patients and supporting the educational process.
2. College of Dentistry: The college offers a bachelor's degree of Dentistry including six Saudi fellowships (Orthodontics, Dental Repair, Root Canal Treatment, Prosthodontics, Family Dentistry, and Advanced Dentistry), all accredited by the Commission for Health Specialties. Moreover, the College of Dentistry at DAU is accredited by the Commission as a training center for the Dental Assistants Diploma.
3. College of Pharmacy and Applied Medical Sciences: Two undergraduate programs are currently offered: Bachelor of Nursing and Bachelor of Respiratory Therapy.
4. College of Architecture and Digital Design: The college has three undergraduate programs: the Architecture Program, the Interior Design Program, and the Graphic Design Program. The College is expected to start offering three postgraduate programs next academic year: Master of Architecture, Master of Interior Design, and Master of Graphic Design.
5. College of Business Administration: At the undergraduate level, the college offers four bachelor's programs: Marketing, Finance and Banking, Human Resources Management, and Accounting. At the postgraduate level, three programs are offered: Master of Business Administration, Master of Management Information Systems, and Master of Project Management.
6. College of Law: DAU's College of Law is the first private law college in the Kingdom. At the undergraduate level, the college offers a Bachelor of Law. At the postgraduate level two programs are offered: Master of Public Law and Master of Private Law.

## DAU's Colleges and Academic Programs

| A. Undergraduate Programs | |
|---|---|
| College of Business Administration | Bachelor of Marketing |
| | Bachelor of Human Resources Management |
| | Bachelor of Finance & Banking |
| | Bachelor of Accounting |
| College of LAW | Bachelor of Law |
| College of Architectural Engineering and Digital Design | Bachelor of Architectural Engineering |
| | Bachelor of Interior Design |
| | Bachelor of Graphic Design |
| College of Medicine | Bachelor of Medicine |
| College of Dentistry | Bachelor of Dentistry |
| College of Pharmacy and Applied Medical Sciences | Bachelor of Nursing |
| | Bachelor of Respiratory Therapy |
| **B. Graduate Programs** | |
| College of Business Administration | Master of Business Administration |
| | Master of Management Information System |
| | Master of Project Management |
| College of LAW | Master of Public Law |
| | Master of Private Law |
| College of Architectural Engineering and Digital Design | Master of Architecture |
| | Master of Interior Design |
| | Master of Graphic Design |

## 2. DAU's Vision, Mission, and Values:

### DAU's Vision

To be a world-class university

### DAU's Mission

To inspire professional and personal success of our graduates through excellence in education, research, and community engagement.

### DAU's Values

- Academic Excellence: A commitment to providing quality and excellence in all educational processes.
- Innovation and Creativity Nurturing: A commitment to the development of original ideas and innovative approaches to solving complex problems.
- Knowledge Empowerment: A commitment to the expansion and deepening of knowledge to give graduates greater power over both their professional and personal lives.
- A Welcoming Community: A commitment to maintaining a strong sense of community among students, faculty, and staff.
- Fostering Ethical Conduct: A commitment to providing a values-based education and to promote the development of ethical judgment and behavior.

## 3. DAU's Strategic Goals and Objectives:

### Strategic Goal 1: Building State of the Art Learning Environment

**Strategic Objective 1.1:** Enhancing Staff's Competences, Development, and Satisfaction

**Strategic Objective 1.2:** Advancing IT Tech. and DAU's other Infrastructures.

**Strategic Objective 1.3:** Modernizing the Learning Resources.

**Strategic Objective 1.4:** Nurturing a Conducive Organizational Culture.

### Strategic Goal 2: Developing Excellent Learning Processes

**Strategic Objective 2.1:** Enhancing the Quality of Educational Processes.

**Strategic Objective 2.2:** Increasing Productivity in Research Process

**Strategic Objective 2.3:** Enhancing Engagement with the Community.

**Strategic Objective 2.4:** Improving Operational Effectiveness.

**Strategic Objective 2.5:** Promoting Entrepreneurship, Innovation and Knowledge Transfer.

### Strategic Goal 3: Promoting Stakeholders' Satisfaction and DAU's Image

**Strategic Objective 3.1:** Increasing Stakeholders' Satisfaction.

**Strategic Objective 3.2:** Developing New Services.

**Strategic Objective 3.3:** Enhancing DAU's Image and Reputation.

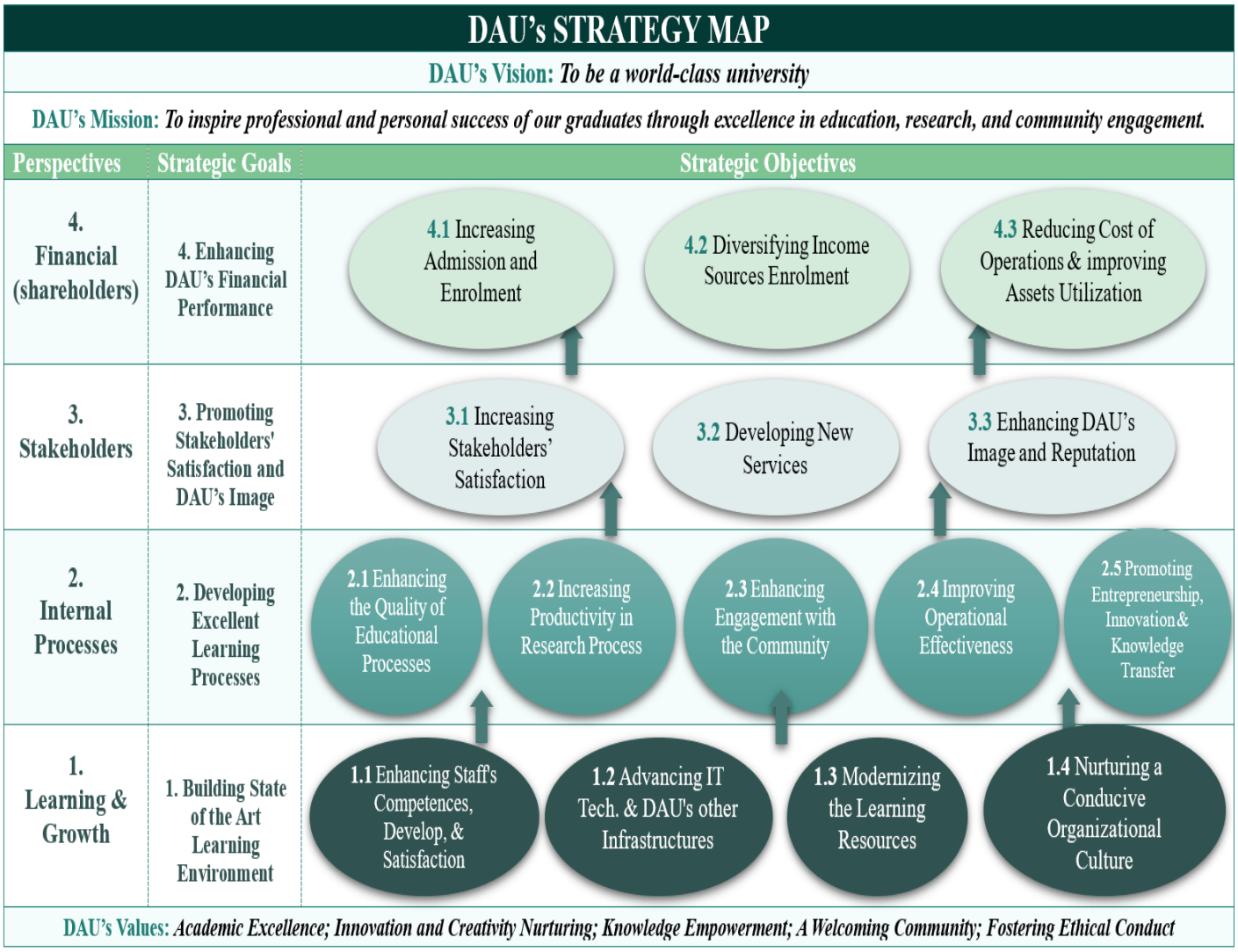
### Strategic Goal 4: Enhancing DAU's Financial Performance

**Strategic Objective 4.1:** Increasing Admission and Enrolment.

**Strategic Objective 4.2:** Diversifying Income Sources.

**Strategic Objective 4.3:** Reducing Cost of Operations and Improving Assets Utilization.

## 4. DAU's Strategy Map:




Click here to access the automated DAU's strategic Plan System (DAU's BSC automated system), Login data (username and password) are required.

Click here to visit DAU's strategic Plan website.

## 5. DAU's Organization Structure:

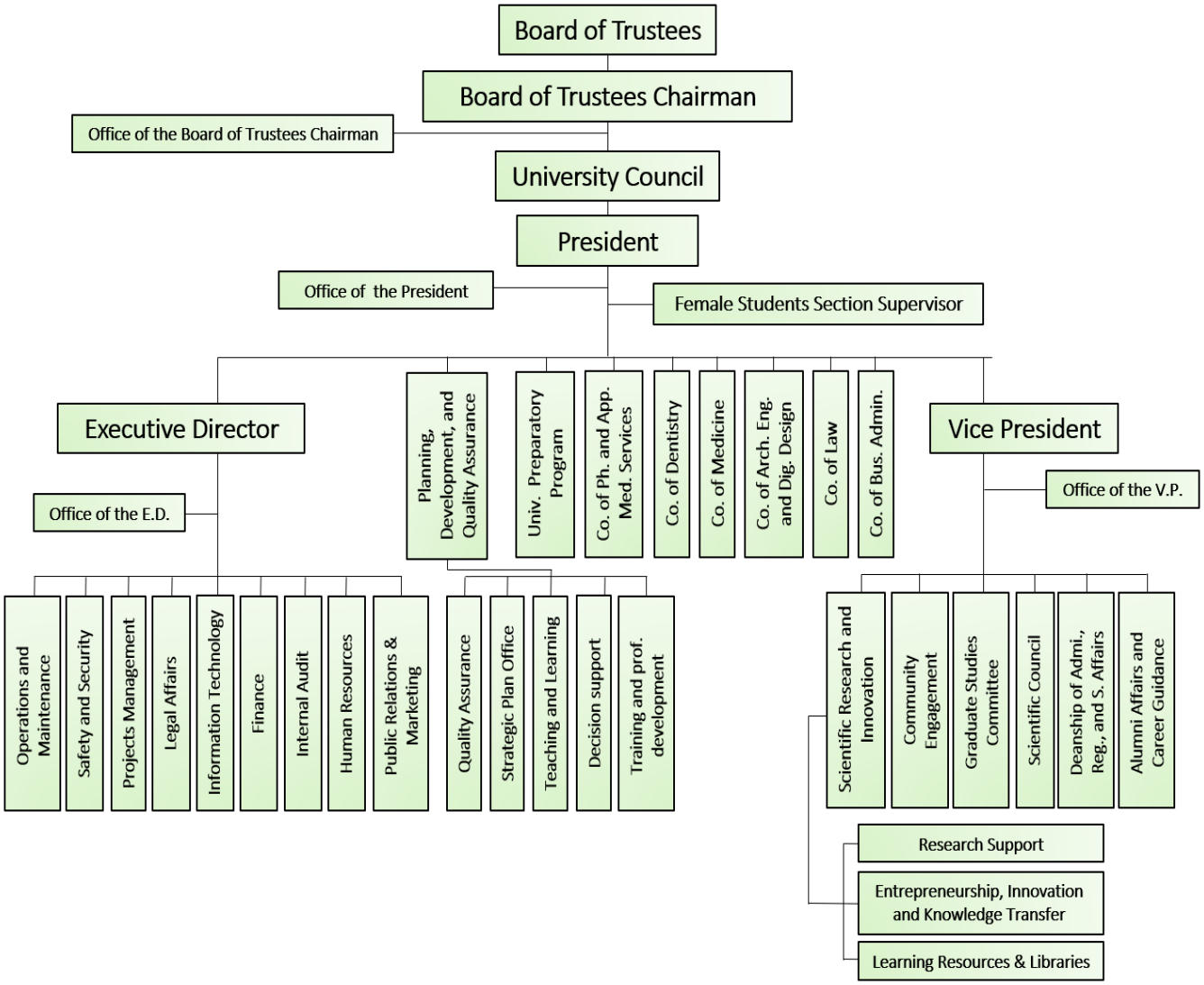



Figure 1: DAU's Organization Structure

To view the organizational guide, click here.

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# PART TWO:
# DAU's Quality System Hierarchy

# PART TWO: DAU's Quality System Hierarchy

## 1. DAU's Quality Structure

For effective implementation of DAU quality system policy, the University has established the General Directorate of Planning, Development and Quality Assurance (GDPD&QA). Directorate of Quality Assurance (DQA) is affiliated to GDPD&QA. DQA is responsible for developing and following up the implementation of the Quality policy and Quality system at Dar Al Uloom University in cooperation with all academic and non-academic units. **Figure 2** shows the GDPD&QA organizational structure including DQA sub-structure:

