



**A HANDBOOK OF GRADUATE CHARACTERISTICS AT ISLAMIC
UNIVERSITY OF MADINAH**

1444AH-2023

(English Translation)

دليل خصائص الخريجين بالجامعة الإسلامية

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ترجمة باللغة الإنجليزية





In the Name of Allah, the Most Gracious, the Most Merciful

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Introductory Speech of the Dean of Quality and Academic Accreditation/

Dr. Khalid bin Latif al-Habidi

All praise is due and belongs to Allaah. May the peace and blessings of Allaah be upon the noblest of Prophets and Messengers, our Master and Prophet, Muhammad, and upon his entire family and companions.

Islamic University was founded to be a university with global mission. The blessed university combined the honor of knowledge and neighborliness. Today, it embraces students from over (170) nationalities and provinces around the world, speaking over (50) international languages and so it deserves to be branded “*The University Upon Which the Sun Ever Shines*”.

In line with this, the blessed university persistently strives to develop its graduate characteristics as a basic requirement for achieving institutional accreditation by incorporating these characteristics in its academic system as would qualify them for the future and furnish them with the necessary skills for achieving high productivity and competitive capabilities and positive adaptation to local, regional, and global communities.

The current development of Islamic University graduate characteristics springs from its vision statement that provides as “to be a global groundbreaking Islamic beacon in enhancing knowledge and positive impact in service to communities, with a commitment to excellence and inclusion”, and its mission as “Excellence in the knowledge industry by providing an educational and research environment that stimulates innovation, enables entrepreneurship, and supports sustainable development and community partnership”. There is no gainsaying the fact that developing Islamic University graduate characteristics provides a standard framework for education and creates a common language between affiliates of the university to teach and evaluate the required basic skills and competencies. It also contributes to ensuring quality of all aspects of the educational process, supports the culture of institutional excellence, and makes the best of education to meet the requirements of development and needs of the labor market which are some of the basic mainstays of the vision of the Kingdom of Saudi Arabia (2030) in the field of education.

By the grace of Allaah, this “Handbook of Graduate Characteristics at Islamic University”, which represents one of the most significant efforts of the Deanship of Quality and Academic Accreditation, at both the institutional and program levels, has been prepared with the hope that it will portray the features of Islamic University and achieve its objective in enhancing the excellence of its graduates and prepare them to adapt to future challenges and requirements of the labour market as it would support enhancement of the academic reputation of the university and its position in global rankings. It is envisaged that all associates of this blessed university achieve the desired benefit from this handbook to improve learning outcomes, develop academic programs, in a coherent framework that guarantees combination of development of knowledge, skills, and values in a balanced manner.

In conclusion, having given thanks to Allaah, Almighty, I extend my sincere thanks to the university administration that has continued to provide all the support needed for quality work and academic accreditation at the university. Thanks go as well to the team that prepared the handbook.

I exclusively implore Allaah alone and no one else to grant us success in serving this blessed university and drive it to the forefront of international universities. All praise is due and belongs to Allaah, the Lord and Cherisher of the worlds.

Preamble

All praise is due and belongs to Allaah, may the peace and benedictions of Allaah be upon His messenger, and his family, companions and whoever that is loyal to him.

In the framework of what the Kingdom is undergoing regarding the move to invest in knowledge in what is known as “Knowledge Economy”, and what its ambitious vision (2030) includes in terms of striving to harmonize between educational outcomes and requirements of the labour market, Saudi universities began to compete in qualifying their graduates to meet the requirements of the labour market and its ongoing functional developments.

It is incontrovertible that harmonization between university education outcomes and requirements of the labour market demands that Islamic University graduates must be equipped with a set of characteristics that differentiate them from their peers in other universities in what is known as “Graduate Characteristics”, which in its generic concept refers to a set of cognitive, skill and behavioral traits that constitute the personality of a university graduate and qualify him to compete with his counterparts in the labor market. That is why these characteristics are considered the personal identity of university graduates.

In addition to identification and dissemination of these characteristics, the role of the university transcends to striving to achieve them by mapping them with learning outcomes it adopted in its academic programs and courses. This necessitates a level of consistency between the learning outcomes and the university graduate characteristics. As a result, these outcomes are deemed indices for measuring these characteristics. Therefore, whenever a university is successful in achieving its outcomes, it becomes successful as well in achieving the characteristics of its graduates, the more reason universities are keen on developing their programs in order to achieve the outcomes that would be useful in shaping their graduate characteristics.

