KING FAISAL UNIVERSITY

QUALITY MANAGEMENT SYSTEM (QMS)

Deanship of Quality Assurance and Academic Accreditation
2014

Version	Rationale for version	Date
1	Printed version at launch	Feb 2015
1.1	Minor corrections for web based version plus restructuring of section B for improved clarity	Feb 2015
1.2	Removal of SC-AAQAC and relocating within SC-SPC, additional guidance on program approval and periodic review, plus minor updates	April 2015

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PART A - INTRODUCTION

A.1 Purpose of QMS

KFU provides high quality academic programs leading to awards of the University. KFU programs equip students to achieve academic standards recognised both nationally and internationally. The programs combine the development of general cognitive abilities and skills, discipline-specific abilities and skills, transferable skills and English language proficiency at a level appropriate to the program of study.

All programs offered at KFU must meet the regulatory requirements of the Kingdom of Saudi Arabia. These include the same credit and standards requirements, conformity with the National Qualifications Framework, the requirements for years of study and academic awards, and the development of learning outcomes in different domains of learning.

The QMS sets out a range of principles, policies and procedures by which academic standards are assured and quality is enhanced within KFU. It recognises that quality assurance procedures and the generation of quality improvements are most effective when operating closest to the point of delivery. This principle also enables colleges to deliver programs which prepare their students for post-graduation activities. However all programs and colleges operate within the overall framework of the QMS.

All members of KFU staff are responsible for ensuring that their actions align with and promote the guiding principles for academic standards and quality as set out in the QMS. It is expected that key members of academic management at KFU and in the colleges take lead responsibility for promoting the QMS throughout the university.

The Standing Committee for Total Quality and Academic Accreditation (SC-TQAA) is the major deliberative body responsible for overseeing the broad issues of quality assurance and improvement at KFU, reporting to the University Council. The committee is aligned with the executive bodies of both Academic Affairs and the Deanship of Quality Assurance and Academic Accreditation. The Standing Committee tasks includes:

- o Approving and supervising the implementation of the strategic plan of the Deanship of Quality Assurance and Academic Accreditation (DQAAA)
- o Approving the executive plans for DQAAA and its units.

- o Establishing and approving a mechanism of incentives and rewards for outstanding staff and programs that achieved accreditation.
- o General supervision of the DQAAA units and affiliated committees.
- o Approving the requested budget for DQAAA.

The QMS is a dynamic process for ensuring academic standards and quality improvements at KFU and this is reflected in the annual updating of the manual.

A.2 Academic Standards and Quality Framework

The Academic Standards and Quality Framework provides the governance structure which ensures that the academic standards and quality of programs at KFU are achieved. It establishes effective leadership to guide and oversee the systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards are maintained and that the quality of the student learning experience is being safeguarded and improved.
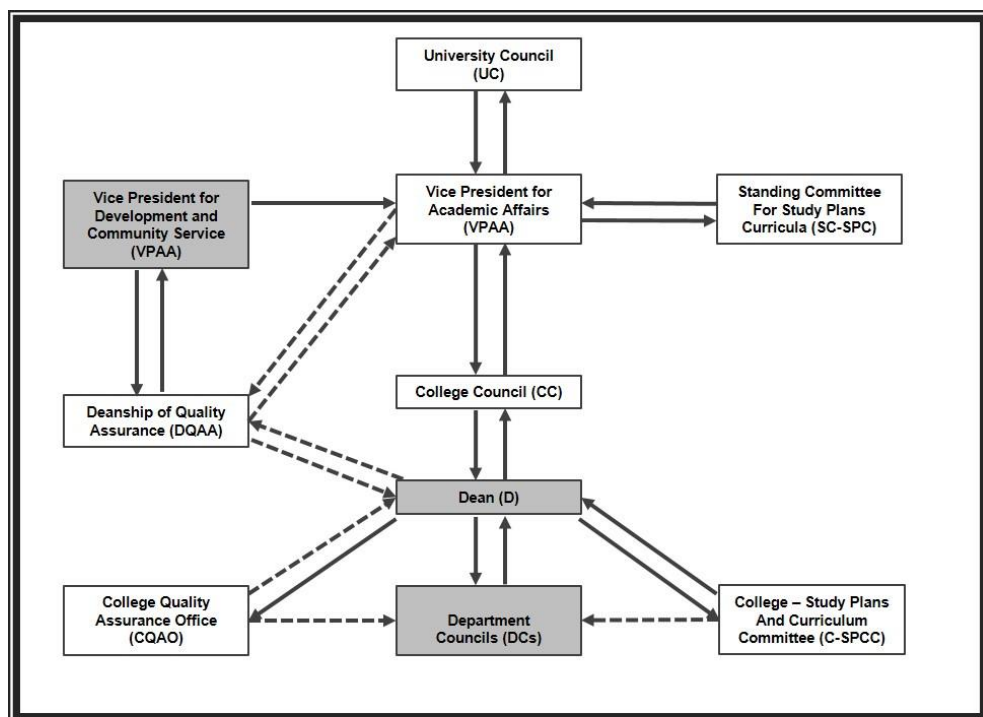
Figure A.1 Organizational Structure for Curricula and Study Plans

The main feature of this structure for quality assurance and improvement are shown in the Figure A.1 above. The Vice President for Academic Affairs (VPAA) with the help of his allied Colleges, Units, Committees and consultancy groups are the executive body which is exclusively responsible for initiation, follow up, development and closure of any new or modified undergraduate study plan and/ or curricula.

A.2.1 Standing Committee for Study Plans and Curricula (SC-SPC)

The SC-SPC, presided by the Vice President for Academic Affairs (VPAA), is the body responsible for giving initial approval for new programs and is responsible for conducting the validation/approval event and making recommendations to the University Council of KFU. It is also responsible for recommending modifications and program closure to the University Council. The committee will normally meet at least four times a year.

A.2.1.1 Committee tasks

- To receive from College Councils proposals for new programs and programs for approval/validation
- To consider and report to University Council the outcomes and recommendations of all validation/approval events together with any proposals which require action by the Council or by other individuals or bodies within the University.
- To monitor and ensure the submission of academic reports from the Colleges.
- Verify that the submitted program, field experience and course reports demonstrate academic standards are being achieved and appropriate action plans are proposed.
- To annually make a summary report on the annual monitoring reporting processes to the University Council.
- Annually report to the University Council on the effectiveness of the committee.

A.2.1.2 Membership

The membership of the Committee is recommended by the VPAA, approved by the University Council with a 2-year term. The Committee will meet at least once a semester. The quorum of the Committee shall be 50% of its membership. Non-members may be invited by the Chair to attend meetings to provide specialist information to inform discussion. They will however, have no voting rights.

The Committee will comprise the following membership until the next Administrative Decision is published:

o Vice President for Academic Affairs as Chair
o 1 member from the medical science colleges,
o 1 member from the humanities colleges,
o 1 member from the science colleges
o Members of the staff of the VPAA

A.2.1.3 Preparation

The agenda will include standing items, items of reporting to the University Council, items of reporting proposed by the committee and any items agreed by the Chair. Minutes of the Committee, once confirmed as a true record, will be distributed to Committee members, normally within 10 working days of a meeting. One copy will be lodged in the Library for reference.

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A.2.2 College Council (CC)

The College Council represents the operational aspects of each college, and can be considered as part of the accountability of each College's senior management team. Whilst the College's Quality Assurance Office is responsible for supporting all issues relating to quality, the College Council is the committee tasked with supporting the Dean in providing clear operational direction. The Council will meet at least twice a semester, and have a quorum of 50% of the membership. Non-members may be invited by the Dean to attend meetings to provide specialist information. They will however have no voting rights.

A.2.2.1 Terms of reference

As the operational committee, the committee will have a wide agenda that will include:

o Propose the appointment of faculty members, graduate students, and lecturers and propose their secondment, delegation, and promotion.

- Propose degree plans, or their amendment in coordination with academic departments.
- Propose curricula, textbooks, and references for departments of the college.
- Encourage conducting academic research and community engagement coordinate research activities between the departments of the college or institute, and undertake its publication.
- Propose examination schedules and make arrangements for conducting exams.
- Propose the internal code for the college.
- Propose plans for training and sponsored study by college personnel at other institutions.
- Propose the extracurricular activities plan for the college.
- Resolve issues related to students that are within its jurisdiction, and forward others to the university council.
- Consider matters forwarded by the university council, its chairman and provide its opinion.
- Receive and approve annual reports prepared by the CQAO, C-SPCC, College of Research Program Committee and other Committees of the College.

A.2.2.2 Membership

The membership of the Committee will be reviewed each year and The Office of the President will publish an Administrative Decision will declares and identifies all those who will serve for the following 12 months.

The committee will comprise the following membership until the next Administrative Decision is published:

- Dean of College (Chair)
- Vice Deans
- Department Heads
- Members as requested by the Dean and approved by the President

A.2.2.3 Preparation

The agenda will include standing items, items of reporting proposed by the committee and any items agreed by the

Chair. Minutes of the Committee, once confirmed as a true record, will be distributed to Committee members, normally within 10 working days of a meeting.

A.2.3 College- Study Plans and Curriculum Committee (C-SPCC)

A C-SPCC is convened for each undergraduate program, or group of related programs/disciplines, delivered at KFU and reports to the appropriate Dean of College and to the Department or College Council.

A.2.3.1 Terms of reference

o To follow up the Academic work and to consider all aspects of the program of study. This will include recommendations on: course delivery and assessment including learning, teaching and assessment strategies.
o To examine and consider the experiences of other programs within the College and other colleges when addressing difficulties and problems and also to benefit from successful experiences in other colleges, especially sharing the good experiences such as the community engagement strategy, student input and feedback and other academic and accreditation standards.
o To establish an academic accreditation plan for the aforementioned colleges through the College Quality Assurance Office
o To identify the reference testing standards for each college.
o To supervise the implementation of the academic accreditation plan for colleges.
o To prepare annual report to the College Council on the activities and effectiveness of the committee.

A.2.3.2 Membership

The C-SPCC will meet at least once a semester. The quorum of a Committee shall be 50% of its membership. Non-members may be invited by the Chairperson to attend

meetings to provide specialist information to inform discussion. They will, however, have no voting rights. Elected and co-opted members will serve for a period of 1 year, and may be re-elected or co-opted for up to three more terms of office.

The Committee will comprise the following membership:

- o Dean of the College (Chair)
- o Vice Deans
- o Department heads (Program Leader)
- o Members appointed by the Dean and approved by the College Council

A.2.3.3 Preparation

The agenda will include standing items, items of reporting to the DC or CC, items of reporting proposed by the committee and any items agreed by the Chair. Minutes of the Committee, once confirmed as a true record, will be distributed to Committee members, normally within 10 working days of a meeting. One copy will be lodged in the College Office for reference.

The Secretary will prepare and circulate the agenda and all papers at least 10 working days prior to a Committee meeting. To meet any unexpected or urgent business, by exception late papers may be tabled or distributed with the permission of the Chair. The College calendar will identify the schedule of meetings at least one academic year in advance.

Each taught program will have a program leader (or equivalent) with prime responsibility for the running of the program. Each taught program is subject to an annual monitoring process and to re-specification from time to time. Quality issues are considered through the annual monitoring process and annual review. Students' feedback is an important part of this process.

Research Degrees and Higher Awards are governed by separate policies, procedures and regulations. Similarly there are rules and regulations pertaining to student

admission, assessment and conduct while at the university. The support students receive while studying, both academically and pastorally, and the roles played by library and information technology services form an integral part of the student learning experience at the University and hence the rules, regulations and procedures governing them are included in the QMS. The ways the university develops its Community Relations form the final part of the QMS.

Full details of all the above rules, regulations and procedures are to be found in later sections of the QMS.

A.2.4 College Quality Assurance Office (CQAO)

Each College has a Quality Assurance Office to help the academic community within that College secure the quality assurance activity of their work. This is mainly concerned with the taught provision and the Head of the Quality Office will interact and support the work of the C-SPCC in implementing and enhancing the quality assurance procedures.

Parent body: College Council

A.2.4.1 Tasks

- o To help secure College programs with respect to meeting the requirements of national and international accreditation
- o To support Program Design Teams (PDTs) in the development of new programs and through the approval/validation process
- o To improve the quality in the College and its programs, and support the required operational procedures for quality assurance
- o To promote probable activities and programs related to quality and academic accreditation, and conduct them in the College and its Departments.

A.2.4.2 Establishment

Each College will have an appointed Head of the Quality Office with appropriate supporting staff. The activities and members' qualifications should be:

- Head of Quality Assurance Office who should be a member of the College Council
- One member of the Quality Office must be a member of the college committee that works on quality improvement in the college aimed at achieving accreditation
- The Quality Office represents the College in all committees and meetings related to quality and academic accreditation inside and outside the University
- All members should have a good history of submitting their tasks with commitment
- All members should have a willingness and desire to work in the field of academic change and development
- All members of the College Quality Assurance Committee should possess attributes that are accepted by the College community
- Head of Quality Office will provide a semi-annual report about office works and achievements.

A 2.5 Definitions

1. The Department Council (DCs) (scientific departments and sections): Propose curricula and/or study the proposed curricula from the study plans and curriculum committee and submit their written views. In case of any conflict, it will be resolved by the College Council.
2. The Dean (D) He is authorized and delegated to organize the work between the different Departments and units within the College. He receives the Study plans from Departments and he will send to the college study plans and curriculum committee (C-SPCC) for evaluation as per guidelines and university roles. He also sends them to the College Quality Assurance Office (CQAO) for advisory opinion and checking it versus the College strategic plan. Both Committees reply to the Dean and they may send to the Department if asked. The Dean will study all the reports and decide to pass it to the College Council.
3. The College Study Plans and Curriculum Committee (C-SPCC): The supervision of the construction and modifications of the college plans, organize contacts, meetings and workshops with the parties from inside and outside the

university is established in coordination with the college administration. The committee proposes an academic accreditation system and the arbitration body. The College Study Plans and Curriculum Committee reports directly to the Dean or College Council.

4. The College Quality Assurance Office (CQAO) is present in each college under supervision of the College administration. This office is only authorized to communicate with Deanship of Quality Assurance and Accreditation (DQAAA) through the Dean of the College. The office task is to advise or assist for the quality improvement planning, reporting and monitoring system with the College Dean. It can also advise and assist the Departments.

5. A College Council (CC): Makes the follow-up of either development or revision of curricula and discusses the reports of the study plans and curriculum committee. One of the main duties of the council is to resolve any issue of dispute between the committee and scientific sections. The decision in this situation is based on reference to either the requirements of academic accreditation, the views of foreign arbitration or stakeholders opinions. Upon completion of the plan, the council is responsible to recommend approval and referral to the Standing Committee of Study Plans and Curricula in the University to take the approval.

6. The Standing Committee of Study Plans and Curricula in the University (SC-SPC): Verifies the study plans to meet the requirements and procedures required by the University. If the submission does not meet the requirements, the proposal should be returned to the College and an appropriate time limit to complete the requirements and procedures is provided for resubmission. The standing committee has the right to set up a team of specialists from within and/or outside the University to review any proposal. The standing committee will report to the University Council, recommending either approval or return to College to conduct the recommended amendments or justifications and return it again to the standing committee for final review. The standing committee will report its further deliberations to the University Council.

7. University Council (UC): the Council, as part of its duties, shall ensure the compliance of the procedures and requirements are met in the reports and outputs from the Colleges. Otherwise it will be returned to the College with an appropriate time limit for resubmission. Details of the scientific content of the plans will not be discussed, except in the event of a

conflict between the opinions of the College and the Standing Committee of Study Plans and Curricula. In this case, the University Council will consider the opinion of reviewers that has been consulted by the Standing Committee Study Plans and Curricula and the College opinion. The University Council either accepts the plan or returns it to College to do the proposed amendments.

PART B - PROGRAM STANDARDS AND QUALITY

B.1 Program Planning and Design

B.1.1 Introduction

All programs at KFU provide a coordinated package of learning experiences within which all components contribute to the learning expected of students. A program includes all of the courses a student is required to take in order to qualify for a designated award. It is not simply a collection of separate courses taught in isolation from each other. Each course should complement and reinforce what is taught in others by accurate mapping of all the program intended learning outcomes to the courses offered. All programs need to be prepared clearly reflecting the goals and learning outcomes, ensuring that the learning are delivered by the courses included within the program. This means that each course must be planned as part of the total program package and delivered as approved. All current courses need to be reviewed to ensure the totality of the courses is mapped against the program aims and outcomes.

Program planning is important in ensuring the range of programs offered by the University matches its strategic plans and the needs of the Kingdom. Program design, development and approval are important for setting programs at an appropriate academic standard. Explicit consideration should be given to relevant external reference points and benchmarks, demonstrating comparison of standards with nationally and internationally accepted institutions and organizations. Adaptation of any international standards needs to respect the NCAAA's Standards for Quality Assurance and Accreditation of Higher Education Programs, the National Qualifications Framework and any relevant national and international professional bodies such as societies, commissions, committees, etc.

A program may have an early exit point, for example it may be possible for students to complete two years of study and gain a diploma rather than continue for several more years to gain a bachelor degree. If this is possible then the diploma should be

planned so that it provides a complete and useful qualification in its own right. It is not acceptable for such an award to be granted simply because students fail or drop out after the early parts of a longer program. This means that the middle award should be planned in advance with its full content and pathway either for the student who elects to study the diploma route from the outset or for a student who experiences difficulty during the course of the original program.

Proposed new programs are considered within a College for planning approval in the light of both academic and planning criteria, including the consideration of the resource implications for any proposal, and the inputs of different stakeholders. The meetings need to be structured and objective to help in program improvement, with clear decisions as an outcome including any recommendations for change to the proposals. Program planning proposals need to be later presented to the higher authorities. The process of scrutiny to arrive at a decision on approval to proceed with the development of a program shall consider the University and College strategic plans and their relation to their main goals. Final program planning agreement is given by the Standing Committee for Study Plans and Curricula (SP-SPC), which will be approved by the University Council, as outlined in B1.2 below.

The program development stage will be undertaken by a program development team within the College, and has a role to consult with a range of stakeholders to create an appropriately designed program. Support and guidance will be provided from the CQAO.

Once the program design is completed by the program design team, the process of scrutiny to arrive at a decision on approving a program needs to be authorized through the cycle of Department Council (where it exists), College Study Plans and Curriculum Committee (C-SPCC), College Council and the University Standing Committee for Study Plans before being sent to the University Council of King Faisal University. This has the ultimate authority to approve any academic provision within the University, before being sent to the Supreme Council of the Ministry of Higher Education to give its approval.

To plan and promote an active approach for the faculty and Colleges to follow, including all teaching strategies, content and assessment strategies as defined in the course and program specification, each course delivery needs to be carefully planned.

Awareness of this issue will need to be a main feature of both staff induction or orientation programs and the staff continuing professional development provision, as the University seeks to deliver its quality enhancement agenda. Alignment between what is detailed in each course specification, what is being taught and what is being assessed is of great importance. Regular meetings of the college study plans and curriculum committee (C-SPCC) provide the approach through which each course leader is able to present and confirm the detailed approach. The teaching observation process, the moderation of assessments and grading, the student evaluations and a review of the VLE material created for each course provide further confirmation that the course teaching and assessment is aligned with the defined ILOs.

As in most multinational universities, KFU have staff from many different backgrounds. These staff may refer to their own sources of information and consider those sources as a reference without referring to the program or course documents. It is a key part of the staff orientation process that all staff are made fully aware of the requirements of course planning and delivery, and is required of all faculty in the University. The role of the college study plans and curriculum committee will embrace the monitoring, ensuring that observance of this requirement is being fully discharged. The principle of program teams is fundamental in monitoring, supporting and encouraging all staff.

It is recognised that large groups of students may be registered for any given course in a semester. To facilitate learning and teaching, students may be distributed into smaller group sizes, and may be taught by different faculty. Whilst it is accepted that individual faculty will each bring their own experiences, expertise and research experience into the teaching process, a key requirement is that all intended learning outcomes for that course must still be met. It is therefore of significant advantage that staff liaise regularly, carefully plan together the delivery, share teaching materials and assessments, create a common course VLE and cross moderate grading. This team teaching approach provides teaching enhancement opportunities for the individual faculty and provides standardisation of the student experience. Thus sharing of good practice and supporting the quality culture expected by the University is secured through this approach.

The approved course specification will provide definitive information about each course, and will present an accessible and accurate

description of the course's key features. More detailed information, for example regarding reading and assessment briefs, will be provided to students through other means, such as the program/student handbook and the VLE.

B.1.2 Outline of the overall planning, design and approval process

The University operates a staged approach involving a proposal/planning stage, a program development/design stage, and an approval stage. The Standing Committee of Study Plan and Curricula (SC-SPC) as presided by the VPAA is responsible for giving initial planning approval for new programs and making recommendations to University Council for the approval to develop the program(s).

Once SC-SPC give approval for a College to develop and design a program, the cycle of development will consider multiple issues. The development stage is detailed in Section B.1.4.

Approval is a multi-stage activity involving C-SPCC, Department/College Council, SC-SPC and the University Council which is responsible for the final validation/approval event. The timescales for the various stages are shown in Table B.1 below.

After a program has been approved then following each cycle of delivery there will be a monitoring stage (typically course and program annual monitoring) and a periodic review stage which typically takes place five years after the last program approval (this is shortened to four year when a program is approved for the first time).

Timing prior to the first delivery of a program should be set planned retrospectively from and based on the Academic Calendar	Activity

12 months	Make planning proposal to SC-SPC, having established the market need and likely resources required and Considered all academic issues
12 months	Approval by SC-SPC
12 months	Approval by UC
11 months	College establish a program design team and program leader is nominated
11 months	CQAO advise and update the program design team about all needs and current design and approval procedures
10 months	Program design team will make complete cross check of comparable awards, professional body requirements, specific needs of local and national employers
10 months	Program Design Team will consider all items in the KFU guidelines and start a draft of the document.
8 months	Make a nomination to SC-SPC for external advisor or referee appointment
7 months	Send draft program and course specifications out for consultation to external advisors/referees and CQAO
6 months	Respond to design inputs and refine the program and course specifications
5 months	Identify complete resource requirements and gain approval from all contributing resource holders
5 months	C-SPCC agree program design
5 months	The program and course specification to be sent to CQAO
4 months	CQAO establish a program approval panel, set an approval event date, and approval event circulate the proposal documentation to the approval panel 4 weeks before the approval event
3 months	Approval event, using a program approval panel, resulting in recommendations to the Dean and College Council
3 months	Complete any program amendments resulting from approval event
2 months	Program Design Team meet and commence detailed learning teaching and assessment planning, and begin cycle of regular meetings
2 months	College Council considers recommendation from PAP and forwards full program to SC-SPC
2 months	Send full program and SC-SPC recommendation to University Council for final approval
2 months	Secure MOHE Endorsement of minutes of the UC

1 month	Advertise the program for students

Table B.1 Typical timescale for program implementation

B.1.3 Planning

A program planning team should be appointed by the Dean of the College to construct any new program proposal. As far as possible, the entire program design or planning team should be involved in program planning stage. However, it is recognised that at the initial planning stage only a small working group may be available to put together a proposal. A full team approach provides useful staff development for all members; encourages team building; creates a sense of ownership; and ensures a more rounded proposal. The role of the program leader and course leaders are crucial to the success of the provision, and an outline of their responsibility is attached in annexes L and M.

Typically the Program Leader (PL) is either the Dean in the colleges of single program or the Chairman of the Department giving the degree in colleges with multiple programs. The Chairman of the speciality proposing the program within a Department may also be the program leader. Any of them can formally delegate another person for such job.

Designated course leaders are responsible for ensuring that their course specifications are produced in line with the University's requirements and that their courses are fit for the purpose as part of the new (or modified/updated) program. The course specifications and their intended learning outcomes must ensure that they jointly contribute to the overall program intended learning outcomes and are designed to meet the overarching teaching learning and assessment approach of the program. This should be presented by mapping of each course component against the full program requirements.

Program planning and later stages of program design should be as inclusive a process as possible. The program planning team, should consult widely, including professional bodies, employers, peers from outside the program team/University, current students if applicable, University central services and other stakeholders. It is an essential condition of program planning that the planning team has considered outside advice, and that such advice has been recorded, with evidence of the changes as an annex to the program proposal. Sufficient time should be set aside for the planning of a program to enable full discussion of all issues needing consideration thereby facilitating the production of a complete and accurate document to

be presented for university approval. This planning proposal process should use Form QAF1.

SC-SPC will consider the completed planning proposal from the Colleges and forward its recommendation to the University Council. Approval of the proposed plan will be sent to the Colleges for full program development.

Program Planning Proposal Form.   **Form QAF1**

[This form will be used for just the initial approval of the program as a step prior to the full detailed program development]

King Faisal University

Proposed Program Title	
Proposed Program Acronym	
Program Code	
Proposing College(s)/ Departments	
Other Colleges contributing to program	
Identify any linked current Program(s)	
Date of approval in Department(s) [annex of evidence]	
Date of approval in College Study Plan and Curriculum Committee [annex of evidence]	
Date of approval in CQAO [annex of evidence]	
Date of approval in College Council [annex of evidence]	
Date of approval in SC-SPC [annex of evidence]	
Date of approval in University Council [annex of evidence]	
NQF level and concordance	

Proposed date of first intake	
Proposed frequency of intake	
Number of semesters/duration	
Minimum and maximum viable student numbers	

Rationale for proposal

Provide rationale for proposal, indicate the strategic fit, the market analysis, the community socio-demographic pattern and its needs, identify any planned progression routes and any unique characteristic that specifies the program
[expand this box as required]

Program goals and alignment with the College and University missions

Program goals
alignment with the College mission
alignment with the University mission

Outline curriculum content

Provide outline of the curriculum content of the proposed program considering the obligatory, elective and free courses. University needs, College needs and speciality needs are mandatory to be specified wherever this appropriate.
Present in free text format not constrained by this box It will be presented as tables of University needs` College needs and speciality needs with a mark on each course to say obligatory, elective and free. Then tables of each semester will be presented with certain format including name, code, credit weight, contact hours, prerequisites| etc.

Identified Resources

Indicate the resource requirements (physical and human) required to underpin successful delivery of the proposed program
[expand this box as required]

Submission of Proposal

Dean of College to sign and date this proposal indicating his/her support before submitting to the SC-SPC
Signature of Dean of College Date

Suggestion Approval of Proposal

The SC-SPC after discussion and revision will sign the minutes of the meeting and suggesting the approval. Chair of SC-SPC to sign and date this proposal if approved and send copy to both the proposing College and University Council.
Signature of chair of SC-SPC   Date

Approval of Planned Proposal

The UC after discussion and revision will sign the minutes of the meeting and the approval.
UC approval (Signature of UC Secretary) Date

B.1.4 Program development stage

After planning proposals have been approved for academic development by SC-SPC and the University Council, a full program design team will be established by the concerned College/Department. This team will be the core of the future C-SPCC and will ensure the fulfilment of all the steps in developing the proposal, according to the guidelines of writing the study plan and curriculum. They will consider the mission and strategic plan of the University, the strategic plans of the College and external reference points, including national and international academic frameworks, and infrastructure and issues arising from Professional, Statutory or Regulatory Bodies (PSRBs). Inputs will be sought where appropriate from industry, commerce and alumni (where appropriate) and care given in ensuring that the programs link in with planned opportunities for progression to higher awards.

Consideration will also be given to the design of the teaching, learning and assessment strategy to be used in the intended delivery of the program, and will be developed within the drafting of the program and course specifications.

B.1.4.1 Program and Course Specifications

The final outcome of the work of the program design team will be the program specification accompanied by a set of course specifications and other specified approval documentation. Guidelines on writing program specifications are included in Annex A at the end of this QMS. The purpose of the program specification is to identify in one document the major characteristics of the program. In particular it will inform a range of interested parties, including potential students as well as those already studying the program, sponsors, and employers, internal and external peers about the structure and intended learning outcomes (ILOs) of the programs and the means by which these outcomes will be achieved and demonstrated. The program specification should be written clearly so that its content is easily understandable to the reader. A program specification is a dynamic document as it is expected that adjustments will be required from time to time in response to changing circumstances and as a result of program and course evaluations, annual monitoring reports and periodic review.
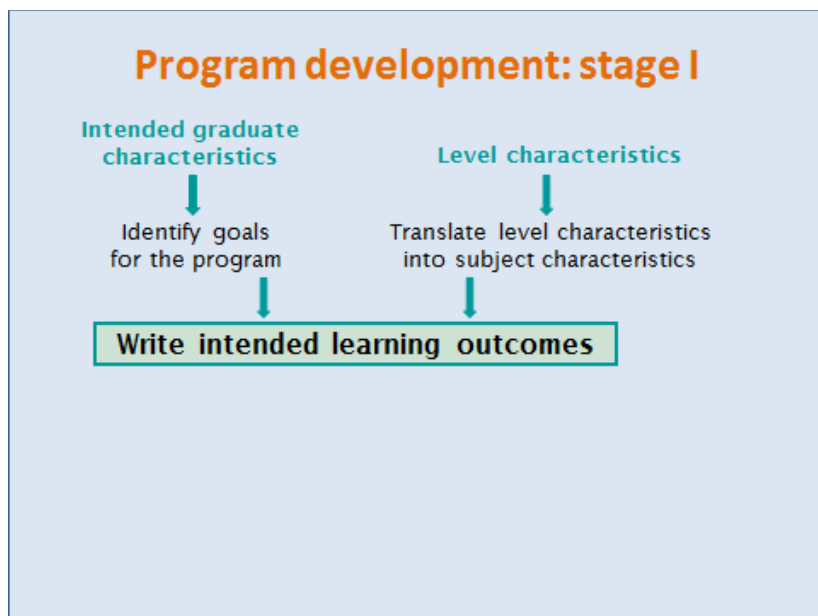
Figure B.1 The first stage of Program Development

One way to develop program and course specifications is to begin with a program mission and broad objectives. Consider examples of programs and courses offered elsewhere and then decide on any special needs and priorities, such as fieldwork experience, for your own program. This applies to curriculum developments as well. It is also important that each program design should reflect the mission of the University and the College. Currently the University has a high focus on community engagement, so the expectation must be that this is reflected in the program goals and resulting design. Having taken these key inputs into the initial approach, and recognising what the goals for the program are, the design team can reflect on the program's intended learning outcomes. This first stage of a program development approach is shown in Figure B.1. The level characteristics and the National Qualification Framework will lead to ILOs when combined with program goals. The vocabulary used at each level may be guided by Annex U.