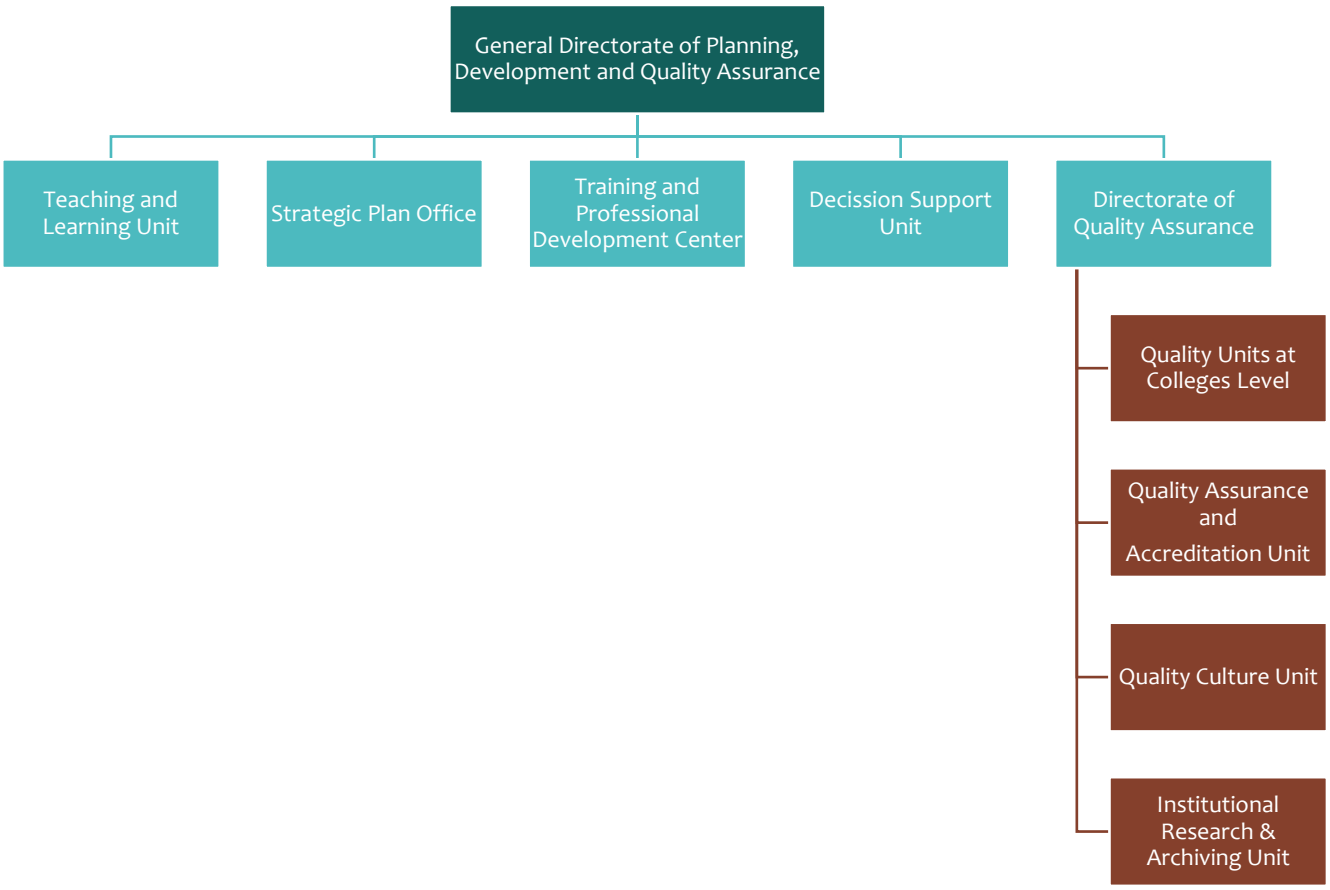


Figure 2: The GDPD&QA organizational Structure

## 2. Roles and Responsibilities of All Units Related to DAU Quality System

### 1. General Directorate of Planning, Development and Quality Assurance (GDPD&QA):

- Developing and updating periodically the university's organizational structure to support its institutional excellence.
- Preparing the university's strategic plan, monitoring its implementation, measuring its performance, and developing it, in line with the university's vision and in response to local and global changes.
- Supervising the preparation of strategic plans for colleges, programs, deanships, and departments, as well as the annual operational plans for academic programs.
- Preparing and implementing the accreditation plans which aimed at obtaining local and international accreditations for the university and its programs and renewing them periodically.
- Providing consultations, supporting, and training to all university units concerning the achievement of quality requirements, local and international academic accreditation.
- Monitoring the implementation of the institutional accreditation requirements, national program accreditations, and developing improvement plans to enhance performance in accordance with ETEC-NCAAA standards.
- Preparation and implementation of a plan to develop and enhance the quality of higher education outcomes.
- Preparation of the annual report for the university.
- Preparation of studies and reports aimed at improving institutional effectiveness and supporting decision-making processes at the university.
- Analyzing the results of periodically distributed surveys, preparing reports on the results, and proposing improvement plans based on them.
- Developing and improving the academic and professional capabilities for the faculty members, and the administrative staff.

### 2. Directorate of Quality Assurance (DQA)

DQA is administratively affiliated to GDPD&QA. DQA is responsible for:

- Promoting and spreading the quality culture within the university.
- Developing the internal quality assurance system of the University.
- Planning and implementing the institutional academic accreditation from the Education and Training Evaluation Commission (ETEC).
- Providing necessary support for academic programs to obtain programmatic academic accreditation from ETEC and for its renewal.
- Providing necessary support for academic programs to obtain international accreditation from reputable organizations and for their renewal.
- Facilitating the procedures of institutional and programmatic accreditation by direct coordination with ETEC/National Center for Assessment and Academic Accreditation.
- Monitoring the commitment of colleges, academic programs, supporting deanships, and departments to implement the internal quality system at Dar Al-Uloom University.

- Assisting colleges and academic programs in developing improvement plans related to quality activities and academic accreditation.
- Monitoring the implementation of procedural plans for institutional academic accreditation recommendations.
- Providing necessary support for academic programs in implementing procedural plans for programmatic accreditation recommendations.
- Assisting in developing and implementing policies and procedures at Dar Al-Uloom University in line with quality standards and academic accreditation.
- Providing necessary training for faculty members on quality and academic accreditation activities.
- Measuring performance indicators, conducting internal and external benchmarking at the university and program levels, and preparing necessary reports.
- Preparing periodic reports on stakeholder satisfaction levels (students, graduates, faculty members, employees, and employers).
- Continuously collecting data, information, and statistical reports related to quality and academic accreditation activities.
- Documenting and archiving data and reports related to quality activities, especially course files and annual reports of academic programs.
- Supervising quality assurance units in colleges.

### 3. Quality Culture Unit (QCU)

QCU is administratively affiliated to DQA. QCU is responsible for:

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

### 3. Institutional Research Unit & Archiving (IRAU)

IRAU is administratively affiliated to DQA. IRAU is responsible for:

- Collecting data about the performance of an institution,
- Collecting data about the environment of an institution,
- Analyzing and interpreting the collected data, and
- Transforming and interpreting data analyses into information that can be used to support the institutional planning set institutional policies and make academic and management decisions.
- Collect and archive all of main DAU's documents (decisions, policies, bylaws and regulations).
- Collect and archive all data analysis reports and performance reports.
- Ensure that the documents are approved, signed, and dated by appropriate, competent, and authorized persons.
- Documents must be regularly reviewed and kept up to date.

- Any correction made to a document or record must be signed or initialed and dated, the correction must permit the reading of the original information. Where appropriate, the reason for the correction must be recorded.
- Classification of documents into groups by type.
- Send documents to people and departments who request these documents (The individuals and departments who request these documents must have the authority to access these documents.)
- Contact all DAU's departments to collect the new or updated documents to be documented.
- Develop backup plan for all DAU's documents.

## 4. Quality Assurance Unit at College Level (QAC):

The Quality Assurance Unit at the college level is administratively affiliated with the College Deanship and technically affiliated with the DQA to ensure adherence to the DAU quality system. **The Quality Assurance Unit at the college level is responsible for:**

- Advising on College-Wide priorities and strategies for quality improvement.
- Developing a procedures manual describing the college's structure and processes for quality assurance; specifying criteria for selection and formats for indicators, benchmarks, and objectives; preparing standard forms for matters such as student and graduate surveys; and advising on operational procedures for the planning and implementation of quality processes in align with DAU Quality System.
- Assisting internal academic and administrative units in the development of quality improvement strategies within their own areas.
- Establishing and monitoring self-assessment processes and reporting requirements aligned with DAU quality system.
- Review the course files and the program file and deliver it to the Directorate of Quality at the university.
- Providing training for faculty and staff with advice and support as required.
- Maintaining systematic collections of reports on performance including data on indicators and benchmarks that will be required for analysis and reporting on trends in performance and changes in the environment within which the institution is operating.
- Coordinating and leading the preparation of periodic self-studies for consideration within the college and for use in external reviews.
- Cooperate with Teaching and Learning Unit to Develop and implement Courses/programs improvement plan.
- Assisting in the implementation of academic accreditation projects for all college programs.

## 5. Program Quality Committee (PQC):

**Each Program Quality Committee is headed by senior faculty member to:**

- Maintain all documents necessary for accreditation in the program.
- Provide support and necessary information to fulfil Quality Assurance requirements.
- Disseminate a culture of quality among faculty members and employees.
- Upgrade the standard level of quality in accordance with NCAAA and international standards.
- Develop the skills of academic staff and administrators about the area of quality, teaching and research.

- Monitoring and reviewing course file submission.
- Collect necessary information related to Key Performance Indicators (KPIs).
- Benchmark the best practices in other universities or industries.
- Prepare the annual program report and annual reports for Academic Programs.
- Cooperate with the Quality Unit in the college and Directorate of Quality to implement DAU quality system effectively.
- Cooperate with the Quality Unit in the college and Teaching and Learning Unit to Develop and implement Courses/programs improvement plan.
- Provide databases for academic accreditation (Evidence, CLOs, and PLOs Assessments, KPIs, Surveys, etc.).

### 6. Teaching and Learning Unit (TLU):

- Developing strategies, policies, and procedures for teaching and learning at DAU.
- Monitoring and coordinating with quality units in colleges to ensure compliance with the requirements of the Education and Learning Standard (the third standard of institutional and programmatic accreditation standards).
- Studying the alignment between course content, teaching and learning strategies, and assessment methods with course objectives and expected learning outcomes in coordination with quality committees in academic programs.
- Monitoring the implementation of academic programs and courses' development plans based on the annual reports of the programs and course which are approved by department council and college council in coordination with quality committees in the academic programs.
- Developing and implementing improvement plans based on institutional accreditation performance indicators analysis.
- Monitoring academic programs in improvement plans implementation which is based on the programmatic accreditation performance indicators analysis.
- Measuring the characteristics of graduates and learning outcomes at the institutional and programmatic levels in collaboration with quality units in the colleges and developing improvement plans based on these results.
- Developing the suitable documentation system for study plans, academic program descriptions, course descriptions, ensuring quick and easy reference, especially in student transfer or conversion processes to and from the university which will facilitate the retrieval process for this data.
- Establishing mechanisms to develop and improve teaching and learning requirements and equipment in DAU such as libraries, laboratories, study halls, and Internet rooms in various colleges.
- Monitoring student satisfaction with the quality of teaching, academic advising, professional advising, psychological advising, and all services provided to them.
- Developing procedures and mechanisms to enhance the credibility of exams and student assessment methods.
- Ensuring effective academic performance of students by verifying the provision of feedback to students based on their performance in exams and various assessment methods.

# 3. DQA's Mission and Objectives

## DQA's Mission

**"Continuous development and improvement of performance quality at DAU in accordance with national and international quality assurance standards."**

DQA will achieve its mission by:

- Developing awareness programs to ensure wide understanding of the purpose and objectives of quality assurance system among DAU's community.
- Obtaining institutional and program accreditations nationally and internationally.
- Assuring quality in all processes and services provided by DAU.
- Building internal competencies for effective planning and quality assurance in all aspects of academic, administrative, and business development of the university.
- Establishing mechanisms for self-assessment and evidence-based management of outcomes across the university.
- Using best practice and benchmarking activities and techniques to enable DAU's academic and administrative unit to implement quality and improve performance.
- Engaging the entire university community in the quality assurance processes and activities to obtain institutional and program accreditations locally and internationally.
- Sharing Best Practice: Quality assurance involves a strong commitment to the identification, recognition, sharing of good practice and processes through benchmarking, so that it becomes standard practice across the university.

## DQA's Objectives

1) To develop and guide the implementation of DAU's quality assurance activities and programs.
2) To develop tools and techniques to support the university's planning and quality improvement efforts.
3) To develop and enhance DAU's governance system and ensure compliance with the policies and local and international standards.
4) To facilitate capacity building programs to create awareness and enhance faculty and staff competencies in quality and planning areas.
5) To prepare DAU both institutional and program levels for national and international accreditation and ensure adherence to applicable standards.

## 4. DAU Quality Model

DAU Quality Processes are based on Deming's PDSA cycle of learning and improvement (Plan, Do, Study, Act) to ensure the close of quality loop, as shown in **Figure 3**.

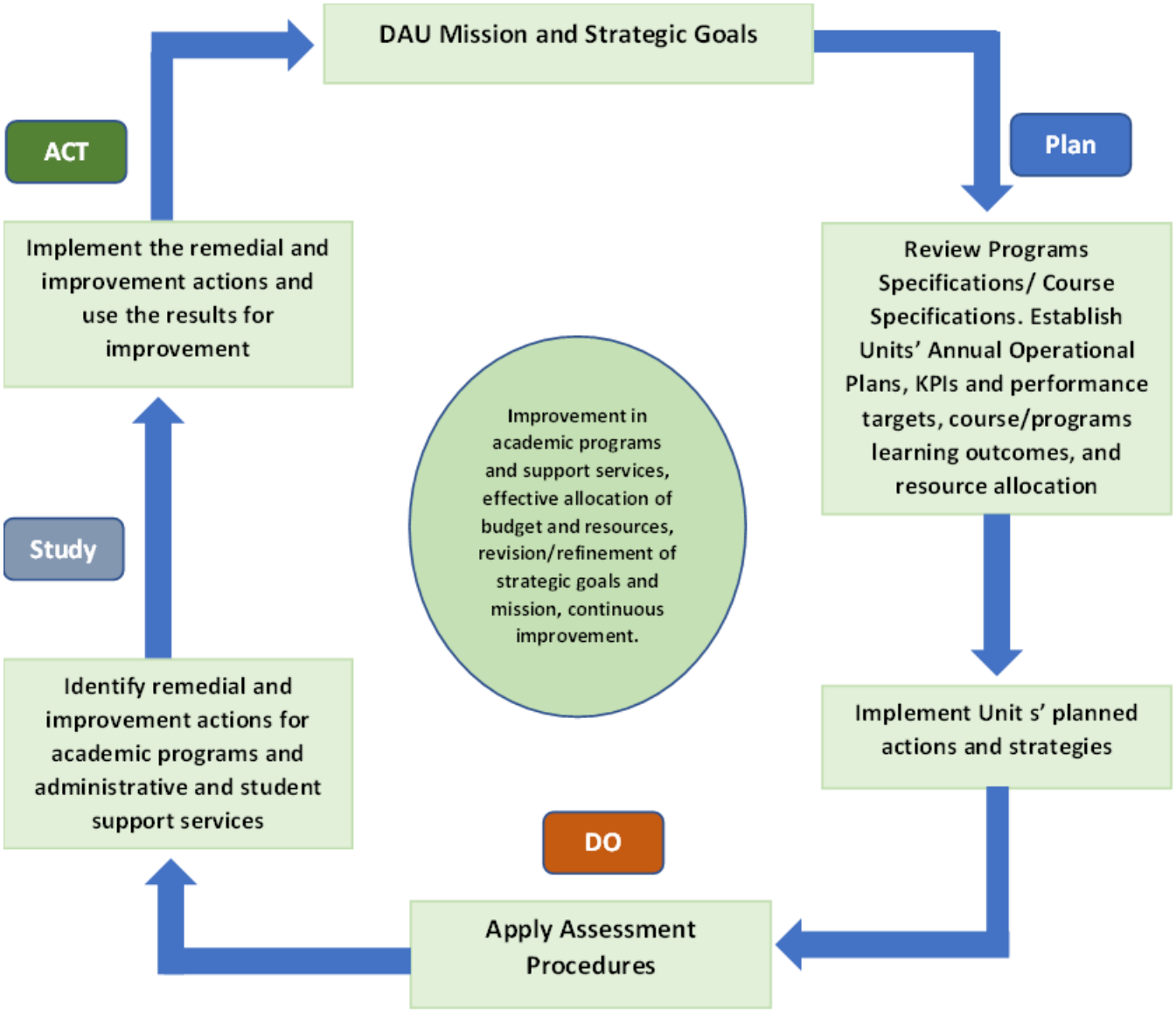


Figure 3: DAU's Continuous improvement and sustainability cycle Deming's PDSA cycle of learning and improvement

# 5. Governance Matrix of DAU Quality System

DAU's Quality governance is the set of processes and structures that ensure that DAU's quality management system (QMS) is effective in meeting its objectives. It is an overarching framework that provides assurance of compliance with regulatory requirements and continuous quality improvement. The following matrix shows Governance Matrix of DAU Quality System.