This cannot be achieved by any university except by eliciting the set of characteristics that distinguish its graduates from others.

There is a set of fundamental components that constitute graduate characteristics, the most important of which are: the nature of courses

students take, their cultural and social formation, the social environment that nurtures the university, as well as the labour market awaiting these graduates.

Islamic University was keen to prepare a handbook on the characteristics of its graduates in which it included unique components that can hardly be available to any university around the world, because it embraces students from over (170) nationalities from different nooks and crannies of the world. This has led to geographical, language, cultural and social diversities. Then, the uniqueness of the university was completed by the multiplicity of labor markets and their job requirements, which varied according to the diversity of the nationalities of its graduates, besides the nature of the study, which combines Sharia, language, and experimental sciences.

Thus, all this have rendered Islamic University to be a unique model that brings together such characteristics that cannot be combinedly found in any other university. This necessitated that the university takes this uniqueness into account while building its graduate characteristics. It also ensured that the handbook aligns with the vision of the Kingdom (2030) and its strategic reference authorities in education and employment. It was also keen to ensure that this handbook meets the requirements of institutional and programmatic accreditation included in the standards of the National Center for Academic Accreditation and Evaluation (NCAAA) and to contribute to achieving its vision, mission, and strategic objectives.

Since these characteristics have enough breadth that requires analysis, they were placed on two levels: One of them represents general characteristics while the other represents the subsidiary characteristics. To complement the benefit, the university mapped each of the general characteristics to learning outcomes that contribute to its realization.

While preparing this handbook, the university was very keen to tap into the experiences of other local, regional, and global universities, especially those identified in its third strategic plan. It also took advantage of the opinions of all stakeholders so that it may appear in a manner that expresses their expectations and requirements.

The university also made use of experts in the field of quality and academic accreditation by submitting the handbook to a group of experts

and reviewers who are specialists in the field within and outside the university, and their feedback was taken for it to appear in its final form.

Handbook Preparation Team.

The Concept of Graduate Characteristics

Graduates' characteristics can be defined as a group of characteristics cognitive and behavioral skills that a student achieves over a period during his studies at the university and they contribute to shaping his personality and qualifying him to compete in the labour markets after graduation.

Therefore, these characteristics represent the personal identity that distinguishes the graduate of the university from graduates of other universities. Hence, these characteristics must be consistent with the demands of the labor market that are covered by the scientific specialties at the university.

Mechanism for Selecting Graduate Characteristics

The university graduate characteristics were identified through the following general steps:

- Peruse the rules and controls that regulate graduate characteristics.
- Explore the experiences of some local, regional, and global universities in preparing graduate characteristics.
- Identify the requirements of the labour markets that are consistent with the qualifications of the graduates.
- Describe each of the general graduate characteristics that have been identified.
- Identify subsidiary characteristics of each of the general characteristics.
- Identify general learning outcomes at the university level and map them with the general characteristics.
- Mechanism for mapping learning outcomes with graduate characteristics.
- Identify the steps for measuring graduate characteristics.

General Objectives of the Handbook

This handbook strives to achieve a few common objectives including:

- Contribute to achieving the Kingdom's vision 2030 and its initiatives to upgrade university graduates and qualify them for future jobs.
- Achieve the university vision, mission, and strategic objectives.
- Achieve the requirements of institutional and programmatic academic accreditation enshrined in the standards of the National Centre for Evaluation and Academic Accreditation.
- Direct academic programs to develop their outcomes to be consistent with the university graduate characteristics and meet the labour market requirements.
- Encourage teaching staff at the university to adopt Innovative teaching curricula and methods that contribute to achieving these characteristics.

General Standards for Identifying Graduate Characteristics

In the preparation of this handbook, the university considered several general standards and controls which it adopted as indicators for formulating the characteristics of its graduates, some of which are as follows:

- Compatibility with the Kingdom's vision 2030 and its strategy in education and employment.
- Compatibility with the vision, mission, and strategic objectives of the university.
- Compatibility with the institutional and programmatic academic accreditation standards of the National Centre for Evaluation and Academic Accreditation.
- Compatibility with the standards of the National Qualification Framework.
- Focus on characteristics that contribute to achieving sustainable development for the society.
- Focus on characteristics that contribute to bridging the gap between the university learning outcomes and developments in the labor market.
- Focus on characteristics that ensure compatibility between skills, cognitive and behavioral formation of the graduates.