The program specification must address the five domains of learning and the strategies to be followed in achieving and assessing these intended learning outcomes. It is then

necessary to allocate responsibility for parts of this overall task to individual courses. Each course will outline the specific knowledge and skills they can teach as well as identifying the more generic learning outcomes, such as communication and IT skills, to which they can contribute. **A course learning outcomes matrix, as shown in Figure B.2, summarising these allocations should be attached to the program specification.**

The program design team and course design teams need to refer to and review the model of alignment between program and courses and between course lLOs and teaching and assessment, (Teaching for Quality Learning at University. 3rd edition, John Biggs 2007).

To assist the program design team, the NCAAA provide suitable templates to support the work. The Handbook for Quality Assurance and Accreditation Saudi Arabia Part 2 (version 2 July 2011) provides as attachment 2(a) a program specification template (at URL http://www.ncaaa.org.sa/english/aproductfront.aspx on page 66). Guidelines for using the templates are located in attachment 2(b) (page 84) of the same handbook. Figure B.2 is the table presented by NCAAA.

	Course Offerings NQF Learning Domains and Learning Outcomes	A-100	A-101	A-102	A-103	A-104	A-105	A-106	A-107	A-108	A-109	A-110	A-111	A-112
1.0	Knowledge													
1.1														
1.2														
1.3														
1.4														
2.0	Cognitive Skills													
2.1														
2.2														
2.3														
2.4														
3.0	Interpersonal Skills & Responsibility													
3.1														
3.2														
4.0	Communication, Information Technology, Numerical													
4.1														
4.2														
5.0	Psychomotor													
5.1														
5.2														

Figure B.2 Allocation of Responsibilities for Intended Learning Outcomes to Courses

The University has provided examples of templates used for mapping of intended learning outcomes and assessments for programs and courses and for teaching strategy planning, and these are provided in Annex F. Annex E provides a template for the curriculum study plan.

Intended program learning outcomes should be listed for each year, and for the complete program to determine student progression. Once the program intended learning outcomes have been established, the program design team need to move to the next stage of program development. This is a critical stage, since the whole issue of teaching, learning and assessment are central to the student learning experience and directly to the standards that can be achieved. The program team need to reflect carefully on the supporting policies of Learning, Teaching and Assessment, recognising that it is at this stage that the assessment strategy within the program supports and directs the student learning. The University will continue to promote 'deep' learning strategies and embed this approach within the program designs. Issues which help promote learning include:

- Opportunity for group work
- Student Choice
- Well-structured and clear organisation
- Practice and reinforcement

So it is important for the program design team to embrace the assessment strategy at an early stage and reflect on the opportunities which support that approach within the context of the discipline being developed.

As noted earlier, the learning and teaching to promote 'deep' learning opportunities for the students need to be designed into the program and course specification. Having considered the assessment approach, we can embed the learning and teaching strategy within the specifications as the next stage of the program development, as shown in Figure B.3
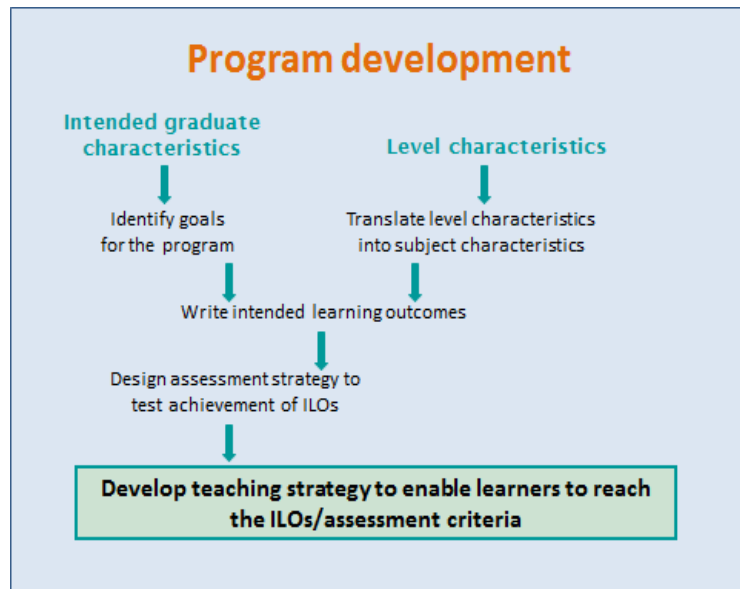
Figure B.3 Complete Program Development

In designing the learning and teaching approach for the program, the team also need to reflect on the resources available. Issues to consider include:

o The physical and human resources: the most precious is academic staff time
Hence the use face-to-face contact between academic staff and students for activities that cannot be done by any other methods
o The teaching strategy should encourage increasing independence in learning to support lifelong learning
o Significant contact with academic staff is likely to aid retention of students in their first year
Hence making face-to-face contact a priority in the early stages of the program

Additionally, the program's teaching approach should:

o ensure that methods are used that support all the ILOs, since all the ILOs are essential
e.g. group work to develop and assess group skills
o specify how teaching methods support learning at different levels and progression between them

- reflect the institutional Learning Teaching and Assessment strategy
  e.g. policies for on-line learning, employability

The final task for the program design team at this development stage is to review the suggested course specifications, making adjustments where necessary, and assigning responsibility for the development of generic skills to individual courses as appropriate. In this way, a coherent and balanced program will have been developed and recorded in a complete and accurate program specification. There are templates to support the design and approval stage of the component course specifications, in attachment 2(g) on page 121 of the NCAAA Handbook Part 2, with supporting guidelines as attachment 2(f) on page 130.

B.1.4.2 Field experience specifications

For many programs a field experience activity (field visits in some courses or as a separate course, cooperative learning courses, or internship) is a valuable part of the program. Although normally offered off campus and supervised, at least partly, by persons outside the University, it should be considered as the equivalent of a course and planned and evaluated accordingly.

The weightage of credit units and its equivalent contact hours need to be managed equally in all programs. To avoid student unfairness and overwhelming or abusing his or her time, careful calculations in the study plans will be made. This is managed and calculated in details issued through the SC-AAQA, and guided by Requirement 2 specified in B.1.4.4.

A separate specification should be provided to indicate as clearly as possible what it is that students should learn and how this will be achieved. This will indicate the duration, level and credit rating of the field experience activity. It should involve careful preparation of the students and planning in cooperation with the agencies where the field experience will take place. It must also include follow-up activities with students to consolidate what has been learned, and an evaluation of the learning and supervisory experiences.

The arrangements for these preparatory and follow up activities, and the processes that will take place during the field experience should be included in a field experience specification. Any associated Field Experience Specifications will be designed using attachment 2(i) on page 147 of the NCAAA Handbook Part 2 with associated guidelines in attachment 2(j) on page '157.

B.1.4.3 Criteria to be considered in program development or program specification writing

When formulating its ideas, and the outcomes of its consultations into a program design, the program design team should be guided by the following:

- o Mission of the program and how this relates to the wider College and University mission statements and strategy, particularly community engagement.
- o Coherence of the program. Consideration should be given to the intellectual integrity of the program to ensure that the student's overall learning experience has a logic that is clearly linked to the aims of the program.
- o Level at which the program is set. Account should be taken of the appropriate levels of study as contained within the National Qualifications Framework so that students, their sponsors and employers have confidence in what they know and are able to do when they complete their program and at any interim award within it (See section C.3.1) Employability. Attention should be paid to how the program will prepare the student for the world of work and to any links with professional bodies.
- o Progression within the program. The design should promote an organised progression, so that the demands on a student increase through the program's NCAAA five learning domains,
- o Balance of the program. Consideration should be given to the breadth and depth of subject material within the curriculum, to the balance between core and optional components, and to other elements

within the program such as the balance between theoretical and practical elements and between personal development, transferable skills and academic outcomes.

o Teaching and learning of the program. Thought should be given to how the learning outcomes will be taught and the teaching, and learning strategies to support this.

o Assessment strategy. Attention needs to be given to the overall loading of assessment for students as well as the balance between various forms of assessment`

o Detailed blue print of the program outcomes against the suitable teaching, learning and assessment strategies.

o The relationship between overall program learning outcomes and course learning outcomes. The ways in which the program's academic monitoring and evaluation will be done and methods of reform and improvement.

o The pastoral support at all levels, including departments, colleges and university. Staffing available to deliver the program. Consideration will be given not only to the availability of suitable staff but also to the range and level of qualifications they hold.

The above list is not exclusive of other factors that can be considered by the program design team when designing the program.

B.1.4.4 Verifying Consistency with the National Qualifications Framework

Verification of the program against the National Qualifications Framework will be undertaken by the program development team. This verification process will be recorded in the process of program development with details attached as an annex. The CQAO should ensure this and endorse that there is considerable consistency.

Consistency with the National Qualifications Framework is required for NCAAA program accreditation, so it must be built into the design for program approval by VPAA. A

number of tests are applied and sources of evidence described in assessing whether this is the case, These are explained in Part 2 of the Handbook for Quality Assurance and Accreditation of Higher Education Institutions which deals with internal quality assurance arrangements (Section 2.7) published by NCAAA.

Particular requirements include:

- o Use of qualification titles that clearly and accurately describe the education sector, the qualification level, and the field of study or specialization.
- o The minimum number of credit hours required for the qualification concerned.
- o Appropriately specified learning outcomes in each of the five domains of learning. (knowledge, cognitive skills, interpersonal skills and responsibility, communication, IT and numerical skills, and where relevant to the program, psychomotor skills)
- o Evidence that required standards of learning outcomes for the qualification concerned are achieved in each of those domains.

The following bullet points describe what must be done to meet these requirements for NCAAA accreditation:

Requirement 1. The title of the qualification must comply with the Framework.

- o Particular concerns are that the title must accurately specify the level of the qualification and that a program in technical education at levels 4 or 5 must include the word technical, and field descriptors must accurately describe the area of study undertaken.

Requirement 2. The number of credit hours required for the qualification must be as specified in the framework. When considering credit hours included in a program several important considerations should be kept in mind.

- o The credit hours in a program must be in addition to any foundation or preparatory studies. This means that the preparatory year hours are not calculated in the degree hours.

- a maximum of 18 credit hours can be recognized within a semester of full time study.
- a minimum of 15 credit hours can be recognized within a semester of full time study.

The credit hour formula is based on a numbering system in which a full time student load is 15 to 18 credit hours in a semester and a minimum of 120 credit hours in a four year degree. The credit hour formula is used to estimate the amount of learning achieved. The total weekly time available for a full time student is 5 days i.e. 40 working hours. The total advised contact hours per week need to be no more than 28 hours. If a program has a high number of contact hours, this formula can result in an unrealistically high number which does not accurately represent the amount of learning that can reasonably be expected.

Depending on different systems of calculation, the credit hour can be translated into different contact hours according to the teaching and learning activity. This depends on the actual effort done by the staff or instructor.

1 credit means as a minimum

The credit hour is the amount of time and work during which a student is engaged in academic activity using commonly accepted academic practice in higher education, and further would provide for institutionally established equivalencies as represented by learning outcomes and verified achievement.

Lecture: 1 weekly hour
Practical and lab lesson: 2 weekly hours
Clinical lesson/Field visit: 2 weekly hours
Workshop/Seminar: 3 weekly hours
Self-Learning/Cooperative Learning: 4 weekly hours

All of this needs to consider the maximum contact hours per week. All of this detail needs to consider that the hour here equals 50 minutes of direct student teacher contact.

Requirement 3. The program objectives should develop learning outcomes in all of the required domains of learning. (Note that the domain of psychomotor skills is required for

some but not all programs) To provide evidence that this is done:

- o Learning objectives specified for the program should include outcomes in all of the domains.
- o Responsibility for achieving these learning outcomes should be distributed appropriately across the courses within the program and included in course objectives.
- o Program specifications should include methods of teaching and student activities that are appropriate for the learning outcomes in each of the domains.
- o Course specifications should include detailed methods of teaching and student activities that are appropriate for the learning outcomes in each of the domains. The activities should not only to be mentioned as a general statement, but needs to be related to which ILOs and also needs to be selective in some courses. Tests, examinations and other required assessment tasks should include appropriate forms of assessment of learning in each of the domains`
- o Rubrics need to be mentioned in the documents and details in the course specifications need to be written. Bloom's taxonomy and Miller's pyramid needs to be addressed and followed. Justification of all assessment methods need to be mentioned. Colleges must ensure the staff development in this area and ensure its implementation for the sake of students.
- o Program evaluations, including student. Graduate or employer surveys and/or other mechanisms should include attention to learning outcomes in each of the domains.

Requirement 4. This requirement is perhaps more important in the annual monitoring section of this QMS, and will be repeated there also. However for the sake of completeness within the NCAAA discussion| it is included here also. The standards achieved in each of the domains must be consistent with the descriptions of characteristics of graduates and the descriptions of learning outcomes for each qualification level. Some of these learning outcomes can be assessed in tests and examinations or other

assessment tasks within the program. However others relate to characteristics of graduates after they have left the institution. A further complication is that the standards are expressed in general terms that require levels of judgment about standards achieved. Consequently much of the evidence of consistency with standards of achievement must rely on indirect measures and informed professional judgments. To satisfy requirements for accreditation the following sources of evidence should be included in program evaluations:

- o Program evaluations and self-assessments by graduates of the program,
- o Independent advice by professional colleagues from other institutions or trained evaluators on the level of difficulty in tests and assignments and the standards achieved by students.
- o Survey responses from employers of graduates or senior professional associates of graduates.

Requirement 5. This requirement is vital in the full cycle of implementation. The departments of all colleges must ensure the successful running of all courses by completion of the different evaluation reports and course reports through to the program reports. To operationalize this, the Colleges need to consider the reports in detail at a meeting of C-SPCC at the end of each semester, for faculty to present the contents of their submitted courses reports. A summarized form need to be completed per program to specify the action plans and priorities for reform and any features of good practice which have been identified. College action plans and major program/course amendments need to be sent to the VPAA for verification though the SC-SPC.

B.1.4.5 Externality

Advice from external advisers will be taken once the program, course and any field specifications have been drafted. An external advisor or referee will be nominated by the College, and approved by SC-SPC. The external consultation will use the letters and forms provided, as shown in Figures B.4 and B.5.

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
KING FAISAL UNIVERSITY
Vice Rector for Academic Affairs

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وزارة التعليم العالي
جامعة الملك فيصل
وكالة الجامعة للشؤون الاكاديمية

Standing Committee for study plans and curricula (SC-SPC)
Curriculum Refereeing (Advising) Form as approved by KFU 1432

Dear Respected Referee
Dr. ....

According to the previous communications and your approval to be a referee for this study plan within 45 days,

Kindly, we need you to revise this study plan (curriculum) as per standard guidelines. The curriculum suitability, components and outcomes need to be stressed upon.

The time allowed for these refereeing needs to be within the agreed upon limit (45 days). The reporting need to be within this form and as mush detailed as you can.
Upon receiving the report as per form and within the allowed time, the University will issue the rewarding of refereeing.

Referee or External adviser data							
						Name:	
Country		Mail code		City		Box	
	mobile	Phone work				phone	
		E mails				Fax	
		Department				Affiliation	
	University	date				Academic degree	
						Current Academic title	
		subspecialty				specialty	
Main research interest							

Figure B.4 Letter of Invitation of Referee / External Advisor

Left Form

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
KING FAISAL UNIVERSITY
Vice Rector for Academic Affairs

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جامعة الملك فيصل
وكالة الجامعة للشؤون الاكاديمية

Items	Scoring					Justification if extremes
	Weak(1)	(2) Fair	Acceptable (3)	Good(4)	Excellent(5)	
Justifiable rationale						
Sufficient academic references						
Comprehensiveness of goals						
Feasibility of the outcomes						
Specificity of the outcomes						
Clarity of the outcomes						
Justifiable content						
Conforming with recent trends						
Aligned content with the outcomes						
Achievability of outcomes by using such content						
Is there clear plans, levels, course plans and timing						
Suitability of the academic reference standards and benchmarking to the specialty as in the proposed plan						
Mapping of the proposed plan with the reference standards						
Is the student study load estimation was well presented?						
Suitability of teaching and learning strategies and activities to the learning outcomes						
Suitability assessment strategies to the learning outcomes						
Suitability of textbooks and reference materials to the learning outcomes						
Suitability assessment strategies to the learning outcomes						
Suitability of teaching and learning strategies and activities to the learning outcomes						
Suitability assessment strategies to the learning outcomes						
Does the proposal cover all learning domains in the specialty?						
Does the proposal transfer any new skills or technology to KSA?						

Right Form

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
KING FAISAL UNIVERSITY
Vice Rector for Academic Affairs

المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك فيصل
وكالة الجامعة للشؤون الاكاديمية

The current proposed study plan (curriculum) is considered

Totally new or innovative ☐   Updates ☐   Old and traditional ☐

Additive items need to be mentioned to support the proposal

....
....
....

Additive items need to be mentioned against the proposal

....
....
....

Recommendation

Acceptable as such ☐   Not acceptable at all ☐   To be modified and corrected ☐

Suggested points need to be added (This page can be multiplied)

....
....
....
....
....
....
....
....
....
....

External adviser's signature

Date

Figure B.5 Checklist for Referee / External Advisor

B.1.4.6 Final stage of program development

Following that consultation, the program development team will prepare a final version of the program and courses specification. This will be accompanied by a written statement from the appropriate persons that the required resources identified to support the program will be available. These appropriate persons will include all the Deanships required to support the program, including library and IT services. The program design team will present the program design (or an updated existing program resulting from periodic review) to the Dean who will decide if the program design is appropriate to send to both the CQAO and C-SPCC. At this point the program design team has completed its initial task.

Once the C-SPCC has completed its 'steps' and approved that stage of the program and course specifications and documentation, they send again to the College Dean. The College Dean will present it for major consideration in the College Council at a program approval event, before sending it to the SC-SPC. These stages constitutes the approval process, which is considered in detail in B.2.

The KFU guidelines for study plan and curriculum writing are detailed below, and specify the documentation requirements that are required for the approval stages that follow.

Program Proposal Guidelines

All newly proposed or modified programs need to strictly conform to these detailed guidelines (UC decrees of endorsing the guidelines` 4th University Council, 2912/1428 h and 2nd University Council, 29/10/1432 h)

1. Introduction about the College and Department.
2. Introduction and Rationale for the proposed program.
3. References supporting the proposal including similar institutes` accreditation bodies, stakeholders and market analysis
4. Summary of the process of proposal development including committee approvals
5. Student and graduate attributes and expected enrolment.
6. –
7. - Goals and alignment with the College and University missions.
8. Intended learning outcomes and its learning and assessment strategies.
9. Outline and Structure of the study plan per levels and semesters.
10. University, college and specialty needs
11. Compulsory, elective and free courses
12. Short course description
13. Required resources
14. Refereeing of the proposal
15. Complete program and course specifications using NCAAA templates
16. Annexes for evidence for the previous items

Introduction about the College and Department

College introduction from its origins to the present time: 2 page summary including Mission and vision Department summary: one page summary including its Mission

Rationale for proposal

Provide rationale for proposal, indicate the strategic fit, the market analysis , the community socio-demographic pattern and its needs ,identify any planned progression routes and any unique characteristic that specifies the program

[expand this box as required to be maximum in one page]

References supporting the proposal, including similar institutions, accreditation bodies, stakeholders and market analysis.

Provide supporting evidence to your proposal including many items but not only the following: external reference points National and international academic frameworks Similar institutes in KSA Community needs Stakeholder opinions Market and Employment opinions Expected (Short and long term)
Supply all items as summarized paragraphs with annexes attached as an evidence

Summary of the process of proposal development, including committee approvals

Provide outline of the different steps and activities undertaken and completed at different level until approval in the College Council
Supplier all items in details as annexes attached as an evidence

Student and graduate attributes and expected enrolment

Student attributes
graduate attributes
Expected student enrolment

Program goals and alignment with the College and University missions

Program goals
Alignment with the College mission
Alignment with the University mission

Intended learning outcomes and its learning and assessment strategies

Intended learning outcomes: Domains should be defined with specific outcomes and mentioning the process of its acquisition
Teaching and learning strategies which will be used for each domain and its relation to it (with matrix)
Assessment strategies which will be used for each domain and its relation to it (with matrix)

Map the different courses with both teaching and assessment strategies as matrices

Curriculum content
Structure of the study plan per levels and Semesters
 University, college and specialty needs
 Compulsory, elective and free courses

Provide outline of the curriculum content of the proposed program considering the obligatory, elective and free courses. University needs, College needs and speciality needs which are mandatory will be specified wherever this appropriate.
Here it is needed to be in the free text format not in the box It will be presented as tables of University needs, College needs and speciality needs with a mark on each course to say obligatory, elective and free. Then tables of each semester will be presented with certain format including name, code, credit weight, contact hours, prerequisites, etc.

Identified Resources

Indicate the resource requirements (physical and human) required to underpin successful delivery of the proposed program Make a table of the planned requirements versus the current available resources
[Detailed resource plans should be annexes]

Refereeing of the proposal

Indicate the process, names and summary of the findings from external advisers
Detailed reports and how it was managed in the curriculum to be attached as an annex for evidence
Use the template of external adviser or referee that is present in the SC-SPC guidelines

Complete program specifications as in NCAAA templates

The form of NCAAA was endorsed by the SC-SPC
All boxes and fields should be accurate

Short course description

The form of short course description that was endorsed by the SC-SPC should be fulfilled
All boxes and fields should be accurate

Complete course specifications as in NCAAA templates

They should be prepared at the Department/College before final approval stage.

Submission of the full curriculum Proposal

Dean of College to sign and date this proposal indicating his support before submitting to the SC-SPC
Signature of Dean of College   Date

Suggestion Approval of Proposal

The SC-SPC after discussion and revision will sign the minutes of the meeting and suggesting the approval. Chair of to sign and date this proposal if approved and send copy to both the proposing College and University Council
Signature of Chair of SC-SPC   Date

Approval of Proposal

The UC after discussion and revision will sign the minutes of the meeting and the approval. The University president will endorse a letter to the MOHE. After approval of HE, the minister, the Secretary of the UC will issue an executive letter to both the VPAA and the Dean of the concerned program or College.
UC approval (Signature of UC Secretary)   Date

Confirmation of program resources

Introduction

As part of the validation event, the panel will want to be assured that the resources to support the proposed program will be in place. In addition to the program specification, this accompanying document provides confirmation that the resources identified by the development team to support the proposed program are/will be available.

[Insert program title]

Part I: Our needed versus current human resources.

	Faculty					Employee	Technicians	Others
	L	AP	AS	P	Total			
Program needs								
Available								
Needed								

Part II: Our needed versus current non-human resources

	Books	IT	Lab	Equipment	Others
Program needs					
Available					
Needed					

Library Resources

Signature of Dean of Library
Date

IT Resources

Signature of Dean of IT
Date

Specialist resources (if any, including resources associated with delivering community engagement)

Signature of Dean
Date

Staff and administrative resources

Signature of Dean of proposing College
Date

B.2 Program Approval

B.2.1 Introduction

Program approval is the culmination of the program design and development process. It is the formal process by which the University assures itself and its stakeholders that its awards are of an appropriate standard. It involves proposals for new programs and courses and amendments to those already in existence, including the periodic review stage.

The approval process evaluates whether each program:
- complies with the University's academic framework and regulations.
- has been developed with due recognition to the national academic infrastructure and includes reference to nationally and internationally agreed criteria and standards such as the professional body expectations
- has ensured that it is aligned with the KFU strategic plan
- has ensured that there is a market for the program and prove that the program proposal was modified for this purpose based on a feasibility study
- has ensured that the necessary learning resources will be available.

The University bylaws have assigned to the executive and deliberative structures of the VPAA and SC-SPC respectively, the responsibility for recommending to the University Council the approval, modification or closure of programs. For the purpose of undertaking these responsibilities, there are some prerequisites needed from each program or College.

The Departments have the primary authority according to the Saudi Law for initiation, modification and of program approval of any study plan. The Dean is the program leader in single program Colleges. The Dean sends any proposal to the College Council for approval. The Council may form a smaller committee to help in its decision-making in the form of a Program Approval Panel. In multiple program Colleges, the Department Chairman is the program leader. If this Department has many programs, the Department Council may assign the most senior person in the speciality to the title of program leader. In this structural

configuration of a College, the Department Council is the authorized body for any approval or refusal of any new or modified proposal.

The Program Approval Panel (PAP) is managed by either the College Council (single program Colleges) or Department Council in the case of multiple program colleges. The PAP may comprise all of the Council members or, more probably, will be a panel established just to consider the proposal. Where a panel is separately established, the opportunity to include external panel members will be considered.

The approval of programs is a key stage in the cycle of quality assurance activities for King Faisal University. The process is the means through which the University assures itself:

- of the standard of programs offered by the Colleges
- that the students will be provided with an educational experience of high quality.

The scale of the arrangements for academic approval may vary according to the nature of the proposal. It is assumed that a program title covers the delivery of that program wherever it is delivered, and that validation/approval will apply to all locations for delivery. If the Women's College offer the same program, the approval event will be a single activity covering both male and female locations, and the resources of both locations must be clearly articulated in the submission.

If there is no contradiction with the educational laws, bylaws or committee tasks and functions, it is allowed for minor modifications to be approved at the level of College Council. Definitions of what constitutes major or minor changes can be found later in this section and also we should observe the laws and bylaws.

As stated before, the validation or approval at KFU is multistage. At the College, there are multiple validation steps; at Departments (PDT, PL, PAP) and at College (CQAO and C-SPCC). At the office of VPAA a cross-check of program structure compliance occurs at the SC-AAQA. The mainstay of approval and responsibility is at the SC-SPC. All bodies will ensure their procedures are fully observed to achieve the required standards, guidelines and bylaws.

All the approval processes need to consider the time schedule of the approval process to avoid delays in program commencement.

B.2.2 College Level Approval of Program Proposal

The College Council's program approval panel provides the opportunity to include external advisor membership. The panel has its own checklist for approving all proposals. After consideration by all members separately, the committee discusses all views to reach a consensus opinion.

The approval process evaluates whether each program and will consider whether the requirements outlined by NCAAA have been met.

The aim of the approval event is to ensure that the proposal is fit for the purpose of justifying the award and title, complies with the University's Regulations, is consistent with external quality requirements such as NCAAA, and can be referenced against sector best practice.

The PAP will be guided in its deliberations by the following:
- The proposal is consistent with the University's mission and strategic plan and those of the relevant college, particularly the community engagement contribution
- There is demand for the program as indicated by market intelligence
- The program is at the appropriate standard for the level of award(s) involved
- The program is current and valid in the light of developing knowledge in the subject
- The program and courses specifications have been thoroughly thought out and completed
- There is documented evidence of consultation with interested bodies/persons from outside the University
- The program prepares students for the world of work
- The program meets the appropriate criteria/regulations of the Ministry of Education and the NCAAA
- The resource base, including staffing, will be in place to run the program.

The above guidelines are not exclusive of other factors the PAP may wish to consider. To help the validation/approval event the panel may find it helpful to use the following templates.

Typical composition of a Program Approval Panel

- Chair is typically a senior member of faculty from another College (Vice Dean, Head of Department)
- External experts in the subject area under consideration. The balance of one expert from academia and one from commerce/industry typically provides a beneficial input
- Internal experts, typically one from another college and one from within the same college but a different department.
- Quality Officer from DQAAA
- Secretarial services provided by the College's Quality Assurance Administrator

Chair's responsibilities
- Liaise with panel members to establish the key issues
- Confirm agenda with panel members to ensure it will address issues identified
- Ensure the agenda is followed and guide the discussions
- Promote discussion between the panel and the program team
- Ensure discussions remain focused and that each substantive issue reaches an understood conclusion before the next issue is considered
- Provide the opportunity for the program team to understand the issues and rationale for emerging conditions or recommendations
- Formulate with the panel clear conclusions , with any appropriate conditions and/or recommendations, establishing achievable deadlines for the response
- Provide feedback to the program development team.

External panel member's responsibilities
- Provide subject expertise to advise the panel on the adherence of the program to national standards and any benchmarks that the program development team have chosen. Also to confirm the appropriateness of the program title in the context of the program content, the assessment strategy proposed and the resource base indicated.

Internal panel member's responsibilities
- Confirm the proposal conforms to the University's academic framework as presented in QMS
- Provide a judgement on the likely student experience, including learning, teaching and assessment
- Provide appropriate input on the learning resources and student support
- Share good practice identified
- Assist the panel chair in identifying key issues and recording of panel decisions.

Panel preparation for program approval meeting

- identify any missing or incomplete information and identify any good practice or issues you would like to ask questions about at the approval event

- asking questions in an event
  - Asking the program development team questions is an integral part of the approval event
  - Use both open and closed questions in an event
  - Is the answer sufficient to deal with the point – are you reassured?