| Abbreviations | | | | |
|---|---|---|---|---|
| **UC** | **UP** | **VP** | **GDPD&QA** | **DQA** |
| University Council | University President | Vice President | General Directorate of Planning, Development and Quality Assurance | Directorate of Quality Assurance |
| **TLU** | **IRAU** | **QAC** | **PQC** | |
| Teaching and Learning Unit | Institutional Research Unit & Archiving | Quality Assurance Unit at College Level | Program Quality Committee | |

| Planning Phase (Plan) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **No.** | **Processes and Activities** | **DQA** | **TLU** | **PQC** | **QAC** | **IRAU** | **GDPD&QA** | **VP** | **UP** | **UC** |
| 1. | Developing/Reviewing DAU Policies & Procedures | ☑ | | | | | ☑ | | | |
| 2. | Developing/Reviewing DAU Quality Manual | ☑ | | | | ☑ | ☑ | | | |
| 3. | Developing/Reviewing Quality Tools | ☑ | | | | ☑ | ☑ | | | |
| 4. | Setting CLOs and PLOs target values | | ☑ | ☑ | ☑ | | | | | |
| 5. | Setting Graduate Attributes (GA) target values | | ☑ | | | | | | | |
| 6. | Setting KPIs target values | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | | |
| 7. | Establishing Units' Annual Operational Plans. | | ☑ | ☑ | ☑ | | ☑ | | | |
| 8. | Allocating Resource for all units | | | | | | | ☑ | ☑ | ☑ |
| 9. | Ensuring readiness of Programs Specifications/ Course Specifications to start New Academic year. | | ☑ | ☑ | ☑ | | | | | |
| **Assessment Phase (DO)** | | | | | | | | | | |
| **No.** | **Processes and Activities** | **DQA** | **TLU** | **PQC** | **QAC** | **IRAU** | **GDPD&QA** | **VP** | **UP** | **UC** |
| 1. | Evaluating students' overall satisfaction with all offered courses in each semester. | ☑ | | | | ☑ | ☑ | | | |
| 2. | Evaluating students' overall satisfaction with their academic programs, teaching, and administrative and support services provided to them. | ☑ | | | | ☑ | ☑ | | | |
| 3. | Assessing alumni's satisfaction with the education received at the University. | | | ☑ | ☑ | | | ☑ | | |
| 4. | Assessing employers' evaluation of the program graduate's proficiency. | | | ☑ | ☑ | | | ☑ | | |
| 5. | Assessing the achievement of program key performance indicators (P-KPIs) of all academic programs. | ☑ | | | | ☑ | ☑ | | | |
| 6. | Assessing the achievement of DAU key performance indicators (I-KPIs). | ☑ | | | | ☑ | ☑ | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 7. | Assessing the achievement of course learning outcomes (CLOs) for all offered courses in each semester. | | ☑ | ☑ | ☑ | | | | | |
| 8. | Assessing the achievement of program learning outcomes (PLOs) of all academic programs. | | ☑ | ☑ | ☑ | | | | | |
| 9. | Evaluating Staff' overall satisfaction | ☑ | | | | ☑ | ☑ | | | |
| 10. | Assessing the units' key performance indicators (KPIs). | ☑ | | | | ☑ | ☑ | | | |
| Improvement Plan (Study and Act) | | | | | | | | | | |
| **No.** | **Processes and Activities** | **DQA** | **TLU** | **PQC** | **QAC** | **IRAU** | **GDPD&QA** | **VP** | **UP** | **UC** |
| 1. | Studying the results of measuring CLOs and students' evaluation of the course and reviewing the quality of the course according to the terms of the course report. | | | ☑ | ☑ | | | | | |
| 2. | Developing improvement plan for each course. | | | ☑ | ☑ | | | | | |
| 3. | Documenting the course quality assurance by Course File for all offered courses in each semester. | ☑ | | ☑ | ☑ | ☑ | | | | |
| 4. | Studying the results of measuring PLOs, students' evaluation of the program, Alumni and Employer surveys, KPIs measurement results, benchmarking and reviewing the quality of the program according to the terms of the Annual Program Report. | | ☑ | ☑ | ☑ | | | | | |
| 5. | Developing comprehensive improvement plan for each academic program. | | ☑ | ☑ | ☑ | | | | | |
| 6. | Reporting the quality of academic program and improvement plan for all offered programs in each academic year using the program file. | | ☑ | ☑ | ☑ | | | | | |
| 7. | Studying the results of measuring GA. | | ☑ | | | | | | | |
| 8. | Developing improvement plan for DAU GA. | | ☑ | | | | | | | |
| 9. | Studying students' satisfaction, staff satisfaction of the and DAU units' KPIs measurement results and benchmarking. | ☑ | ☑ | | | ☑ | | | | |
| 10. | Developing comprehensive improvement plan for DAU academic and non-academic units. | | ☑ | | | ☑ | ☑ | ☑ | | |
| 11. | Develop a comprehensive improvement plan for the DAU according to the assessment levels | | ☑ | | | ☑ | ☑ | ☑ | | |
| 12. | Follow up on the implementation of comprehensive improvement plans for the DAU and academic and non-academic units. | | ☑ | | | ☑ | ☑ | ☑ | | |

جامعة دار العلوم
Dar Al Uloom University
لعلوم تواكب العصر

# PART Three:
# DAU’s Quality system Domains and Processes.

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NCAAA

# PART Three: DAU's Quality system Domains and Processes.

DAU's Quality System consists of eight domains compatible with ETEC-NCAAA institutional accreditation standards. These domains cover the primary and support activities which achieve DAU's Mission and Objectives. Each of these domains defines quality practices that direct the university to comply with quality and academic accreditation standards through planning, implementation, review and continuous improvement of the primary and support activities in the university. Figure 4 shows the DAU's primary and support activities.

Figure 4: DAU's Primary and Supports Activities

## 1. DAU's Quality system Domains (Practices, Policies & Procedures)

### Domain 1: Strategic Planning

#### 1.1 The DAU's Quality Practices related to Domain 1:

- DAU implements a strategic plan that is clear, consists with national trends, and includes a vision, mission, and strategic objectives. The strategic plan must be approved by the University Council.
- DAU' strategic plan guides all the university's operations.
- DAU follows up the extent to which the strategic plan is implemented through specific mechanisms; prepares periodic reports on its progress; and develops and adjusts it as required based on the results of the review, assessment process, and changing circumstances.

### 1.2 The DAU's Policies and Procedures related to Domain 1:

- Vision, Mission and Core Values, strategic Goals and Objectives (Click Here).
- Planning Policy (Click Here).
- DAU Mission Development, Approval and Review Policy (Click Here).

## Domain 2: Governance, Leadership, and Management

### 2.1 The DAU's Quality Practices related to Domain 2:

- DAU's organizational structure is consistent with its mission, goals, scope of activities, and size.
- DAU adheres to an organizational guide that includes a clear and articulated structure, and a complete job description with a definition of duties and authorities.
- DAU is managed by councils, permanent and temporary committees that are formed in accordance with specific and declared regulations; and their responsibilities and authorities are defined with an appropriate representation of the male and female sections and the branches.
- DAU implements clear mechanisms to assess the efficiency of the councils and committees and enhance their performance.
- DAU implements a published and transparent system that ensures the recruitment and selection of appropriately qualified academic and administrative leaders, the development of their capabilities and the preparation of future leaders.
- The DAU's leaders enable the participation of all stakeholders (e.g., students, teaching staff, and employees) in decision-making processes.
- The DAU's leaders work to create a positive organizational climate and work environment; encourage initiatives and development proposals; and motivate outstanding performance and creativity throughout the institution.
- DAU implements mechanisms for accountability and assesses the performance of leaders at all levels according to specific and published standards.
- DAU applies comprehensive, approved, and published policies for institutional activities that support and contribute to national trends.
- There is an institutional system for reviewing policies and procedures, ensuring their effectiveness, and developing them.
- DAU has an effective quality assurance and management system, covering all of its activities and units, and is directly linked to senior management.
- All DAU's stakeholders (e.g. teaching staff, employee, students) participate in quality assurance processes.
- DAU utilizes a centralized system for collecting, documenting, analyzing, managing, and reporting data related to its various activities.
- DAU's develops its performance and that of its academic and administrative units by drawing on the

results of the benchmarks and according to key performance indicators.

- DAU uses the results of measuring satisfaction rates and performance assessment at all levels for providing feedback and continuous development and improvement.
- DAU develops its performance in light of the results of research and developmental studies.
- DAU's quality assurance system is subject to continuous assessment and improvement.
- DAU applies mechanisms that ensure fairness, equality, and integrity in all its practices (e.g. recruitment, performance evaluation, promotion, and professional development processes).
- DAU has a system that ensures the adherence of its employees to intellectual property, publishing rights, and the values of scientific integrity.
- DAU has policies and procedures that clearly define how to handle complaints, appeals, and disciplinary procedures, and are observed, monitored, and evaluated.

### 2.2 The DAU's Policies and Procedures related to Domain 2:

- Organization Chart Policy (Click Here).
- Board of Trustees Policy (Click Here).
- University Council Policy (Click Here).
- Standing Committees (Click Here).
- Policy making and decision support (Click Here).
- Policy on Policies (Click Here).
- Proactive policy (Click Here).
- Quality Assurance and Continuous Improvement Policy (Click Here).
- DAU's Quality System Assessment policy and procedures (Click Here).
- Surveys Policy (Click Here).
- Institutional Documents Revision, Approval and Archiving Policy (Click Here).
- KPIs & Benchmarking Policy (Click Here).

## Domain 3: Teaching and Learning

### 3.1 The DAU's Quality Practices related to Domain 3:

- DAU implements clear and announced policies and procedures for the design, approval or amendment of academic programs and courses, including the identification of related responsibilities and authorities at all levels.
- DAU ensures that its academic programs at all levels meet the standards and requirements of the National Qualifications Framework, the Saudi Standard Classification of Educational Levels and Disciplines, and specialized academic standards, and meet the needs of beneficiaries, the labor market and society.
- DAU implements clear and published regulations, policies, and procedures governing all aspects of

assessment (e.g. test specifications and grade distributions).

- DAU has appropriate standards and regulations that ensure the quality of field training activities in the academic programs; and makes sure the compliance of programs to them.
- DAU plans extracurricular activities that are aligned with the institution's goals, integrated with its academic programs, and support the personal and professional development of students.
- DAU defines its general graduate attributes, which are consistent with its mission, educational goals, development requirements, and labor market, and are approved and publicized.
- DAU ensures that academic programs have identified students' learning outcomes that integrate graduate attributes and are aligned with specialized academic standards and domains of learning in the National Qualification Framework.
- DAU applies clear policies and procedures to ensure the quality of the educational process, including reviewing, evaluating, and improving academic programs and courses at all levels and on a regular basis.
- DAU applies systems and procedures to monitor and assess the extent to which intended learning outcomes at all levels are achieved.
- DAU applies effective procedures to verify the availability and quality of electronic services and the appropriate environment for programs and courses offered according to the e-learning model and distance learning pattern and meets the criteria for such pattern.
- DAU applies specific controls and procedures to ensure the quality of educational partnership programs including the fulfillment of the standards of the National Center for Academic Accreditation and Evaluation (NCAAA), the standards and requirements of the National Qualifications Framework, and the standards for students' achievement and services provided to them are fully complied with.
- DAU assesses the effectiveness of partnerships on a regular basis and makes appropriate decisions accordingly.
- DAU applies mechanisms to verify that learning outcomes and study plans are in line with the level and nature of the qualifications in graduate studies, and they are consistent with academic and professional standards, and adhere to the requirements of National Qualification Framework.
- DAU ensures the availability of sufficient faculty members with the appropriate qualifications and experience for graduate programs.
- DAU monitors the commitment of graduate programs to the approved admission criteria and requirements.
- DAU implements a system and mechanisms to follow up on the progress of graduate students, and their progress rates and provide them with the necessary support, and the commitment of faculty members to their tasks and responsibilities.
- DAU applies a system and mechanisms to assess the efficiency of the graduate programs and the quality of their outputs with the participation of the stakeholders, and the results are used for enhancement and development.
- DAU implements effective mechanisms that ensure providing adequate quantitative and qualitative

learning resources and related services based on the needs of programs and all stakeholders and avails them at sufficient and appropriate time.

- DAU implements mechanisms and procedures for the efficient management of the learning resources and provides it with adequate and appropriate numbers of qualified staff.
- DAU has databases and appropriate electronic systems that allow stakeholders to access information sources, research materials, and scientific journals from within or outside the institution.
- DAU implements effective mechanisms for assessing learning resources, library services and facilities, and equipment; and periodically develops and updates them based on the feedback from the stakeholders and programs' needs.

## 3.2 The DAU's Policies and Procedures related to Domain 3:

- Moderation of Assessment Policy (Click Here).
- Academic Progress Policy (Click Here).
- Course File Policy (Click Here).
- Program Specification Policy (Click Here).
- Course Specification and Syllabus Policy (Click Here).
- External Reviewer Policy (Click Here).
- Grading and Assessment Policy (Click Here).
- Filed Training Policy (Click Here).
- Credit Hour Policy (Click Here).
- Distance Learning Policy (Click Here).
- General Education Policy UPP (Click Here).
- Postgraduate Completion Requirements Policy (Click Here).
- Program Development and Revision Policy (Click Here).
- Teaching & Learning Policy (Click Here).
- Undergraduate Completion Requirements Policy (Click Here).
- Class Size Policy (Click Here).
- Partnership Policy (Click Here).
- Examination Control Policy (Click Here).
- Exit Exam Policy (Click Here).
- Graduate Attributes and Institutional Learning Outcomes Policy (Click Here).
- Plagiarism Policy (Click Here).
- Research Project Policies (Click Here).
- Peer Observation Policy (Click Here).
- Examination Technical Requirements Policy (Click Here).
- Grade Distribution Policy (Click Here).
- Library Policy (Click Here).

# Domain 4: Student Support

## 4.1 The DAU's Quality Practices related to Domain 4:

- DAU is committed to the implementation of policies and standards governing the students' admission and transfer, and credit equivalency; and distributes students to the academic programs according to specific, fair, and published mechanisms.
- DAU monitors the progress of students during their studies and meeting the requirements of graduation and provides them with an effective electronic system to manage admissions and registration processes with the appropriate ease and speed.
- DAU makes available all information related to the types of programs and courses it provides, and their mode of instruction, financial costs, services, etc.; by various means so that they are accessible to everyone before the application for admission.
- DAU applies clear policies and rules for the management of students' records, which define their content, mechanisms of protection, preservation, confidentiality, and accessibility, with the provision of backup copies.
- DAU's record system provides the statistical data to the related parties at the institutional and program levels that are required for planning, reporting and quality assurance processes (e.g., ratios of students who are transferred, withdrawn, under probation, droppers, and deferred).
- DAU identifies students' rights and responsibilities; and the regulations governing their application and orients students to them and explores students' views on their implementation and effectiveness.
- DAU adopts appropriate representation of students in the relevant councils and committees.
- DAU applies effective mechanisms to preserve the rights of people with disabilities.
- DAU applies an effective and comprehensive system to provide guidance, counselling, and orientation services, in accordance with specific plans and programs, and through qualified, adequate, and appropriate staff; and establishes appropriate mechanisms for monitoring of their implementation.
- DAU provides effective academic, psychological, vocational, and social guidance services and programs for students to suit their needs, according to simple, flexible, and confidential procedures.
- DAU applies appropriate mechanisms to identify gifted, talented, creative, and underachiever students; and develops programs for caring for each category, including motivation and support.
- DAU periodically develops students' guidance and counseling services, based on the results of evaluating and measuring students' satisfaction with them.
- DAU is committed to providing the necessary services to all students according to their needs and numbers, including appropriate emergency health care services.
- DAU monitors the quality of services provided to students through effective mechanisms, including measuring their satisfaction with the quality and adequacy of services, and that contributes in the continuous enhancement processes.
- DAU develops plans for student activities that are consistent with its mission and goals, involving

students in their preparation; defines mechanisms for implementing these plans; and allocates appropriate resources for them.