Reference Authorities for The Preparation of The Handbook

This handbook made use of several reference authorities during preparation including:

- The Kingdom's vision 2030 and its achievement initiatives.
- National Transformation Program.
- National Qualifications Framework.
- The Saudi Standard Classification of Educational Levels and Specializations.
- The Future Plan for Higher Education (Afaq).
- Institutional and program accreditation standards issued by the National Centre for Evaluation and Academic Accreditation.
- The third strategic plan of Islamic University (2021-2025).
- The vision and mission of Islamic University.
- Manuals for Preparing Academic Programs at Islamic University.
- The Standard Regulations for Study and Examinations in Saudi Universities and its Executive Byelaws at Islamic University.
- The Standard Regulations for Postgraduate Studies in Saudi universities, and its Executive Byelaws at Islamic University.

Stages for the Preparation of the Handbook

To prepare a handbook of graduate characteristics in an organized and systematic manner, a number of procedures was adopted, which can be summarized in six stages, as follows:

Stage 1: Defining the general frameworks of the handbook.

This process was carried out through the following procedures:

- Identify the general objectives of the handbook.
- List the general reference authorities for characteristics, including visions, strategies, regulations, byelaws, standards and strategic objectives.
- Identify the general standards governing the preparation of the handbook.
- Identify the work team's approach to preparing the handbook.
- Identify the general stages of preparing the handbook.
- Identify the main and sub-elements of the handbook's content.

Stage 2: Analyzing the components of the university, and its stakeholders.

This process was carried out through the following procedures:

- Analyze the general characteristics of the university students, in terms of linguistic, cultural, and social diversity.
- Analyze the learning outcomes of academic programs and courses for undergraduate and graduate students at the university.
- Analyze the opinions of the most important employers of the university graduates.
- Analyze the general requirements of local, regional, and global labor markets.
- Analyze the general primary and secondary reference authorities for the graduate characteristics by defining and analyzing the content and skills of graduates qualifying them through these references.

Stage 3: Benchmarks

To determine benchmarks for the characteristics of its graduates, the university adopted the same universities specified in its third strategic plan (2021-2025). Hence, it adopted Imam Muhammad bin Saud

university and Umm al-Qura university as the local benchmarks for building the characteristics of its graduates, Al-Azhar University in Egypt and Al-Zaytoonah University in Jordan as the regional benchmarks, while at the international level, it adopted many institutions such as the International Islamic University, Malaysia, the International Islamic University, Pakistan, Hong Kong University of Science and Technology and Georgetown University.

While identifying these universities, it took into account a number of criteria amongst others including: the geographical diversity of students, the nature of academic programmes, excellence in community service, and the spread of graduates across the world.

Stage 4: Formulating the General and Subsidiary Characteristics of Graduates

This stage was achieved through the following plans and procedures:

- Formulate the general characteristics of graduates, based on the standards and controls, embodied by the reference authorities identified during the first stage of preparing this handbook, and based on the benchmarks chosen during the third stage.
- Formulate the sub-characteristics of all the general characteristics, by analyzing each one into several sub-characteristics that constitute it.
- Map characteristics with learning outcomes at the university.
- Present the list of general and sub-characteristics to several experts from within and outside the university, to evaluate it and express opinion about it.
- Reformulate the characteristics according to what experts' opinions agreed upon.
- Survey the opinions of stakeholders and beneficiaries about the proposed list of characteristics, by presenting it to the academic leaders at the university, faculty members, alumni, university students, and relevant employers and stakeholders who relate to the university's academic programs, through workshops and dissemination of electronic questionnaires on the characteristics.
- Analyze and make use of the opinions of stakeholders and beneficiaries.

- Create a list of characteristics after re-presenting them to the experts and taking their feedback which they agreed upon.

Stage 5: Preparing a Mechanism to Ensure Achievement of Graduates' Characteristics Through the Measurement Process

This stage was achieved through the following plans and procedures:

- Identify the measurement tools for each characteristic.
- Identify the relevant authorities responsible for measuring the graduate characteristics, starting with the academic program and ending with the Deanship of Quality and Academic Accreditation, stating the role to be played by each one at the university.
- Identify the characteristics measurement cycle, and the role of each entity in it.