- Setting conditions and recommendations
- Follow up to ensure recommendations are met

Issue	Lead person or likely source of evidence
• The proposal is consistent with the university's mission and strategic plan and those of the relevant college, particularly the community engagement contribution	Chair
• There is demand for the program as indicated by market intelligence	Evidence of consultation
• The program is at the appropriate standard for the level of award(s) involved	All
• The program is current and valid in the light of developing knowledge in the subject	External expert
• The program and courses specifications have been thoroughly thought out and completed	Internal experts
• There is documented evidence of consultation with interested bodies/persons from outside the University	Evidence of consultation
• The program prepares students for the world of work	External experts
• The program meets the appropriate criteria/regulations of the Ministry of Higher Education and the NCAAA	DQAAA Officer
• The resource base, including staffing, will be in place to run the program.	Evidence supporting proposal

Lead responsibilities at an approval event

King Faisal University

Validation Event Program Approval Template

[This template should be considered as an aide-memoire for the validation panel, but is not an exclusive or definitive list of topics to be considered]

Program title….is it appropriate? Agreed or alternative suggested	
Program aims and learning outcomes clear?	
Course specifications are complete with clear learning outcomes?	
Course learning outcomes achieve the program ILOs	
All learning outcomes are at appropriate level?	
Clear contribution to the community engagement goals of the University	
Structure of program clear?	
Clear learning and teaching strategy?	
Clear assessment strategy and assessment criteria with appropriate balance in variety of approaches?	
Appropriate levels of student support available?	
Clear admissions and progression policy?	
Provision for access of students with range of specific needs if appropriate?	
Methods available for student input, feedback and representation?	
Staff and physical resource proposals appropriate?	
Student Handbook of appropriate content in place?	

Agenda for Approval Event

[Insert title of program]

Validation panel members
[Insert names of panel members]

- Chair: typically a senior member of faculty from another College (Vice Dean, Head of Department)
- Secretary: College's Quality Assurance Administrator
- External experts in the subject area under consideration. The balance of one expert from academia and one from commerce/industry typically provides a beneficial input
- Internal experts, typically one from another college and one from within the same college but a different department.
- Quality Officer from DQAAA

The validation panel will meet at …[insert time].. on …[insert date]….. in..[insert location/building]…

Outline agenda

Private meeting of the panel

Meeting with the senior staff of the College

Meeting with the program team

Tour of facilities

Private meeting of validation panel

Report back to College on the outcome

The PAP may make *recommendations* which identify action(s) which, if implemented by the Program Design Team, should lead to enhancement of the proposal. A *recommendation* of the PAP has advisory status only but must be considered by the program design team and a report subsequently prepared and presented to the PAP outlining the response of the program design team.

A *condition* is a stipulation from the PAP which must be met before subsequent approval may be granted. They express the essential minimum requirements necessary before a program can be allowed to operate. Deadlines for meeting *conditions* should always be given and they should be clearly described so the program design team know exactly what is required of them.

The PAP will write a brief report on the result of its deliberations. This will include the outcomes, together with a synopsis of the issues and good practice arising from the proposal. *Commendations* can relate to any aspect of the program design, planning and delivery. The report will be presented to the College Council who will make the final decision on recommending or otherwise approval of the program. All such decisions are reported to the SC-SPC for their approval before final approval by the University Council.

The approval event itself may be evaluated by asking all members of the panel for their views using the form on Annex D.

B.2.3 University Level Approval and Outcomes

The aim of the final University level approval process is to ensure that the proposal is fit for the purpose of justifying the award and title, complies with the University's Regulations as outlined in this QMS, is consistent with external quality requirements such as NCAAA, and can be referenced against sector best practice. This is the process undertaken by CS-SPC, and the outcomes and recommendations are presented to the University Council for approval.

The approval process may decide to:
- recommend approval.
- recommend approval with conditions (in which case any conditions must be fully addressed by the program design team and agreed as complete by the Chair of CS-SPC before the program is permitted to commence).

- not recommend approval (in which case the program design team may choose to present a revised submission at a later date to a reconvened panel).

Validation Checklist at the level of SC-SPC

[This template should be considered as an aide-memoire for the validation panel but is not an exclusive or definitive list of topics to be considered]

Name the College and the name of the department and the program	
Name of the Degree in Arabic and English	
Mission, Vision and Goals for both the College and or Department with stress on community engagement	
Rationale for the plan	
Program aims and learning outcomes clear?	
The reference standards adopted in the preparation of the plan	
The benchmarks adopted in the preparation of the plan	
The academic criteria adopted in the preparation of the plan	
Identifying the needs of the community and the local market	
Fields of the post graduate work or employability chances	
Terms of reference at joining the program	
Graduate attributes and how attributes are developed	
Cognitive domains (packages) in all general and specialization courses	
The presence of the 4/5 different domains in the ILOs	
Table of statistical distribution of the requirements; University, College and specialization.	
Table of statistical distribution of the elective, free and mandatory courses	

Table of statistical distribution of semesters and years	
Courses list. number and code and previous and concurrent requirements	
Distribution and alignment of outcomes on the courses at different study levels	
Clear learning and teaching strategy?	
Clear assessment strategy and assessment criteria with appropriate balance in variety of approaches	
Resource planning in general is satisfactory	
Estimate the need for non-human resources	
Estimate the need for human resources	
Appropriate levels of student support available?	
Updated references and textbooks	
Clear admissions and progression policy?	
Provision for access of students with range of specific needs?	
Methods available for student input, feedback and representation?	
Program management/team in place?	

Detailed description of the courses according to short form	
Detailed description of the courses according to long NCAAA form	
Taking into account the requirements of the Standing Committee of the University's plans	
Communication with the SC-SPC	
Annexes for:	
Mission and vision and goals and its amendments	
Special file for the labour market	
Adviser or referee opinion	
Special file to reference standard and benchmarks	
Special file to mapping versus academic references	
Special file to Final copy of the program and course specifications (UC accepted one)	

B.2.4 Making amendments to programs

Program change can be divided into 2 categories with different approval procedures.

1. Major changes requiring approval by the PDP, PAP, College Council and SC-SPC.
2. Minor changes requiring approval by the College Council, C-SPCC, supported by CQAO.

B.2.5 Major change

There are 2 types of major change as follows

A. Changes to a key component of a program. This will typically, but not exclusively, involve a change to one or more of the following components of a program:

- Overall aims and program learning outcomes
- Award designation or title(s), program duration and mode(s) of study
- Regulations for the admission of students

- Assessment regulations for the program and/or regulations for progression through the program
- A significant addition to the resources required
- The overall scope and structure of the program, for example the addition of new pathways, interments, changes to the core/elective mix
- Pre-requisites and post-requisites

B. Changes affecting more than 10 credits units in any level. This primarily relates to the approval of new courses and modifications to existing courses that do not come under the category of minor changes.

For either type of major change appropriate documentation needs to be approved by VPAA who will present them to the SC-SPC and SC-AAQA for their discussion and inputs. The final decision needs the approval of University Council after SC-SPC approval.
This will comprise as a minimum:

- A contextual document explaining and justifying the change(s) that is being proposed and setting out the implications, if any, for all other aspects of the program
- An amended program specification
- An updated program learning outcomes matrix and assessment schedule
- Amended course specifications

B.2.6 Minor changes

Minor changes to course specifications are included in this category. It allows small adjustments to be made relatively easily in recognition of the   dynamic nature of successful programs which develop and evolve. Minor changes that may be approved under this category include:
- Course content updating as long as aims and learning outcomes are not affected
- Teaching and learning methods
- Increase or modify allocated teaching and learning time to help the students
- Assessment weighting
- Changes in the endorsed textbooks

To make such minor changes to courses, appropriate documentation using the supplied form (Form QAF 2) needs to be submitted to the C-SPCC. The change proposals should have support from the external advisor associated with the program (if appointed). The documentation will comprise as a minimum:

- A paper setting out the rationale for the change(s)
- Updated course specification.

For all changes to a program and to courses it is important that all such changes are recorded and incorporated into an updated program or course specification. It is the responsibility of the Program Leader, with the support of CQAO, to ensure that the program and course specifications are accurate and up to date.

Program Amendment Form   **QAF2**

This form is required for any proposed minor amendment and should be accompanied by the written support of the external examiner. The proposed change should be considered by the C-SPCC, who must endorse the proposed change.

Program title	
Title of Courses to be updated	
Rationale for change	
Nature of change (curriculum, assessment or teaching strategy)	
Confirmation of C-SPCC approval (date of meeting)	

Please attach a copy of each course for which a minor amendment approval is sought, highlighting those area which have changed or attaching a copy of the old and new version of the course definition, clearly indicating the version control.

Where the minor amendment is structural to the program, please attach an updated copy of the program specification, highlighting the change.

Signed

Program Leader

Dean of College

Date

B.2.7 Program Closure

The authority to remove a program or course rests with University Council, acting on the advice of the SC-SPC. Normally, such recommendations arise from one of the following situations:

- failure to recruit sufficient students to ensure viability
- failure to deliver a program of acceptable academic standards
- change in the College's Strategic direction
- failure of the program to remain current or relevant.

In the event of a program being proposed for withdrawal through one of the above situations, the College will propose closure to the SC-SPC. The application will declare the title of the award(s) being withdrawn and a clear indication if any courses which comprise this program are currently being offered to students on other programs across the University. Provision in the application to withdraw must be made for students already registered for the award and who have started their program of study, in order that they are given adequate protection to complete their studies or for them all to have agreed a transfer to an alternative program of study.

Courses within a program may be withdrawn, whilst retaining the award.

A College may suspend recruitment and admission to a program in which case the protection offered to enrolled students remains in situ.

In all cases, withdrawal and suspension, the C-SPCC must determine when the last enrolled cohort will reach the completion of the program, and make appropriate arrangements for the protection in the best interest of those students.

Once approved by University Council a copy of the Withdrawal Form (QAF 3) will be forwarded to the Deanship of Admissions.

Form for withdrawal of program Form   QAF 3

Program title	
Last intake	
College proposing	
Courses offered to other students	
Basis for withdrawal	

Agreement reached with Dean of College?
Resources released
Discussed at C-SPCC?
All students enrolled protected?
Last cohort delivery date?

Agreement signatories

	Signature	Date
Chair of College Study Plan and Curriculum Committee		
Chair of CQAO		
Chair of Department		
Dean of the College		
Chair of SC-SPC		

B.3 Program and Course Annual Monitoring and Reporting

B.3.1 Introduction

Program and course annual monitoring is a continuous process by which a program and its constituent Courses are kept under review. After each semester Course Reports (ACRs) and Field Experience Reports will be produced and considered by C-SPCC. At the end of the academic year the Program Report (APR) is also written for consideration by C-SPCC. Combined, these reporting processes make an overall annual program and course monitoring reporting process (APCR) which underpins the effective operation of the program. To achieve this, the faculty who teach the courses, with support from CQAO, will be constantly seeking to gather evidence and feedback, be evaluating that evidence and be making subsequent changes to enhance outcomes, delivery and operation. Student feedback is particularly important and the University uses the NCAAA Course Evaluation Survey (Annex B) and Student Experience Survey (Annex C) to inform the monitoring processes. APCR should also be noting and disseminating good practice and drawing up and implementing an action plan to take forward planned improvements to the program. It is an inclusive process involving the program leader and all staff teaching on the program, student feedback and independent advice (including inputs from the Program or College Advisory Committee). The recommended approach to generating the APCR is to whole a meeting of C-SPCC in the form of a workshop to discuss and debate each component report.
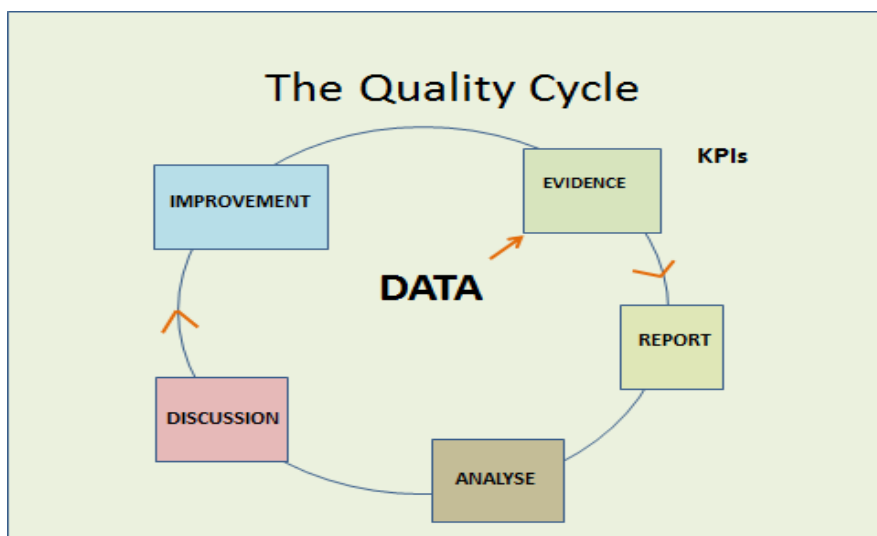
Figure B.6 The continuous quality improvement cycle

Figure B.6 shows how the process is reflective by collecting evidence and looking at course reports, analysing the issues and evidence and comparing the program performance against the key performance indicators or target benchmarks for the subject area. This should lead to program improvements. Hence, annual monitoring of programs and courses is the cornerstone of the quality assurance processes, and leads to a review of every program's currency, ensuring the continuing relevance, appropriateness and success of the award and student experience. The aims of APCR are:

- to evaluate the statistical information on student recruitment, grades, progression and completion
- to consider and respond to inputs and feedback from students, and if appropriate external agents such as professional and accreditation bodies
- to reflect on the learning, teaching and assessments strategies deployed and consider any recommendations for change
- to review the appropriateness and effectiveness of the learning outcomes in securing the program aims and objectives
- to recommend changes for improving the student learning experience or curriculum content.

B.3.2 Outline of process

The Program Leader, in consultation with the course delivery team, will present to the C-SPCC an annual program report (APR) to deliver the aims described in B.3.1, based on the Program Report template in attachment 2(c) of the NCAAA Quality Handbook Part 2. The report will build on the course reports and field experience reports of which this program comprises. The course reports (ACRs) will use the templates of attachment 2(9) in the NCAAA Handbook and will be completed by the course leader. The field experience reports will use the templates in attachment 2(k) of the NCAAA Handbook.

The ACRs should ideally be completed by the end of the semester in which the course was delivered, but at the latest three weeks after the start of the next semester. The reports are made available to any appointed external advisors or experts associated with the program. The ACRs will help and guide the external advisor/expert in understanding the key issues faced, and the changes being suggested.

The program leader and the course leaders will find it helpful to demonstrate in their annual monitoring reports that the assessments used throughout the program are of an appropriate standard. It is not appropriate that individual faculty set and grade assessments without any moderation processes or reference to another person. Annexes G and H plus I and J offer templates which can be used to provide the appropriate evidence that moderation of both the proposed assessments and the grading of students' work has taken place.

The APR will be completed within one month of the start of the semester following the academic year in which the program was delivered, and will be considered by the C-SPCC within this timeframe. Information from the process and any other evaluative material will contribute to the Periodic Program and College Review, normally held every five years.

The C-SPCC will consider the APCR within its remit, ensuring that a thorough and rigorous approach has been undertaken and an action plan has been developed. Provided the C-SPCC is content that this is complete, the APCR will be considered by the other committees within the College, Departmental Council (where this exists) and the College Council. The CQAO will help and support the coordination of each stage of the College annual monitoring responsibilities.

The CQAO will consider all the APCR reports within the College no later than 6 weeks into the start of the semester following the academic year upon which this report is based. If the reports are fully completed, they will compile an overview report for the Dean. Otherwise, they will return the reports to the C-SPCC and the program Leader with the requirement to fully complete within two weeks. The CQAO will support the Council in drafting an overview report will include the action plans arising from APCR and any minor and major amendment proposals, and any areas of good practice which have been captured. The Dean will receive any additional documentation from other stakeholders. The Dean will conduct a review of all Departmental and College course reports to determine a central policy for areas that may need improvement and consolidate a report to be sent to the VPAA no later than the end of the semester following the academic year upon which these reports are based.

B.3.3 Annual program report

Program and course annual monitoring reports should be prepared for consideration by C-SPCC ideally before the end of semester in which the course was delivered, but no later than six weeks after the start of the semester following the academic year in which the program was delivered. The Program Report will be produced after consideration of course annual monitoring reports and any field experience reports plus other information about the delivery of the program. The APR report will also carefully reflect on the input received from the Advisory Committee (see section F.1.2.2 of this QMS handbook). The report should normally be written by the program leader/coordinator and reviewed by C-SPCC. The CQAO will help and support the coordination of each stage of the APCR. Copies of the resulting APCR should be provided to the Dean of College who can deliver these reports to both the VPAA and for the DQAAA through the reporting channels described in B.3.2. The APR and linked ACRs which form the APCR, should be written in a timely manner so that any responses included in the action plan can

be implemented without undue delay. Section B.3.4 gives more detail on the timeline.

The program report will normally include the following information:

- Statistical data on recruitment, progression and completion
- Student issues and course evaluations based on course reports and student meetings
- Learning and teaching developments, supports, best/good practices and proposed enhancements
- Review of assessment strategies and recommendations for change
- program monitoring evaluation and report on above, including an action plan and report on progress against previous action plans
- proposals for revisions or updates to the program specification and course definitions
- Students performance, students support services and recommendations
- Institutional and instructional evaluation materials
- Program management
- Comments on the progress being made instilling in KFU graduates attributes.
- Progress report against outstanding actions from the previous year's action plan.

The report should be based on the program specifications and describe what happened on the program compared with what was intended to happen, report on its quality, and indicate any changes that have been made or are planned to be made as a result of the experience in the year concerned. It is, therefore, another way of ensuring that all changes to the program specification have been captured and reported in line with the program amendment process.

A good APCR will inevitably be descriptive in providing information on the way the program and its courses have operated. However it should also be evaluative in providing commentary on how well the program has met its objectives. In this respect it should be based on evidence. This evidence can come from many sources including program statistics on enrolment, student grades, progression and completion; student surveys and feedback; and the NCAAA self-evaluation scales. An important element in this process must be an appropriate mechanism for checking standards of student achievement against standards on similar programs

elsewhere. Hence, centrally generated statistics to achieve this objective is a key component.

The APCR should include a small number of key performance indicators based on program goals that can be used for making comparisons across the University as well as monitoring aspects of the quality of the program over time. The evaluations or interpretations of the evidence should be independently verified either by someone within the university not associated with the program or by someone external to the University but who is familiar with the program. Such verification may be undertaken by the SC-SPC and the Vice President for Academic Affairs office. Finally the APCR should contain an action plan that indicates actions to be taken in response to the evaluations undertaken and subsequent reports should check the extent to which such actions have been successfully completed.

A similar process is followed for the completion of course and field experience reports. These should be completed by the course and field experience leaders after consultation with others who may have been involved with the courses. Such reports are important in their own right as the means to monitor and report on the operation and delivery of the courses as well as providing essential information for the writing of the APCR.

If the program (or courses on it) is offered in sections for male and female students then the APR and course reports which form the APCR must provide information and evaluation for each section as well as for the program/course as a whole. Any deficiencies in either section should be dealt with appropriately in recommendations for action, as should good practice in one section be shared across the whole program/course.

Templates for a program, course and field experience reports are based on the NCAAA reporting templates specified at http://www.ncaaa.org.sa/siteimages/ProductFiles/23_Product.pdf in attachments 2(c), 2 (g) and 2(k). They are included in the appendices at the end of the QMS. Guidelines on using the attachments are also provided at the same NCAAA URL in a parallel series of attachments.

B.3.4 Overall Timeline

The activities detailed in section B.3, taken together, will contribute to the overall confidence of the University that the standards of the awards are secure. It is important that all the activities are completed in a timely manner, so the opportunity for enhancement is taken, and the system is demonstrably responsive to ensuring the students experience a high quality program.

At the end of each semester, each course leader will prepare a course report (ACR) in consultation with the course teaching team. Statistics produced by the University, coupled with the other sources of input such as student evaluations, or Advisory Committee inputs, when taken together will provide the basis for analysis. The course report should be reflective of the learning and teaching during the semester, and of the assessment approach taken, recommending any amendments to the course definition that should be considered by the course team. The reports will be discussed within three weeks of the start of the following semester.

Program Leaders are key officers in the next phase. They are responsible for presenting the Annual Program Report (APR) to the C-SPCC. This report should be written early in the semester following the delivery of the program and will be considered by the C-SPCC before the end of week six of the start of the next academic year following the academic year being reviewed. Once considered and approved, the total combined information of APCR will be forwarded to the CQAO within which the program is located.

CQAO will receive all the APCRs within its remit no later than 6 weeks after the start of the semester. It will scrutinise the reports to ensure that the process has been fully implemented, and that appropriate action plans are in place. It will note any program or course amendments proposed and take action to ensure these are processed after the discussion of the reports and endorse its findings which will be within the following semester after the student assessment. Comparison of statistical data or other evidence will be undertaken, both across the programs in the College, but equally against other comparative benchmark data that it has available. The CQAO will assist the college in constructing an overview report for the Dean's consideration. This report will be presented to the VPAA. CQAO through the Dean will also send a copy to DQAAA.

The important role of SC-AAQA and the VPAA office commences at this stage. Any audits that the committee feel may be conducted at this time, and the totality of inputs from the colleges and audit

work, along with benchmark data and other inputs such as an overview report of any external inputs. The Vice President for Academic Affairs' (VPAA) office will compile an action list of activities required to address issues or enhancement opportunities along with a summary report for the University Council.

University Council will consider the report from SC-AAQA and VPAA at its next meeting and assure itself that a rigorous process has been undertaken, and take any action required to address shortfalls in performance or opportunities for enhancement.

An overview of this reporting may be summarised as:

Activity or event	Documents	Timing
Field examination reports	• NCAAA report template	No later three weeks after the start of the semester following the activity
ACR	• Statistical information on course progression • Course evaluation survey (NCAAA templates)	No later three weeks after the start of the semester following the course delivery
APR	• statistical data on recruitment, progression and completion • any external or advisory committee inputs to the program • student issues and course evaluations based on course reports and student meetings • learning and teaching developments and proposed enhancements • review of assessment strategies and recommendations for change • program monitoring evaluation and report on above, including an action plan and report on progress against previous action plans • proposals for revisions or updates to the program specification and	Six weeks after the start of the semester following the academic year covering the period of the report.

		course definitions. • ACRs and Field experience reports	
College overview report	• All APRs and ACRs (i.e. APCRs) in the college • Statistical information and comparative benchmark data	No later than 8 weeks after the start of the semester following academic year under review
VPAAA and SC-SPC Meeting	• All College overview reports and action plans • Statistical information and comparative benchmark data	End of semester following academic year under review
University Council Meeting	• The SC-SPC overview and action plan	First meeting of second semester following the academic year under review

B.4 Periodic Program Review

B.4.1 Introduction

A Periodic Program Review (PPR) is a thorough examination of the quality and standards of a program. All programs will have had experience of annual monitoring and the production of APCRs. The PPR examines the program in greater depth, re-evaluating the need for it, checking on how effectively it is achieving its mission and objectives, and considering any changes which need to be made. In particular, an in-depth review of how the subject area has developed since the last program approval event provides an opportunity to update the program content, including the balance of courses offered. A PPR can be undertaken at any time but to coincide with the requirements for program re-accreditation by the NCAAA one should be undertaken in the fourth year after its initial accreditation and after that on a five year cycle. In this way the PPR report can become the basic resource for the external review for re-accreditation of a program.

A PPR report should be considered as a well-structured document on the quality of the program. It is primarily produced for the University itself as an important part of the process for quality assurance and improvement. It should include sufficient information to inform a reader who is unfamiliar with the University about the procedures followed and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound. It should be capable of being read as a complete self-contained report on the quality of the program.

The combination of annual monitoring and PPR are designed to ensure that all programs remain current and do not become dated. Figure B.7 is the NCAAA representation of the combined activity.

A PPR should take due account of any professional standards relevant to the program as well as the standards for quality assurance and accreditation defined by the NCAAA including the National Qualifications Frameworks.
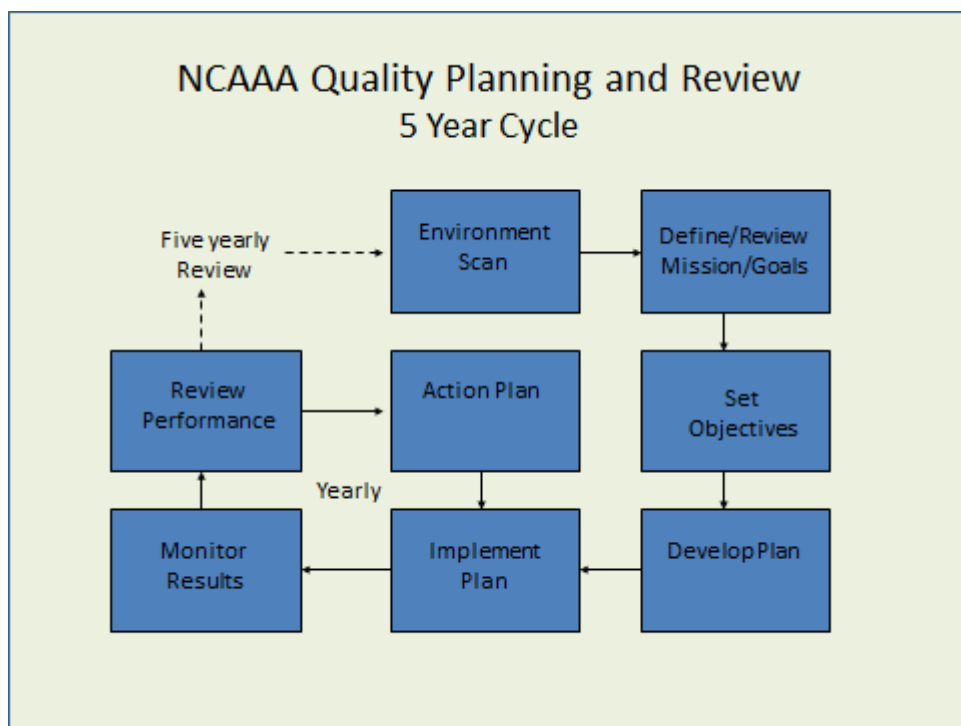
Figure B.7 NCAAA Representation of the combined annual monitoring and PPR

B.4.2 Governance of PPR

The responsibility for undertaking and organizing a PPR resides with the College in which the program is located or in which the majority of the teaching takes place. The CQAO duties in respect of PPR are as follows:

- To ensure all programs undertake a PPR on a regular basis
- To organise and support PPRs and ensuring sufficient resources are made available to the C-SPCC to conduct the review
- To receive and consider the PPR report
- To take necessary actions as a result of their deliberations on the report

The detailed work in putting together a PPR, including a new, updated program specification is similar to creating a new program, except the information base is significantly higher, with statistical information plus student and employer feedback.

B.4.3 Planning the PPR

The PPR process takes place under the direction of the VPAA. The VPAA will nominate a senior member of faculty familiar with the program and with good working knowledge of quality assurance processes to lead the PPR. The nominated person could be the program leader, but it is preferable that a different person takes on this role to ensure greater independence in the evaluations and recommendations that are involved. Assistance and advice in conducting the PPR should be provided by the DQAA and, if established, by the College's quality assurance unit.

The nominated leader should establish a small steering committee, to oversee the planning, development and drafting of the PPR report. This committee may also include people not associated with the program to enhance the objectivity of the process. Working groups should be established to investigate and report on particular issues for example the eleven NCAAA quality standards. Members of the steering committee may take on the task of chairing one or more of these working groups.

Minutes should be kept of any meetings, investigations or interviews and retained in a central file and be available for subsequent reference if required.

Adequate time should be set aside for the planning and operation of a PPR. Although the time required may vary according to the nature of the program, the issues to be addressed and the availability of evidence, it is usually expected that a PPR may take up to nine months to complete. A plan for carrying out a PPR should include time lines for carrying out stages of the process, and allow some time for unanticipated developments. It is desirable that some time allowance is given to key members of faculty who will have a major role in the development and drafting of reports, that some secretarial assistance is made available, and that provision is made for assistance with any special surveys or statistical analysis that is required.

B.4.4 Evidence

It is very important that analyses and conclusions should be based on valid evidence rather than subjective impressions. Much of the evidence will be contained in program and course annual reports. Programs should also be using selected key performance indicators. The PPR will be assessing the responsiveness of the program to changing environmental factors both inside and outside the University and to evaluations of quality in previous years. Consequently particular attention should be given to surveys and questionnaires, student feedback, the appropriateness of indicators and benchmarks of performance, employers and other stakeholders' comments, action plans and the extent to which they have been implemented.

Statistical data in respect of student numbers, progression and achievement will be needed when looking at program development. It may also be necessary that extra evidence is needed. This may require additional data collection and analysis and interpretations of that data in drawing conclusions.

It is important to obtain independent verification of such evidence wherever possible and to cite clearly the evidence upon which conclusions are based.

B.4.5 Evaluation

It is necessary to obtain independent analysis and comment on the content and conclusions of the PPR report. The person(s) selected for this role should have substantial experience in quality assurance processes and knowledge of the requirements of the subject area involved.

The role of the independent evaluator is that of a critical friend. The steering committee preparing the PPR report should be open and transparent with the evaluator and be willing to share issues and suggestions for change. The PPR process is designed not only to review past performance but to find ways to improve the program. Information and comment should be provided in a constructive and cooperative manner so that mutual confidence can be established between the program team and the independent evaluator.