- DAU takes the necessary mechanisms to organize and motivate students to participate in the various student activities; monitors the extent of their participation and their satisfaction rates; and improves their quality.
- DAU encourages students' creativity and innovations and allows for conducting entrepreneurial activities.
- DAU adopts various mechanisms and means to explore the opinions and experiences of the alumni and to measure the extent of appropriateness of the knowledge, skills and competencies they have acquired to meet the requirements of the employment organizations and their professional performance.
- DAU supports its relationship with the alumni, including international students, through engaging them in its public and academic events and developmental plans, and providing them with appropriate services; and invests their professional and occupational expertise in enhancing institutional and academic performance.

## 4.2 The DAU's Policies and Procedures related to Domain 4:

- Graduate Admission Policy (Click Here).
- Undergraduate Admission Policy (Click Here).
- Transfer Admission Policy (Click Here).
- Students of Determination Policy (Click Here).
- Finance and Discounts Policy (Click Here).
- Student Study Load Policy (Click Here).
- Academic Advising Policy (Click Here).
- Student Disciplinary and Academic Integrity Policy (Click Here).
- Student Complaints and Appeals Policy (Click Here).
- DAU Alumni Policy (Click Here).
- Student Rights and Responsibilities Policy (Click Here).
- Psychological and Social Advising Policy (Click Here).
- Student Wellbeing, Safeguarding and Safety Policy (Click Here).
- Athlete Student Class Attendance Policy (Click Here).
- Policy on Raising Concerns of Safety (Click Here).
- Student Academic Records Policy (Click Here).
- Degree Audit and Graduation Policy (Click Here).
- Student Support Center Policy (Click Here).
- Student Career Counselling Policy (Click Here).
- Student Activities Policy (Click Here).
- Student Communication Policy (Click Here).
- Student Dress Code (Click Here).

# Domain 5: Faculty and Staff Support

## 5.1 The DAU's Quality Practices related to Domain 5:

- DAU plans to recruit the appropriate qualified and experienced teaching staff and employee based on its needs; and applies fair and published policies and procedures for recruitment, nomination, employment, and termination of services.
- DAU implements effective mechanisms to verify the validity and credibility of the candidates' qualifications and experience as well as the reputation of the institutions from which they have obtained their qualifications.
- DAU has a sufficient number of teaching and administrative staff, and technicians with appropriate qualifications to carry out its various tasks.
- DAU applies appropriate standards and procedures when using the services of adjunct and part-time teaching staff and consider the balance in their proportion to the appointed full-time faculty.
- DAU applies appropriate mechanisms to retain the competent teaching staff and employees and provide appropriate care and services to them and evaluate and improve such services.
- DAU offers effective programs to orient and train the new teaching staff, provide professional and academic support, and stimulate their participation in research and educational activities.
- DAU provides teaching staff and employees with fair and appropriate opportunities for professional and personal development.
- DAU applies mechanisms to ensure the continuous participation of faculty in scientific, research, and professional activities.
- DAU implements an effective, published system for evaluation of teaching staff and employee performance; provides them with feedback; and uses it to improve their performance.

## 5.2 The DAU's Policies and Procedures related to Domain 5:

- Faculty Workload Policy (Click Here).
- Faculty and Staff Professional Development Policy (Click Here).
- Code of conduct policy (Click Here).
- Succession Plan for Middle and Senior Management Posts Policy (Click Here).
- Delegation and Authority System policy (Click Here).
- Contract termination policy (Click Here).
- Faculty members and administrative Staff Grievance and Appeal Policy (Click Here).
- New employee orientation policy (Click Here).
- Teaching Staff Employment Policy (Click Here).
- Faculty Members and Professional staff role policy (Click Here).
- Faculty members and Staff disciplinary policy (Click Here).
- Faculty Members Consultancy Services Policy (Click Here).

- Independent Faculty Members Consultancy Services Policy (Click Here).
- Conflict of Interest Policy (Click Here).
- Compensation and Benefits Policy (Click Here).
- Academic Leaders, Faculty Members and Administrative Staff Performance Evaluation Policy (Click Here).
- Faculty Members Promotion Policy (Click Here).
- Faculty Exchange and Sabbatical Leave policy (Click Here).
- Diversity and Inclusivity Policy (Click Here).
- Personnel Policy (Click Here).
- Virtual Meeting Policy (Click Here).
- Employee Business Leave Policy (Click Here).
- Administrative staff Employment Policy (Click Here).

# Domain 6: Institutional Resources

## 6.1 The DAU's Quality Practices related to Domain 6:

### Financial Resources and Budget

- Financial planning and budgeting processes are linked to the DAU's strategic objectives and priorities, identify financial risks and mechanisms for dealing with them, and are prepared with the participation of relevant stakeholders.
- DAU acts to diversify its sources of income according to appropriate and effective strategies.
- DAU implements mechanisms that ensure the financial needs of all its academic and administrative units are responded to smoothly and expeditiously.
- DAU applies effective mechanisms to raise expenditure efficiency.

### Information Technology

- DAU provides adequate technical infrastructure and equipment that suits its academic, educational, and administrative needs.
- DAU applies appropriate information security systems at the institutional and individual levels.
- DAU provides the necessary training and technical support to all users of communication and information technologies.
- DAU establishes codes of conduct to regulate the ethical use of its technical resources; and verifies compliance with them.
- DAU uses information technology systems that are integrated and reliable (e.g., having limited errors and failures), and have adequate capacity and performance speed.
- DAU assesses the efficiency of its technical equipment on a regular basis and the results are used for improvement and development.

## Facilities and Equipment

- DAU identifies its current and future needs for facilities and equipment with the participation of relevant stakeholders, develops comprehensive plans for their provision, ensures their sustainability and periodic maintenance, and links that to its strategic and financial plans.
- Adequate facilities and equipment are available for people with disabilities.
- DAU provides the necessary facilities for practicing cultural, sports and other extracurricular activities, as well as the necessary facilities for praying, food services, studying, and resting.
- DAU ensures that all health, hygiene, and environmental requirements in facilities and equipment are met.
- DAU assesses the quality of the facilities and equipment regularly; and the results are used for improvement and development.

## Safety and Risk Management

- DAU has a comprehensive risk management plan, which includes the level of risk according to its priorities, with appropriate mechanisms and resources to operationalize it.
- DAU implements safe mechanisms for the disposal of hazardous waste.
- DAU assesses risk management processes and procedures, and the results are used for improvement and development.
- DAU assesses risk management processes and procedures; and the results are used for improvement and development.

## 6.2 The DAU's Policies and Procedures related to Domain 6:

- Cyber Security Policy (Click Here).
- Digital and General Maintenance Policy (Click Here).
- Health Services, Safety and Security Policy (Click Here).
- Hostel Policy (Click Here).
- IT Technical Support Policy (Click Here).
- Smoking Policy (Click Here).
- Use of Technology Resources Policy (Click Here).
- Environmental, Occupational Health and Safety Policy (Click Here).
- Hazardous Waste Disposal Policy (Click Here).
- External Audit Policy (Click Here).
- Financial Policy (Click Here).
- Procurement and Inventory Control Policy (Click Here).
- Cash Management Policy (Click Here).
- Fees Collection and Refund Policy (Click Here).
- Budget Policy (Click Here).
- Financial Risk Management Policy (Click Here).
- Risk Management Framework Policy (Click Here).

# Domain 7: Research and Innovation

## 7.1 The DAU's Quality Practices related to Domain 7:

- DAU establishes a specific and published plan for research activities that is consistent with its mission and goals, contributes to the achievement of the national trends and developmental priorities, and pursues its application.
- DAU implements policies and procedures that ensure the provision of comparable opportunities for research in all its units and branches and specialized sector and verifies effective participation therein.
- DAU has implemented policies and procedures to protect intellectual property rights, and to ensure commitment of researchers to the disciplines and ethics of research.
- DAU has an up-to-date and publicly available database for the research productivity of its employees.
- DAU applies appropriate mechanisms to measure its research production according to specific performance indicators in all its units and branches; prepares annual reports; and the results are used for improvement and development.
- DAU applies various mechanisms to develop research and innovation skills of teaching staff and students and to motivate them.
- DAU allocates sufficient budget to enable the achievement of its research plan.
- DAU provides the appropriate environment for research, including information resources, databases, facilities, equipment, software, and services and supporting procedures.
- DAU provides a supportive environment for innovation and creativity, and the investment and marketing of its research products.
- DAU applies mechanisms to support participation and cooperation in the field of research and innovation with government and private industrial and professional sectors, universities, and research institutes and centers at the local and international levels.
- DAU encourages students to participate in appropriate research projects and activities; and recognizes their efforts.

## 7.2 The DAU's Policies and Procedures related to Domain 7:

- Research Strategic Plan (Click Here).
- DAU's Research Project Funding Policy (Click Here).
- DAU's Research Ethics (Click Here).
- Scientific Conferences Participation Policy (Click Here).
- DAU's Scientific Publishing Funding Policy (Click Here).
- Research Intellectual Property Policy (Click Here).
- Publication Policy (Click Here).
- Social Media and Communication Policy (Click Here).
- Students and DAU Employees Personal Information Release Policy (Click Here).

# Domain 8: Community Engagement

## 8.1 The DAU's Quality Practices related to Domain 8:

- DAU applies clear community partnership policies that are commensurate with its mission, objectives and the needs of the community and formulates appropriate operational plans; and its employees participate in implementing them.
- DAU implements specific mechanisms to monitor and evaluate the effectiveness of its community partnership activities according to specific performance indicators that contribute to the improvement of the performance.
- DAU provides the opportunity to employers and professional bodies to participate actively in the planning and development of institutional and program performance and to support their activities.

## 8.2 The DAU's Policies and Procedures related to Domain 8:

- Community Engagement Strategic Plan (Click Here)
- Community Engagement Policy (Click Here).
- Volunteering Policy (Click Here).
- Service Learning (Click Here).
- Cooperative Agreements and Partnership Policy (Click Here).
- Advisory Board Policy (Click Here).

# 2. DAU's Quality system Processes

The purpose of this section is to present the Key Quality Processes in accordance with the DAU's Quality Model that supports compliance with quality practices, policies, and procedures for each quality domain in this manual. These processes are carried out with the participation of all stakeholders within Dar Al Uloom University.

## 2.1 Planning Processes

### 2.1.1 DAU Strategic Planning

DAU Strategic planning is the process of setting long-term goals for the university and developing a plan to achieve those goals. In the context of DAU, strategic planning is essential for ensuring that the university is meeting the needs of its students, faculty, staff, and community. Based in the Strategic Planning domain in this Quality Assurance Manual which explains the quality practices and related policies and procedures for this domain, DAU has short and long-term strategic plans to achieve its goals and objectives. The long term five years strategic plan identifies strategies with clear sets of objectives, success indicators and timeline for achieving the goals. The plans are reviewed and updated periodically. The strategic planning process at Dar Al Uloom University includes the following main points:

- Dar Al Uloom University (DAU) has 5 years strategic plan. This plan includes activities in the academic and administrative units.
- The DAU strategic plan includes clear strategic objectives, linked to specific performance indicators to measure the extent of their achievement based on targeted performance benchmarks.
- The DAU adopts operational, and execution plans for all its units, for which the strategic plan represents a reference framework.
- The DAU follows up the extent to which the strategic plan is implemented through specific mechanisms; prepares periodic reports on its progress; and develops and adjusts it as required based on the results of the review, assessment process, and changing circumstances.
- A Comprehensive Annual Progress Report for the whole institution is produced and submitted to the University Council. This report summarizes the University's performance against its plan, the impact of implementation, and recommendations for the future. Assessment of the University's effectiveness involves surveys, forms, and reports, which leads to recommendations for both short and long-terms improvements.
- DAU and academic departments will regularly perform internal and external environmental analyses, consider the University's strategic directions, and purpose changes to the existing programs or the addition of new programs.
- The strategic plan of the university is developed in the light of determinants and references to achieve the mission and goals of the university, and these references must include at least:
    - The Kingdom's trends in higher education.

- Ministry of Education strategic plan.
- The development plan of the Kingdom concurrent with the strategic plan.
- The specificity of the geographical scope of the city of Riyadh.
- Results of the Status Quo Analysis (SWOT Analysis, PESTLE Analysis and Porter Analysis)
- The results of the university's self-studies.

- The strategic plan is approved by the University Council and then approved by the Board of Trustees to be implemented.
- The DAU Strategic Plan is announced on the university's official website in both Arabic and English. The strategic and operational plan is circulated to all university units.

## DAU's Stakeholder

All internal and external stakeholders are involved in preparing the strategic plan. DAU's stakeholders are:

- Academic Leaders.
- Faculty Members.
- Staff Members.
- Students.
- Alumni.
- Employers.
- High School Students and Parents.

## Types of Mission Changes

- A. Modification: refers to a change to the text of the Mission statement, proposed solely for revisions for clarity and grammar use, rephrasing (e.g., minor word changes), editorial changes, and restatement that would not alter the institution's nature/character, purpose/function, type, and degree levels offered or curricular offerings.
- B. Expansion refers to a change to the text of the Mission statement including the addition of language, proposed solely to expand the institution's focus (e.g., to increase research or outreach efforts), that would not alter the institution's nature/character, purpose/function, type, and degree levels offered or curricular offerings.
- C. New: refers to a substantive change to the current Mission statement that results in a new mission that would alter the institution's nature/character, purpose/function, type, or degree levels offered or curricular offerings (e.g., adding medical education or changing the focus from undergraduate education to graduate education).
-

## Related Documents to DAU Strategic Planning:

- DAU's Strategic Plan 2023-2027 (Click Here).
- DAU's Strategic Plan Website (Click Here).
- DAU's Strategic Plan Methodology (Click Here).
- DAU's Strategy MAP (Click Here).
- Automated DAU's Strategic Plan System (Click Here).

## 2.1.2 Academic Program Planning

Academic program planning involves a number of components, including the study plan, program specification, and learning outcomes which help to ensure that programs are well-designed and that students are prepared for the workforce and for graduate study.

**Study plan:** The study plan is a roadmap for students to follow as they progress through their program. It includes information on the courses that students must take, the number of credit hours required for each course, and the prerequisites for each course. The study plan also typically includes information on the overall structure of the program, such as the number of years it takes to complete, and the number of credits required for graduation.

**Program specification:** The program specification is a more detailed document that provides information on the program's mission, goals, learning outcomes, and assessment methods. The program specification helps to ensure that the program is aligned with the institution's mission and goals, and that it is designed to meet the needs of students and employers.

**Learning outcomes:** Learning outcomes are the specific knowledge, skills and values that students are expected to gain by completing the program. They are typically organized into cognitive, affective, and psychomotor domains. Cognitive domains refer to knowledge and intellectual skills, affective domains refer to attitudes and values, and psychomotor domains refer to physical skills. Learning outcomes are important for ensuring that students are prepared for the workforce and for graduate study.

### Key Point of Academic Program Planning

- The program identifies its intended learning outcomes that are consistent with its mission and aligned with the specialized academic standards and the graduate attributes at the institutional level; they are approved, publicly disclosed, and periodically reviewed.
- The Program learning outcomes are consistent with the requirements of the National Qualifications Framework, academic standards, and labor market needs.
- The Program learning outcomes are consistent with the DAU’s Graduate Attributes and Institutional Learning Outcomes.
- The Program implements a clear and approved teaching, learning and evaluation strategy that articulates its educational philosophy and ensures that the Program's intended learning outcomes are achieved.
- The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.
- The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses.

- The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes).
- Teaching and learning strategies and assessment methods in the program vary according to its nature and level and are aligned with the learning outcomes of the program.
- The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.
- The Program Specification identifies the following aspects:
  - Program Identification and General Information.
  - Mission, Objectives, and Program Learning Outcomes.
  - Curriculum.
  - Student Admission and Support.
  - Faculty and Administrative Staff.
  - Learning Resources, Facilities, and Equipment.
  - Quality Assurance at Program Level.