Stage 6: Developing the Handbook and Getting It Approved

This stage was achieved through the following measures:

- Formulate the handbook in its final form where the introduction was worded, compiled all its components and arranging them in an order that takes logical sequence into account.
- Linguistic and technical review of the handbook.
- Peer-reviewed the handbook, by presenting it to some experts.
- Final review of the handbook after considering the expert reviewers' comments.
- Present the handbook to competent committees and councils for official adoption and taking decision to commence acting upon it.

General Characteristics of Islamic University Graduates

1- Extensively Knowledgeable
2- Creative Thinker
3- Effective Communicator
4- Distinguished Researcher
5- Reasonably Moderate
6- Socially Active
7- Globally Impactful

Extensively Knowledgeable:

Language lexicons indicate that an extensively knowledgeable human being is one with broad and comprehensive systematic knowledge. In light of the environment of the era of knowledge and cognitive data and the knowledge-based economy, a graduate must be extensively knowledgeable. It is envisaged that he had obtained this specialized cognitive capacity during the years he studied at Islamic University. Not just that, but he must also follow up on information on topics of interest to him. One of the most important indicators of cognitive capacity of the graduate is that he should be proficiently knowledgeable about his academic specialty because of the love for reading, acquaintance and extensive knowledge and his follow up on the novelties in his area of specialization. He should have verse information and data and capable of linking his specialty with other specialties.

Based on the foregoing, increasing the extensive knowledge of the graduate of Islamic University of Madinah or other universities earns him respect and reputation from others. It renders him a distinguished researcher with high level of flexibility, love for exploration, endurance, efficiency and self-confidence.

A Creative Thinker

Despite the immense importance of a graduate's breadth of knowledge which serves as a true indicator of their mastery of specialized knowledge and the accumulation of information in their field of expertise, this accumulation of knowledge becomes of little value or limited usefulness unless the graduate possesses a broad horizon of thinking. This allows them to recall and retrieve past information and experiences they have encountered, enabling them to overcome the challenges they face in practical life by engaging in effective problem-solving thinking.

Thinking is one of the intellectual activities that distinguish humans from all other creatures. It involves a series of complex mental processes such as: inference, reasoning, creativity, criticism, analysis, questioning, imagination, memory, and abstraction. The brain performs these processes when it encounters a stimulus received through one or more of the five senses.

Higher-order thinking skills combine critical thinking skills, which use logical reasoning rules to deal with variables, assess discussions, and draw conclusions, with creative thinking skills, which require fluency and flexibility of thought to generate new ideas in the search for unconventional solutions to problems.

Having said that, one of the most important indicators of a creative thinker graduate is their mastery of higher-order thinking skills and their ability to provide creative solutions to the problems they face. Such a graduate can interpret scientific phenomena in their field, weigh different perspectives on presented ideas, analyze various elements, relationships, and opinions in their specialization, evaluate scholars' views on a particular phenomenon, generate new ideas regarding some presented views, and ultimately offer innovative solutions to issues and challenges.

Higher-order thinking skills are among the most crucial abilities that enable graduates to succeed both in their academic and professional lives. In university, these skills help them analyze and interpret information, as well as draw conclusions from it. Analytical skills allow them to work with different types of information, identify patterns and trends, and derive meaningful conclusions. They also enable graduates to gather information in various ways. In their professional life, these skills enhance their ability

to analyze and solve different problems, develop their capacity for innovation, and take risks in the labor market.

Finally, the demands of the labor market require graduates to possess high-level thinking skills due to the rapid acceleration of economic and scientific changes, which present significant challenges. Graduates must be able to confront these challenges and understand their significance through training in problem-solving and decision-making using creative, organized, and scientific methods that prevent the recurrence of such issues in the future.

An Effective Communicator

Communication skills are an integral part of the success of any graduate. A lack of these skills will negatively affect their work and reduce the opportunities for interaction with others. This is because tone of voice, facial expressions, posture, active listening, appreciating others, and conversational style all contribute to whether a person is accepted or rejected, even if they possess significant experience or high qualifications.

A graduate skilled in effective communication is one who can communicate orally with precision, fluency, and clarity. They are also proficient in written communication, able to write efficiently, and possess strong skills in dialogue and persuasion—skills that are highly sought after by most employers when hiring university graduates.

One of the key indicators of graduates from Islamic University who excel in effective communication is their ability to use technology effectively, adapt to different social settings, and possess the necessary linguistic skills for successful communication, including listening, speaking, reading, and writing. Additionally, they can provide strong evidence and reasoning to support their opinions while also being open to and respectful of differing viewpoints.