A summary of the independent evaluator`s comments should be included in the PPR report and their full document attached.

B.4.6 Content of the report

The report should follow the format provided by the NCAAA report on Periodic Program Self Study. In this way the University's PPR process will mirror that being used by the regulatory authority and can be used in any subsequent accreditation. All of the templates used for annual monitoring and program specification are jointly presented in annex Q.

The report should deal with all locations where the program is offered and the description of procedures (section B of the report) should include information about how evaluations were conducted in different locations. This is particularly important if there are different sections for male and female students. If there are significant differences between analyses or evaluations of delivery of the program in different locations including variances in the achievements of male and female students, these should be noted, explanations offered and actions taken in response recorded.

The substance of the report will provide information to populate all sections of the template. This will include:

- General Information
- Process followed
- Mission and objectives
- Program context
- Program developments
- Program evaluation
- Performance in relation to the 11 NCAAA standards
- Review of courses
- Independent evaluation
- Conclusion and action plan

A well written report will be clearly expressed and address all sections fully. It should attempt to describe, analyse, provide evidence, offer reflection and look forward in terms of actions. In this way, the report becomes a dynamic document which both reviews quality and standards and points the way for further improvements to the program.

B.4.7 Conclusions and action plans

The rationale for PPR is derived from the need to assure the quality of the program and also to improve it. Consequently, a summary of major conclusions should be included in the report indicating both successful improvements and areas where deficiencies have been identified and need to be addressed. This summary should then be used as a basis for developing an action plan to address the most urgent priorities which can lead to improvements to the program.

Action plans should be realistic in respect to what can be achieved within a reasonable period of time. They should specify precisely what needs to be done and the measures by which success can be judged. They should indicate those responsible for carrying out any action and the timelines for implementation, Details of resources needed should also be outlined.

All reports of PPR need to be formulated and the updated program and course specifications considered for approval at the college level. The approval process follows the same principles as the approval of a new program. The report from the approval event is sent to the VPAA who will either discuss at SC-AAQA and/or SC-SPC for discussion and approval. The DQAAA will receive the Dean's reports from CQAOs and also will manage according to its policy of cross checking. DQAAA may communicate with VPAA or may report to VPDCS who will communicate with VPAA for any consideration before presenting to the University Council for final approval or before taking a closure decision.

B.4.8 Documentation

The PPR report and additional information should be provided in hard copy and electronic format. A list of acronyms used in the report should be provided as an appendix. The report should be accompanied by the following information:

- The program specification
- The most recent APCR, including any external evidence
- Completed scales from the Self-Evaluation Scales for Higher Education Programs
- A brief summary of the outcomes of previous accreditation processes (if any) and PPRs

(if any) with recommendations and subsequent actions undertaken.
- Program handbook as provided to students

The following documentation should be available if required:

- Course specifications
- CVs for faculty and staff teaching on the program
- College mission and objectives
- Student surveys
- Employer and alumni surveys
- Statistical data on employment of graduates from the program
- Representative samples of student work

B.5 Peer review of teaching

It is recognised that central to the student learning experience is the learning and teaching opportunities provided by each faculty member. The environment within which students learn is in constant change, as technology impacts directly on the daily lives of the students, and mobile communication becomes a primary tool.

To support faculty in the wide ranging scope of learning and teaching, the University seeks to take a developmental approach. It recognises that each and every member of faculty has the opportunity to further develop and refine their approach to teaching. As new developments are introduced, such as VLE developments, then each member of faculty will participate in formal training sessions to ensure that the benefits are secured and that implementation is smooth.

In the same spirit of staff development, and implementing the University's desire to demonstrate its commitment to the enhancement and improvement agenda, the opportunity to share good practice, to benefit from the ideas of his or her peers, and to identify areas where the opportunity for improvement exists, the University operates a peer review of teaching approach or teaching observation scheme. This is part of the section 6 of the performance assessment of faculty, see Annex N. Each member of faculty will, on an annual basis, have at least one of their teaching sessions observed. The peers involved will provide feedback as a critical friend, and that feedback will be used as the basis for planning any further staff development. The concept behind the approach is outlined in annex O. To support this approach, a teaching observation proforma is provided as an annex to this handbook (annex P).

PART C - REGULATIONS AND PROCEDURES

C.1 Admission to taught programs

C.1.1 Introduction

The design and approval of all programs at King Faisal University (KFU) includes careful setting of the entry requirements for each program. In setting those entry requirements, the University is mindful that every student will have a reasonable expectation of achieving all the intended learning outcomes of the program. The learning, teaching and assessment approach for each program will be designed to build on the achievements of students admitted to the course with the entry requirements set. Hence the admissions criteria will set the minimum academic achievements or background understanding that needs to be demonstrated before an offer of admission to the program of study is made.

The application and admissions process at KFU is managed by the Admission Department in the Deanship of Admission and Registration to ensure the effective and efficient implementation of the process. This process includes the capability of ensuring that equal opportunity policies are secured, that transfer of any credits previously gained are managed, that grant applications for non-Saudi students are accepted in accordance with the regulations and rules of the University, and that documents and certificates are checked and translated as necessary. In conjunction with the MIS and student record system, the Deanship retains accurate records of each student at all stages of their program of study.

C.1.2 Admissions process

Each applicant will need to make their application online using the University's website (Banner system) and this will be considered by the Deanship of Admission and Registration. The University Council determines number of the students who may be admitted the succeeding year, based on proposals of the College Councils and other related departments and coordinated in the Deanship of Admission and Registration.

A number of colleges have introduced preparatory or foundation year programs to ensure that students have the knowledge and skills to succeed in their higher education studies. These courses are <u>not</u> considered part of a higher education program.

The higher education program that follows a preparatory year must meet <u>all</u> the credit hour requirements for a program in that field, excluding any credits that may have been gained during that preparatory or foundation program.

C.1.3 General admission requirements

Each new student must obtain a secondary school certificate or equivalent, which should not be more than five years old.

The following requirements have been stipulated for the admission of the new student:-

- Must obtain a secondary school certificate or equivalent from inside or outside the Kingdom of Saudi Arabia.
- The secondary school certificate should not be more than five years old and the University Council may give exemption from this term if there are good reasons.
- Should be with good conduct and behaviour
- Should successfully pass the interview conducted on behalf of the University Council.
- Should be medically fit
- Should obtain approval from his employer allowing him to study if he is working at private or public sector.
- Should fulfil any other terms fixed by the University Council announced at the time of application.

Equivalence of qualifications other than a KSA secondary school certificate will be determined by the Admissions Department. The University Council may give exemption from the five year limit if there are good reasons. Dismissal from another University for disciplinary reasons will be a barrier to entry. Admission priority will be based upon the secondary school marks and interview performance.

The priority of admission is for those students who comply with the all requirements according to their secondary school certificate that is in the same year of admission to the older until five years.

Each student in the University should have a University card to prove his identity, and the student should carry this card and present it upon the request especially, when he attends the theoretical lectures and practical lessons, and when he performs examinations or receiving rewards. In the case of loosing the card and after investigation the reason for the loss, a new card is issued to the student.

The Deanship of Admission and Registration preserves a file for every student including all documents related to student admission, and statement of the student's educational, social and sport activities, also their academic record, and any disciplinary sanctions toward the student and any personal paper related to the student.

C.1.4 Specific Admission Requirements

The Deanship of Admission and Registration will maintain a database of the entry requirements for every program offered at KFU. This is the information which was established by the program design team as the minimum entry requirement, set at a level above the general admission requirements above. This minimum level is confirmed during the program approval process, and is the level of student understanding around which the course is designed to be taught.

As part of the delivery of the strategic plan and annual student recruitment planning, the Dean of each college will agree with the University the target number of students to be recruited. Detailed consideration of the targets will take place in the College Council. Once this target is agreed, the Dean and his or her senior management team, with input from program leaders or C-SPCCs as appropriate, will set the proposed detailed admissions requirement for each program at a level at least as high as the approved level. It is this higher level requirement that will be publicised in all prospectuses and websites for that specific intake. Again the Deanship of Admission and Recruitment will keep a record of the proposed entry requirements and student target for each program.

In setting the entry requirements each year, the Dean will be mindful of the previous year's ratio of student applications to places available. Additionally the Dean will be mindful of resources available in agreeing student targets, the desire to recruit the students demonstrating the highest quality of achievements in their secondary school examinations, any additional requirements placed on the course with respect to professional bodies, and finally any specific commitment needed to be made to support the needs of the community or region that the University serves. Hence, the entry requirement for every program offered by the University will be reviewed each year and set a level which is at or above the approved minimum level. This approach ensures that the academic credibility of the course is supported through minimum requirements on entry, ensuring that program designs will reflect on their learning teaching and assessment strategy to ensure students have a reasonable expectation of being successful, whilst providing flexibility to manage the student recruitment process against annual targets.

C.2 Accreditation of Prior Learning and Credit Transfer

C.2.1 Transfer from one University to another

It is permissible, with the consent of the College Council which the student wishes to transfer into, that acceptance of a transfer request from outside the University may be made according to the following conditions:

(a)   That the student will have been registered in a college or university recognised by KFU.

(b)   That the student has not dismissed from the University he/she transferred from for disciplinary or educational reasons.

(c)   That the transferred student undergoes any specific admission requirements of the College which he/she wishes to be transferred into in the year of transfer.

(d)   The number of credit hours which the transferred student requires to study at KFU must not be less than 60 per cent of the prescribed number of the credit hours required to obtain the bachelor's degree from the University.

(e)   That the student should have spent at least two semesters at the University he/she is transferred from.

(f)   That his/her cumulative average when he/she transfers should not be less than 3 out of 5 for Colleges of the University and 3.75 out of 5 for the College of Medicine.

(g)   That he/she should apply for transfer at least eight weeks before the beginning of the semester in which he/she wishes to transfer.

(h)   If it is discovered after the transfer that the student was dismissed for disciplinary or educational reasons, his/her registration shall be deemed null and void from the date of accepting his/her transfer to the University.

C.2.2 Transfer from one College to another within the University

Transfer will be in accordance with the following controls:

(a)   That College admission requirements apply to the transferee in the same year of transfer.

(b)   That he/she has spent at least two semesters at the College of transference.

(c)   That his/her a cumulative average is not less than 2 out of 5 at the time of transfer.

(d)   The transfer request is submitted at least six weeks before the start of the semester.

(e)   All courses which have previously been studied, including estimates and semester cumulative averages, throughout his/her study at the University are confirmed in the academic record of the student by the College he/she is transferring from.

C.2.3 Transfer from one specialisation to another

In case of transfer from one specialisation to another within the College, the following should be considered:

(a) Admission requirements should be met for the specialisation to which he/she wants to transfer.

(b) The transfer is made only once throughout the duration of the students' University study.

(c) All courses which have previously been studied, including estimates and semester cumulative averages, throughout his/her study at the University are confirmed in the academic record of the student.

(d) A student at the College of Medicine requesting to study one of the other specialisations offered by the college achieves cumulative average of not less than 3 out of 5 at the end of the first year.

(e) Any other conditions determined by the College Council.

C.2.4 Visitor students

The definition of a visitor student is one who has studied like courses at the University to which he/she belongs, or in another branch of the University to which he/she belongs without transfer, and the courses which he/she studied are equal in accordance with the following controls:

For a King Faisal University student who wishes to be a visitor student at another university:

a. That the student should have an academic record of at least two semesters at the College which he/she joined before his/her request of study as a student visitor at another University.

b. Prior approval must be obtained from the College of the student to allow him/her to study as a student visitor. When determining courses that will be studied, the College has the right to determine the specific cumulative rate equal to the course being applied for. The student is sent to study in the

other university with an official letter from the Deanship of Admission and Registration of KFU.

c. Grades of the courses that have been studied as a visitor student are <u>not</u> included within the cumulative average of the student.

d. Study should be at an accredited college or university.

e. The course that the student is studying outside the University should be at least equivalent in terms of words required for assessment and not less in credit hours than one of the courses contained in the graduation requirements.

f. Subject to paragraph (d) of the item on transfer from outside the University, the maximum sum of credit hours that can be calculated from outside the University is 20 per cent of the total units to graduate from King Faisal University.

g. The student must provide the Deanship of Admission and Registration with his/her results obtained within two weeks of the start of the study in the first semester following the period of his/her visit, and if the results are not provided, he/she is considered cut off from those semesters (except for summer sessions).

C.3   Undergraduate Framework

C.3.1 Introduction

KFU has a clear academic structure to support the curriculum design, based on levels. The levels' structure also establishes the basis upon which each student's achievement can be measured and upon which progression through the program can be approved.

Typically, a level represents a semester of study. Currently an exception to this structure exists in the College of Medicine, where the structure is based on a full academic year which contributes two levels to the student's achievements. A study level is the indicator for the stage within a program's study plan.

An undergraduate program comprises a minimum of eight levels, and is delivered in a semester system. The exact number of levels for any program is specified in the study plans and program specifications. Two main semesters of 15 weeks and a summer semester or term of not more than eight weeks duration are the building blocks of the academic year, against which each college designs the study plan of every program offered. The periods of registration and final examination are not considered as a part of this period which defines a semester.

The credit hour formula is based on a numbering system in which a full time student load is 15 to 18 credit hours in a semester and 120 to 138 credit hours in a four year degree. The credit hour formula is used as a substitute for estimates of the amount of learning achieved. If a program has a high number of contact hours this formula can result in an unrealistically high number which does not accurately represent the amount of learning that can reasonably be expected.

The program design and the academic structure of levels are intrinsically linked to ensure that both the appropriate student learning and the standards of an honours degree, as measured against national and international standards, are achieved on successful completion. In this structure a program comprises a number of courses, each set at a specific level as defined within the National Qualifications Framework so that students, their sponsors and employers have confidence in what they know and are able to do when they complete their program. (See section B.1.4.1)

In each college, the team of program and course leaders charged with the responsibility of designing a program will establish a group of compulsory, optional and free courses, which in total provide the units or credit hours required for a student to meet the regulations of KFU for an award to be made. In designing the study plan, the program team will pay careful attention to the credit hours which each course contributes. Program approval will establish an accredited study plan from which the student may select a study pathway, whilst being cognisant of any pre-requisites or co-requisites.

C.3.2 System of Study in the College of Medicine

Study in the College is on the basis of full academic year and is calculated as two levels each year.

Study consists of 12 levels.

The College Council in the College of Medicine specifies necessary controls for clinical courses for their students to include the following:

- The way of registering students on courses each semester in coordination with the Deanship of Admission and Registration.

- Conditions of transfer from one level to another in these courses.

- Controls and conditions of sitting for the final and the second round tests of these courses.

The minimum study load for the clinical stage of the College of Medicine is 9 credit hours.

C.3.3 Student registration

Each semester, every student will register on the courses he/she is seeking to study, conditional upon them having successfully passed the previous level and any pre-requisite courses. Registration will take place through the Banner system and will be managed by the Registration Department in the Deanship of Admissions and Registration. Each student is normally required to study 15 credit hours a semester. A range is set to observe the NCAAA and National Qualifications Framework, and is a minimum of 12 and a maximum of 18 credit hours per semester. The accumulative average is the sum of dividing the grade points by the sum of credited hours for all passed courses since the student joined the University.

In the summer semester the maximum accredited hours of study are 10, and no more than 3 courses may be taken. The University Council registration rules cover the detailed arrangements for dropping or adding courses each semester within an accredited study plan to ensure the minimum and maximum academic load is observed.

The University Council sets the rules of registration, and dropping and adding of courses within the levels of the accredited study plans that insure the registration to the minimum limit of the academic load.

The admission and registration deanship specifies the timetable to the registration, and dropping and adding of courses. Registration for the main semesters:

- early registration starts from the tenth week every semester and the registration is for the next semester.
- confirmation of registration is during the week which preceding the beginning of the academic semester except for health colleges where it is upon the conditions of every college.
- cancelling registration: the registration of the student is cancelled and he or she will be considered as discontinued of their study if they do not confirm their registration for all the courses before three days of the beginning of the study semester. They will be considered as discontinued of the study because not confirming for the registration, and the student in this case may apply for postponing of his study before two weeks of the beginning of this semester, and if they don't apply for postponing of his study, they will be considered as discontinued of the study.

The student shall have the chance during the periods of early registration of confirming the registration or dropping and adding courses in accordance with the accredited study plan of the college and within the permissible limit of the academic load.

Registration for the summer semester:

1. the council of the college specifies the courses that the college wants to present in the summer semester, and that should be announced five weeks before the end of the second semester.

2. the maximum limit of the accredited hours that are permissible to register in the summer semester is 10 accredited hours, and the number of courses must not exceed 3 courses.

3. it is permissible for the student in the summer semester to add courses until the maximum limit of the accredited hours that are permissible to register in this semester, and he or she can drop any course in this semester with the approval of his college, and that should be in the first week of the semester.

4. the student can completely drop the summer semester within the first three weeks of this semester upon the approval of the college.

C.3.3.1 The minimum limit of the study load

The number of the accredited hours for which a student registers during the study level, shall not be less than (12) hours for the academic semester system and 20 hours for the academic year system. Regarding clinical stage in health collages, the minimum limit of academic load should be 9 credit hours taking into account the item 7/D of the executive rules of articles (9-14).

C.3.3.2 The maximum limit of the study load

The number of credit hours for which a student registers during the study level, shall not be more than 18 hours for the academic semester.

C.4   Taught Postgraduate Programs

The title of the qualification must comply with the National Qualifications Framework (NQF).

Particular attention is drawn to the need to use the correct term for the qualification level concerned and the requirements for citing a field of study specialisation. A qualification with the title Master must meet all the requirements for such a title in the National Qualifications Framework regardless of any differing practice in another country. Any program that does not fully satisfy these requirements will not be accredited by NCAAA.

The number of credit hours required for the qualification must be at least as specified in the NQF.

When considering credit hours included in a program it is important to note that NCAAA will recognise a maximum of 18 credit hours within a semester of full time study or work.

All awards and programs of the University are based upon a defined number of credit points. Students must accumulate the required number of credit points at the appropriate level in order to achieve a University award or complete an accredited programme.

The period for obtaining the master degree is not less than two years and not more than three years for the full-time student. For the part-time student, the period must not exceed four years.

Study for the master's degree is by courses and writing a thesis. The thesis can be substituted by other requirements in some master's programs based on the recommendation of the Department Council and the approval of the University Council.

The minimum study for the master's degree is the completion 30 accredited hours, including the prescribed hours for the thesis: six hours for the thesis and between 10 and 20 hours for the courses.

For further information about the calculations, refer to the examples in, *Regulation of the Study & Examinations of the University Stage and the Executive Rules of King Faisal University,* and *The most important rules and regulations which organize students' affair, Deanship of Admission and Registration.*

C.5 Assessment principles including Moderation and Feedback

C.5.1 Assessment policy and principles

The University recognises its responsibility to ensure the equitable treatment of all its students in assessment and to protect the standards of its awards across the range of its provision. To this end, it maintains a comprehensive assessment regime directed towards the fair and just assessment of students' performance against defined, published and externally endorsed criteria. Where appropriate, the detailed requirements of specific assessments may be modified to meet the needs of disabled students or those with specific needs. Such special assessment requirements would be identified during the admissions stage or when the special need was first recognised. For example a blind or partially sighted student may be given a copy of an examination paper in braille or in oral form, and may be given computer equipment to produce their answers and additional time to complete the assessment. Such arrangements should not be ad hoc, but planned into the assessment processes for each individual student and captured centrally on the students' record and made available to University administration with responsibility for student assessment.

Each program should have a varied diet of assessments designed into its courses, ranging from time-constrained examinations through to dissertations. A key element of the assessment methodology is the application of learning, and approaches which promote deep learning rather than shallow learning experiences.

C.5.2 Course assessment

The assessment for each course will vary according to the nature of the intended learning outcomes and how the teaching team judges these can best be assessed. The assessment is defined during program approval, and cannot be amended without re-approval of the course specification (see section B.2). The C-SPCC will actively review the balance of assessment used across the courses, to help promote the student learning whilst ensuring the intended learning outcomes are covered.
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An assignment must not be assessed as part of a course if the assignment has already been assessed and credit awarded as part of another course, i.e. no double-counting of credit for any item of student work.

To ensure that all students are treated with equity, it is of key importance that all staff engaged in the assessment process undertake their duties diligently and without the possibility of influence. So any member of staff involved in student assessment who has any form of relationship with any student being assessed must declare that potential conflict of interest to the Dean of College. The Dean will take such steps as is necessary to secure the integrity and equity of the assessment process (see C.5.5).

Students must also adhere to the assessment regulations. Failure to do so will incur action being taken as laid out in the following assessment regulations.

C5.2.1 Assessment management timelines

Assessment setting	Assessment or assignments will normally be prepared at least one term in advance to enable the internal and external moderation processes to be completed. (see annexes K,L,M and O) Each assessment will be agreed by the Course Leader and moderated by another faculty member as outlined in C 5.7
Notification of schedule to students	On commencing each level of the program, the student will be advised of the submission dates and examination dates for all course assessments.
Submission of assessments	Students will be clearly advised on how assessments should be submitted. Each submission will be accompanied by a declaration that the work is the students' own work.
Examinations	Students will be reminded of the examination schedule and time/location at least 4 weeks in

	advance of the examination session.
Marking	The assessments will be marked by the appropriate staff teaching the course in the semester, Markers are normally required to complete the marking within 2 weeks
Moderation	Students marked work will be moderated in line with guidelines in section C.5.7 (see annexes G,H,I and J)
Appeals and Unfair practice	Students may appeal where material fault in the assessment process has taken place. Students will be advised fully on the rules governing assessment conduct and also given training in referencing and how to avoid plagiarism at induction and at appropriate additional points in the academic year.

C.5.3 Formative assessment

The purpose of formative assessment is to help the students' learning through practice in the various skills, competencies, knowledge and understanding required by the learning outcomes of their programme of study. The results of formative assessment exercises are not normally included in either any overall assessment grade for an individual module or the grade profiles which determines students' progression and completion. Examples of formative assessment might include comment on an essay plan, feedback on a mock assessment question, consideration of a draft or online multi-choice quizzes. Submission of formative assessment is desirable but not mandatory and students will not normally be required to undertake the work as a precondition of assessment submission, although the importance of it will be continually stressed.

C.5.4 Summative assessment

The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the intended learning outcomes of their programs of study and that they have achieved the standard required for any awards they seek. Assessment outcomes must

therefore both reflect the achievement of the individual students and relate that achievement to a consistent national standard of awards.

C.5.5 Regulations for student conduct at formal examination

All students must have a minimum of 80% attendance for the entire lecture program of their registered program.

Except where prevented from attendance by an accepted mitigating circumstance, a student who fails to present himself/herself for formal examination of a course for which they are enrolled at the time and place indicated in the published schedule shall be deemed to have failed in this element of the assessment. Failure to read the timetable correctly is not a mitigating circumstance.

All students must present themselves at least 30 minutes before the examination is due to start with a valid identity in order to gain entry to the examination room. No candidate will be permitted to enter the examination room after a lapse of 30 minutes from the commencement of the examination. No additional time will be allowed to candidates who arrive late.

The identity of each student will be checked by the Invigilators responsible for the conduct of the examination. All students must place their identity cards in a visible position on their desk for official checks by the Invigilators. Impersonation of a candidate is prohibited and candidates must not allow themselves to be impersonated.

All students must leave bags, coats, cases etc in the area designated by the Invigilator.

Silence must be observed at all times in the examination room, and candidates are forbidden to communicate with each other. The examination is deemed to be in progress from the time that the candidate entered the room. Candidates must have left the examination room before talking to another student.

If students need the help of an Invigilator at any time during the examination, they must remain seated and raise their hand to attract the Invigilator's attention. The Invigilator will come to the student,

and only then may the student verbally communicate in a manner which will minimise the disturbance to other candidates. Candidates are not permitted to move around the examination room.

If the fire alarm sounds during the examination, candidates must follow the instructions of the Invigilator. Candidates must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of emergency, prior to their return to the examination room.

Mobile phones, pagers and other communicating electronic devices must be switched off and stored in left luggage and not brought into the examination room. Students are not allowed to use a dictionary or programmable calculator under any circumstances. Unless permitted in the rubric of the examination paper, candidates are not allowed to use calculators. Where permitted, they must be silent in operation and not have alphabetic keyboards. Calculator memories must be cleared of user-defined programmes and functions and calculators that permit the symbolic manipulations of equations and formulae are forbidden.

Candidates are not allowed to borrow any materials e.g. rulers, pens, rubbers, calculators etc from other students during an examination. Candidates should bring with them all the required materials that are allowable and required.

Candidates are not allowed to bring food into the examination room, but are allowed to bring 'still' drinks into the room provided they are in a container and are extracted with the use of a straw or nozzle. No fizzy drinks are to be taken into the examination room. Candidates will be responsible for the removal of the drinks' containers at the end of the examination.

The use of scrap paper is not permitted and all rough work must be done in the answer books provided.

Candidates are not allowed to leave the examination room during the first 30 minutes or the last 15 minutes of the examination. If, for any reason, a candidate wishes to leave at any other time during the examination, then the permission of the Invigilator is required. If leaving the room is permanent then the Invigilator will collect the examination answer book and all other examination materials, prior to the departure of the candidate, who must then leave without

disturbing other candidates. If leaving the room is temporary, then the Invigilator will arrange for the candidate to be accompanied by a suitable person during their time outside the examination room.

Invigilators will receive a set of instructions incorporating the examination rules, and will be notified of any special conditions.

When time is called at the end of the examination, all writing must cease immediately. The Invigilators will collect in all examination answer books and other materials, and candidates must remain in their seats until the Invigilators issue instructions that they may leave the room.

Any irregularity of conduct in the examination room or in any process of the examination will be recorded, and subsequently reported.

C.5.6 Competent and impartial examiners

Assessment must be carried out by competent and impartial examiners, using methods which enable them to assess students fairly. The assessment approach is built into the course and program approval process, and the overall balance of assessment is a key consideration of the C-SPCC. The team will continually discuss the assessment approach, recognising the significant contribution it makes to the student learning.

The arrangements for grading students' work and agreeing their progression places principal responsibility on the individual staff for each course for ensuring the fairness and appropriateness of the assessment tasks and the assessment outcomes. In fulfilling their responsibilities, faculty must ensure that:
- assessment tasks are set in clear and unambiguous terms
- the criteria against which each task is to be assessed are agreed in advance and made known to the students
- academic judgement of performance are made in the light of the agreed criteria, and are clear and unequivocal.

C.5.7 Provision of assessment information to students

Students must receive clear and comprehensive information on the range of their assessments, the criteria by which they are to be assessed, the interpretation of their grades, the nature of the examiners' judgements and scope of discretion, and their rights of appeal.

Faculty should establish deadlines for all pieces of assessment that contribute to a course grade in advance, and make these known to all students at the start of each course. Work submitted by students after the deadline will be penalised in line with the standard arrangements for late submission of work, notwithstanding valid mitigating circumstances. Staff should clearly distinguish between assessments which contribute to the overall course grade, and those, if any, which are formative only.

C.5.8 The assessment regime

(a)   Faculty are encouraged to include formative assessment exercises within their teaching programs, to support the students' learning and self-awareness prior to formal, summative assessment.

(b)   All formally assessed work is subject to clear assessment protocols. Assessments, both coursework and examinations will be subject to both internal and ideally external moderation (using external advisers) prior to being given to students to attempt. This will cross check that students are being asked to attempt work of the appropriate volume and standard, and will be moderated using forms in annexes G and H. All validated forms of assessment must be treated and marked with the same level of academic rigour, and are subject to standard minimum marking and moderating requirements.

(c)   All programs are conducted under common University regulations.

(d)   Students must be assessed in accordance with the assessment schedules for individual courses of their programs.

(e)   Students cannot submit an assignment to be assessed as part of a module if the assignment has already been assessed and credit awarded as part of another module.

(f)   Examinations and, where possible, coursework are anonymously assessed.

(g)   All courses must specify the assessment criteria applicable, defining the academic qualities and practical abilities students need to demonstrate to achieve a particular mark on the University scale, and taking due regard to the relevant national standards. This is distinct from the assessment strategy which specifies the weighting between examination, coursework or other elements of the course assessment.

(h)   All awards must specify the requirements and outcomes for each level of study, and ensure that these align with the generic level descriptors widely used internationally.

C.5.9 Moderation

The extent to which any internal moderation or detailed scrutiny of individual, marked assessment scripts, is a matter for sound judgement based on appropriate sampling and the level of demonstrable confidence or experience of the examiners.

All formally assessed work is subject to clear assessment protocols. All validated forms of assessment must be treated and marked with the same level of academic rigour, and are subject to standard minimum marking and moderating requirements.

Examining teams are expected to adhere to defined marking and moderating protocols. These protocols represent the minimum level of practice required to maintain the academic standards of the University's awards.

Moderation of all marking should take place in order to ensure consistency across the subject, using the forms provided in Annexes I and J. This may take the form of sampling a small amount of work or may extend to more formal, extensive moderation where appropriate.

The University uses the following definitions in describing its expected minimum level of practice:

- Single marking: an assessment is marked by one person only.

- Blind double marking: an assessment is marked by two people, and the grades/comments of the first marker are not available to the second marker.
- Second marking (seen double marking): an assessment is marked by two people, but the grades/comments of the first marker are available to the second marker.
- Sampling: the moderator (external or internal) looks at examples of ranges of grades. This should only happen when scrutinising the work of a whole cohort is impracticable.
- Internal moderation: course grades are scrutinised by a colleague within the same College. This may be through a sampling process, through scrutiny of a whole cohort, or through second or double marking.