**Related Documents to Academic Program Planning:**

- Program Specification Bachelor-Eng (Click Here).
- Program Specification Bachelor-Ar (Click Here).
- Program Specification Postgraduate-Eng (Click Here).
- Program Specification Postgraduate-Ar (Click Here).
- Study Plan Template- Eng (Click Here).
- Study Plan Template- Ar (Click Here).
- Consistency with NQF Bachelor- En (Click Here).
- Consistency with NQF Bachelor- Ar (Click Here).
- Consistency with NQF Postgraduate- En (Click Here).
- Consistency with NQF Postgraduate- Ar (Click Here).

## 2.1.3 Academic Course Planning

Academic course planning is the process of developing a course that meets the needs of students and the learning outcomes of the program. It involves a variety of steps, including:

**Setting course objectives**: Course objectives are statements that describe what students should be able to do by the end of the course. They should be specific, measurable, achievable, relevant, and time bound.

**Defining learning outcomes**: Learning outcomes are statements that describe the knowledge, skills, and abilities that students should acquire as a result of taking the course. They should be aligned with the course objectives and the program learning outcomes.

**Selecting teaching methods**: Teaching methods are the strategies that instructors use to deliver instruction. They should be chosen to help students achieve the course learning outcomes.

**Developing assessment methods**: Assessment methods are the tools that instructors use to measure student learning. They should be aligned with the course learning outcomes and should provide feedback to students on their progress.

**Identifying learning resources**: Learning resources are the materials that students can use to support their learning. They can include textbooks, articles, websites, videos, and software.

### Key Point of Academic Course Planning

- The Course learning outcomes are consistent with the requirements of the National Qualifications Framework, academic standards, and labor market needs.
- The Program learning outcomes are consistent with the Program learning outcomes to achieve DAU's Graduate Attributes and Institutional Learning Outcomes.
- The Program implements a clear and approved teaching, learning and evaluation strategy that articulates its educational philosophy and ensures that the Course's intended learning outcomes are achieved.
- At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching, and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course and feedback on their performance is provided for them.
    - The Course Specification identifies the following aspects:
    - General information about the course.
    - Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods.
    - Course Content.
    - Students Assessment Activities.
    - Learning Resources and Facilities.
    - Assessment of Course Quality.

### Related Documents to Academic Program Planning:

- Course Specification Bachelor-Eng (Click Here).
- Course Specification Bachelor-Ar (Click Here).
- Course Specification Postgraduate-Eng (Click Here).
- Course Specification Postgraduate-Ar (Click Here).
- Course Specification (Field Experience)-Eng (Click Here).
- Course Specification (Field Experience)-Ar (Click Here).

## 2.2 Academic Program Development and Revision

Academic program development and revision is the process of creating new or updated academic programs that meet the needs of students, employers, and the community. It is an organized and multifaceted process that involves a variety of stakeholders, including faculty, staff, students, administrators, and employers. All new academic programs are developed in alignment with DAU's mission and goals of the strategic and academic plans. DAU adheres to the National Qualifications Framework (NQF) as required by the Standards of the Education and Training Evaluation Commission-National Center for Academic Accreditation and Evaluation ETEC-NCAAA and the regulations of the Ministry of Education (MOE).

DAU colleges encourage the development and refinement of academic offerings to reflect the changing needs of learners, community, and the labor market. Faculty are the academic leaders in defining the curricula of the college and work closely with the Department Council, College Council, Programs Development Plan Committee to design programs that serve student needs and are both academically sound and fiscally viable. Academic program development includes the academic and intellectual conceptualization, as well as the processes associated with the development, review and approval of formal new program proposals, as well as revisions of existing programs. Such programs include bachelor's degree, and master's degree programs. Based on DAU' Academic Program Development and Revision

## Procedures for New Program Development

The DAU program development process is consultative, and evidence based. The two-stage process includes: 1) Preliminary Program Proposal and 2) Final Program Proposal.

### 1) Preliminary Program Proposal

**1.1)** The process starts with the preparation of a new program proposal by the academic department. For this purpose, the Department's Academic Program Development Committee (APDC) should use "Proposing New Academic Program Template". Some of the items required in the Template must be properly researched and completed providing sound justification.

**1.2)** The Head of the Department shall submit the new program proposal for review and approval, using the above-mentioned Template, first to the Department Council (DC) and then to the College Council (CC).

**1.3)** The College Council requests the Academic Program Development Committee to review the submitted proposal and make the necessary recommendations.

**1.4)** After approval by the College Council, the Dean shall submit the final version of the proposal Template to the Standing Committee for Study Plans and Educational System (SCSPDS) for its review and approval.

**1.5)** After the approval of the SCSPDS, it shall be submitted by the SCSPDS Chair to the University Council for review and approval.

**1.6)** Upon approval by the University Council, the SCSPDS Chair shall notify the Dean to proceed with the comprehensive development of the new program.

## 2) Final Program Proposal

**2.1)** The Dean shall notify the Head of the Department to direct the Academic Program Development Committee to work on comprehensive development of the new program.

**2.2)** Program academic accreditation standards must be complied with during program development, especially the third standard “Teaching and Learning”.

**2.3)** Academic Program Development Committee must adhere to the use of the Education and Training Evaluation Commission-National Center for Academic Accreditation and Evaluation ETEC-NCAAA.

**2.4)** Developing the program's learning outcomes in line with the National Qualification Framework and the requirements of the third standard Teaching and Learning”, and their consistency with the DAU's Graduate Attributes and the institutional learning outcomes.

**2.5)** The Head of the Department shall ensure that the total number of credit hours must at least be equivalent to the minimum required number of credit hours by the NQF. The minimum requirements are as follows. For more details, refer to NQF.

**2.6)** Select a panel of Three external expert reviewers to act as expert reviewers for the new program’s specification, study plan.

**2.7)** Study the recommendations of the external review committee and amend the proposed program accordingly.

**2.8)** APCD submits the documents of the proposed program after reviewing them to the College Council. If approved, the documents are forwarded to the University Council to communicate with the Ministry of Education for official approval.

# Procedures for Program Revision

Program revisions are in line with continuous improvement at DAU. They are guided by feedback from internal/external stakeholders and ensure the program’s currency and relevance. **Program Revision has two categories: minor change and substantive change.**

## 1. Minor Change

A change is considered minor if the revision does not modify a program’s key characteristics (such as its goals, program learning outcomes, mode of study or the total number of credit hours) and involves some minor changes to the program The Minor Change does not require ETEC-NCAAA or MOE approval**.** The following are examples of minor changes:

- Change course name or code.
- Change in course prerequisites.
- Change in textbooks/learning resources or assessment methods.
- Modification of course content (20% or less) without affecting the Program Learning Outcomes.
- Change of the status of core courses to elective courses and vice versa, without changing the Number of credit hours.

## 2. Substantive Change

A change is regarded as substantive if it:

- Change to the title of the program.
- Change to the number of credit hours or to the relative distribution of credit hours between core and elective courses.
- Change to the Program Learning Outcomes.
- Change to the language of instruction.
- Change to mode of instruction (e.g., using intensive instruction, e-learning, etc.)

Substantive Change requires the approval of the MOE approval before it can be implemented and ETEC-NCAAA approval for accredited programs.

## Program Revision Procedures:

1. APDC at department level executes a comprehensive curriculum review every five years to assess the current curriculum/program. In doing so, the Committee collects and monitor information regarding the current program from different internal and external sources, including annual course and program reports, stakeholders (e.g. students, faculty members, Quality Unit, employers, parents, industry organizations, accreditation organizations, local and international universities, etc.).

2. If changes to the curriculum are deemed necessary, the Committee submits the Update proposal to the Department Council. The proposal must be well-documented with appropriate justification and include recommendations for the Program Vision & Mission, study plan, program learning outcomes, program specification, and course specifications for all courses using the ETEC-NCAAA standard forms.

3. The Head of the Department shall obtain the approval of the Department and College Councils. The MoMs shall be well-documented with appropriate justification.

4. The College Council requests the Academic Program Development Committee to review the submitted proposal and make the necessary recommendations.

5. Proposed changes in the study plans or curriculum shall be submitted to the Head of the Standing Committee for Study Plans and Educational System (SCSPDS) then to the University Council. The MoMs shall be well-documented with appropriate justification to demonstrate the robust process of review and approval.

6. An official communication is made with the Ministry to approve the substantive change. If the program has obtained academic accreditation, ETEC-NCAAA is notified of these changes using "TP-113 Substantive Changes Template".

. Upon approval by the MOE, the SCSPDS Chair shall notify the Dean to proceed with the substantive changes of the program.

## Matrix of powers to propose new/develop an academic program.

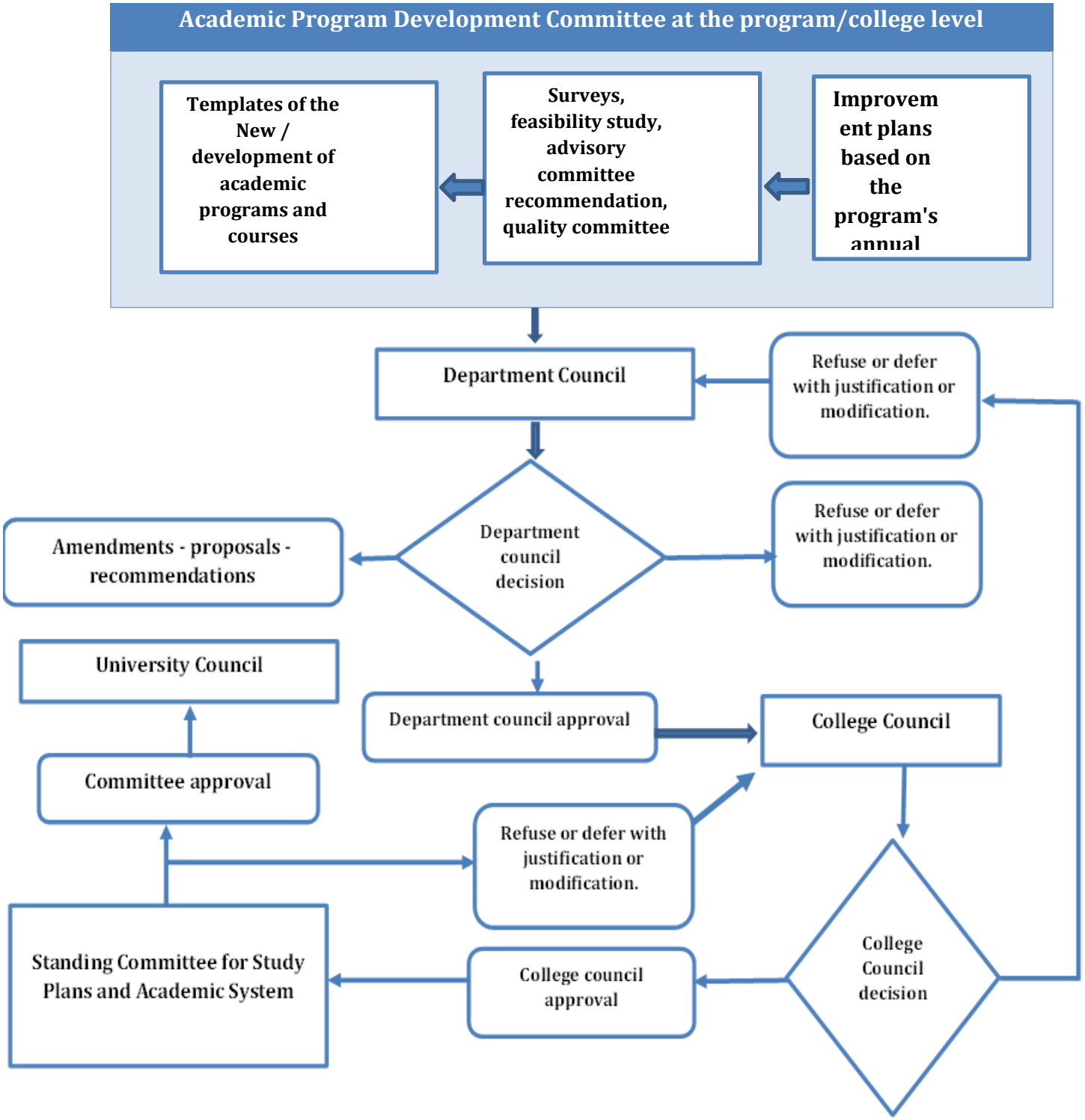


Figure 4: Matrix of powers to propose new/develop an academic program.

### Related Documents to Academic Program Development and Revision

Academic Program Development and Revision Policy (Click Here)

Proposing New Academic Program Template-En (Click Here).

Proposing New Academic Program Template-Ar (Click Here).

Academic Program Proposal/Development Guide (Click Here).

Matrix Of Powers to Propose Or Develop Programs (Click Here)

Study Plan Template-En (Click Here).

Study Plan Template-Ar (Click Here).

Academic Program Modification Template (Click Here).

College Template for Study Plan Approval (Click Here).

Course Modification Template (Click Here).

## 2.3 Assessment Process at DAU

DAU is committed to the effective evaluation of its academic programs, administrative support services, and the use of assessment results for continuous improvement. The DAU's strategic plan has developed a systematic, broad based and interrelated 5-year cycle for strategic planning and evaluation processes that address the overall institutional strategies. With the structured quality assurance process which has clear criteria and indicators this process is to consider, analyze, ensure, and strengthen the quality assurance activities in a systematic manner. The process involves periodic reviews of academic programs, effectiveness, learning resources, and student satisfaction on teaching and support services. The result of the research data is used to improve the quality and effectiveness of the programs and services to the students.

### 2.3.1 The main components of the assessment process

- Developing of College mission and goals aligned to university mission and goals.
- Developing of Department/program mission and goals aligned to the College mission and goals.
- Developing of program learning outcomes (PLOs).
- Ensuring that the programs' learning outcomes (PLOs) are aligned to NQF and consistent with the NCAAA standards.
- Developing course learning outcomes and their mapping matrix to the program learning
- outcomes.

- Selecting and designing assessment instruments for program learning outcomes and course leaning outcomes which include:
  - Direct assessment Methods
  - Indirect assessment Methods
- Setting benchmarking criteria for the achievement of program goals, program learning outcomes and course learning outcomes.
- Detailed assessment cycle.
- Data analysis and assessment results.
- Distribution of assessment results.
- The process of reviewing assessment results and developing remedial and improvement
- actions as well as highlighting best practices to be sustained or adopted.
- Setting a detailed plan for implementing improvement and remedial actions.
- Monitoring the implementation of the improvement plans and closing the loop.

## 2.3.2 Assessment Outcomes and Closing the Quality Loop

All academic and non-academic units at DAU will be assessed and evaluated consistently using the DAU Quality Model, leading to continuous improvement of academic programs and administrative and support services through the closing of the loop, with the goal of achieving the University's strategic goals and mission.

- The assessment procedures shall evaluate the extent to which the KPIs of units and PLOs of academic programs have been achieved.
- Based on the evaluation results, improvement plans for academic programs as well as administrative and student support services shall be identified.
- The Quality Loop shall be closed by assessing the impact of these improvement plans.
- The evaluation results help in improving the academic programs as well as the support services, effective allocation of budget and resources, revision/refinement of strategic goals and mission, and above all continuous improvement of programs and services.