It is worth mentioning that communication and interpersonal skills enable graduates to engage in effective and concise oral or written communication using a wide range of media. These skills also allow them to practice and apply personal skills such as team building, consensus-building, negotiation, and time management, preparing them to enter the workforce.

A Distinguished researcher

Scientific research is one of the key elements upon which Saudi Arabia's Vision 2030 relies to increase the Kingdom's global competitiveness and improve the ranking of its universities, aiming to transition its economy from dependence on oil to a knowledge-based economy.

The development and application of knowledge through scientific research is one of the three core roles that universities play in any society. Therefore, supporting the scientific research sector in Saudi Arabia is essential, as it serves as a critical tool in implementing this vision.

Thus, "scientific and research excellence" is one of the four pillars upon which Islamic University's third strategic plan (2021-2025) is based. Through this pillar, the university aspires to become a distinguished institution that achieves a global ranking by providing a high-quality, integrated educational journey that ensures a learning experience with a lasting impact. This will be accomplished by developing the research activities of its staff and graduates in various fields, as well as enhancing their ability to publish more high-quality scientific research in reputable and influential academic journals.

One of the key indicators of research excellence for a graduate of Islamic University of Madinah is proficiency in scientific research skills, being innovative and original in research topics, embracing interdisciplinary approaches in research, and utilizing modern technologies in scientific inquiry.

This means that graduates of Islamic University must be able to apply research skills in writing their papers, critically assess scientific research in their field, employ modern technologies in their research, explore new and original topics, and ultimately make use of interdisciplinary approaches in their studies.

Undoubtedly, the research excellence of Islamic University graduates significantly contributes to enhancing the university's standing on the global rankings of distinguished universities and educational institutions, as scientific research constitutes about 40% of the criteria in most global ranking systems.

A Reasonably Moderate Graduate

Moderation is a fundamental religious requirement, a noble goal, and a profound civilizational influence. It embodies balance in all aspects of life and its methodologies. Moderation in all matters is one of the key features of the Islamic approach, as Islam is a religion of balance and moderation, of truth and justice, of mercy and tolerance, of love and brotherhood. Allah the Almighty says: *"And thus We have made you a just (moderate) community that you will be witnesses over the people, and the Messenger will be a witness over you"* (Al-Baqarah: 143).

Moderation and balance are among the most important values upheld by Islamic University as a guiding intellectual framework that shapes its vision to be a leading global Islamic beacon in promoting knowledge and fostering positive impact in service of communities, while remaining committed to excellence, inclusivity, and an ethical and behavioral stance embraced by all its members.

A clear testament to this is the fact that "establishing the approach of moderate and balanced Islam" is the second strategic objective in Islamic University's third strategic plan (2021-2025). Several indicators have been set to measure this, including the number of courses promoting the approach of moderation, the percentage of events and activities enhancing the methodology of moderation, and the proportion of scientific research that addresses this approach. Among the initiatives launched in this regard are the "Ambassadors of Moderation" initiative and the "Research on Moderation and Balance" initiative.

Since its establishment in 1381 AH, Islamic University has given special importance to promoting universal values that reflect the spirit of moderation and balance, such as the values of tolerance, coexistence, and accommodating others among its diverse members, with the aim of enhancing its academic reputation.

A graduate of Islamic University of Madinah is characterized by moderation and balance in all aspects of life, including perceptions, methodologies, and attitudes. Such a graduate is always in pursuit of truth in their orientations and choices, takes pride in their Islamic and national identity, adheres to moderation and balance in thought and behavior, and

is tolerant and accommodating others. They also uphold academic and professional ethics.

This commitment to moderation and balance in thought and behavior provides the graduate with a great sense of psychological and emotional stability, granting them the blessing of security, peace, and stability. It also allows them to focus on work, creativity, and good deeds. Furthermore, this adherence to moderation and balance fosters love, increases affection and trust, and promotes good interactions and cooperation with everyone. It also presents Islam in its best form, correcting the misconceptions that have nearly been associated with it without true understanding of its essence.

A Socially Active Graduate

Graduates play a vital role in achieving the goals of sustainable development. As such, universities strive to instill principles of citizenship and social responsibility in their graduates, enabling them to develop expertise, transfer knowledge, and contribute to building strong communities by integrating academic life with volunteer services, scientific research, and community partnerships, thereby benefiting society in the future with what they have learned.