In many courses, especially where student numbers are high, there will be a teaching team responsible for assessment. One member of the course teaching team will be designated the course leader and will provide the liaison between the C-SPCC, the program leader and the teaching team. The course leader is responsible for the marks recorded in all elements of assessment and for ensuring that the course examination board receives the correct grades for the course. Where a course is shared amongst staff, the course leader is responsible for collating all marks for each element of assessment. Where the teaching and/or marking is shared with other staff, they should discuss beforehand the way in which the assessment criteria are applied to the learning outcomes of the module, and the course leader will present that approach at the C-SPCC meetings.

Suggested modes of internal moderation

- Where there has been single marking, then all assessments for course with up to 25 students enrolled will be internally moderated. For courses with more than 25 students enrolled, a sampling approach will be agreed
- For courses where blind marking or second marking has taken place the average mark of the two grades will be taken as the agreed position, provided there is less than 10% difference. Where the difference is greater than 10% a third senior member of faculty will arbitrate and agree the final grade.

All assessed work should be made available for scrutiny by way of moderation of marks. In the case of sampling because the number

of students exceeds 25, the range of grades sent and the size and make-up of the sample should be recommended by the program leader, in consultation with the course leader. A typical approach used internationally is to sample the 'square root' of the number of students. Hence 100 students would mean a sample of 10 students. It would usually consist of a cross-section of the full range of grades awarded, with a focus on marginal cases. Coursework elements should be included with related examination scripts.

C.5.10 Assessment feedback to students

The role of feedback in the learning process is to inform the student of where and how their learning and performance can be improved. Feedback on learning can come from lecturers, fellow students and staff supporting the learning processes such as demonstrators or technicians.

Feedback on assessment on the quality of the students' work can be given to assessments contributing to the final grading (summative feedback), or on other non-contributing assessment to help the student improve their work in future (formative feedback). A highly individualised form of feedback sometimes used in (performing) arts, sports, design and professional disciplines takes into account the students' previous developments, and uses this as the starting point for assessing progress or improvement of skills, knowledge and competence.

Feedback should be given to students with 14 days of the submission date. If one member of the student group is given extra time due to extenuating circumstances then his/her revised submission date should not be later than the 14 days return date for the group. If such circumstances fall outside of the above then a different but equal assessment must be arranged.

In light of the paragraph above, staff should consider the practices outlined below.

When considering best practice of providing feedback to students, the following values apply:

- Feedback is best provided as soon as possible after the assessment took place, so that the learning from feedback can still be connected to the assessment content.
- Feedback should be critical, but supportive to learning, so as to encourage a student's confident scrutiny of his/her future work.
- Feedback should, where possible, be directly related to learning outcomes and given assessment criteria, so that students are very clear on what was and will be expected of them.
- Feedback on work should go beyond editing (grammar, spelling, mathematical notation, presentation) and link to the broader learning outcomes, unless of course, the former are included in the learning outcomes.
- Feedback should be given with care and attention to standards of respect for diversity and individuality, and should not be directed at the student, but rather at their work.
- Feedback is most likely to have a positive effect if students are fully aware that what they encounter is meant as feedback, and that they should take note of it in order to improve their learning.

C.5.11 Some practical feedback methods:

The most common forms used in universities for giving feedback is written feedback on students' individual work, or verbal feedback either to individuals or groups of students. But innovative means of assessment and direct student demands can lead to a need to use less traditional modes of feedback. Some practical suggestions are listed below:

- Marking schemes: using a checklist of assessment criteria, onto which the feedback to students is written, allows students to receive feedback in a very structured manner. A blank comment box should always be added to marking scheme forms, so as to allow for individual feedback where needed.
- Providing generic feedback in lectures or workshops: feedback is given on what the majority of students seem to be struggling with, without reference to individual assessments.
- Self-assessment: allows students to provide an initial self-assessment at the end of their assessed work, according to a set grid or checklist of assessment criteria. This helps students in the fastest possible manner, to have an indication of the quality of their achievement.
- Student guided feedback: this is one means to make a student evaluate his/her own progress and allows the assessor to target a student's concerns most precisely. The student is asked at

the end of his/her assessment to put forward a request for feedback on a particular part of his/her learning.

- Electronic feedback can combine the benefit of prompt feedback returns, with the advantages using feedback statement banks, which list standard feedback given to common mistakes (tackling repeated feedback on, say, grammar problems or notational mistakes). It is the obvious form of feedback to distance learning students. (See also on-line feedback conferences below)
- On line feedback conferences: by providing a generic form of feedback online, students can be enabled to discuss further solutions to the learning problems they have encountered. The considerable advantage is that students can return to their peer feedback discussions at a later stage. Such techniques work well when developing intellectual discipline skills, for example programming, laboratory work, design drawing.
- Class marking: collate parts of actual student work, to let students themselves mark and provide feedback on an assessment they have in fact, all handed in.
- Question by question, the collated work could for instance consist of an example of a good answer, and an example of problematic answer to the same question.
- Peer marking and feedback: provide clear assessment criteria and possibly model answers to students, and ask students to mark each other's (anonymous) work and provide full written feedback. This not only helps the person receiving the feedback, but also moves the learning from the assessing student, to a higher level. Be prepared to find that students mark each other much 'tougher' so students need reminding of the need to mark the work, not the student and to be respectful and careful of each other. (See Ethics above).
- Individual verbal feedback: most suitable for thesis type assessed work, such as PhD progress feedback, or feedback on project work. In many ways this is the individual tutorial on which many universities continue to depend. (See also co-grading below).
- Co-grading: one of the best direct forms of feedback possible. The student and the assessor mark the work together, so that feedback and explanation of marking decisions are given immediately. In Arts subjects, the assessment method of the 'Critique' is often used, which, if verbal, can take the form of co-grading.
- Grouped needs-led feedback: students are grouped by their need for feedback on particular content or learning. Feedback

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is then delivered to those students who all found the same problems as a group. (Should this be required, it may be wise to reconsider how delivery of the learning may be reviewed) Students may find themselves in more groups than one, and may self-select or be selected for particular groups. This method is particularly suitable for feedback on complex learning and content.

Which type of feedback is chosen depends on a number of factors. Some types of feedback fit better with specific types of assessment than others.

Peer, self, grouped needs feedback, co-marking and class marking are likely to be more appropriate for formative assessments, whilst marking schemes and individual verbal feedback are more commonly, but not exclusively, associated with summative feedback.

Often there is value in using different feedback, or indeed assessment, methods throughout the learning experience of a student. It may benefit the student to consider the improvement of their learning from different angles, provided by different forms of feedback.

C.6 Assessment regulations and awards

C.6.1 University attendance expectations

The University defines a level of attendance for students enrolled on its awards. This level is designed to ensure that all students are able to fulfil the learning outcomes of their awards, and is to be seen as a minimum expectation of the University.

• Students should attend the lectures and practical lessons and will be deprived from attending the final examination if the percentage of the attendance is less than 80 per cent for each course during the semester. The student who is deprived from attending the final examination because of absence is considered to fail in that course.
• The college council or its authorised representative may allow the student to attend the final examination in case of submitting an acceptable reason to the college council provided that   the

percentage of attendance is not be less than 50 per cent of the lectures and practical lessons for the course.

- Any student who is absent of the final examination gains zero marks in that exam. His/her grade value is calculated based on the work points he/she achieved through the semester in that course.
- If the student could not attend the final exam due to exceptional circumstances (beyond the students' control), the College Council may allow him/her to attend a substitute exam within a period of time not exceeding the end of the next semester. The student will be given the grade value he/she achieved after attending the examination.
- Any student may withdraw during the educational semester without being considered fail if he/she provided an acceptable reason to the college dean at least five weeks before the final exams. The student will be given a grade (W). Students of colleges which apply the system of educational year may withdraw during the educational semester at least eight weeks before the final exams.
- Consent of the guardian is mandatory for female students in case of withdrawal from the semester.
- The student shall not be given more than two examinations in the same day and the University council may make an exception for that.
- The student is not allowed to enter the examination after half hour of the beginning of the examination and he/she is not allowed to leave the examination before half hour of the beginning of the examination.
- Cheating, trying to cheat, breaking the rules conducting examinations are subject to punishments according to the students' disciplinary regulations.

C.6.2 Marking and Grading

The semester's work is calculated by one of the following:

(a) Oral or practical examinations and researches or class activities or all of them or some of them, and one written examination at least.

(b) At least two written examinations.

If the study of the courses requires more than one semester, a grade of in progress (IP) is to be recorded, and the student shall be given the mark he/she has achieved after completing the study of the course. If he/she did not fulfil the course in the fixed time, the department council may allow (IC) grade to be recorded on the student's record. Students must meet the overall course learning outcomes with no significant weaknesses to achieve a pass grade. A significant weakness is defined as a mark below 60%. Any specific intended learning outcome which must be passed in order for the module to be passed must be identified in the course definition.

All grading or marking should be moderated by another member of faculty to maintain standards and the evidence of that moderation used in the annual course reports. Forms in annexes G and H are available to assist in this process which may be undertaken on a sampling basis, aligned to a risk based approach.

All courses are graded using the normal percentage scale or letter grade. The minimum aggregate pass mark for each module is 60%. Failure in one or more components of the assessment of a course shall be compensated for by the results in one or more other components of that course, provided that the overall pass mark for the module of 60% is attained and a minimum of 40% is attained for each assessment component within the module.

The grades which students achieve are calculated as the following:

Mark	Grade	Letter of grade	Value of grade
95-100	Excellent +	A+	5.00
90-less than 95	Excellent	A	4.75
85-less than 90	Very good +	B+	4.50
80-less than 85	Very good	B	4.00
75-less than 80	Good +	C+	3.50
70-less than 75	Good	C	3.00
65-less than 70	Passed +	D+	2.50
60-less than 65	Passed	D	2.00
Less than 60	Fail	E	1.00

The general grade is to be recorded on the basis of the grade value 5 as the following:

1   (Excellent) if the accumulate average is not less than 4.50.

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2   (Very good) if the accumulate average is between 3.75 and 4.50.

3   (Good) if the accumulate average is between 2.75 and 3.75.

4   (Acceptable) if the accumulate average is between 2.00 and 2.75.

If a student is absent from a final examination (zero mark), then a grade mark for the course is calculated on the work points achieved during the semester.

If a student could not attend the final examinations due to circumstances beyond his/her control, the College Council may allow him/her to attend a substitution examination before the end of the next semester, and the student will be awarded the grade value achieved in the substitute examination. The student must have provided the college council with an acceptable excuse for absence and should have attended at least 50% of the lectures and practical lessons for the course.

The college council, based on a proposal from the faculty member who teaches the course, may allow the student to complete the requirement of any course in the next semester. The mark from the course will be recorded as incomplete (IC) and will not be included in the semester average or in the accumulative average; instead, it will be included after fulfilling the requirements of the course. If the student spends one semester without fulfilling the requirements of the course, the IC mark will be substituted to F and will be included in the semester and accumulative average. The latter does not apply to the student who misses the examination due to exceptional circumstances (beyond the students' control).

A student who has not been allowed to attend examinations due to absence will be considered as a fail in that course and his/her class work grade will be recorded and should be described as deprived (DN).

Final Examination Procedures are stated as:

- The student shall not be given more than two examinations in the same day and the University Council may make an exception for that.
- The student is not allowed to enter the examination after half hour of the beginning of the examination and he is not allowed to get out of the examination before half hour of the beginning of the examination.

- Cheating, trying to cheat, breaking the instructions and the rules of conducting the examination are things expose the student to punishment according to the students' disciplinary regulations.

The grade of in progress or "IP" is reserved for special cases and means that the particular course is not designed to be completed by the end of the term and the nature of that course requires to be studied through more than one term.

Semester average is the sum of dividing the grade points by the sum of credited hours for all the courses at a particular semester. And the grade points are calculated by multiplying the grade value of the course by the credit hours of that course. The product of this multiplication will be the grade points.

The Cumulative Average is the sum of dividing the grade points on the sum of credited hours for all the studied courses passed by the student since he joined to the University.

Example of calculating semester's average

First Semester:

Course	Cr. Hrs.	Rate %	Symbol	Weight	Points
301Isl.	2	85	B+	4.50	9
324Chem.	3	70	C	3.00	9
235Math.	3	92	A	4.75	14.25
312Phys.	4	80	B	4.00	16
Total	12				48.25

First semester average=	$\dfrac{\text{Total of points (48.25)}}{\text{Units total (12)}} = 4.02$

Example of calculating cumulative average

Second Semester:

Course	Cr. Hrs.	Rate %	Symbol	Weight	Points
104 Isl.	2	96	A+	5.00	10

327 Chem.	3	83	B	4.00	12
314 Math.	3	71	C	3.00	12
326 Phys.	4	81	B	4.00	12
Total	12				46

Second semester average =	Total of points (46) = 3.83 Units total (12)

Cumulative Average	Total of points (46+48.25) = 3.93 Units total (12+12)

An Academic Warning is the notification directed to the student whose Cumulative average drops less than the minimum limit as it clarified in the regulation.

C.6.3 Degree Award

The first class honours degree is granted to the student who scores an accumulative average of 4.75 to 5.00 upon graduation. The second class honours degree will be granted to the student scoring accumulative average of 4.25 to less than 4.75 upon graduation. To obtain the first and second class honours degree the following should be provided:

(a) The student should not fail in any courses that he/she has studied at the University or in another University.

(b) The student should have fulfilled the requirements of graduation within a period equal to the average of the period between the minimum and maximum limit for staying in his/her College.

(c) The student should have studied more than 60 per cent of the program/course graduation requirements at King Faisal University.

When the students fulfil all the requirements of the graduation and his accumulative average is less than (2), s/he should register some courses upon the recommendation of the department council and the approval of the college council or authorized representative in order to raise their average and obtain the degree according to their study plan.

C.6.3.1 Graduation

The student will be graduated after fulfilling successfully the graduation requirements in accordance with the educational plan of the college provided that his accumulate average should not be less than accepted. The college council based on the recommendations from the respective department may determine suitable courses to be studied by the student for rising the accumulate average in case he passed all the courses but his accumulative average is less than the minimum.

C.6.3.2 Certification

1. The student will be granted a certificate which shows the student's full name, University number, civil record number, place and date of birth, the college, degree, specialization, grade after graduation, and the session of the university council provided by date that issued the approval of granting the degree for the student. The certificate shall be signed by the Dean of Admission and Registration.

2. Issuing a replacement graduate certificate instead of the missing one per the following:

   a) The student shall apply for the deanship of admission and registration to grant him a replacement graduate certificate instead of the missing one after announcement.
   b) A seal with this words (a replacement of missing) should be put on every document issued after the missing.

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C.6.4 Progression

The rules which organize students' transmission from one level to another:

- Students are graded to the next level in case they have successfully passed all the courses of the previous level.
- The student is not allowed to grade from one level to the next if they have failed of all the courses of that level, and he must re-study all the courses.
- If the student failed in studying some courses of any level, he or she must re-study these courses by recording additional courses from the next level provided that the courses' units should not be less than the academic load in each semester, in accordance with the following conditions:
- The registration of the courses that the student is going to study is compatible with the study plan and does not contradict with the course schedule.
- The student is not allowed to register courses from the fifth level unless he has passed all the first level's courses, and he is not allowed to register courses from the sixth level unless he has passed all the first and second level's courses…..and so on.
- It is not allowed for a student, at all the university colleges, to study a course more than four time including the opportunities of the second round for the medicine students.
- The academic load for the student must be connected to their accumulative average provided that they should meet the minimum academic load.
- The student whose cumulative average is less than 2,5 out of 5,00 is not allowed to register more than 15 credit hours.
- The minimum academic load for each semester is 12 credit hours.
- The process of students' registration is undertaken by the Admission and Registration Deanship, in accordance with the fixed dates, with the coordination with the colleges for the procedures related to the process of registration.
- The student can print their academic record by entering into the Banner System before the beginning of registration at each semester.

C.6.5 Postponement and suspension of study

The student will be entitled to apply for postponing the study prior the end of the first week of the study due a reason acceptable to the Dean of the College provided that the postponement period should not exceed two consecutive semesters or three non-consecutive semesters throughout his stay at the University and his registration will be closed after that. The University Council may make an exception in necessary circumstances.

- If the student discontinues his study for a semester without postponing, his registration will be closed.
- The student is not considered discontinued from the semesters while he studies at another University as a visiting student.
- Female students, whose husbands gain in a scholarship out of the Kingdom and they accompany them, have an exception of postponing the study for five years maximum for all colleges except the college of medicine which is two years only. The female student should prove her accompaniment with her husband who is in a scholarship. The female student whose period of postponement is more than five years is considered discontinued from study, and will be treated as a new student in case she wants to re- register at the university and the credit hours she had studied before will not contribute to the re-registration.

C.6.6 Re-registration

The student whose record has been closed may apply for the restoration of his record under the same number before the suspension as per the following restrictions:-
  a) Should submit the re-registration request during four semesters as from the closing date of the record.
  b) The College Council and respective parties should approve the re-registration request submitted by the student.
  c) If more than four semesters pass after the closing of the student's record he can apply as new student without referring to his previous academic record provided that all admission terms must be applied on him.

d) The re-registration shouldn't be done more than once.
e) The student should not have been warned academically.
f) The re-registration will not be allowed for the student whose record has been closed due to disciplinary or educational reasons and if it revealed that he had been dismissed for such reasons the record will be cancelled.

C.6.7 Dismissal from the University

The student will be dismissed from the University in the following cases:

- If a student receives three warnings and above for low accumulative average (2 out of 5 or 4 out of 10), and the university council according to the recommendation of the College Council has not granted a fourth chance to the student for rising his accumulative average by studying the available courses.
- If the student has not fulfilled the graduation requirements within maximum half of the period fixed for his graduation in addition to the period of the program. The College Council may give an exceptional chance to the student for fulfilling the graduation requirements maximum not exceeding the double of the original period fixed for graduation.
- The University Council due to exceptional cases may make an amendment for the students who are governed by the two previous items – a chance not exceeding two semesters.
- A student of medicine is to be dismissed from the University after the end of the second educational year in case they could not raise his accumulative average to the minimum limit (2,00 out of 5,00) after warning and giving him a chance for a year to raise his accumulative average to the minimum limit.

C.7 Academic integrity, misconduct and appeals

(See also Regulation of the Study & Examinations of the University Stage and the Executive Rules of King Faisal University)

C.7.1 Principles of Academic Integrity

What is academic integrity and why is it important?

The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community, the concept of academic integrity is fundamental.

Academic integrity means conducting all aspects of your academic life in a professional manner. It involves:

- taking responsibility for your own work; respecting the rights of other scholars
- behaving with respect and courtesy when debating with others, even when you do not agree with them
- fully acknowledging the work of others wherever it has contributed to your own (thereby avoiding plagiarism)
- ensuring that your own work is reported honestly; following accepted conventions when presenting your own work
- ensuring that you follow the ethical conventions and requirements appropriate to your discipline
- if you are studying on a professionally-recognised vocational programme, maintaining standards of conduct which are appropriate to a practitioner in that area
- supporting others in their own efforts to behave with academic integrity
- avoiding actions which seek to give you an unfair advantage over others.

As a member of the academic community at the University, students are expected to work in accordance with these principles.

Acting with academic integrity enables students to demonstrate their own knowledge, skills and understanding of the subject and then to receive feedback to help them progress.

C.7.2 Definitions of Academic Misconduct

C.7.2.1 Plagiarism

Plagiarism is the reproduction or paraphrasing, without acknowledgement, from public or private (that is unpublished) material (including material downloaded from

the internet) attributable to, or which is the intellectual property of, another including the work of students.

Plagiarism may be of written and also non-written form and therefore would also include the unacknowledged use of computer programs or software, mathematical/computer models/algorithms, macros, spreadsheets, web pages, databases, designs/models/displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, digital images, computer-aided design drawings, GIS files, photographs, maps, music/composition of any sort, posters, presentations and tracing.

Examples of plagiarism are:

- Intentionally including in a student's submission extracts from another person's work, without explicitly marking the text as a quotation and accrediting the source
- Intentionally using of the ideas of another person including images and other creative work without acknowledgement of the source
- Intentionally paraphrasing or summarising another person's work without acknowledgement
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation
- Submitting a piece of work entirely as a student's own when it was produced in collaboration with others, and not declaring that this collaboration has taken place
- Intentionally submitting appropriated imagery or creative products without indicating the source of the work.

C.7.2.2 Cheating

Cheating is any action taken before, during or after an assessment or examination which seeks to gain unfair advantage or assists another student to do so.

Examples of cheating are:

- Gaining access to, or using, unauthorised notes or other material relating to an assessment

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- Introducing any information, including electronically stored information, into the examination room unless expressly permitted by the examination or course regulations
- Communicating during an examination with any person outside the examination room or with other students within the examination room
- Copying the work of another student whether in examinations or in other assessments
- Amending and resubmitting work following a final mark being issued in order to gain a better mark.

C.7.2.3 Falsification

Falsification is any attempt to present fictitious or distorted data, evidence, references, experimental results or other material and/or knowingly to make use of such material.

Examples of falsification are:

- Presenting data based on controlled investigations, experiments, surveys or analysis falsely claimed to have been carried out by you
- The invention of references and/or false claims; including data etc. in your work which you know to be false or incorrect, whether or not this has been created by you.

In connection with programs leading to a professional qualification, falsely claiming to have completed non-academic requirements such as hours in practice, or to have achieved professional competencies may lead to disqualification to practise.

C.7.2.4 Other breaches of academic integrity

There may be other breaches of academic integrity which are not specifically referred to above and some breaches may fall into more than one category. Where a member of staff is concerned that a student has submitted work that is substantially different to other work which has been submitted previously the faculty may investigate.

C.7.2.5 Disciplinary breaches

All students are subject to the disciplinary regulations as defined in the following articles:

1. Breaches in the rules, regulations and traditions of the University will be considered a disciplinary offence.

2. A student who cheats in an examination will be formally reported by the examination observer to the Dean of the College. The Dean will report the offence through the President of the University or his authorized representative to the Disciplinary Committee who will decide the punishment. A breach of the examination system will be reported by the Dean to the Vice President or his authorized representative to take action.

C.7.2.6 Disciplinary action

A student who cheats in the examination or initiates cheating, and is caught in the act, is removed from or excluded from the hall by the observer of the exam. The observer or invigilator reports in detail what had happened, and provides documents to the Dean. The Dean delivers the record and documents to the President of the University or his authorized representative to refer an application to the Disciplinary Committee to decide the appropriate punishment.

If a student who cheats in the examination system, then the Dean or his authorized representative has the right to estimate the situation to drive out the student from the exam hall, or allow him to continue according to the case, and the Dean delivers a report to the Vice President or his authorized representative to take the required procedure.

If the student is removed or excluded from the exam hall, the exam becomes void in the course in which he was testing (given fail estimate) and the student's exams are not repealed in other courses except that based on a decision of the Disciplinary Committee. The decision is based on the report of the Dean, and the results of the student are not

announced in these courses until a decision of the Disciplinary Committee is issued.

Disciplinary penalties are:

1. Written notification.
2. Ultimatum.
3. Deprivation of the enjoyment of some or all of the advantages of University students.
4. Cancellation of the exam of the student in one course or more and is given   the estimate (failed).
5. Depriving the student of the exam in one course or more and is given the estimate (failed)
6. Dismissal from the University for a semester or more.
7. Final dismissal from the University.

The decisions of disciplinary penalties reserved in the student's file and as a consequence of final dismissal the student is not to allow to re-register and the decision of the disciplinary penalty may be announced within the University, and the guardian of the student may also be notified.

Competent authorities of imposing disciplinary penalties are:

1. The competent Dean: Has the imposition of penalties (1 and 2) shown in Article (IV) based on the proposal of the competent officials concerning what the students may commit during lectures, tutorials or otherwise.
2. The President: Has the imposition of penalties (1,2 and 3) shown in Article (IV) after consulting with the competent Dean, and when referring the student to the Disciplinary Committee he has the right to prevent him from entering the university and its facilities to the day appointed for his appearance   before the Committee.
3. The Disciplinary Committee: Has the imposition of the penalties mentioned in Article (IV) with taking into account that imposition the of any of the penalties prescribed in this Article shall not be made only after conducting the required investigation.

The Disciplinary Committee comprises the relevant Vice President as the Chairman, the Dean of the concerned

Faculty, the Dean of Admission and Registration and the Dean of Student Affairs as members. The Secretariat of the Committee shall be managed by one of the legal advisers to University, in the case of the Committee could not be held as previously mentioned, it is constituted by a decision of the University President.

A student assigned to the Disciplinary Committee to appear before the committee by the date specified by the Chairman of the Disciplinary Committee by a registered letter to the address indicated in his file or through a letter delivered to him personally.

Resolutions issued by the competent authorities to impose Disciplinary Penalties in accordance with Article (V) shall be conclusive and reported to the student or his guardian in writing by a registered letter or delivered to him personally, and without prejudice to the provisions of Article (III), a student may appeal to the University Council from the decision of one of the penalties set forth in paragraphs (4, 5, 6 and 7) of Article (IV) and the appeal request should be submitted by the student to the President of the University during the fifteen days of notification of the decision to the student.

C.7.3 Appeals of examination results, submitted by University Students

By creating a unit to examine appeals submitted by the students, the University aims to achieve the following:

1. A homogeneous University community in the spirit of mutual cooperation among its employees.

2. Adoption of the principles of justice and equity as a backbone in building a perfect society within the University.

3. Support the rights of students on the basis of laws and regulations, applicable in the University, Support the investigation of appeals and adjudicates on appeals submitted by students to further develop the culture of justice and equity among students.

Appeals submitted to re-correct the answer sheets:

1. Appeals shall be submitted to the Dean or his/her authorised representative within two weeks from the date of reporting student results.
2. The Dean may accept the application of the student or refuse it.
3. In the case of accepting the application, the College Council shall determine the faculty member who is responsible for the re-correction.
4. After the re-correction of the answer sheet the council will reconsider it and arrive at a decision. The decision of the College Council is final.
5. The College Council has the final decision about student's appeal within a period beyond the start of the final test of the next semester and also in the acceptance or otherwise of the appeal application.

C.8 Internships and work-based learning

Work-based or placement learning is usually undertaken as part, and very occasionally the whole, of a program of study.

Arrangements to provide work-based and placement learning involve a wide range of partners. A University's relationship with its partner(s) can vary in terms of the nature of the learning opportunities provided. The nature of the relationship may also depend on the partner's purposes for engaging in the provision of work-based learning or placements. For example, an employer that is using work-based learning as a means of improving the skills and knowledge of the workforce may have a different relationship with the University to an employer providing work-based placements for a full-time student(s).

Work-based and placement learning is not restricted to undertaking work experience or going on a placement. It is primarily concerned with identifying relevant and appropriately assessed learning, expressed in the form of intended learning outcomes that can be linked to that work or placement. Agreeing the intended learning outcomes for a course or program is an integral part of programme design and is normally the responsibility of the awarding institution, sometimes working with its partners. In agreeing intended learning outcomes, consideration is given to a range of relevant external reference points that are available for the

assurance of standards and reflecting the National Qualifications Framework.

Employers should normally be involved in the delivery and assessment of the work-based learning and the monitoring of students. Work-based learning agreements between academic faculties and the sector/employers should be specified at the outset of the placement and should include any training for employers that may be required. Such arrangements should be reviewed regularly as part of the on-going monitoring and review of the program of study.

C.8.1 Credit for work-based learning

Work experience credits can only be awarded to students who have achieved:

- all of the competencies associated with a work placement, as defined beforehand by academic staff
- a satisfactory reference or report from the provider of the experience
- a satisfactory reference or report from the approved placement supervisor
- satisfactory completion of a range of prescribed activities or exercises designed to make explicit and enhance the learning achieved during the placement.

C.9 Distance learning/off campus teaching/blended learning

C.9.1 Distance Education Programs

Programs offered through both on campus face-to-face delivery and through distance education that carry the same title are considered as the same program. Such programs are owned by the College where the program specialism is located, which designed and validated the provision and conducts the annual monitoring. For such a program to be accredited, the learning outcomes for the programs and students standards of achievement must be identical.

Flexible learning at King Faisal University is guided by the strategy defined in Annex K.

The approach to a program of self-study offered by distance education and by face-to-face delivery should be comparable to that for a program offered in different sections or locations. Evaluations should be carried out for both modes of delivery and with any significant differences in the extent to which standards are met made clear in a combined report.

General standards for higher education programs, and a set of self-evaluation scales based on those standards have been defined by the NCAAA. There are also separate documents that display the same standards and self-evaluation scales with additional items dealing with particular requirements for distance education programs.

For a program offered only by distance education, the distance education documents should be used.

For a program offered through both modes, both sets of documents should be used.

Reference is made in the NCAAA Handbook to program and course specifications and reports that show detailed plans for teaching and reports on the effectiveness with which those plans have been implemented. If a program is offered through both distance education and face-to-face delivery, the strategies for teaching and processes for evaluation will be different. Consequently there should be different versions of these specifications that show what is planned and done in each delivery mode.

Chapter 1 of the Handbook of the Ministry of Higher Education has introduced new regulations for the delivery of distance education programs. These are being introduced over a five year transition period, commencing in the late Semester 2010.

During this period new students may only be admitted to programs that meet the new regulations, but KFU will have until late 2015 to fully implement the new arrangements for students that were admitted previously to distance education programs.