## 2.3.3 Assessment of Academic Programs

Program Learning Outcomes (PLOs) of DAU's academic programs are regularly assessed and evaluated using assessment strategies and processes. As part of this process, direct, indirect, quantitative, and qualitative measures are taken to assess, evaluate, and continuously improve academic programs. For direct assessment, written exams, oral exams, lab/clinic/studio exams, course projects, presentations, portfolios, and exit exams are used. While the different surveys have been used to obtain relevant data from students, alumni, employers, faculty, senior students as indirect assessment. Data collected through the assessment process is analyzed to determine the degree to which the PLOs have been met and what actions need to be taken to ensure continuous improvement. The key elements of assessing the academic programs are:

- Using performance measurement tools (for direct and indirect assessment) as mentioned in the Program Specification and Course Specification.
- Assessing the achievement of course learning outcomes (CLOs) for all offered courses in each semester.
- Evaluating students' overall satisfaction with all offered courses in each semester.
- Reporting on the quality of courses and improvement plan for all offered courses in each semester using NCAAA- Course Report.
- Documenting the course quality assurance by Course File for all offered courses in each semester.
- Assessing the achievement of program learning outcomes (PLOs) of all academic programs.
- Evaluating students' overall satisfaction with their academic programs, teaching, and administrative and support services provided to them.
- Assessing alumni's satisfaction with the education received at the University.
- Assessing employers' evaluation of the program graduate's proficiency.
- Assessing the achievement of program key performance indicators (P-KPIs) of all academic programs.
- Reporting on the quality of academic programs and improvement plan for all offered programs in each academic year using the NCAAA- Annual Program Report.
- Assessing the achievement of DAU key performance indicators (KPIs-I).

## A. Direct Assessment of Academic Programs

Direct assessment is a method of evaluating student learning that measures what students know and can do directly. This contrasts with indirect assessment, which measures student learning indirectly through surveys, interviews, or other means. Direct assessment methods can be used to assess a variety of knowledge and skills, including:

- **Cognitive skills:** These skills involve thinking, reasoning, and problem-solving. Examples of cognitive skills include knowledge of facts, concepts, and theories; the ability to solve problems; and the ability to make inferences and draw conclusions.
- **Interpersonal skills:** These skills involve interacting with others. Examples of interpersonal skills include communication, teamwork, and conflict resolution.
- **Physical skills:** These skills involve the use of the body. Examples of physical skills include athletic ability, manual dexterity, and coordination.
- **Creativity:** This skill involves coming up with new and original ideas.
- **Critical thinking:** This skill involves analyzing information and evaluating arguments.

### Examples of direct assessment methods:

- **Quizzes**: Quizzes are short assessments that typically measure knowledge of facts and concepts.
- **Exams**: Exams are longer assessments that typically measure a wider range of knowledge and skills.
- **Performance assessments**: Performance assessments require students to demonstrate their skills or abilities in a real-world setting.
- **Productive assessments**: Productive assessments require students to create a product that demonstrates their knowledge or skills. For example, a productive assessment for a writing program might require students to write a research paper.
- **Portfolios**: Portfolios are collections of student work that demonstrate their learning over time.
- Projects: Projects are extended tasks that require students to apply their knowledge and skills in a meaningful way.
- **Simulations**: Simulations are computer-based or role-playing activities that allow students to experience a real-world situation.
- **Case studies**: Case studies are descriptions of real-world problems that require students to analyze information and develop solution.
- **Rubrics**: Rubrics are a type of direct assessment method that can be used to assess a variety of knowledge and skills. Rubrics are scoring guides that provide criteria for evaluating student work. They typically include a scale of performance, with different levels of achievement for each criterion.
- **Exit exams**: Exit exams are a type of direct assessment method that is used to measure student learning at the end of a program of study. Exit exams can be used to assess a variety of knowledge and skills, including cognitive skills, interpersonal skills, physical skills, creativity, and critical thinking.

## B. CLOs-based Assessment of Program Learning Outcomes

All academic courses at DAU have well-defined Course Learning Outcomes (CLOs) that describe the abilities students will achieve upon completing the course. The Course Specification (ETEC-NCAAA CS Template) is designed to take into account all CLOs for each course. In a department, the Program Development Committee and Education Quality Process and Program Accreditation Committee review the CLOs for all courses and revise them as necessary. It is the instructor's responsibility to inform the students about CLOs at the beginning of the semester and to use appropriate teaching and learning methodologies to promote CLO achievement. CLOs are also included in the course syllabus students receive via DAU's Learning Management System.

### Mapping of CLOs to PLOs

For an instructor responsible for teaching a course it is important to focus on CLOs of that particular course. These CLOs have been designed so as to correspond to the PLOs. That is, the ability represented by a CLO corresponds to ability represented by a program learning outcome. In other words, there is a mapping

between the CLOs and PLOs. In every course specification the mapping between the stated CLOs and the PLOs of the program is clearly defined. As shown in the following table:

## Program learning Outcomes Mapping Matrix:

| Course code & No. | Program Learning Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Knowledge and understanding | | | | Skills | | | | Values, Autonomy, and Responsibility | | |
| | K1 | K2 | K3 | --- | S1 | S2 | S3 | --- | V1 | V2 | ---- |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |
| Course.... | | | | | | | | | | | |

## Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | | | | |
| 1.2 | | | | |
| ... | | | | |
| **2.0** | **Skills** | | | |
| 2.1 | | | | |
| 2.2 | | | | |
| ... | | | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | | | | |
| 3.2 | | | | |
| ... | | | | |

By using the course learning outcome measurement forms, the results will be monitored in the course report (ETEC-NCAAA CR Template) and compared with the target values for the learning outcomes, and improvement plans are drawn up in light of the results. Also, the CLOs measurement results are used to measure the PLOs according to the matrix linking the program learning outcomes with the course learning outcomes specified in the program specification (ETEC-NCAAA PS Template). As shown in the following tables:

## Course Learning Outcomes Assessment Results

| Course Learning Outcomes (CLOs) | | Related PLOs Code | Assessment Methods | Assessment Results | | Comment on Assessment Results |
|---|---|---|---|---|---|---|
| | | | | Targeted Level | Actual Level | |
| 1 | Knowledge and Understanding: | | | | | |
| 1.1 | | | | | | |
| 1.2 | | | | | | |
| .... | | | | | | |
| 2 | Skills: | | | | | |
| 2.1 | | | | | | |
| 2.2 | | | | | | |
| .... | | | | | | |
| 3 | Values, autonomy, and responsibility | | | | | |
| 3.1 | | | | | | |
| 3.2 | | | | | | |
| .... | | | | | | |

## Program Learning Outcomes Assessment

| # | Program Learning Outcomes | Assessment Methods (Direct and Indirect) | Targeted Performance (%) | Assessment Results |
|---|---|---|---|---|
| Knowledge and Understanding | | | | |
| K1 | | | | |
| K2 | | | | |
| K3 | | | | |
| K.. | | | | |
| Skills | | | | |
| S1 | | | | |
| S2 | | | | |
| S3 | | | | |
| S.. | | | | |
| Values, autonomy, and responsibility | | | | |
| V1 | | | | |
| V2 | | | | |
| V3 | | | | |
| V.. | | | | |

Related Documents to Direct Assessment Academic Programs:

- Program Specification Bachelor-Eng (Click Here).
- Program Specification Bachelor-Ar (Click Here).
- Program Specification Postgraduate-Eng (Click Here).
- Program Specification Postgraduate-Ar (Click Here).
- Course Specification Bachelor-Eng (Click Here).
- Course Specification Bachelor-Ar (Click Here).
- Course Specification Postgraduate-Eng (Click Here).
- Course Specification Postgraduate-Ar (Click Here).
- Course Specification (Field Experience)-Eng (Click Here).
- Course Specification (Field Experience)-Ar (Click Here).
- Program Learning Outcomes Measurement Plan (Click Here).
- CLOs Template 1: Results of Each Assessment Tool (Click Here).
- CLOs Template 2: Overall CLO Assessment Results (Click Here).
- PLOs Overall CLO Assessment Results (Click Here).
- Annual Program Report Bachelor-En (Click Here)
- Annual Program Report Bachelor-Ar (Click Here)
- Annual Program Report Postgraduate-En (Click Here)
- Annual Program Report Postgraduate-Ar (Click Here)
- Course Report Bachelor-Eng (Click Here).
- Course Report Bachelor-Ar (Click Here).
- Course Report Postgraduate-Eng (Click Here).
- Course Report Postgraduate-Ar (Click Here).
- Course Report (Field Experience)-Eng (Click Here).
- Course Report (Field Experience)-Ar (Click Here).

## C. Indirect Assessment of Academic Programs

The achievement of PLOs of an academic program is also measured indirectly using a variety of instruments. Feedback is obtained from many surveys such as students, alumni, employers, and senior students. The following surveys are used to collect feedback from different stakeholders of the academic program. While the survey may contain some additional questions, they must include at least one question concerning each PLO of the academic program under consideration. Below is the list of the surveys which are used as Indirect Assessment for the academic program:

- Course Evaluation Survey (Click Here)
- Program Evaluation Survey. (Click Here)
- Student Experience Survey. (Click Here)
- Faculty Members Survey. (Click Here)
- Staff Survey. (Click Here)
- Alumni Survey. (Click Here)
- Employer Survey. (Click Here)

## D. Academic Program Key Performance Indicators (KPIs) and Benchmarking

**The performance of the academic program is measured based on two sets of performance indicators:**

### 1. ETEC- NCAAA KPIs:

Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support. The National Center for Academic Accreditation and Evaluation (NCAAA) has identified **11 key performance indicators at the program level**. All of which are in line with the Program Accreditation Standards version 2022. These indicators are the minimum to be periodically measured. It is expected that the academic program measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

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

ETEC-NCAAA KPIs

DAU Academic Program KPIs-Report

### 2. Academic Program Operational Plan KPIs:

In addition to the performance indicators of the ETEC-NCAAA, the academic programs depend on the KPIs of the program' operational plan. To ensure objectivity in measuring the performance of academic programs at Dar Al Uloom University**. The university has identified 115 performance indicators within the operational plan for each academic program**. These indicators are consistent with the performance indicators of the college and the university and measured periodically. The performance indicators of the academic program's operational plan are designed in accordance with the balanced scorecard, which includes four perspectives (financial, customers, internal operations, learning and growth). The achievement of performance indicators is monitored, and their results monitored through the electronic system of the balanced scorecard, which is electronically linked to the college and university scorecard .Academic Program Operational Plan KPIs.

### 3. Benchmarking the results of Program KPIs:

All programs at Dar Al Uloom University conduct internal and external benchmarking. The benchmarking process depends on the ETEC-NCAAA KPIs due to its use by all benchmarking partners, especially external benchmarking. The Institutional Research and Statistics Unit of the Directorate of Quality Assurance calculates the actual values of the performance indicators, and the results of the benchmarking are documented in the

performance indicators report, to be used later in developing improvement plans according to the results, as follows:

### A. Internal Benchmarking:

The actual values of the performance indicator for the current year are compared with the historical actual value at least for the previous year (usually based on the comparison of the last 3 years). The actual values of the program's performance indicator are compared with the values of performance indicators of similar programs in the college. These values are documented in the program and the college performance indicators report.

### B. External Benchmarking:

Dar Al Uloom University has signed performance indicators exchange and benchmarking agreements with many academic programs in other universities, so that there are at least 3 external academic programs for each academic program at DAU to conduct external benchmarking. Benchmarking partners are selected according to several criteria, the most important of which are:

- Similarity to the educational system.
- Similarity in mission and goals.
- The program must have national or international academic program accreditation.
- The ability to provide benchmarking data, especially ETEC-NCAAA KPIs.

Program's KPIs exchange and benchmarking agreements (Click Here).
Program's KPIs exchange and benchmarking Template (Click Here).
Comprehensive Report of KPIs and Benchmarking (Click Here).

## E. Comprehensive Improvement Plan of the Academic Program

Closing the quality loop is the process of using assessment data to determine the rooms of improvement of the academic program. This ensures that the program is continually improving and meeting the needs of its students and stakeholders.

According to the DAU's Quality Model, the program closes the quality loop on two levels: the course level and the academic program level. This is done through developing improvement plans for the academic courses and program, as follows:

### E1. Improvement Plan at Course Level:

The improvement plan at the course level depends on a set of assessment data that are used within the course report, these data include:

- Course Learning Outcomes Assessment Results.
- Course Evaluation Survey.
- Evaluations by faculty, program leaders, peer reviewers.

The course coordinator and instructors analyze all assessment results, According to these results, the course improvement plan is developed and documented in the Course Report. The Improvement plan should be discussed at the program's quality committee, department council and included in the Annual Program Report. The course coordinator documents the quality processes for the course during the semester in the course file. This manual covers in a later section the contents of the course file.

### E2. Improvement Plan at Academic Program Level:

The improvement plan at the academic program level depends on a set of assessment data that is used within the Annual Program Report, this data includes:

Program Learning Outcomes Assessment Results.

- ETEC-NCAAA KPIs Results.
- KPIs' of Program Operational Plan Results.
- Benchmarking Results.
- Quality Surveys Results.
- Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)

The program's quality committee analyze all assessment results, according to these results the Comprehensive Improvement Plan is developed and documented in the Annual Program Report. The Improvement plan should be discussed at the program's quality committee, department council and included in the Annual Program Report. After that, the Annual Program Report and the Comprehensive Improvement Plan are reviewed by the quality unit of the college and approved by the college council. The program's quality committee documents the quality processes for the program during the academic year in the program file. This manual covers in a later section the contents of the program file.

## 2.3.4 Assessment of Academic and Administrative Support Units

The DAU's organizational structure includes the following supporting academic and administrative units:

- Deanship of Admission, Registration & Student Affairs.
- General Directorate of Planning, Development & Quality Assurance.
- Directorate of Quality Assurance Teaching & Learning Unit.
- Alumni Affairs & Career Guidance Unit.
- Research Support Unit.
- Directorate of Learning Sources & Libraries.
- Community Engagement Unit.

- Center for Entrepreneurship, Innovation & Knowledge Transfer.
- Marketing & External Communication Department.
- Public Relation Department.
- Human Resource Directorate.
- Internal Audit Unit.
- IT Department.
- Training & Professional Development Unit.
- Operations & Maintenance.
- Projects Management Department

**The following are the main components of the assessment of Administrative and Support units:**

- Developing the unit's key performance indicators (KPIs).
- Setting baseline and targets.
- Data collection, analysis, and compilation of assessment results.
- Distribution of assessment results.
- Reviewing assessment results, developing remedial and improvement actions.
- Setting a plan for implementing improvement and remedial actions.
- Monitoring the implementation of the actions.

The performance of the supporting academic and administrative units is linked to a set of strategic objectives and initiatives defined in the university's strategic plan. This performance is measured through direct measurement tools (KPIs) and indirect measurement tools (stakeholders' feedback-surveys).

1. **Key Performance Indicators KPIs:** The performance of the academic or administrative unit is measured through a set of KPIs related to the strategic objectives and initiatives of each unit. The base value and target values for the next five years are determined. Using the electronic system of the university's strategic plan, which is based on the balanced scorecard (DAU Balanced Scorecard), the results of the KPIs' actual values are tracked and the level of progress in achieving strategic initiatives and goals is followed. According to the results, remedial actions and improvement plans are developed for the unit's performance.
2. **Quality surveys:** The quality surveys include special paragraphs for evaluating the performance of supportive academic and administrative units. These surveys are distributed to the stakeholders annually, and the results of the analysis are used to develop remedial actions and improvement plans.