The NCAAA has agreed to work with the same transition period in its accreditation processes and the details of its approach are described in section 1.7.7 of the NCAAA Handbook. For

accreditation of a that may be offered by distance education during this period, the self-evaluation scales for distance education programs must have been completed and have a strategic plan developed for meeting the NCAAA standards by late 2015. If this condition is not met, the distance education portion of the program will be excluded from consideration in the accreditation judgment. If accreditation is granted, it will be for the face to face component of the program only.

During this transition period:

- A program offered entirely by distance education will not be considered for accreditation unless all the Ministry and NCAAA requirements are met.
- If a program is offered through face-to-face delivery and also separately through distance education, the on campus component of the program may be considered for accreditation, but if accreditation is granted it will apply to the on campus component only.
- If a program is offered in a way that allows some courses or other portions of the program to be taken by distance education, the NCAAA may agree to consider it for accreditation provided its distance education standards are fully met for the elements of the program that can be taken by distance education.

C.9.2 Framework for distance delivery

The Deanship of Information Technology is a vital and important Deanship in the University, presenting its educational, research and administrative services to all University personnel. It is also granting number of electronic services for the students in cooperation with the other deanships and colleges. These services are the following:

C.9.2.1 Students and faculty members' Information system (Banner):

It covers all aspects that concern students in purpose of obtaining many of services by the Internet whether from the house or from the computer laboratories in the University.

Services that students can obtain by using the Banner system are:

- Registration.
- Omitting or adding records.
- Obtaining of registration notification.
- Obtaining final results.
- Printing study schedules.
- Modifying of personal data (address, phone numbers … mail).
- Keeping in touch with the course teacher through e-mail.
- Following up with the rewards and education fees (Applied Studies College, students).

C.9.2.2 Distance Education

Distance Education is an academic system that uses modern techniques to solve difficulties which some colleges face. It can be achieved by employing international systems in the electronic and distance education. It depends mainly on the information and communication technology to provide the means for colleges to present student learning opportunities.

C.9.2.3 Electronic and Distance Education system (Web CT)

This system provides opportunities for students to keep contact with the courses and teachers outside of the study halls; this system also supports a variety tools to review scientific course content and interact with it in easy and attractive ways. In addition, it secures the connection with the teacher and the registered students in the same course by different electronic means. The VLS is considered a backup facility, although distance learner students use the VLS as a primary tool.

C.9.2.4 Electronic system for Education Management (Blackboard)

This system depends on information and communication technology. It is capable of presenting supportive and

interactive teaching systems which provide direct interaction between students and their teachers. Staff are encouraged to expand necessary programs to prepare and develop electronic educational materials and developed systems which record lectures and make them available to the students so that they can view lectures on the internet at any time or place.

C.9.2.5 Electronic Smart Classrooms

Use of the interactive classrooms in teaching process is one of the main approaches to deliver lectures in many universities throughout the world. King Faisal University recently provided Smart Classrooms with along with modern teaching   techniques which are required by the students and teacher. The techniques are:

- Smart Board.
- Audio and Video systems.
- Electronic system to show documents.
- Video Conference.

C.9.2.6 Electronic Library

The Deanship of Library Affairs offers the benefits of the qualitative increase in providing differing information through its electronic library across the Kingdom and Arab nations. It provides large electronic knowledge resources in different forms which aim to motivate the education process in improved and appropriate ways.

C.9.2.7 Computer Labs

Are used for academic improvement and reflects the University's strategy to provide all technical capabilities which help our students in their academic process. There are computer labs in all colleges linked with the University network and Internet, the Deanship of Information Technology plans to modernise computers from time to time.

C.9.2.8 The University Website

The University website is the main window for the King Faisal University and it supports all browsers for news and information about the University. It is also provides services to all personnel and students. It is a main tool for the University and includes many dates which students access through an appropriate portal.

C.9.2.9 Wireless Networks

The Deanship of Information Technology operates a wide wireless network in the University buildings and connects with the main network directly for the purpose of providing University students and personnel with internet and e-mails services and other applications through laptops, LDE devices or cell phones.

C.9.2.10 Electronic mail

Is a service presented by the Deanship of Information Technology to all University personnel and students in order to maintain contact and exchange information.

C.9.2.11 SMS service

The SMS system is administrated by the Deanship of Information Technology; this service helps to strengthen the connection between faculty members and students. It broadcasts important news such as registration date, awards and University activities such lectures, seminars and other activities.

C.9.2.12 KFU forum for students (boys and girls)

The University website contains of a special forum for students. This forum is an important linkage among administrators, students and faculty members which aims to listen to students' differing points of views about issues that could be useful in developing the University. Each of the courses offered (approximately 400 currently) have their own forum area.

C.9.2.13 University page on Facebook

The University considers Facebook as a significant linkage between University administration, students and faculty members. It enable the University to listen to students' point of views and receive their suggestions and notes issues that concerns the University's services which are made available to students.

C.9.3 Blended Learning

Technology enhanced learning (TEL) or blended learning refers to the support of any learning activity through technology and is important in the development and enhancement of effective learning, teaching and assessment for our staff and students. TEL sits within the overall learning, teaching and assessment strategy of the University.

The University promotes work across all colleges to encourage the innovative use of Technology in learning, teaching and assessment, by working with Dean in each College to promote these activities and work with University's Technology Enhanced Learning team to ensure the dissemination of good and innovative TEL practice.

The aim is to integrate innovations in learning, teaching, and assessment, such as Technology Enhanced Learning, into regular professional practice.

Technology Enhanced Learning, Teaching and Assessment is a key part of the University's work. Technology can be used to enhance students' experiences and ensuring that the University remains at the cutting-edge of such developments is an important part of our role. We help lecturers and students engage with technology at various points in the 'Continuum of Blended Learning'.

Continuum of Blended Learning

ICT usage   E-enhanced   E-focused   E-intensive
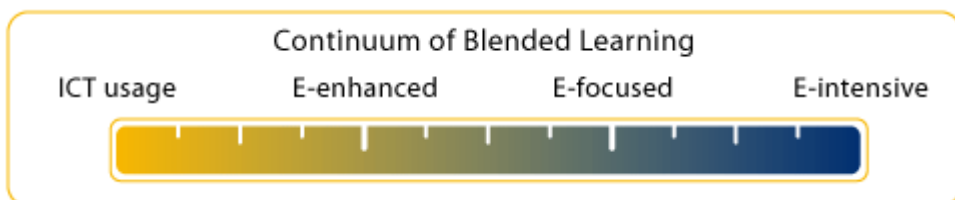
Professor Norah Jones (2006)

PART D - RESEARCH

D.1 Postgraduate degrees

D.1.1 Introduction

The University is committed to providing opportunities for students who complete their undergraduate degrees and demonstrate appropriate interest in taking their field of study to higher levels. As a result of the increasing expansion in post-graduate studies, KFU has established an independent Deanship for Graduate Studies (DGS). The Deanship undertakes the supervision of the postgraduate studies programs in conjunction with the faculties.

The DGS has a council for postgraduate studies including representatives from all KFU faculties. The remit of the council is to recommend and implement standard policies across postgraduate areas and to ensure the highest degree of coordination and cooperation between the University Faculties and the research centres is achieved.

D.1.2 Vision of the DGS

The vision of the Deanship of Graduate Studies focuses on establishing distinguished postgraduate studies programs that is described by scientific and research insight, and through adopting an ambitious program for comprehensive quality enabling King Faisal University to take a progressive position between national and international universities in the sector of postgraduate studies. The vision as well includes drawing a system for the postgraduate studies programs that obtain the approval of specialized bodies and covers all specialties available at the university. This will especially include such vital programs with qualifying, scientific and research outcomes which enable it to participate effectively in research development for the Kingdom of Saudi Arabia through its comprehensive concept.

D.1.3 Aims of the DGS

The aims of the DGS are:

- To ensure a continuous and permanent research atmosphere within the University to increase knowledge and science through development to a high level.
- To prepare an efficient workforce specialized in appropriate fields of national interest and to support the needs and aspirations of University staff and the KFU strategic development plans.
- To set out appropriate rules and regulations of useful scientific research in a manner consistent with the needs of the eastern region specifically and the Kingdom in general.
- To develop the abilities of the students in understanding scientific research and its methods in different fields of study.
- To focus on the study of persistent problems and search for appropriate solutions according to studied scientific bases. This approach will particularly have due regard to the University's contribution to community engagement, and will check that research proposals reflect the University's mission.
- To supervise students on postgraduate studies in coordination with academic faculties.
- To organise and monitor opportunities for KFU students to study inside and outwith the Kingdom, particularly in cooperation with the Kingdom's representatives abroad.

D.1.4 Graduate Programs' duration

- **The** prescribed course duration for a Higher Diploma is not less than two semesters and not more than four semesters.
- **The** prescribed course duration for a Master's Degree is not less than two years and not more than three years for a full-time student. A part-time student is required to complete within four years.
- **The** prescribed course duration for a Doctoral degree is not less than three years and not more than five years for a full-time student. Those pursuing a Doctoral degree on a part-time basis are required to complete in no more than six years.
- **Students** are required to undertake a thesis in part fulfilment of the conferment of a master's degree. The topic of the thesis and study of the same can only be carried out following approval of the members of the DGS Board.
- **The** minimum hours of study for a master's degree is thirty credit hours including the scheduled hours for the thesis, which is calculated as 6 hours plus 10-20 hours to write-up the thesis.

- **The** minimum hours of study for a Higher Diploma are twenty four credit hours and not more than thirty six credit hours.

D.1.5 Research Collaboration

The University encourages co-operation with industrial, commercial, professional or research establishments for the purposes of research leading to research degree awards. Such co-operation is intended: to encourage outward looking and relevant research, to extend the candidate's own experience and perspectives of the work, to provide a wider range of experience and expertise to assist in the development of the project, to be mutually beneficial, and (where appropriate) to enable the candidate to become a member of a research community.

Co-operation may be formalised with one or more bodies external to the University. For the purpose of the research degree regulations these shall be referred to as Collaborating Establishments. Formal collaboration shall normally involve the candidate's use of facilities and other resources, including any supervision and advice, which are provided jointly by the University and the Collaborating Establishment.

In such cases a formal letter from the Collaborating Establishment confirming the agreed arrangements should be submitted with the application, except where collaboration is an integral part of the project.

D.1.6 Student application

All applicants for higher degrees must submit an application in accordance with the Unified Law Organizing the Graduate Studies in Saudi Arabia. The detailed arrangements for application and acceptance, and the application process and accompanying documents required and conditions are detailed in the Unified Law (Annex F). Registration will only take place following approval of the Council using the specified criteria specified in the Unified Law (Annex F).

D.2 Scientific Research

The scientific research work of the University is organised by the Deanship of Scientific Research. The mission of the Deanship is stated as:
'To build a research culture, by providing a good and stimulating scientific research environment for academics, researchers and students'.

The Deanship has the following vision:
'The development of scientific research to promote the scientific and technological merit of Saudi Arabia'.

The following objectives have been set by the Deanship:

1. To make available all the potentials and facilities to stimulate proper research environment.
2. To link the scientific research with the university objectives and the national development plans.
3. To enrich the learning skills and scientific epistemology of the post- and under-graduate students.
4. Contributing a cooperation model to transfer, localize and re-habilitate the recent technologies in Saudi Arabia.
5. To develop a magnet for distinctive young researchers and encourage them for innovation, superiority and register for patent programmes.
6. To establish and boost the institutional linkage and public –private, and national-international partnerships.
7. To assist the service, humanitarian and industrial sectors solving their problems and improve their performance through the application of applied scientific research.
8. To get use of the government and private potentialities to support applied scientific research.
9. To get use of the grants and bestowals to support the scientific research at KFU.
10. To encourage publication in international journals with good repute.
11. To encourage national and international conference attendance.

The detailed operation of the Deanship of Scientific Research is described in Annex Y. This explains the approach taken to comply with the national procedures and expectations of the Kingdom.

D.3 Research Ethics

D.3.1 Introduction

These guidelines identify the general ethical issues which should be considered by all researchers and consultants within the University - whether they are members of staff, post-graduate or undergraduate students.

Members of staff with responsibility for undergraduate, postgraduate or post-doctoral research projects, as well as for their own research and consultancy, are responsible for ensuring that everyone involved in their projects is aware of, and agrees to abide by, the relevant guidelines. Staff engaged in research are required to have read the appropriate guidelines and to undertake necessary action. Once a proposal for research or consultancy has been approved, someone - consultant, research supervisor, research leader or individual researcher, depending on who is in the best position to monitor procedures – should take responsibility for identifying and addressing ethical issues in the continuing project.

Ethics is a complex subject, but in professional contexts its central concerns are to treat people fairly; to respect the autonomy of individuals; to act with integrity and to seek the best results - by minimising harm and maximising benefits.

While all research and consultancy must be considered in relation to these four concerns, especial care must be given when research and consultancy may involve:
- deception
- intrusive interventions
- working with vulnerable groups
- sensitive topics
- groups whose members can only be accessed through a gatekeeper
- access to records of personal or confidential information.

In many situations more than one of these ethical concerns may be relevant, and dilemmas occur when they conflict. For example, respecting the autonomy of someone may risk causing harm to that person or others – allowing a student to carry out a particular procedure may put him or his fellows at unacceptable risk. When

such conflicts occur the demands of the concerns have to be weighed against each other.

D.3.2 Treating people fairly

We treat people fairly if we:

- provide everyone with the same consideration and respect
- do not allow any personal views or sympathies we may have to affect the quality of our treatment of each individual
- treat individuals differently from each other only when there are differences between them which are relevant to our treatment of them
- when there are relevant differences between individuals, treat them in ways which are   appropriate to those differences.

To be fair the needs of everyone involved in or affected by a project should be met. "Needs" include sufficient information, guidance, equipment, support and other resources to participate fully in the project and/or deal with the effects of the project. These effects may occur while the project is in operation, after it has been completed, and after the dissemination of its findings. Communities as well as individuals may be affected by projects and so have needs arising from their execution and consequences.

D.3.3 Respecting the autonomy of all individuals

We respect autonomy when we:

- equip individuals – participants, subjects, researchers and clients - to make informed decisions about what they do and how they wish to be treated
- provide individuals with opportunities for making informed decisions
- do not prevent individuals from acting in accord with their informed decisions.

Respecting autonomy does not mean, however, allowing everyone to do whatever they wish, for two main reasons:

- sometimes individuals do not have sufficient understanding to make informed choices

- sometimes if an individual were to carry out his/her wishes it would infringe
- the autonomy of others. It might also raise other ethical issues.

It is the responsibility of researchers and consultants to respect the autonomy of everyone involved in a project, including clients, researchers, subjects and those who may not be actively involved in the project but about whom data is used.

Respecting autonomy normally requires obtaining informed consent and avoiding practices and methodologies which involve deceit; dishonesty; invasion of privacy; breaking confidentiality or using data for purposes not clearly explained to participants.

D.3.4 Informed consent

Research should be based on the freely given informed consent of those under study. It is the responsibility of researchers and consultants to explain as fully as possible, and in terms meaningful to those being asked to be participants, the aims and the nature of the project; who is undertaking it; who is funding it; it's likely duration; the possible consequences of it; all likely disclosures of personal data and how the results are to be disseminated.

If participants are unlikely to receive any benefits as a result of the project this should be made clear to them. Procedures by which participants may make complaints about the conduct and nature of the work should also be made clear. It should be made clear how far participants will be afforded anonymity and confidentiality.

If there is a likelihood of data being shared with or divulged to researchers or other people involved in the project, this must be explained and the reasons for it given. The potential uses of the data should also be discussed with the participants and their agreement to such uses obtained.

While a researcher or consultant should take every practicable measure to ensure the confidentiality and anonymity of participants, s/he should also take care not to give unrealistic assurances or guarantees of confidentiality. Participants with easily identifiable characteristics or positions within an organisation should be reminded that it may be difficult to disguise their identity without distorting the data.

Participants should be given the option of rejecting the use of data-gathering devices which make sound and vision recordings. Where participants are young children or other vulnerable groups such as older, disabled or sick people or people with learning difficulties, whose understanding is impaired in some way so that they are unable to give full informed consent, it may be necessary to use a proxy in order to gather data. In this case great care must be taken not to intrude upon the privacy of the vulnerable participants. Researchers and consultants should discuss the issue with relevant professionals, parents/guardians, relatives, partners or significant others as appropriate. They should attempt to obtain the informed consent of children and their parents and, in relation to school children, of those in loco parentis.

The power imbalance between researcher and researched, consultant and others should be addressed. Care should be taken to ensure that the latter are not pressured or coerced into participation. Participants should be made aware that they have a right to refuse participation whenever and for whatever reason and should not be given the impression that they are required to participate.

It should be recognised that a project may involve a lengthy data-gathering period and that it may be necessary to regard consent not as obtained once and for all, but subject to renegotiations over time.

D.3.5 Confidentiality and Anonymity

The anonymity and privacy of research participants should be respected and personal information relating to participants should be kept confidential and secure. Researchers and consultants should anticipate any likely threats to the confidentiality and anonymity of data and should normally keep confidential the identities and research records of participants, whether or not an explicit pledge of confidentiality has been given.

Where possible researchers and consultants should anonymise personal data such that it would not be possible for the University, its staff, students or researchers, to identify an individual from that data and any other data held or likely to be obtained.

Studies which involve data about non-volunteers based upon observation or records (whether or not explicitly confidential) must respect the privacy and well-being of the subjects

D.3.6   Carry out research and consultancy with integrity

We have integrity when our actions are integrated with our stated values and objectives such that there is no discrepancy between them – i.e. when we are honest, and try to do what we say we will do.

Research and consultancies are carried out with integrity when researchers and consultants genuinely strive to achieve the objectives of sound research by ensuring valid methodology, availability of all necessary resources, objective research processes and well-grounded findings. Research which lacks integrity is ethically unacceptable, as it not only misrepresents what it claims to be, but also mis-uses resources.

The objectivity and impartiality of research can be threatened if it is in any way dependent on a sponsor, institution or participants who have particular interests or values. Researchers should therefore ensure that the objectives of all parties are clearly articulated at the outset, that any potential conflicts of interest are made clear and that the project is set up in such a way that it is independent of any special interests. It will then avoid being invalidated by 'hidden agendas'. Consultants should make clear to participants any third party that is paying for the project and the objectives of all parties involved.

D.3.7 Seeking the best results - (1) minimise harm

Whether students or staff, we are ethically obliged to anticipate as far as possible any harm which research and consultancy activities could cause and should then take every reasonable step to ensure they do not do so. If there are unavoidable risks to participants these should be clearly stated in advance.

What counts as harm may be a matter of debate, but most frequently it is seen as whatever damages the interests of individuals – students, staff, subjects, researchers etc, and the

interests of universities, professions and communities in which projects takes place.

Avoiding harm has a range of considerations, including:

- A primary ethical responsibility of researchers and consultants is to avoid causing harm. This consideration should be an over-riding factor at all stages in a project, such as the formulation of objectives, design and development of methodology, conduct of research, and presentation, dissemination and use of findings
- Harmful effects may occur sometime after cessation of the project and publication of results. The possible consequences of every stage should be assessed and every measure taken to ensure safety and prevent adverse effects on researchers, clients, subjects, individuals about whom data is used, others in the community in which the work occurs and those who could be affected by its results
- Harm to individuals includes physical harm, psychological harm - such as unreasonable stress - invasion of their privacy, damage to their self-esteem, damage to the social fabric of their community and commercial harm of those involved in business or entrepreneurial activity
- Distress can be caused to research subjects when physiological or psychological data is collected about them which could indicate an aberration from the norm. If this is possible it is ethically important to make individuals aware of this and give them an opportunity to withdraw from the activity in question
- Harm may also include damage to the reputation of the research discipline and University and damage to the interests of future research and consultancy. Such damage can be caused by a project that is ill-conceived, carelessly executed or irresponsibly used
- If the objectives of a project cannot be achieved without risk of harm researchers and consultants should consider abandoning the project. They should only apply for approval to   continue if they can provide an overwhelming justification for doing so. Should approval be granted, they must make clear to all who may be involved in or affected by the project that the risk exists, and must ensure every effort is made to reduce it. This may include providing counselling,   if   subjects   may   become distressed by the project, and providing information about services or help which people affected by the project may seek if they have unmet needs or expectations

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- If a project becomes more stressful than anticipated, researchers and consultants should stop the process and consult colleagues.

D.3.8 Seeking the best results – (2) use resources as beneficially as possible

We have an ethical obligation is to use available resources including the time, expertise and energy of ourselves and others, and the facilities, budget and reputation of the University, to achieve the best possible outcomes. Researchers and consultants should consider how to produce the most valuable outcomes they can from the resources at their disposal.

There may be other limits on resources: access to an archive may be restricted, people involved in research may experience 'research fatigue' and there may be few grants for projects in a particular area. It is therefore important to ask of any research whether it is focused on the most valuable aspects of the available material, and whether it is likely to make the best use of the opportunity for research in that area. It may be that identifying different objectives or redesigning the project could produce greater benefits.

The best outcomes are those which, as far as possible, meet the needs of individuals, the University and society at large. Since these needs often conflict, decisions have to be taken about which to prioritise, or about how best to achieve a compromise between them. The obligation to use resources beneficially may itself also have to be balanced against the ethical concerns to avoid harm, respect autonomy, treat people fairly and act with professional integrity.

D.3.9 Use resources as beneficially as possible

Resources include funding, institutional and client facilities, the input of researchers and subjects and sources of material – such as archives, experimentation and data about individuals and communities. Resources also include opportunities for research and consultancy: funding may be available for only a limited number of projects in a particular area and there may be a limit to how many times project can be carried out in a particular locus.

It is the responsibility of researchers and consultants to obtain the greatest benefits they can from the resources they use. In general terms benefits may be seen as whatever promotes the welfare of living beings. In practical terms most projects contribute to this by aiming for more limited objectives. Projects should be designed to achieve the most beneficial use of resources. If it becomes clear that a particular project will not do this, consideration should be given to using fewer resources or putting forward an alternative project.

D.4 Scientific Research Quality Assurance

D.4.1 Introduction

All colleges undertake the quality assurance of scientific research programs through their College Council. To undertake this responsibility effectively each college will consider the detail of the quality assurance of scientific research programmes through a College Scientific Research Programmes Committee (CSRC). The CSRC notes the registration and ensures ethical issues have been considered.

The council within the Deanship for Graduate Studies (DGS) will undertake the detailed scrutiny and overall management for the quality and standards of its postgraduate degrees, and report regularly to Academic Council.

The procedures for registration are detailed in Annex Z.

D.4.2 Council operated by The Deanship of Graduate Studies

The Council's responsibilities are set out in Item V of Annex Z.

D.4.3 College and Departmental Councils

Colleges and Departments will undertake the local responsibility for the quality assurance of Doctoral programs and operate under the same quality assurance structure and in accordance with the DGS Council approved procedures and detailed in Annex Z. The detailed scrutiny and work will be undertaken through a sub-

committee of the College Council, called the College Scientific Research Programs Committee.

D.4.4 College Scientific Research Programs Committee (CSRC)

The College Scientific Research Programs Committee (CSRC) will be chaired by a senior member of staff from another College and approved by the DGS.

The terms of reference for the College Scientific Research Programs Committee (CSRC) will be:

1. To offer advice, if requested, on student applications for admission to the college.
2. To note the registrations of students for research programs in the college.
3. To report, when requested, on the progress of students in the college.
4. To ensure that appropriate ethical approval is secured for each research program unless   the college has an ethics committee.
5. To undertake any other task delegated to it by the College Council.
6. To contribute to an environment which supports the university's community engagement goals.
7. To monitor the performance of the College's contribution to the research KPIs set out in the KFU Operational Plan, and report to the College Council at least each semester.
8. To report to the College Council, at least annually.

The College Scientific Research Programs Committee (CSRC) will be responsible and accountable for the operational activity required of it by the college council and will be expected to ensure that all quality assurance activities are carried out with the required level of independence.

The College Scientific Research Programs Committee will be required to conform to the University's Regulations.

D.4.5 Monitoring progress of research

The progress of postgraduate students towards successful completion within approved time periods will be reviewed regularly.

The Research Supervisor is expected to manage the supervisory process such that at least one supervisor(s) is in contact with their postgraduate student as appropriate and at least once per month. A formal record of each meeting will be made and provided to (all) the supervisor(s) and student.

In addition, once per year each student and the Research Supervisor, acting on behalf of all supervisors where relevant, should complete a separate statement of progress.

Each College will review each student's progress, using the supervision reports, the annual statement of progress and such other material as is available.

The College Council will determine the acceptability of progress, using one of the following grades:

- A: Excellent progress, with no problems and completion anticipated on time:
- B: Satisfactory progress, some issues exist, but completion anticipated on time:
- C: Some progress being made, but there is a serious question as to whether the thesis will be completed satisfactorily on time;
- D: Progress unsatisfactory.

In the event of a student's progress being determined as C or D, the Council shall make such recommendations as it deems sensible, including an interview with the student and/or supervision team, change of supervision and/or withdrawing the student. Students will be informed and consulted on any changes to registration.

The College Council will also ensure that appropriate training and development needs have been met.

D.5 College Ethics Champion

Each College will appoint an Ethics Champion from amongst its staff (but not from the College Executive). The Champion will have the following responsibilities:

- To advise the Dean of College of any matters relating to the implementation of the University's Ethics Policy requiring his or her attention
- To advise staff in the College of the University's Ethics Policy
- To arrange and deliver staff development activities to ensure the effective implementation of the University's Ethics Policy

PART E - STUDENT SUPPORT and AFFAIRS

E.1 Student Code of Conduct/Rights and Responsibilities

E.1.1 Introduction

Students at KFU are expected to observe University rules and regulations, to respect persons and property and to show courtesy and consideration at all times. The University expects that the need for disciplinary action will be rare. Any alleged misconduct will be dealt with in accordance with the procedures set out in the regulations below. These regulations apply to every enrolled student.

E.1.2 Management

The Deanship of Student Affairs manage and facilitate the various institutional strategies that contribute in creating an environment for excellence in teaching, learning and student experience in order to develop students who maintain their identity, country loyalty and abide by the principles and teachings of Islam. The Deanship provide support and management of programs that will develop student talents, knowledge and skills.

E.1.3 Student Conduct: general requirement

Students must observe all University regulations which govern the effective organisation and management of specific areas of activity within the University, or which are part of the student's program of study. The Deanship of Student Affairs handles students' problems through a committee named Study of Students' Problems Committee.

E.1.4 Description of Misconduct

An act will be regarded as misconduct, and therefore the subject of disciplinary action if it constitutes, or is likely to constitute, improper interference with the proper functioning and activities of the

University, or those who work or study at the University. Examples of possible misconduct may include:

- Physical assault, serious threatening behaviour or verbal or written abuse to other students, staff or visitors, including via internet social networking websites
- Making malicious allegations against other members of the University
- Damaging University property or property of other students, staff or visitors
- Acting in any way likely to cause injury to any other persons within the University community
- Committing any criminal act whilst upon University premises or engaged in University activities
- Misusing University IT systems
- Making excessive noise in or around University property.

E.1.5 Academic requirements

Students must ensure they satisfy attendance requirements for their program of study. Students are responsible for notifying the Dean of College without delay of any prolonged absence through illness or other unavoidable cause, and should submit for approval documentary evidence in support through the Deanship of Admission and Registration and the Dean of each College. The Deanship is also responsible for approving the referral of any student for hospital treatment based on decisions of the Medical Services. Students must not attempt to secure an unfair advantage over others in assessment. Students are required to enrol during the official enrolment periods.

E.1.6 Financial Requirements

Students are expected to comply with the regulations set down by the University in relation to the payment of fees for accommodation and expenses.

E.1.7 Change of Address

Students must promptly inform the University, in writing, of any change of contact details.

E.1.8 Health and Safety

Students must read and comply with all health, fire and safety regulations.

E.1.9 University liability for loss/damage

KFU is not liable for loss or damage to personal property brought on to University property. Students who cause damage to or loss of University property may be required to pay for such damage or loss.

E.2 Academic Activities/Support

At the start of each academic year, students participate in an orientation program designed to help the students understand their responsibilities and become familiar with their program of study.

Written feedback is given to students on their academic activities and students are entitled to propose new activities directly to the College Dean through their Clubs or directly to the Dean of Student Affairs.

E.3 Guidance and Counselling

In addition to their lecturers and teachers, students at KFU have access to a range of resources to assist their learning. The Deanship of Student Affairs (DSA) was established at an early stage, to guide and support students in non-academic activity. It oversees the behaviour and social life of students, encourages them to become good citizens and oversees all Student Services. There is a specific Guidance, Pastoral Support and Counselling Department which offers academic, social, psychological and educational guidance. Students can also obtain specialist financial and housing advice.

The Department's Mission is to support individual students in their academic progress both in terms of personal development and responsibility and to contribute fully to the University's role in enabling students to reach their full potential.

The DSA aims to:

- Provide appropriate pastoral services for students according to agreed scientific principles and educational framework.

- Educate students and strengthen their sense of belonging to the Islamic nation in thought, behaviour and belief.
- Make optimal use of students' leisure time through diverse and meaningful programs.
- Achieve a positive balance in students' lives between academic achievement and extra- curricular activities.

The Department is:

- **Student Centred:** Student Support promotes academic, social and professional development within KFU and strives to ensure that each individual student can successfully engage with and complete their studies. As a student centred institution, student academic support maintains the KFU's mission to nurture the talents of students, change lives through education by fostering a collaborative, flexible, inclusive and holistic learning environment that is rooted in national and international good practices to preparing good citizens who benefit their religion and country, and work for its prosperity.

- **Cohesive:** Both in terms of location and cross-functioning, Student Support aims to be a collaborative and cohesive unit. This cohesiveness is crucial for cross-departmental projects such as orientation, research, referrals, activity organisation and an overall integrative approach to student support.

- **Effective:** Student Support aims to provide flagship services that positively influence each student's journey through higher education. Discovering talents and abilities of students and working on refining and developing them perfectly. The effectiveness of each service in student academic support is gauged annually through surveys from students, and in some cases, further reviewed in relation to pass rates, interventions, participation in clubs and societies and peer feedback.

- **Holistic:** Student Support takes a whole-person approach to education and provides academic, sporting, social as well as pastoral support to all students, enhancing teamwork, spreading the spirit of fair competition and utilizing students' leisure time in doing useful things for the community and nation.

- **Innovative:** Subscribing to national and international good practices, each service aims to embrace emerging technologies,

pedagogies and strategies in order to maximise flexibility and to communicate effectively with students.

E.3.1 Reporting Structures

The Deanship of Academic Affairs consists of specialised services with each of these services having varying numbers of staff members performing specific duties under the role of their service.

Figure E3.1 depicts the overall reporting structures within Academic Support Services. All services, through their direct hierarchical management lines, report into the KFU President.
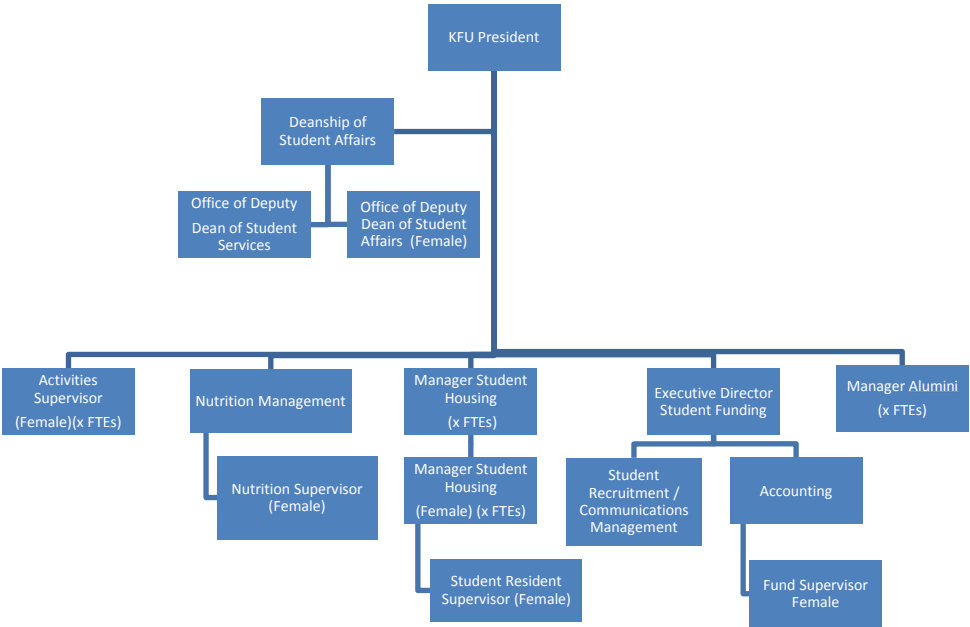
Figure E.3.1 reporting structures

In addition to the formal reporting structure of the Deanship of Academic Affairs, Figure E3.2 depicts the key services.
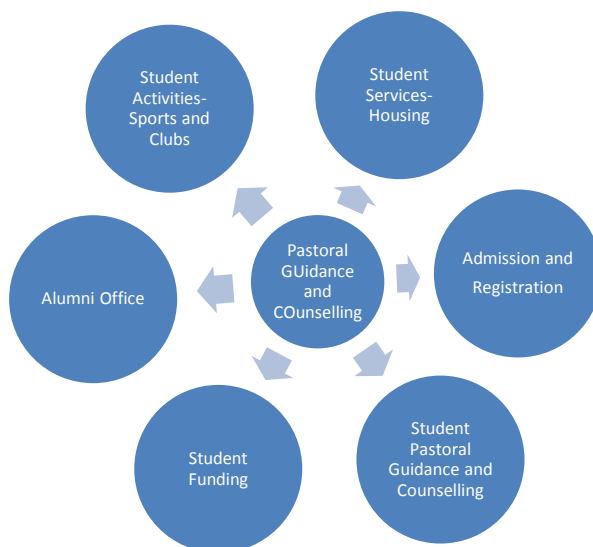
Figure E.3.2 Student Support and Cross University Communication

Cross University communication and engagement with Student Support Service functions can be considered under two broad categories: communication and engagement initiatives between the services and the student; and those that exist between Services and KFU staff. With respect to both of these categories, Student Support exploits a number of avenues to facilitate clear communication and enhance student and staff engagement, which include use of ICT including the KFU Website.

Use of physical media for communication includes posters, flyers, business cards, newsletters and manuals, and Student Surveys.

The Guidance and Counselling Service assists students to realise their unique potential and get the most out of their studies and university life. Professional counselling staff respond sensitively to the effects that challenging circumstances can have on individuals. The service helps students to improve their educational progress, and to achieve balance of

personal, educational, vocational and social activities in a way that makes them happy and able to direct their own lives with insight and intelligence, in accordance with the principles and standards of Islamic education. The service offers confidential, professional support to explore individual situations and assist in making appropriate choices, as well as promoting an understanding of psychological and emotional well-being throughout the university ensuring healthy conditions for the growth of individual personalities.

Student Guidance and Counselling is delivered using a set of guiding ways based on religion, free time and reality through:

- Therapeutic counselling sessions-individual and collective
- Directed and undirected reading
- Special Groups
- Lectures and seminars
- Phone calls and self-help information online
- Campaigns and programs build the students values, protect them from some of the risks they face, develop their potential and meet their needs**.**

Overall the service helps students to:

- Recognise the early signs of any emotional and mental health
- Calm themselves down if stress has got the better of them
- Gain a greater sense of relaxation so that anxiety states are not so easily triggered
- Feel more resourceful in the present moment
- Recognise that there is an alternative to the downward spiral of automatic negative thinking which can unwittingly escalate when feeling overwhelmed
- Increase self-esteem and confidence
- Tap into the inner resources they have but don't always recognise, and develop a sense of trust that they can cope with the challenges that life brings

Students receive a Counselling and Pastoral service that conforms to an ethical framework:

- A service that puts their needs and interests first and treats them with respect and dignity
- An initial appointment (for face-to-face counselling)

- Follow-up appointments and/or referral to other agencies as appropriate.
- A Counselling Service that operates within a specific confidentiality and privacy code irrespective of the information (personal, family, academic etc)
- Use of resources, projects, available materials and various programs to develop themselves without interference and force.
- Choose their own way and style of life and how to achieve their goals in the light of national standards and regulations prevailing in the society
- Enjoyment of the sovereignty of laws and regulations governing the relationship between students and the supervisor working in partnership to ensure the freedom to display information and maintain confidentiality.

Services request feedback from students, for example what aspects of the service helped to meet their needs most effectively or not and hence any ideas to improve the Service. This is achieved by inviting students to complete an Evaluation Questionnaire at the end of a counselling and pastoral session (Evaluation Questionnaire in appendix E3.1. The questionnaire is anonymous and will not be seen by the counsellor. Students are also informed as to how to complain if they feel they have not had a good service from counsellors.

E.3.2 Confidentiality

As indicated in the foregoing, everything discussed during the student consultation will remain confidential except when disclosure is required by a directive from University administration or by a Saudi Law.

E.3.2.1 Confidentiality if University Staff refer student for counselling

If a member of university staff is concerned about the wellbeing of a student they might ask a counsellor about possible ways forward. In such a case the counsellor would ask them not to give the student name but to discuss the situation anonymously.

If a student has spoken to a member of University staff about concerns they have, they may suggest to the student that counselling could be helpful. They can refer the student to counselling, but only with the student's permission or at his/her request, using a Referral Proforma which must be signed by the student so that the Counselling Service knows the referral is happening with the student's consent. The referrer would simply be told whether or not the student had attended the referral counselling appointment, but what is discussed in that appointment remains confidential, according to the Guidance and Counselling Service Confidentiality Code.

E.3.3 Requests for confidential information

Occasionally counsellors may receive requests for information from external agencies or Counsellors might be asked to

- Write reports about the client, such as the nature and extent of their difficulties
- Write statements concerning attendance at counselling
- Release counselling records
- Write character testimonials
- Appear as a witness, either voluntarily or by being subpoenaed.

The Counselling Service policy applies to all sources of request and for all purposes.

Unless it is a legal requirement the Guidance and Counselling Service will not provide information to external parties

If a student requests confirmation that they have received counselling, a counsellor might agree to provide a written statement to confirm attendance at counselling if she or he feels it would not be detrimental to the work. Signed permission will be required from the student for the letter to be written and can only be provided at the request of the student and provided to the student.

E.3.4 International Students

For anyone who has decided to study abroad the experience can be an exciting one; however it can also be very challenging. International students that may choose to study in the KFU will face

many of the same issues that home students experience such as making new friends or being in a new environment. However international students also face the additional problems of moving, living and studying abroad.

The Guidance and Counselling Service recognises that moving from one country and culture to another is a huge change. It is natural that most people will experience a period of transition while they get used to their new surroundings. For many people this period of transition can be difficult.

Some of the problems international students may face include:

- Academic difficulties
- Culture shock
- Language difficulties
- Homesickness
- Anxiety
- Depression
- Getting used to a new climate.

If students are experiencing any of these issues they are invited to talk to a counsellor for support.

E.3.5 Student Funding

Official grants are available to all regular Saudi students. The financial and administrative management of grants is independent under the supervision of Students' Fund board of directors which is directly linked to the university rector. Funding is available to support students through:

- Student Loans, which are repayable in instalments on a monthly basis, automatically deducted from the students' university rewards.
- Subsidies, which are intended to help students overcome any social, educational and economic conditions that may have an impact.
- Student funding for the purpose of supporting training and development.

Funding is also available to support

- Student activity programs: cultural, social, artistic and sports.
- Care of students who receive grants.
- Supervision in the Student Service Centre at the University.

Students must meet the eligibility criteria to qualify for funding support. The terms and conditions of which are that:

E.3.5.1 Student Loan Applications

1. The student should be a regular in the semester in which he applies for the loan.
2. The student should be of those who receive a university reward.
3. The student should not have a current loan or one who has got a lump subsidy in the semester in which he requires the loan.
4. Reasons for the request of a subsidy should be convincing to the Deanship of Student Affairs.
5. Official documentary evidence must be submitted in support of the application for the loan.
6. The Student must complete and sign the loan application form- an application submitted on behalf of the students by any other agency or person will not be considered.
7. The student is not exempted from loan and the Students Fund Administration can take all necessary means to restore the value of the loan.

E.3.5.2 Subsidy Applications

1. The student should be a regular in the semester in which he applies for the subsidy.
2. The student should be of good behaviour.
3. The student should not have received a current subsidy in the semester in which he requires another subsidy.
4. Reasons for the request of a subsidy should be convincing to the Deanship of Student Affairs.
5. Official documentary evidence must be submitted in support of the application for the subsidy.
6. The Student must complete and sign the subsidy application form- an application submitted on behalf of the students by any other agency or person will not be considered.

7. Priority is given to those who have not previously received benefits.

8. If a student's application for financial support has been unsuccessful, the student is allowed to submit a written complaint to the Study of Students' Problems Committee, or directly to the Dean of Student Affairs.

E.4 Housing

KFU offers student housing services to male and female students who are coming from outside Al-Ahsa. Students can also obtain specialist financial and housing advice.The housing and catering are the tasks and responsibility of the Vice Dean of Student Services at the Deanship of Student Affairs.

The housing service is an integrated part of student support, which aims to provide a quality student experience and is responsible for overseeing the day to day running of both the administration and operational needs of the housing service. A team of staff are responsible for the health and wellbeing of the resident student community. This includes new student applications, room allocations, contracts, room transfers and room terminations, health, safety and maintenance of halls. Each unit building for female students has a special supervision office where the student goes on the first day to be guided to the appropriate room and is briefed on the housing laws and facilities; also the supervisor helps the student in solving the problems and difficulties she may encounter during her stay at the housing.

The Deanship of Student Affairs is responsible for welfare support and discipline of all resident students both male and female.

Housing is available either as shared accommodation or single accommodation.

Prior to taking up shared residency, students are required to pay a deposit of SR 500 as housing insurance. SR 1125 rent is payable each semester in advance. The deposit is recoverable after the student leaves the property where no liability or damage has occurred. Students in single room accommodation are required to pay rent at SR 1575 per semester with SR 500 as housing insurance (deposit) which is recoverable where no liability or damage has occurred.

E.4.1 Student Housing- Female Students

Housing for female students is characterized by its proximity to the university. It contains a number of facilities equipped with relevant services aimed at helping and supporting students, providing a comfortable psychological and academic atmosphere to facilitate study. Within the housing, there are nurses for first aid and cases of emergency are transferred to the hospital when needed.

Female housing comprises two units of 170 rooms. Each room is fully furnished with en suite bathrooms. Kitchen facilities consist of a number of ovens, a refrigerator and a number of facilities for light food preparation. Lunch and dinner is offered in agreement with the university nourishment contractor according to health specifications, conditions and standards during the week. A cafeteria is available, which is subject to the supervision and administration in terms of the quality of goods and price controls. To meet the desires and needs of the students, they are allowed to order food from outdoor restaurants during specific periods of the day and under the supervision of the supervisor on duty. A laundry room is provided which contains a number of automatic washing machines and dryers. Each unit has a social facility with television available for cultural and recreational programs for female students.

- The housing service organizes recreational outdoor trips and regulates a number of concerts for the freshmen (newcomers) and at the end of each year in addition to indoor barbeques.
- Transportation is provided to bring students to and from their places of schooling, shopping and to the health centre or hospital in case of need, accompanied by the supervisor.
- A dedicated prayer room is available.
- There are gym facilities and recreational games such as hockey and football.
- A large theatre for parties and evenings.
- A Student Service Centre provides photocopying and printing services, a students' library, which includes a valuable group of books for all branches in all subject areas and a computer lab.

  Regulations and conditions of occupancy can be viewed in Annex R

A typical template for <u>Disciplinary Procedure for Halls Residents</u> is available in Annex S and this outlines how the University may wish to reacts when rules of conduct are violated.

E.5 Transportation

At KFU, transportation is provided for female students to and from lectures, health services and shopping facilities.

E.6 Food

KFU provides nutritional management focussing on health and wellbeing and promoting healthy eating.

The Aims and Objectives of nutritional management are to:

- Ensure that a range of products are offered which are inherently healthy
- Develop an ethos of healthy choices and product quality
- Oversee the procurement process ensuring that suppliers can demonstrate the same commitment to health, nutrition and wellbeing.
- Ensure catering outlets actively market healthy choices throughout the year
- Oversee the implementation of the University's Nutrition Policy and in accordance with Islamic requirements

The University has a main restaurant for boys and a restaurant for girls in their department where meals are provided for breakfast, lunch and dinner during the work days of the week, and there are a number of cafeterias distributed among the sections of male and female students.

Times meals provided in the Student Restaurant are:

Meals	Breakfast	Lunch	Dinner
Days			
Saturday to Wednesday	7am to 9am	11am to 2pm	6pm to 8pm

E.6.1 Monitoring and Evaluation

Products and services offered are reviewed regularly and this forms the basis for menu development. The following methods are used to assist in this process.

• Customer feedback –actively monitoring opinions to healthy eating on an annual basis
• Tasting panels to agree changes to menu content
• Recommendations for improvements – based on customer comment cards in all outlets.

E.6.2 Review

The overall service and objectives are reviewed annually by nutrition manager and supervisor

E.7 Medical Services

KFU provides comprehensive high quality medical facilities for all the employees, faculty members and their families as well as all students (males and females). These facilities are the responsibility of the VP of Academic Affairs and are monitored by the office of the VP Academic Affairs. Those seeking help can either drop in or phone in for advice on all types of ailments and problems, or make an appointment to meet a doctor. They are requested to register with the health services upon arrival for the first time by their university ID number. The centre can provide most of the diagnostic and therapeutic procedures and all these services and treatment for free. The medical services provided include the following:

A. For our staff and students patients:

- Full medical assessment
- Treatment and follow-up of most of health problems.
- Granting of sick leaves for cases needing rest.
- Referral of selected cases to the Ministry of Health if needed.
- Medical services for emergency cases.
- In case of serious illness or for any medical service not provided in the centre, the case can be referred to the Ministry of Health hospitals.
- For long term illness, the centre can provide different investigations for both diagnosis and follow up. Also, it can provide the long term supporting treatment.

B. Health education to students by:

- Lectures, demonstrations and discussions within the faculties.
- Clinical training for our medical staff and the college of medicine students.

C. Other medical services:

- Pre-admission and pre-employment medical examinations.
- Medical examinations for fitness.
- Smoking quit program through a well-equipped clinic.
- Pap smear examination besides ante-natal care for married females.
- National campaigns for vaccination according to Ministry of Health instructions.
- Participation with the Ministry of Health hospitals for blood donation and
- Campaigns for early detection of different diseases' risk factors.
- The clinic has two psychiatric doctors who provide psychological support for the staff and students with psychological or social problems. Also, there is a direct contact between the faculty academic tutors and the psychiatric doctors to discuss the students' problems with possibility of reference of these students to the doctor when academic tutor observe any deterioration in the student's performance.

The details of the medical services are shown in Annex W.

D. Privacy of information:

- All data for all patients are extremely confidential by the following:
- All patients' files are kept in secure place (only the employees of medical records are allowed to enter this place)
- No files are allowed to be taken except in the presence of its owner.
- The patients' families are notified only if there is a risk for the patients and the condition needs their cooperation. The Ministry of Health has to be notified in cases of infectious dangerous diseases where there is a danger on the community.

E.8 Student Organisation and Clubs (Including Sports)

KFU offers an extensive range of artistic, cultural, social and sports activities and after study clubs to support students in developing and enhancing transferable skills through non-academic activity:

Cultural activities include public lectures, seminars, poetry readings, open meetings, cultural competitions and cultural festivals in the Kingdom of Saudi Arabia and abroad.

Social activities include public service that contributes to the service and community development through programs such as education and humanitarian programs, as well as voluntary visits and student trips.

Artistic activities include student art exhibitions, plays, and student art competitions, as well as different kinds of participation in art exhibitions and theatre festivals in the Kingdom of Saudi Arabia and abroad.

Physical activities include several areas of sports, including contests. The variety of sports includes the Football League, handball, basketball, volleyball and tennis, billiards and swimming. Students have the opportunity to participate in the university colleges and sport competitions in the Kingdom of Saudi Arabia and abroad, as well as the organization of some festivals and sports at the governorate level.

KFU is well appointed with high quality sports facilities which include:

- Outdoor playgrounds including tennis court, a playground handball, basketball court and volleyball court and football field planted with natural grass.
- A closed gym (under refurbishment)
- A multi-purpose stadium (under development)
- A swimming pool and an iron lounge. A hall of games including billiards and table tennis
- Football located in the building of the Deanship of Student Affairs.

Student clubs may include:

- Theatre Club
- Boy Scout Tribes phones
- Photography Club

- Student Relations and Services Club
- Environment Friends Club
- Health Club
- Literary Cultural Club
- Talent and Creativity Club
- Training and Development Club
- Shoots Club for the children of employees of the university faculty and staff.

In addition to sporting competitions, students also have the opportunity to take part in extra-curricular competitions, for example:

- Contest of Inculcation the Quran and the Hadith
- Recitation Competition
- Computer Design Competition
- Programming Contest
- Competition of Scientific Research
- Technological Innovation Competition
- Cultural and Social Research
- Literary Contests
- Art and Sports Competition, festivals and exhibitions in the Kingdom of Saudi Arabia and abroad.

All of these activities demonstrate the extent of personal and professional development that KFU offers to the student community. Students are encouraged to reflect on their learning and experiences from taking part in these activities.

All support mechanisms are readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided.

A range of monitoring and evaluation approaches are taken to secure the service levels which meet student expectations. These are kept under regular review.

E.9 Academic Support: Library

E.9.1 Introduction

The Deanship of Library Affairs (DLA), through the KFU state-of-the art library, offers students, academic and support staff and the community a wide range of sources of knowledge and information. The DLA serves staff, students and community through book and other information exhibitions at local, national and international level. Working closely with the two pillars of the educational process, namely the students and academic staff, the Library is considered the third pillar through which learning and teaching advances. The vision of the DLA is to strive to make the Library a unique centre to foster educational and scientific research, offering a range information sources across all subject fields. A highly skilled work force aims to meet the needs of KFU students and staff and the standards as set out by the University.

The DLA has published a detailed and timed strategic plan. The direct responsibilities of the DLA are:

- To provide any information sources, as required, for educational purposes, including research, that are necessary to fulfil the University mission.
- The establishment, organisation and maintenance of such resources is an absolute goal for the DLA. Further, DLA provide any necessary assistance to those using the Library, by providing them with guidance and support in the use of the Library facilities
- To regularly develop skills and professional abilities of DLA staff
- To offer easy access to information resources and services and train researchers and students to use resources and IT effectively
- To boost self-learning and participation in the educational process by collecting and organising learning media, making them available through all KFU libraries and the Internet
- To improve the quality of performance and meet the requirements of academic accreditation by achieving its objectives. This includes cooperation with other KFU information facilities and relevant authorities
- To contribute to community service through continuous training, education, showing the importance of the library as a gate for culture and knowledge.

E.9.2 Classification system

The University Libraries follow the international Library of Congress Classification Scheme which divides human knowledge into 21 divisions.

E.9.3 Borrowing service

Books and materials can be borrowed by faculty members, students, staff and the local community. The central library offers a self-check-out system. Book lending follows an organised sliding scale pattern, viz faculty may borrow up to 10 books for a loan period of up to a month; lecturers, demonstrators and graduate students may borrow up to 7 books for up to a month; students may borrow up to 5 books for a period of up to 15 days and other staff and the community may borrow up to 3 books for a loan period of up to 15 days.

Books may be renewed for up to three consecutive periods unless required by other users. All books must be returned by the designated date unless renewal privilege has been given. Books may be renewed by telephone or through the Library website.

The DLA runs an expanded service within the community and offers a borrowing service to the community including government and private sector employees.

The library has also implemented a new 'intelligent return and sorter system'. Students are able to return books at any time by depositing the books in the new system, which sorts the books in special boxes according to their category. It then registers the books in the automated library system and removes them from the student's account .The student receives a printed receipt for all returned books.

Section E.9.10 contains the policy on library services provided to all users

E.9.4 Reserve Books service

The Libraries keeps some materials as reference only – these are not available on the loan service and cannot be taken out of the building. Such materials include dictionaries; encyclopaedias; original manuscripts; audio-visual materials including filmstrips and slides; books nominated as 'Reserve books including single copy books and all periodicals. Books may be recommended for 'reference only' by KFU staff.

E.9.5 Internet and printing service

The libraries at KFU provide, through the University ID, computers and printing facilities for student use. DLA also offer expert guidance on research and consultation queries through an extensive range of national and international databases. The DLA has produced paperless of circa 28,000 manuscripts in their collection. A special database has been established in the library for these manuscripts to enable easy access by researchers.

The library also provides a paperless copy machine, based on the book2net system.

E.9.6 Library Staff advice

Trained librarians are available for consultation on library services and can support users wishing to access electronic resources such research tools, on-line catalogues and specialist databases.

E.9.7 Inter-library loan service

If books or materials are unavailable in the central library, users can obtain copies through the inter-library loan service, and this service is free of charge. The library uses the British Library for the supply of articles.

E.9.8 Electronic Library

Recent developments in IT have led to the emergence of the E-Library which contains large collections of digital information sources in different forms (dictionaries, encyclopaedias, e-books, periodicals, dissertations, ejournals etc.). These databases can be search, saved and retrieved easily. The DLA supports the educational process by providing access to: Database of full texts; Database of abstracts; Journals search engine; E-books, plus PhD, Masters Thesis and research papers.

E.9.9 On-line Catalogue

Users may browse the on-line catalogue for all DLA services. It can be accessed from the computers inside the library or via the Internet. The catalogue can be searched by title or the first word of the title; by the author(s) name(s) or keywords of the names; or by topic or keyword(s) of

the topic. The catalogue offers other services, e.g. internet access for borrowing or renewing items etc.

E.9.10 Library Service Policy

The KFU collection of libraries includes the central library and schools based libraries. The Library has clear guidance for staff and student on the use of KFU library services.

All persons using the library shall be subject to the guidelines, such that:

- Students signing KFU's enrolment form thereby agree to abide by the Library's regulations.
- Upon employment as a member of staff in KFU staff agree to abide by the Library's regulations.

The policies for use will be prominently displayed in all libraries and on the KFU library services website

The DLA or a chosen representative shall preserve order, and may impose sanctions or penalties for such breaches of these Policies as are approved by the Library Committee and stated in the section on Penalties and Sanctions below. KFU's disciplinary procedures will be followed where appropriate.

The DLA has no administrative directive to the college libraries and no representation in the College Library Committees.

E.9.10.1 Admission and access to Library Services

All persons must have a valid KFU ID Number (Computer Number). Such identification must be shown upon demand by library services staff. To use the library services, a student must present their valid KFU ID number.

An integrated library system, Symphony, is used at KFU.

E.9.10.2 General Use of the Library

The following general regulations will apply:

- Users are required to work quietly in the Library so as not to disturb others, and to observe the requirement for each study area. Offenders will be asked to leave.

- In order to avoid disturbing other users, mobile phone calls should be made from s or outside the Library. Similarly, any calls received within the Library should be taken outside the building or in a designated area.

- Filming, recording or photography in the Library requires the permission of the Dean of Library Affairs

- Any loss of materials or equipment should be reported immediately.

- Any disorderly conduct, abusive behaviour towards staff or students or breach of the regulations will result in the user concerned being asked to leave, and could result in suspension from the use of the Library and further University disciplinary action.

- Any damage to or theft of University property including materials or equipment may result in disciplinary action.

- Amendments or additional regulations, approved by Dean of Library Affairs, will be posted on the Library notice boards.

  Users must not damage any Library property. This includes writing in or marking books and journals, and removing pages, labels or any part of Library materials

Users may apply to obtain items other than those on the open shelves through the Library's Stores or Inter-lending services. Users may not remove certain items from the Library, and may only use some in designated areas of the Library

E.9.10.3 Lending Services

Self-loan machines also are the normal borrowing interface and require users' ID Number before an item can be issued.

E.9.10.4 Loan of Items

Users must not borrow items using an ID Number other than their own.

Users must return all items borrowed, normally using the intelligent book sorter machine.

The Library's publicity materials state the periods for which items may be borrowed, as approved by the DLA. Typically:

- Staff may borrow up to 10 books (or other items) for a loan period of up to four weeks,
- Students may borrow up to 5 books (or other items) for a period of up to two weeks.

Library staff or users may recall any item on loan. The borrower of such an item must return it within the time specified in the recall notice. The DLA or the Deanship's representative may suspend this facility at their discretion.

You may be liable to pay a fine if you return items late. The Library's publicity materials state the rates. A fine can result in suspension of the right to borrow or renew books until the debt is cleared. If you lose or damage an item you have borrowed, you must pay the full cost of its replacement (or repair or rebinding if this is possible), including staff costs.

You may not take any item on loan to the Library, except with the special permission from the Dean of Library Affairs or the Dean's representative.

E.10 Academic Support: IT

E.10.1 Introduction

The Deanship of Information Technology (DIT) is key to the successful future development of KFU, providing all information and related technology services to the University and its community. The vision of DIT is 'to be recognized and respected as one of the premier organisations in the region, providing leadership and enabling growth, service excellence and operational efficiency through organised, optimized and energised IT resources and

capabilities. The DIT is accountable and responsible for ensuring that:

- Adequate professional support for Information Technology (IT) related Academic Education, Faculty administration and assistance to Research activities are provided.
- IT function is aligned with the university objectives.
- IT enables the university services and maximizes benefits.
- IT resources are used responsibly.
- IT risks are managed appropriately.

E.10.2 IT Organization Structure

The DIT has established an organisational structure that reflects industry standard best practices in order to ensure that IT sustains and extends the University's strategies and objectives. This structure facilitate the Dean of IT and the university senior management with the competent positions of vice deans, advisor to the dean who will head the Quality Management Office of the deanship, and heads of departments that are described below. The details of roles and responsibilities of each area of concern has been provided in the Annexure X Section 5.

E.10.3 Administrative and Financial Affairs Department (AFAD)

This department is headed by the Administrative and Financial Affairs Director who is responsible for providing optimal coordination, communication and liaison between the DIT and other deanships and departments of the University in all matters of administrative, and financial, operations contracts, procurement and completion of all policies and procedures. This department also manages the secretarial practices of the deanship and distribution of IT assets and supplies to the rest of the KFU community.

E.10.4 Quality Management Office (QMO)

Besides providing IT advisory services to the Dean of IT, the QMO is accountable for facilitating the University's IT governance, Information Security governance, Quality Assurance and Academic

Accreditation of Information Technology Services and Support to the University.

Through the development and maintenance of an effective and integrated Quality Management System (QMS) by providing clear quality requirements, procedures and policies; the DIT assures the quality, financial and security requirements of the KFU IT.