## 2.3.5 Assessment at College Level

The performance of the colleges is managed in a way that achieves the college's mission and strategic goals, thus contributing to the achievement of the university's mission and strategic goals. Therefore, measuring the performance of the colleges is directly linked to the university's strategic plan, as each college has a strategic plan that is fully compatible with the university's strategic plan, including its goals, objectives, and strategic initiatives. **118 KPIs have been identified for each of the colleges of Dar Al Uloom University**, which are used as a tool of managing and measuring the performance of the colleges. These KPIs are directly related to the college's strategic objectives and initiatives and compatible with DAU's Strategic Plan KPIs. The base value and target values for the next five years are determined. Using the electronic system of the university's strategic plan, which is based on the balanced scorecard, the results of the Colleges KPIs' actual values are tracked and the level of progress in achieving strategic initiatives and goals is followed. According to the results, remedial actions and improvement plans are developed for the unit's performance (Colleges' Balanced Scorecard).

## 2.3.6 Assessment at Institutional Level (DAU Level)

DAU performance assessment is the process of evaluating the performance of DAU. This assessment is done for a variety of purposes, such as:

- To monitor achieving the university's mission, goals and strategic goals and objectives.
- To follow-up, monitoring and documenting the results of university performance indicators.
- To provide feedback to the university on its strengths and priorities for improvement.
- To improve the quality of education, research, and community engagement.
- To comply with government regulations and accreditation bodies.
- To ensure continuous improvement based on the assessment results.

### The Structure of DAU Level Assessment

Managing and assessing the performance at DAU level is a structural process that depends on the results of assessing academic programs, colleges, and supporting academic and administrative units, such as performance indicators, surveys, and measuring learning outcomes. In the previous parts of this manual, the mechanisms for assessing academic programs, colleges, and supporting academic and administrative units were explained. Other assessment tools are also used to assess the DAU's performance. The following figure shows the structure of assessing DAU's performance.

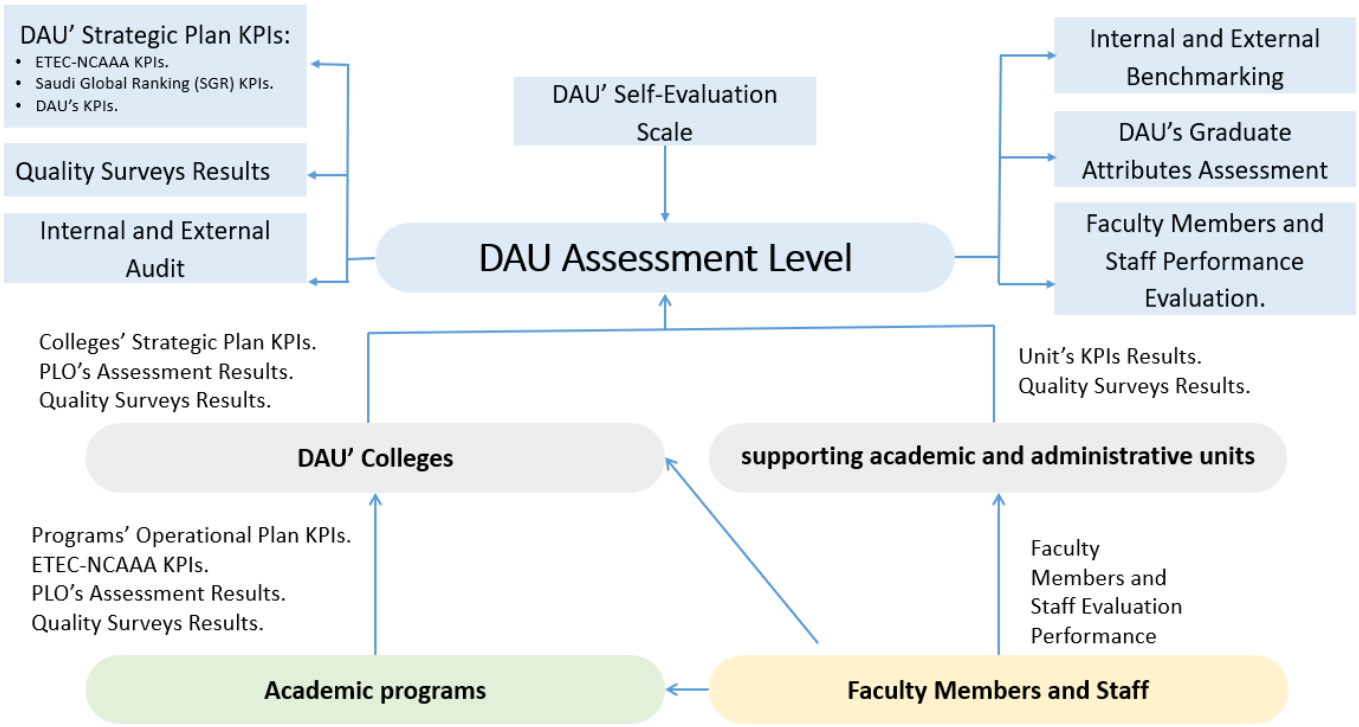


Figure 5: The Structure of Assessing DAU's Performance.

## DAU's performance Assessment Tools:

There are many tools that used to assess DAU's performance, including:

- DAU's Key Performance Indicators (DAU's KPIs)
- Internal and External Benchmarking
- Quality Surveys
- DAU's Graduate Attributes Assessment
- Internal and External Audit
- Faculty Members and Staff Performance Evaluation.
- DAU' Self-Evaluation Scale.

### DAU's Key Performance Indicators (DAU's KPIs)

The DAU's strategic plan **has identified 115 performance indicators.** These KPIs include 23 ETEC-NCAAA KPIs, 15 SGR KPIs (Saudi Global Rank), and 58 KPIs developed by DAU. The DAU's KPIs are used to measure the achievement of the university's strategic initiatives, objectives, and goals for the next five years and thus develop the necessary improvement plans to achieve the DAU's mission. DAU's KPIs are designed in

accordance with the balanced scorecard, which includes four perspectives (financial, customers, internal operations, learning and growth). The achievement of DAU's KPIs is monitored, and their results monitored through the electronic system of the balanced scorecard, which electronically cascaded with the college and academic program scorecards.

- DAU's Strategy Map (Click Here).
- DAU's Balanced Scorecard (Click Here).
- DAU's KPIs Cards (Click Here).

## Internal and External Benchmarking

Dar Al Uloom University conducts internal and external benchmarking annually. The benchmarking process depends on the ETEC-NCAAA KPIs due to its use by all benchmarking partners, especially external benchmarking. The Institutional Research and Statistics Unit of the Directorate of Quality Assurance calculates the actual values of the performance indicators, and the results of the benchmarking are documented in the performance indicators report, to be used later in developing improvement plans according to the results, as follows:

### A. Internal Benchmarking:

The actual values of the performance indicator for the current year are compared with the historical actual value at least for the previous year (usually based on the comparison of the last 3 years These values are documented in the DAU's performance indicators report.

### B. External Benchmarking:

Dar Al Uloom University has signed performance indicators exchange and benchmarking agreements with many universities, Therefore, external KPIs data is provided for at least three universities annually to conduct external benchmarking. Benchmarking partners are selected according to several criteria, the most important of which are:

- similarity to the educational system.
- Similarity in mission and goals.
- The university must have national academic accreditation.
- The ability to provide benchmarking data, especially ETEC-NCAAA KPIs.

DAU's KPIs exchange and benchmarking agreements (Click Here).
DAU's KPIs exchange and benchmarking Template (Click Here).

## Quality Surveys

| No. | Survey | Distribution Period |
|---|---|---|
| 1. | Course evaluation surveys | At the end of the semester |
| 2. | Student experience survey | At the end of the academic year |
| 3. | Program evaluation survey | At the end of the academic year |
| 4. | Alumni evaluation survey | During the academic year |
| 5. | Employer Evaluation Survey | During the academic year |
| 6. | Employee Opinion Survey | During the academic year |
| 7. | DAU Faculty members Satisfaction Survey | During the academic year |
| 8. | DAU Climate Survey | Distributed periodically when needed, not exceeding 3 years |
| 9. | Faculty' satisfaction about electronic resources and library | Distributed periodically when needed, not exceeding 3 years |
| 10. | Students' satisfaction about electronic resources and library | Distributed periodically when needed, not exceeding 3 years |
| 11. | Students' satisfaction about services provided by Deanship of Admission and Registration | After the end of the admission and registration period |
| 12. | New faculty members' satisfaction about the training programs offered to them | After the completion of the orientation program for new faculty members |
| 13. | Effectiveness of training about improving performance | After the completion of the training program for the faculty members |
| 14. | Faculties' satisfaction about the university's website and electronic systems services | Distributed periodically when needed, not exceeding 3 years |
| 15. | Employee' satisfaction about the university's website and electronic systems services | Distributed periodically when needed, not exceeding 3 years |
| 16. | Students' satisfaction about the university's website and electronic systems services | Distributed periodically when needed, not exceeding 3 years |
| 17. | Students' satisfaction about services provided by the Medical clinic | Distributed periodically when needed, not exceeding 3 years |

## DAU's Graduate Attributes Assessment

### DAU's Graduate Attributes and ILOs

| NQF Domain | Graduate Attribute | Institutional Learning Outcome (ILOs): A Graduate will be able to: |
|---|---|---|
| Knowledge and understanding | Knowledgeable | Demonstrate both broad and in-depth understanding of discipline area(s). |
| Skills | Effective Communicator | Present ideas clearly, concisely, and with high quality, in both oral and written form. |
| | Digitally enabled | Live, learn, and work in a digital society. |
| | Critical thinker | Apply critical, creative, evidence-based thinking, and research skills to devise innovative responses to problems and challenges. |
| Values, Autonomy and Responsibility | Ethically and Socially Responsible | Value integrity, ethics, social responsibility, and volunteer work. |
| | Employable professional | Demonstrate high levels of leadership, professional responsibility, and commitment to lifelong learning. |

### DAU's Graduate Attributes Assessment Principles

For all assessment processes, DAU's staff shall carefully watch that the assessment strictly abides by the following principles:

A) The assessment is fair, in that students are entitled to parity of treatment and comparable assessment demands in modules of equal level and credit.

B) The assessment is reliable, in that the assessment criteria would support independent markers to reach the same judgment on a part of curricula.

C) The assessment is valid, in that the assessment relates to DAU's Institutional Learning Outcomes.

D) The assessment is transparent, in that the criteria and methods by which students' work is being judged are clear to students and examiners.

E) The assessment recognizes and respects equality and diversity.

For more details about DAU's Graduate Attributes Assessment, See DAU's Graduate attributes & ILOs and Assessment Methods and Tools.

## Internal and External Audit

### A. Internal Audit

Internal audit quality of academic programs refers to the extent to which the internal audit process is effective in ensuring the quality of academic programs. An effective internal audit process will help to identify and address areas where academic programs can be improved, such as curriculum design, teaching methods, and student outcomes. The following are some of the key elements of an effective internal audit process for academic programs:

- Independence: The internal audit function should be independent of the academic program being audited. This means that the auditors should not have any direct reporting lines to the program's management.
- Objectivity: The internal auditors should be objective in their assessments of the academic program. This means that they should not allow their personal biases or opinions to influence their findings.
- Competency: The internal auditors should have the necessary knowledge and skills to conduct effective audits of academic programs. This includes knowledge of the relevant academic standards and regulations, as well as the ability to collect and analyze data.
- Relevance: The internal audit process should be relevant to the specific needs of the academic program being audited. This means that the auditors should focus on areas where there is a high risk of quality problems, or where there is a need for improvement.
- Effective communication: The internal auditors should communicate their findings and recommendations to the academic program's management in a clear and concise manner. This will help to ensure that the findings are taken seriously and that appropriate actions are taken to address any identified problems.

### Related Documents to the Internal Audit:

- Internal audit tools (Click Here).
- Audit form for submitting course files (Click Here).
- Completion Verification Form for Course File Elements (Click Here).
- Annual Program Report Evaluation Form (Click Here).
- Learning Outcomes Measurement Plan and Report (Click Here).
- Matrix of Review of Learning Outcomes Formulation and Measurement (Click Here).
- Verification form for distributing and analyzing quality surveys (Click Here).
- Verification form for measuring performance indicators and benchmarking (Click Here).
- ETEC-NCAAA Self Evaluation Scale for Academic Programs (Click Here).

## B. External Audit

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

### Related Documents to the External Audit:

- DAU- External Reviewer Handbook (Click Here).
- Independent Opinion Report-En (Click Here).
- Independent Opinion Report-Ar (Click Here).

## Faculty Members and Staff Performance Evaluation.

The performance of individuals at Dar Al Uloom University, who are faculty members and staff, directly affects the university's performance, so it is necessary to manage and evaluate the performance of individuals in their respective roles. DAU developed faculty members and staff evaluation system to provide feedback to faculty members and staff on their performance, identify areas for improvement, and make recommendations for professional development. The criteria for performance evaluation of faculty members and staff depending on:

- **Teaching**: This includes the quality of instruction, the ability to engage students, and the use of effective teaching methods.
- **Research**: This includes the quality of research publications, and the impact of research on the field.
- **Service**: This includes service to the university, the community, and the profession.
- **Administration**: This includes the ability to manage and lead, and the ability to work effectively with others.

### Related Documents to the Faculty Members and Staff Performance Evaluation:

- Performance Evaluation System Procedures (Click Here).
- Faculty Member Evaluation (Click Here).
- Department Heads Evaluation (Click Here).
- Administrative Staff Evaluation (Click Here).

## DAU' Self-Evaluation Scale.

ETEC-NCAAA has prepared the Self-Evaluation Scales for Higher Education Institutions document to support higher education institutions and enhance their ability to meet the standards of quality assurance and academic accreditation. DAU uses this document at least once every five years to conduct evaluation objectively based on the ETEC-NCAAA's quality assurance standards for higher education institutions. This document can also be used by DAU for planning, self- review, and support institutional quality improvement strategies. This document provides Self-Evaluation Scales for institutional quality assurance and academic accreditation standards, which include the following standards:

1. Mission, Vision, and Strategic Planning
2. Governance, Leadership, and Management
3. Teaching and Learning
4. Students
5. Faculty and Staff
6. Institutional Resources
7. Research and Innovation
8. Community Partnership

In the new version of the ETEC-NCAAA's documents, the SES has been merged with the self-study report (SSRI).

## Improvement Plan at DAU Level and Closing the Loop:

As shown in Figure 5, the process of assessing the DAU's performance depends on several levels, starting from the academic programs, colleges, and supporting deanships and units, and therefore the process of continuous improvement of the DAU's performance depends on these levels (**As mentioned in section 2.3.2**). Academic programs are required to develop comprehensive improvement plans considering the program assessment results (as described above in this manual). These improvement plans are reflected in the DAU's comprehensive improvement plan, taking into account the improvement priorities resulting from measurement tools at the institutional level, such as measuring performance indicators, quality surveys, and measuring graduates' characteristics. To ensure the development of improvement plans at all levels and follow up on their implementation, the university has developed the Quality Assurance and Continuous Improvement Policy. This Policy is designed to ensure the effectiveness and continuous improvement of all programs, academic and administrative support services, and overall governance at Dar Al Uloom University (DAU). By achieving this objective, the University's strategic goals and mission can be significantly achieved. This policy is based on the quality system governance matrix to ensure the implementation of the quality model that ensures continuous improvement at all levels and closes the quality loop (*See section 5. Governance Matrix of DAU Quality System*).

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# PART Four:
# DAU’s Quality system Data and Documents.