QMO is headed by the advisor to the Dean of IT in providing optimal coordination, communication and liaison between the DIT and the Deanship of Quality Assurance and Academic Accreditation. This office also supports KFU senior management on all matters of information security and IT governance. Also responsible for:

- Strategic IT Plans, Technological Direction, Organization of relationships and roles and responsibilities, and management of QMS;

- IT Governance and establishing IT control frameworks with policies, procedures and process optimization, and communicating management aims and direction;

- Assuring service transition through formalizing internal and external Service Level Agreements in line with the requirements and delivery capabilities of DIT;

- Performance evaluation and security, risk, compliance and assurance for all IT related services and departments of the DIT;

- Provide consultancy and professional assistance to the university in their academic accreditation objectives and implementing the best practices.

E.10.5 IT Systems and Network Operations Department (ITSNOD)

This department is headed by the Network Department Manager who is responsible for IT resources at all main and back-up data centres, including hardware, software, application packages, databases, other software utilities, web services, scripts, network and security devices, wired and wireless extranet and intranet communication connectivity, computer support systems and other infrastructure and facilities.

ITSNOD is responsible for change management and the promotion of approved systems, services and facilities to the live environment. ITSNOD ensures continuous service by building resilience into automated systems and develops, maintains and tests IT continuity plans. This department also ensures all network and systems security.

E.10.6 Application Systems Department (ASD)

Headed by the Application Systems Department Manager, this office is responsible for supporting the core academic technology applications systems and ERP and developing in-house solutions including customisation and integration of the required standard solutions to core application systems.

ASD is also responsible for establishing and maintaining the IT/University relationship and assists the University in defining the functional and technical requirements for acquiring or developing and implementing all IT enabled services for the University and its community.

E.10.7 Web Services Applications Department (WSAD)

WSAD is headed by the Team leader and the office is responsible for KFU E-Portal Management, Web applications development and provide training for new web services.

E.10.8 Technical Support Department (TSD)

Headed by the Technical Support Manager, this office is responsible for periodic maintenance of IT resources at all user areas of the University. It provides technical support and desk services and is responsible for the management of the maintenance workshop in the DIT.

E.10.9 Training and Academic Support Unit (TASU)

This unit facilitates IT cross-university use of common resources for faculty and third-party service providers and is coordinated by the ITGAD. The unit is responsible for understanding the IT training needs of the employees of the University, delivering an effective

training strategy in coordination with other deanships and evaluating the efficacy of that training.

TASU provides knowledge transfer to business management, end users, IT operations and support staff by conducting effective training combined with appropriate levels of supporting documentation and user manuals. TASU contributes to the academic life of the University by providing tailor-made training courses for graduates of the Department of Computer and Management Information Systems and Planning as well as students of the Faculty of Computer Science and Information Technology at KFU.

E.10.10 Detailed Services

1. **Wireless Networks**
   Responsibility under DIT:
   IT Systems and Network Operations Department (ITSNOD)

   The Deanship of Information Technology operates a huge wireless network spread in KFU buildings and colleges and it is directly connected with the KFU main network in order to provide an opportunity for KFU employees to take advantage of all services connected to the Internet through Mobile Computers, PDA Devices, or Mobile Phones.

2. **Connecting Network between Females' Colleges and professor/Faculty Member Colleges in the Eastern Province:**
   Responsibility under DIT:
   IT Systems and Network Operations Department (ITSNOD)

   KFU has established a huge network that connects its headquarters with its colleges scattered in cities and governorates of the Eastern Province. To operate this network we used the IP-VPN technology which is a latest technique that transfers data packets with large quantities and at high speeds. Therefore, this network can be used in several fields, such as using Video Conferencing technology to broadcast lectures and held meetings between one city and another in easily and conveniently way and without the need to move or bothering to travel. Also, through this network it is possible to facilitate accessing (internet, e-mail, admission & registration system, and other services).

3. Smart Classrooms:
Responsibility under DIT:
Technical Support Department (TSD)
Training and Academic Support Unit (TASU)

Today, the use of interactive (smart) classrooms in education is one of the principal means to deliver lectures at many universities worldwide. KFU has created established smart classrooms with modern educational techniques including:

- Audio and video systems.
- Smart Board.
- An electronic system in order to display documents.
- Video Conferencing system.

4. Video Conferencing:
Responsibility under DIT:
Technical Support Department (TSD)

It is a system for video and audio broadcasting that allows to transfer audio and video from one location to another, whether inside or outside KFU (anywhere in the world). At the present time the Deanship of Information Technology is broadcasting and transferring lectures, conferences and seminars through the computer network within the headquarters of the University in Al-Hasa, or in the educational hospital in Al-Khobar and also other locations. This system is also used in holding meetings between KFU officials and administrators among KFU branches, which saves time and effort and without the need to move and bothering to travel.

5. Text Messaging Service (SMS) via mobile phone:
Responsibility under DIT:
Primary Responsibility (programming, and implementing): Application Systems Department (ASD)
Technical Support (server availability) by: IT Systems and Network Operations Department (ITSNOD)

The Deanship of Information Technology manages the system of text messaging (SMS) via mobile phones. This service helps in strengthening the communication between all KFU stakeholders (employees, male and female students, and faculty members) in greatly way. as well as conveying the important news such as the

registration dates, remuneration, and the announcement of KFU activities such as lectures, seminars and other events.

6. KFU website (www.kfu.edu.sa):
Responsibility under DIT:
Web Services Applications Department (WSAD)

This website is considered as a "gateway" to the KFU, also this website is providing the visitors with a lot of information and news about the university. The site also provides many services to all KFU stakeholders (students, faculty members, and employees). Also through the website it can be got an electronically results of the admission and registrations, deletions, additions, got the courses result, and perform a lot of other services. Moreover, through this website all KFU stakeholders can read their e-mails or use e-learning system and make several academic and administrative functions that already have been transformed electronically.

7. KFU Students' Forum (http://kfuforums.kfu.edu.sa):
Responsibility under DIT:
Web Services Applications Department (WSAD)

KFU website contains a privileged student forum which is designated to the community of KFU. The Forum is considered as an important link between KFU officials, all students, and faculty members for the purpose of hearing the views of students and receiving their suggestions and remarks about everything concerning the university and the services rendered to them. In addition to that, the forum is considered an important gateway for assistance, guidance and exchange of experiences between students and faculty members who share quiet dialogue and exchange of opinion and advice in all areas. Also, the Forum is an excellent place to allow for students to share their participation and contributions in several areas, including: literature, poetry, sports, medicine, engineering and design using computers etc.

It is a unique experience for being managed by a joint supervisory team between students and Deanship of Information Technology at KFU, which ensures for all students to gain experience and refine their talent and share the responsibility consciously and effectively and this undoubtedly will serve them in their future lives.

E.10.11 Applied Systems

1. Student and Faculty Members Information System (Banner):
Responsibility under DIT:
Application Systems Department (ASD)

The Banner System is an integrated and comprehensive system for Information Management of the students' and faculty members' as it allows them many services effectively via Internet in a highly technical style developed to satisfy the ambitious of KFU officials towards facilitating and simplifying procedures for students, faculty members, and the relevant authorities. The system includes two parts:

A. Student Information System:

It covers all aspects pertaining to students in order to enable each of them getting his/her self-services through Internet, either from home or from computer labs at KFU. These services include the following:

1. Registration.
2. Deletion and addition.
3. Obtaining a registration notice.
4. Obtaining the final results.
5. Obtaining academic record (unofficial).
6. Printing Schedules.
7. Modifying personal information (address - phone numbers - mail, etc.).
8. Communicating with the instructor / faculty member via e-mail.
9. Following-up bonuses and tuition fees (students of the College of Applied   Studies).

Many additional services will be activated in the future.

B. Faculty Members Information System:
Using this system a faculty member at KFU can get many of the services through the Internet, such like:

1. Obtaining lists of students enrolled in the courses and the classes.

2. Inserting quarterly and final grades.
3. Modifying personal information (address - phone numbers, etc.).
4. Inserting and displaying office hours.
5. Printing a detailed course schedule.
6. Printing a weekly schedule.
7. Teaching tasks.
8. Inserting information about courses and curriculum.
9. Communicating with students via e-mail.
10. E-learning.

Many additional services will be activated in the future.

2. New e-mail system (Exchange 2010)
Responsibility under DIT:
IT Systems and Network Operations Department (ITSNOD)

Featuring some of the following characteristics:

1. Ease and speed of reviewing inbox and sent items, etc... From any place and from any computer.
2. The ability to setup personal settings in your personal email such as personal signature and Auto Reply Messages for travelling or vacation and possibility to block certain messages.
3. The ability to setup to forward/redirect incoming messages to any other mail.
4. The ability to setup to filter incoming messages from a particular contact to a new folder or block the message or delete it once it reaches the mailbox.
5. The ability of changing the password at any time.
6. The ability to setup e-mail settings on your mobile device.
7. The ability to use e-mail software from anywhere to get the same messages in different Computer Systems and different Software.
8. The ability of schedule meetings and events using the calendar service which exists on your account.

Plus many other services that you can discover by yourself when using your account.

3. Electronic system managing learning (Blackboard):
Responsibility under:
Deanship of e-learning

(Blackboard) system is one of the specialized international developed systems in the field of e-learning and distance education that depends primarily on Information and Communication Technology. It has features to provide virtual interactive education systems that provide direct interaction between students and their professor/Faculty Member as well as required software for the preparation and development of e-learning materials and advanced systems to record lectures and make them available to students where they can be browsed and displayed using Internet at any time and in any place.

The most important services of the (Blackboard) system:

1. Access and review the scientific material from presentation slides and electronic materials files.
2. Download and listen to recorded scheduled lectures via Internet.
3. Live broadcasting of lectures.
4. Contact with the professor/Faculty Member via KFU website through interactive and virtual systems and forums available on e-learning Management System.
5. Dialogue and debate and ask direct questions and receive direct answers through interactive virtual systems.
6. Provide technical support and help to serve male and female students.
7. View the Announcements and provide communications and related services to course.

4. Technical Support System (Remedy):
Responsibility under DIT:
Technical Support Department (TSD)
(Database maintenance and administration) by: Application Systems Department (ASD)

It is a special technical support system that manages the requests of technical support, deal with problems, troubleshooting them, answering questions and make the necessary changes in effectively way.

Features of the Technical Support System (Remedy):-

1. Send a request (ticket) for technical support from different devices, where the student can send the request (ticket) by mobile phone, e-mail, or through the website.
2. Find solutions where student can search for solutions in solutions database.
3. Follow-up the (ticket) problem's time until it will be closed.
4. Escalation of unresolved (tickets) problems and pending (tickets) problems.
5. Assigning the (ticket) problem to a group in automatically or manually way.
6. The ability to know the client opinion on the service provided in terms of time and level of performance.
7. The ability to send public messages for users or a group over a period of time that can be determined by system administrator.

IT Delivery and Support to E-Learning Deanship for its IT related Services:

1. C.9.2.4 Electronic system for Education Management (Blackboard)
2. C.9.2.5 Electronic Smart Classrooms
3. C.9.2.6 Electronic Library
4. C.9.2.7 Computer Labs
5. C.9.2.8 The University Website
6. C.9.2.9 Electronic Link Network for girls' colleges
7. C.9.2.10 Wireless Networks
8. C.9.2.11 Electronic mail
9. C.9.2.12 SMS service
10. C.9.2.13 KFU forum for students (boys and girls)
11. C.9.2.14 University page on Facebook

(For more details of the above services, please refer to chapter C.9 - Distance learning/off campus teaching/blended learning)

Other Services:
12. Integrated content management system
13. Administrative communications system
14. Electronic archiving system
15. Registration portal for internal training programs
16. Registration portal for external training programs

17. Syllabus assessment system
18. Electronic questionnaire to assess the student experience
19. Electronic questionnaire to assess the academic programs
20. Electronic questionnaire to assess the electronic services
21. Develop vocabulary queries monthly salaries and financial transactions
22. Printing the forms and certificates in English and Arabic
23. Companies, customers and suppliers registration
24. Service preparation and registration, printing the management decisions and financial
25. Leave and to query calculations
26. Operations services on government jobs and Positions
27. Integration of financial service marches
28. Work of the Fund financial
29. Certificates and letters
30. Financial Information
31. Attract faculty members system
32. Directory of faculty members
33. List of Saudi universities affairs
34. Web portal management services in the personnel system
35. Administration of KFU Council sessions
36. Scientific Council
37. Standing Committee for scholarships &training
38. Arbitrators committee for the Scientific Council
39. Standing Committee to divert allowances and bonuses

(For more details of the above services, please refer to Annex X - SECTION 5 – IT Services Catalogue)

Annex X- Services Provided by Deanship of IT

SECTION 1 – DIT – Vision, Mission & Goals.
http://www.kfu.edu.sa/en/Deans/it/Pages/TasksIT.aspx

SECTION 2 – Deanship of IT's placement on the KFU structure.
http://www.kfu.edu.sa/en/Deans/it/Documents/Org-Structure/KFU-DIT-placement-on-the-KFU-structure.pdf

SECTION 3 – KFU-DIT Strategic Organizational Structure (Hierarchical).

http://www.kfu.edu.sa/en/Deans/it/Documents/Org-Structure/KFU-DIT-Strategic-Organizational-Structure.pdf

SECTION 4 – KFU - DIT Organization Structure – Functional.
http://www.kfu.edu.sa/en/Deans/it/Documents/Org-Structure/KFU-DIT-Organization-Structure-Functional.pdf

SECTION 5 – DIT Departments (Roles & Responsibilities)
http://www.kfu.edu.sa/en/Deans/it/Pages/Departments.aspx

SECTION 6 – DIT - Services Catalogue.
http://www.kfu.edu.sa/en/Deans/it/Documents/DIT-Services-Catalogue.pdf

SECTION 7 – KFU - DIT - Enterprise Architecture.
http://www.kfu.edu.sa/en/Deans/it/Documents/EN%20-%20Strategic%20IT%20Plan%20-%20Presentation.pdf

SECTION 8 – KFU - DIT - Non-Disclosure Agreement.
http://www.kfu.edu.sa/en/Deans/it/Documents/KFU-DIT-Non-Disclosure-Agreement.pdf

(Please refer to the website link for current update)

PART F - COMMUNITY RELATIONS

F.1 Community Engagement

F.1.1 Introduction

The University defines community engagement as a two way relationship between itself and its wider community. Its mission, vision and goals stress the importance of serving the community in which it operates to its strategic direction.

To reinforce this significant point, the current vision statement of the university states:
'The vision of KFU is to be among outstanding universities recognized **for community engagement** through excellence in education, research and leadership'.

Equally the current mission states:
Our mission is to serve the community with excellent teaching and learning, relevant and respected research, lifelong learning opportunities, effective and efficient administration, leadership service and development, and **community engagement** for mutual enrichment.

The University has a set of values which it expresses as:
Based on Islamic Principles, we value:

• Excellence
• **Responsiveness to the community**
• Commitment to lifelong learning
• Creativity
• Integrity

And finally the goals which the university have set state:
Our goals and our expected 2015 achievements are:

• Excellent teaching and learning
• Relevant and respected research
• Lifelong learning opportunities
• Effective and efficient administration
• Leadership service and development
• **Community engagement for mutual enrichment**

Five of the goals have direct references to community engagement. However the last goal is of key importance, because the university outlines its approach to achieving this goal by engaging all Deanships, Colleges appropriate Departments and by defining how it intends to deliver by having:

- an active body of alumni contributing to various university initiatives
- a comprehensive Service Learning Program engaging students with the community
- a solid program serving schools in order to achieve high quality incoming students
- participation of community members on the Advisory Committee for all programs
- an eBusiness development and support program for women entrepreneurs
- regular community consultations and needs assessment activities
- new initiatives developed in partnership with local industries

The University, in its strategic plan also states:

We have considered our options for emphasis and excellence, and always we return to the essence of what we do: we serve our **community** with higher education and research as no other agencies do. We are the heart of advanced education and knowledge in our **community**, and we take this responsibility very seriously. We value responsiveness to **community**, and with this in mind, we:

- broadly define **community** in many ways, from local to global in the context of our mandate for teaching, research and community engagement
- accept partnership and leadership roles where necessary and appropriate
- enter into **community partnerships** with the goal of mutual enrichment
- strive to meet international benchmarks for excellence **in community engagement** and social responsibility

Taken together, the university is very clear about the importance of community engagement and seeks to be a leader in the Kingdom in this regard. It reflects its approach against the NCAAA standard 11 which in outline is:

Standard 11: Relationships with the Community

Institutional Standard	Program Standard
Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments, teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.	Significant and appropriate contributions should be made to the community within which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community, and staff contributions appropriately recognized within the institution.
Specific requirements for an institution as a whole relating to Standard 4 are specified under the headings of: 11.1 Institutional Policies on Community Relationships 11.2 Interactions With the Community 11.3 Institutional Reputation	Specific requirements for a program undergoing a review relating to Standard 4 are specified under the headings of: 11.1 Policies on Community Relationships 11.2 Interactions With the Community

To deliver the program standard aspect of the NCAA standard 11, the university tailors its teaching, learning and research to serve community needs and seeks to use community resources for its own benefit thereby achieving mutual enrichment. It was recognised in Section B of this handbook that the significance of the university mission will be built in to program design, and each program team will reflect on how best it can deliver its contribution to achieving the goals set.

The importance of community relations to the university is reflected in its organisational structure. The function is headed by a Vice President while the Department of Community Service has a dedicated role to engage with the community. Administrative support for community relations is provided in a dedicated unit entitled Administration and of Community Engagement (ADCE). Research is encouraged with a community focus as demonstrated by the long established Date, Palm and Camel research centres.

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F.1.2 Policies on Community Relations

The university, through the Deanships, Colleges and appropriate Departments, seeks to be inclusive of its wider community in all of its operations. It intends to specify clearly how its staff, students, programs and courses demonstrate a commitment to the community. It strives to do this in various ways including:

- Design and planning of programs
- Advisory committees for all programs
- Student internships and projects
- Staff appraisal and promotion criteria
- Dedicated courses and training to meet community needs
- Community relevant research
- Central data base of all community related activities

To deliver this agenda and to demonstrate the strengths of the university against NCAAA standard 11, the university includes all the above items as its institutional policy. To ensure the effective delivery and appropriate monitoring, the following procedures will be adopted:

F.1.2.1 Design and Planning of programs

Each C-SPCC, in designing a program or conducting a periodic review, will carefully consider the way in which the program, in the context of the broad discipline area in which the program exists, is able to make an effective contribution to community engagement.

External advisors and the PAP will both pay specific attention to the consideration made to community engagement as detailed in the program specifications and associated learning, teaching and assessment approach. Where resources are identified to deliver this component of the program, the sign off by the Dean of resource approval will include community engagement costs.

F.1.2.2 Advisory committee for all programs

Each C-SPCC will set up and operate an Advisory Committee drawn from relevant sectors of the community, noting that the university has defined the community in a broad and inclusive way. The size of the Advisory Committee will vary, depending on the size and scale of the program, but will not normally be less than 4 members. Proposals for membership will be approved by the Dean (or nominee).

Each APR must include a statement of the Advisory Committee inputs over the previous academic year and attach notes/minutes of the meetings held. The report should reflect and give equal weight to the input from the Advisory Committee as they do to the ACRs and Field Experience Reports. The College Quality Office will ensure that all APCMRs have an active Advisory Committee and take action where any shortfall is identified. SC-SPC will seek assurances from College Council's annual overview report that this area is fully functional or identification of the remedial action being undertaken.

F.1.2.3 Student internship and projects

The active participation of students in community engagement will have a massive impact on what can be achieved and delivered. Whilst individual contributions are always welcome, the profile and visibility of group contributions can have a major impact on the community's perception and respect for the university. Each C-SPCC must annually review its community engagement performance and in considering the learning, teaching and assessment approach before the start of each academic session, plan the extent to which student internships which meet the community engagement criteria or project work (especially large group project work) or field work can be delivered.

The minutes of the C-SPCC will reflect this consideration, and be received by the College Quality Assurance Office.

F.1.2.4 Staff appraisal (and promotion criteria)

The annual staff appraisal will include the recording of each individual's contribution over the past year to the community engagement approach. The individual may use the appraisal record in any application for promotion when demonstrating how they have contributed to the university's strategic plan. Whilst not every individual staff member will have a direct contribution, and hence it will not be a measure of staff performance, the expectation of program teaching teams or support areas making a contribution holds true, so individuals should be making an indirect or supporting contribution. The framework for the appraisal and performance measurement is described in Annex U and the form used to record the performance is presented in Annex V.

Human resources will annually review the progress of this policy approach and report to the University Council on the level of individual staff activity. Human resources will agree annual participation targets with the University Council, ensure that each Deanship is aware of the contributions needed from them and include a breakdown of Deanship contributions in their annual report.

F.1.2.5 Dedicated courses and training to meet community needs

Each Deanship will include in its strategic plan whether and how courses and training can be delivered to the community. Deanships will annually reflect on the central database of the previous years' activities, to identify areas of good practice developed by others, and plan ahead so that any resource implications can be established and embraced.

In reporting on progress of their strategic plan, each Deanship will include a progress report on the activities achieved and those proposed.

F.1.2.6 Community relevant research

Each CRC will ensure that the research environment within the college is supportive of the community engagement goals of the university and that research which is relevant to the community is given due consideration. This policy approach will be included in the research strategy of each of the research centres or colleges. The CRCs will reflect annually on consideration given to this agenda, and will report to RPC on the contributions made by the research centres within its remit. Each community engagement contribution will be reported to the ADCE who are responsible for maintaining a central database of all such activity.

F1.2.7 Central database of all community related activities

The University will hold a central record of all community engagement activity through the ADCE. This will be visible on the University intranet so that all colleges can see the contributions of other colleges and areas of the university towards community engagement, thus providing an environment in which good practice can be identified and shared.

The University Council will receive an annual report at the end of each academic year from ADCE, outlining comparative performance and contribution from each of the areas of the university, and making comparison of achievements against any KPIs which are defined by ADCE for the delivery of the community engagement agenda.

F.1.3 Interactions with the Community

Relationships with the community should be established, publicised and recorded. Such contributions should be appropriate to the needs of the community and draw upon the knowledge, experience and resources of the university and its staff. Ways in which this commitment is met include:

- Continuing contact with schools in the region

- Open days for potential students and members of the community
- Invitations to employers and professions to engage with programs
- Community based research
- Student voluntary activities
- Partnerships with the community
- Sharing university facilities with the community
- Dedicated services provided for the community
- Publicity and media releases directed to the community
- Dedicated section of the university web site for community relations
- Monitoring and evaluation of community engagement

These activities can be built into the ways in which the policy approach, outlined in section F.1.2, are implemented. Hence the reporting of each component, and the comparative performance against targets, will be evidenced through the policy reporting mechanisms.

F.2 Alumni

F.2.1 Introduction

The Office of Alumni Affairs (OAA) has been established at the university to foster lasting relationships with, and between, former students. It hopes to generate a sense of pride in, and commitment to the work of the University leading to an on-going relationship with the University.

The vision of the OAA is both to build a strong and active link between the University and its alumni and between the University and its community. It works with the colleges and departments throughout the university to fulfil this vision. A Steering Committee, drawn from across the University, will coordinate all activities and establish alumni policy.

F.2.2 Objectives

The objectives of the OAA are as follows:

- Fostering positive relationships between KFU and its alumni

- Maintaining links between KFU and its alumni
- Keeping an on line data base of alumni and their activities
- Facilitating interaction between alumni
- Providing relevant benefits and services for its alumni community
- Assisting current students in their search for employment
- Helping alumni to update their skills in their chosen field of employment
- Running professional education courses and training sessions
- Promoting the relationship between KFU and its graduates via publicity materials, its web site and events for alumni
- Receiving feedback from alumni of benefit to the university

F.2.3 Organisational Structure

In order to achieve its objectives the OAA is divided into three departments with two divisions in each. The departments are complementary and assist each other in carrying out their work.

Department of Alumni Relations

1. Division of Public Relations
Its main functions are as follows:

- Encouraging participation by alumni in the various activities of the university
- Organising visits meetings and events for alumni
- Running the annual alumni open day
- Contributing to celebrations and exhibitions related to graduation and alumni

2. Division of Publicity
Its main functions are as follows:

- Supporting the publication of an alumni guide
- Preparing a guide of employment opportunities for alumni
- Producing and distributing publicity within the university of employment opportunities
- Producing an Alumni magazine and other publications/brochures of interest to alumni

Department of Job Rehabilitation

1. Division of Training
Its main functions are as follows:

- Helping students construct and update their curriculum vitas
- Enabling effective searching for job opportunities
- Preparing students for personal interviews
- Organising seminars, workshops and training courses for alumni

2. Division of Career Counselling
Its main functions are as follows:

- Guiding alumni and graduating students on available job opportunities
- Liaising with employers and potential employers of alumni
- Gathering information on jobs in the private and public sector
- Receiving feedback from alumni on employment

Department of Development

1. Division of Computing
Its main functions are as follows:

- Devising and maintaining a data base of alumni and their activities
- Establishing a network for communications between alumni
- Maintaining the OAA website and an alumni presence on the KFU website
- Coordinating with university MIS and exploiting available information technology for the benefit of alumni

2. Division of Community Service
Its main functions are as follows:

- Utilising alumni and their experiences and skills for community service
- Supporting alumni in their continuing studies
- Encouraging alumni to participate in university activities

- Gathering feedback from alumni on KFU programs, courses and educational developments

F.2.4 Oversight

To manage and coordinate the alumni work with the associated and directly linked community engagement activities undertaken by the various Colleges and Deanships, the OAA will establish an Advisory Board. The Board will meet four times a year and will report to HSCQAAE.

F.2.4.1 Terms of reference

The Advisory Board will:

- Establish the key performance indicators for the alumni activity
- To develop and annually review an alumni policy
- Facilitate the sharing of best practice
- Coordinate, plan and support the alumni activities with the Deanships
- Provide a forum for communication with the Colleges and Deanships on alumni activities
- Report annually to SC-SPC, including alumni performance against the strategic plan
- Annually review the effectiveness of the Board

F.2.4.2 Membership

The quorum of the Board shall be 50% of its membership. Non-members may be invited by the Chairperson to attend meetings to provide specialist information to inform discussion. They will, however, have no voting rights. The Advisory Board will comprise:

- Head of OAA (Chair)
- Alumni departmental head
- Representative from each Deanship
- 2 alumni

F.2.4.3 Preparation

The agenda will include standing items, items of reporting to the HSCQAAE, items of reporting proposed by the committee and any items agreed by the Chair. Minutes of the committee, once confirmed as a true record, will be distributed to committee members, normally within 10 working days of a meeting. One copy will be lodged in the Library for reference.

The Secretary will prepare and circulate the agenda and all papers at least 10 working days prior to a committee meeting. The QAA calendar will identify the schedule of meetings at least one academic year in advance.

QMS Glossary

ACR	Annual Course Report
ADASD	Application Development & Application Support Department
ADCE	Administration and Development of Community Engagement
APCR	Annual Program and Course monitoring Reporting process
APR	Annual Program Report
ASQ	Academic Standards and Quality
CC	College Council
CQAO	College Quality Assurance Office
SPCC	College - Study Plans and Curriculum Committee
DAR	Deanship of Admission and Registration
DC	Departmental Council
DE	Distance Education
DEP	Distance Education Programs
DGA	Deanship for Graduate Studies
DIT	Deanship Information Technology
DLA	Deanship of Library Affairs
DN	Not allowed to attend exam due to absence
DQAAA	Deanship for Quality Assurance and Accreditation
DSA	Deanship of Student Affairs
F2F	Face-to-face (Teacher in class with students i.e. not teaching via computer
GIS	Geographic Information Systems
IC	Incomplete assessment
IP-VPN	Internet Virtual Private Network
ITSOND	IT Systems Operations & Network Department
IWD	Internet and Website Department
KFU	King Faisal University
KSA	Kingdom of Saudi Arabia
MCSS	Maintenance & Client Support Services
MIS	Management Information System
NCAAA	National Council for Academic Awards and Accreditation
NQF	National Qualifications Framework
OAA	Office of Alumni Affairs
PAP	Program Approval Panel
PDT	Program Design Team

PL	Program Leader
PPR	Periodic Program Review
PSRB	Professional. Statutory or Regulatory Bodies
QA	Quality Assurance
QMO	Quality Management Office
QMS	Quality Management System
SC-AAQA	Standing Committee of Academic Affairs Quality Assurance
SC-SPC	Standing Committee for Study Plan and Curricula
SES	Self-Evaluation Scales for Higher Education Programs
TASU	Training and Academic Support Unit
UC	University Council
URL	Unique Resource Locator
VPAA	Vice President for Academic Affairs
VPDCS	Vice President for Development and Community Services

ANNEXES

Annex A	Guide to Writing Program Specifications
Annex B	Course Evaluation Survey (CES)
Annex C	Student Experience Survey (SES)
Annex D	Approval & Re-approval Event Evaluation & Feedback Form 2012/13
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Annex G	Internal Marking Moderation Form - Coursework
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Annex I	Internal Moderation Form - Coursework
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Annex M	Course Leader's Handbook
Annex N	Performance Assessments for Faculty Members
Annex O	Teaching Observation Concepts
Annex P	Teaching Observation Proforma
Annex Q	Templates for all NCAAA Activity
Annex R	Regulations and Conditions of Occupancy (Male & Female) Template
Annex S	Residents living in KFU Housing Policy
Annex T	Housing Inventory- Guidance for (Template)
Annex U	NQF Learning Outcome verbs
Annex V	Career Performance Evaluation for Executive Employees
Annex W	Medical Services provided by King Faisal University Polyclinic
Annex X	Academic Support: IT
Annex Y	The Standard Bylaws for Scientific Research at Saudi Universities and Enforced Rules and Regulations of King Faisal University
Annex Z	Deanship of Scientific Research Uniform Rules