# ETEC-NCAAA Forms

## A. Institutional Accreditation Forms and Documents

| No. | Form / Document | النموذج / الوثيقة | English Version | Arabic Version |
|---|---|---|---|---|
| 1. | Accreditation standards for higher education institutions | معايير الاعتماد لمؤسسات التعليم العالي | Click Here | اضغط هنا |
| 2. | Key performance indicators for higher education institutions | مؤشرات الأداء الرئيسة لمؤسسات التعليم العالي | Click Here | اضغط هنا |
| 3. | Documents required for the review visit | الوثائق المطلوبة لزيارة المراجعة | Click Here | اضغط هنا |
| 4. | Application form for institutional accreditation | نموذج التقدم للاعتماد المؤسسي | Click Here | اضغط هنا |
| 5. | Institution self-study report | تقرير الدراسة الذاتية للمؤسسة | Click Here | اضغط هنا |
| 6. | Institutions' response to accreditation recommendations and Factual errors | استجابة المؤسسات نحو توصيات الاعتماد والأخطاء المعلوماتية | Click Here | اضغط هنا |
| 7. | Improvement Plan for Review Report Recommendations | خطة التحسين لتوصيات الاعتماد - مؤسسي | Click Here | اضغط هنا |
| 8. | Resolution accreditation conditions report | تقرير استيفاء شروط الاعتماد المؤسسي | Click Here | اضغط هنا |
| 9. | Substantive changes of accredited institutions | تقرير التغيرات الجوهرية للمؤسسات المعتمدة | Click Here | اضغط هنا |

## B. Program Accreditation Forms and Documents (bachelor's degree)

| No. | Form / Document | النموذج / الوثيقة | English Version | Arabic Version |
|---|---|---|---|---|
| 1. | Accreditation standards for higher education programs 2022 | معايير الاعتماد لبرامج التعليم العالي 2022 | Click Here | اضغط هنا |
| 2. | Key performance indicators for higher education programs | مؤشرات الأداء الرئيسة لبرامج التعليم العالي | Click Here | اضغط هنا |
| 3. | Documents required for the review visit | الوثائق المطلوبة لزيارة المراجعة | Click Here | اضغط هنا |
| 4. | Application form for program accreditation | نموذج التقدم للاعتماد البرامجي | Click Here | اضغط هنا |
| 5. | Academic Program self-study report | تقرير الدراسة الذاتية للبرنامج الأكاديمي | Click Here | اضغط هنا |
| 6. | Program' response to accreditation recommendations and Factual errors | استجابة البرنامج نحو توصيات الاعتماد والأخطاء المعلوماتية | Click Here | اضغط هنا |
| 7. | Improvement Plan for Review Report Recommendations | خطة التحسين لتوصيات الاعتماد - برامجي | Click Here | اضغط هنا |
| 8. | Resolution accreditation conditions report- Program Accreditation | تقرير استيفاء شروط الاعتماد البرامجي | Click Here | اضغط هنا |
| 9. | Substantive changes of accredited programs | تقرير التغيرات الجوهرية للبرامج المعتمدة | Click Here | اضغط هنا |
| 10. | Consistency with National Qualification Framework | نموذج الاتساق مع الإطار الوطني للمؤهلات | Click Here | اضغط هنا |
| 11. | Program Specification | توصيف البرنامج | Click Here | اضغط هنا |
| 12. | Annual Program Report | التقرير السنوي للبرنامج | Click Here | اضغط هنا |
| 13. | Course Specification | توصيف المقرر الدراسي | Click Here | اضغط هنا |
| 14. | Course Report | تقرير المقرر الدراسي | Click Here | اضغط هنا |
| 15. | Field Experience Specification | توصيف الخبرة الميدانية | Click Here | اضغط هنا |
| 16. | Field Experience Report | تقرير الخبرة الميدانية | Click Here | اضغط هنا |

## C. Program Accreditation Forms and Documents (postgraduate's degree)

| No. | Form / Document | النموذج / الوثيقة | English Version | Arabic Version |
|---|---|---|---|---|
| 1. | Accreditation standards for higher education programs 2022 | معايير الاعتماد الأكاديمي لبرامج الدراسات العليا | Click Here | اضغط هنا |
| 2. | Key performance indicators for higher education programs | مؤشرات الأداء الرئيسة لبرامج التعليم العالي | Click Here | اضغط هنا |
| 3. | Documents required for the review visit | الوثائق المطلوبة لزيارة المراجعة | Click Here | اضغط هنا |
| 4. | Application form for program accreditation | نموذج التقدم للاعتماد البرامجي | Click Here | اضغط هنا |
| 5. | Academic Program self-study report | تقرير الدراسة الذاتية للبرنامج الأكاديمي | Click Here | اضغط هنا |
| 6. | Program' response to accreditation recommendations and Factual errors | استجابة البرنامج نحو توصيات الاعتماد والأخطاء المعلوماتية | Click Here | اضغط هنا |
| 7. | Improvement Plan for Review Report Recommendations | خطة التحسين لتوصيات الاعتماد - برامجي | Click Here | اضغط هنا |
| 8. | Resolution accreditation conditions report- Program Accreditation | تقرير استيفاء شروط الاعتماد البرامجي | Click Here | اضغط هنا |
| 9. | Substantive changes of accredited programs | تقرير التغيرات الجوهرية للبرامج المعتمدة | Click Here | اضغط هنا |
| 10. | Consistency with National Qualification Framework | نموذج الاتساق مع الإطار الوطني للمؤهلات | Click Here | اضغط هنا |
| 11. | Program Specification | توصيف البرنامج | Click Here | اضغط هنا |
| 12. | Annual Program Report | التقرير السنوي للبرنامج | Click Here | اضغط هنا |
| 13. | Course Specification | توصيف المقرر الدراسي | Click Here | اضغط هنا |
| 14. | Course Report | تقرير المقرر الدراسي | Click Here | اضغط هنا |

# DQA Forms and Documents

## 1. Course File

The Course File (CF) is the fundamental component of DQA's documents which provides all information needed to ensure the quality and close the loop at course level. The instructor/coordinator of the course shall complete the CF according to the DAQ's templates at the end of each semester. The main items of the CF are as follows:

1. Course Specification
2. Course Syllabus
3. Course Report (Separate Course Report for each section)
4. A combined, comprehensive Course Report inclusive of the students of all sections prepared by the course coordinator (this is required when the same course is being taught in different sections during a particular semester).
5. Students' attendance Records
6. Assessment Instructor Material: all question papers for each Assessment task/tool mentioned in the Course Specifications
7. Rubrics, Instructor models and answer keys: Rubrics + all answer keys for each Assessment task/tool mentioned in the Course Specifications
8. Course Intended Learning Outcomes Assessments: Course ILOs Assessment templates provided by the Directorate of Quality should be used for each Assessment task/tool mentioned in the Course Specifications
9. Final grade report with breakdown as per the grading system
10. Examples from across the range of student performance of graded responses to all assessment instruments: excellent, average and poor performance responses
11. Summary of the student feedback on the evaluation of the course (for each section)
12. Faculty CVs and Teaching philosophies (in case of new faculty members)
13. Copies of all teaching materials

### Related Documents to the Course File:

- Course File Folder (Click Here).
- Course File Policy (Click Here).
- Course Specification and Syllabus Policy (Click Here).
- Completion Verification Form for Course File Elements (Click Here).

## 2. Academic Program File

The Annual Program File (APF) contains documentation needed to ensure the quality of the academic program. APF provides key information associated with the overall performance of the program. APF helps the program to reflect on itself on an annual basis to ensure that the students, faculty, staff, and program administrator are engaging positively towards achieving program's mission and identify any gaps and accordingly suggesting any remedial action plans. It will also follow up on the implementation of pervious action plans.

The Quality Committee at the program level shall complete the Annual Program File (APF) according to the DAQ's templates at the end of each academic year. The main items of the APF are as follows:

1. Program's Operational Plan.
2. Program's Specification.
3. Annual Program Report.
4. Program's Quality Surveys Analysis Report.
5. Program's KPIs and Benchmarking Report.
6. Program's Learning Outcomes Assessment Report.
7. Program's Comprehensive Improvement Plan.

### Related Documents to the Annual Program File:

- Annual Program File Folder (Click Here).
- Annual Program file Checklist (Click Here).

## 3. Annual College File

The Annual College File (ACF) contains documentations needed to ensure the quality of the college and all related academic program. ACF provides key information associated with the overall performance of the college. ACF helps the college to reflect on itself on an annual basis to ensure that the students, faculty, staff, and college administrators are engaging positively towards achieving college's mission and identify any gaps and accordingly suggesting any remedial action plans. It will also follow up on the implementation of pervious action plans.

The Quality Unit at the college level shall complete the Annual College File (ACF) according to the DAQ's templates at the end of each academic year. The main items of the ACF are as follows:

1. College's Strategic Plan.
2. College's Annual Report.
3. College Quality Surveys Analysis Report.
4. College's Comprehensive Improvement Plan.

### Related Documents to the Annual College File:

- Annual College File Folder (Click Here).

## 4. Annual DAU File

The Annual DAU File (ADF) contains documentation needed to ensure the quality of DAU and all related academic and non-academic units. ADF provides key information associated with the overall performance of DAU. ADF helps DAU to reflect on itself on an annual basis to ensure that the students, faculty, staff, and DAU administrators are engaging positively towards achieving DAU's mission and identify any gaps and accordingly suggesting any remedial action plans. It will also follow up on the implementation of pervious action plans.

The Quality Unit at the DAU level shall complete the Annual DAU File (ADF) according to the DAQ's templates at the end of each academic year. The main items of the ADF are as follows:

1. DAU's Strategic Plan.
2. DAU's Annual Report.
3. DAU's Quality Surveys Analysis Report.
4. DAU's KPIs and Benchmarking Report.
5. DAU's Graduate Attributes and Institutional Learning Outcomes Assessment Report.
6. DAU's Comprehensive Improvement Plan.

### Related Documents to the Annual DAU File:

- Annual DAU File Folder (Click Here).

## 5. DQA Guides

- New Member Guide (Click Here).
- Student's Guide to Quality (Click Here).
- Faculty member's Guide to Quality (Click Here)
- Guide-Head of the quality unit in colleges (Click Here).
- Course Coordinator Guide (Click Here).
- Administrative Staff Quality Guide (Click Here).
- Administrative communications system guide (Click Here).
- Academic quality procedures Follow-up First Semester (Click Here).
- Academic quality procedures Follow-up Second Semester (Click Here).
- Alumni Unit Guide (Click Here).
- Community Engagement Guide (Click Here).

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# PART FIVE:
# DAU's Quality System Evaluation and Improvement

# PART FIVE: DAU's Quality System Evaluation and Improvement

The DAU is committed to continuously evaluating and improving its internal quality system in collaboration with stakeholders. To organize this process, the Directorate of Quality Assurance has developed a policy and procedures for evaluating and improving the internal quality system. This policy applies to all quality system processes in their main stages, planning, implementation, review and improvement at the institutional and program levels, as well as the quality forms and tools included in these stages such as, quality surveys, performance indicator reports, benchmarking, learning outcome measurement reports, annual reports for academic courses and programs, improvement plans based on the results, and follow-up plans to ensure the quality loop is closed. The procedures of this policy are applied once every two years. The objectives of the internal quality management system evaluation policy are:

- Ensure the continuous evaluation and improvement of the DAU's internal quality system in accordance with quality requirements and academic accreditation.
- Ensuring the effectiveness of the DAU's internal quality system in providing tools for planning, implementation, follow-up and continuous improvement of quality requirements at the institutional and program levels.
- Evaluating the DAU's internal quality system's ability to collect and analyze data and information related to performance indicator reports, internal and external benchmarking, and following up on the associated improvement plans at the institutional and program levels.
- Evaluating the effectiveness of the quality management system in compiling, issuing and reviewing periodic and annual reports, such as course reports and annual reports for academic programs, and following up on the improvement plans associated with them at the institutional and programmatic levels.
- Evaluate the effectiveness of the DAU's internal quality system in compiling, issuing, and reviewing periodic and annual reports, such as course reports and annual reports for academic programs, and following up on the improvement plans associated with them.
- Evaluating the effectiveness of the DAU's internal quality system in managing quality requirements documents and academic accreditation.
- Evaluating the effectiveness of the DAU's internal quality system by surveying the opinions of beneficiaries (students, faculty members, graduates, employers) and benefiting from the results of the surveys to develop improvement plans at the program and institutional levels.
- Evaluating the ability of the DAU's internal quality system to develop and provide illustrative evidence of quality responsibilities and procedures to all relevant parties at the university.
- Evaluating the effectiveness of the orientation programs for new faculty members and the professional development programs provided by the quality management system from the point of view of the beneficiaries and measuring the training impact.
- Evaluating the ability of the quality management system to facilitate the processes of obtaining institutional and program academic accreditation.

## Procedures for Evaluating DAU's Quality System

The Internal Audit Committee applies the following procedures to evaluate the quality management system.

### A. Desk audit

The Internal Audit Committee carries out the office audit process, which includes studying the system documentation and ensuring that quality requirements are met according to the tools and forms previously distributed to quality units and committees in colleges and academic programs, which includes the following:

- Appendix 1. Audit form for submitting course files (Click Here).
- Appendix 2. Completion Verification Form for Course File Elements (Click Here).
- Appendix 3. Annual Program Report Evaluation Form (Click Here).
- Appendix 4. Learning Outcomes Measurement Plan and Report (Click Here).
- Appendix 5. Overall Result of CLOs Assessment (Click Here).
- Appendix 6. Consistency with NQF National Qualifications Framework (Click Here).
- Appendix 7. Academic Program Accreditation Status and Recommendations (Click Here).
- Appendix 8. Verification form for distributing and analyzing quality survey (Click Here).
- Appendix 9. Form for verifying measurement of performance indicators and benchmarking at the program and institutional levels (Click Here).
- Appendix 10. Form for verifying the orientation program for new faculty members (Click Here).
- Appendix 11. Form for verifying the professional development programs for faculty members (Click Here).
- Appendix 12. Desk audit results form for evaluating the quality system (Click Here).

### B. Stakeholder Satisfaction Surveys on the DAU's Quality System

The Internal Audit Committee relies on the following surveys to obtain the satisfaction of stakeholders about the effectiveness of the quality management system at Dar Al Uloom University from the point of view of each party based on the nature of its dealings with the quality management system.

- Appendix 13. Survey of faculty members' satisfaction with the quality system (Click Here).
- Appendix 14 Survey of quality workers' satisfaction with the quality system (Click Here).
- Appendix 15. Survey of students' satisfaction with the quality system (Click Here).

## External evaluation procedures for the DAU's Quality System

The Internal Audit Committee selects an external auditor to review and assess the effectiveness of the DAU's quality system. The auditors are selected according to the criteria for selecting the external auditor. The procedures for external evaluation of the DAU's quality system include the following:

- Selection of the external auditor in accordance with the selection criteria attached to the external audit

system of DQA (DAU- External Reviewer, Clause Four, P. 5).

- Ensure that there is no conflict of interest in accordance with the external review system of DQA (DAU-External Reviewer, Clause Seven, P. 7).
- The external auditor shall be provided with all internal audit forms, results of surveys, and any additional evidence and documents requested by the external auditor to complete his work.
- The external auditor prepares the external audit report and submits it to the Internal Audit Committee, attaching recommendations and proposals for improvement of the DAU's quality system.
- The Internal Audit Committee studies the recommendations and proposals of the external auditor and includes them within the improvement plan for the quality management system.

### Related Documents for DAU's Quality System Evaluation and Improvement

- Policy and Procedures for Evaluating and Improving the DAU's Quality System- Ar (Click here).
- Policy and Procedures for Evaluating and Improving the DAU's Quality System- En (Click here).
- Forms and Tools for Evaluating and Improving the DAU's Quality System (Click here).
- DAU- External Reviewer (Click here).

## Contact US:

| | | |
|---|---|---|
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