"Integration and Partnerships" is the fourth pillar of Islamic University's third strategic plan (2021-2025), aiming for the university to be a partner in providing community programs and services, contributing to sustainable development, and integrating with relevant institutions.

Based on this, a socially active graduate is one who makes valuable contributions to achieving sustainable development goals at the local, regional, or international level. Such graduates also have continuous contributions in their field and are committed to actively participating in social projects, volunteer work, humanitarian efforts, and community development, which gives them a prominent role in society.

One of the key indicators of social effectiveness for a graduate of the university is their active participation in community service and related events and activities in their field of specialization. This includes being proactive in volunteer work, supporting sustainable development goals

within their area of expertise, taking responsibility for completing assigned tasks, and being competitive in the job market.

Community involvement plays a significant role in fulfilling the diverse needs of graduates and addressing many of their problems. It fosters cooperation and integration between them and various social institutions, develops their spirit of giving and passion for volunteer work, and provides them with a strong sense of belonging.

Globally Impactful Graduate

Islamic University was established to be a university with a global mission, while being Saudi in affiliation. This blessed university combines the honor of knowledge with the honor of its location. The Kingdom has used it as a platform to convey the teachings and values of Islam to the world. Islamic University hosts students from 170 countries and regions who speak more than 50 world languages, earning it the title of "the university where the sun never sets." This positions it to spread and promote these values not only locally or regionally but also globally.

One of the four pillars of Islamic University's third strategic plan (2021-2025) is "Global Graduate." The university aims to be the top choice for outstanding and talented students from the Islamic world, preparing graduates with high levels of knowledge and skills.

This necessitates that its graduates have a global impact, contributing to the dissemination of both Islamic and natural sciences across the globe, so that the light of Islamic invitation shines far and wide, transcending time and space. Islamic University is a global institution in its orientation; it is an Islamic institution with a global purpose and Arab-Saudi in its affiliation. It is dedicated to conveying the eternal message of Islam to the world through advocacy, undergraduate education, and graduate studies, to achieve this noble mission.

The global impact of Islamic University's graduates is realized through several indicators, the most significant being their international presence through participation in global events, forums, associations, and organizations, engaging in discussions on global issues, accepting cultural diversity, respecting human cultures, and being active in spreading knowledge by advocating for adherence to universal human values and promoting moderation and balance in human societies.

It is evident that the global impact of Islamic University's graduates will enhance its competitiveness and global ranking, with the proportion of international students being one of its criteria, which is a distinctive feature of this esteemed university.

General Characteristics of Islamic University Graduates

With a brief description:

brief description of the characteristics	General Characteristics	No
The graduate should have extensive specialized knowledge, be well-versed in information and data related to his field of expertise, stay updated on developments in his field, and be capable of connecting his specialization with other disciplines.	Extensively Knowledgeable Graduate	1
The graduate should be proficient in higher-order critical and creative thinking skills. He should be able to interpret scientific phenomena in his field, balance differing opinions, analyze elements and relationships within his specialization, evaluate scholars' views on specific phenomena, generate new ideas from existing perspectives, and offer innovative solutions to issues and challenges.	Creative Thinker	2
The graduate should be able to communicate orally with accuracy, fluency, and clarity, as well as write effectively. He should be skilled in dialogue and persuasion, committed to self-learning and continuous learning, proficient in utilizing technology effectively, adaptable to different social environments, able to support his views with evidence and reasoning, and respect and be open to other opinions.	Effective Communicator	3
The graduate should be able to apply scientific research skills in writing his research, critically evaluate scientific studies in their field, and be innovative and original in their research topics. He should utilize modern technologies in	Distinguished Researcher	4

research, explore new and original subjects, and invest in interdisciplinary approaches in scientific research. Furthermore, he should be capable of publishing high-quality research in the most reputable and impactful academic outlets.		
The graduate should embody moderation and balance in all aspects of life, including perceptions, methodologies, and attitudes. He should always seek what is right in their approaches and choices, take pride in their Islamic and national identity, and remain committed to moderation and balance in both thought and behavior. Additionally, he should be tolerant, live harmoniously with others, and uphold scientific and professional ethics.	Moderate and Balanced	5
A socially active graduate is one who makes valuable contributions to achieving sustainable development goals locally, regionally, or globally. He is committed to actively participating in social and volunteer projects, humanitarian efforts, and community development related to their field of expertise. He takes initiative in volunteer work, support sustainable development goals within his specialty, and take responsibility for completing assigned tasks.	Socially Active	6
A graduate with a global impact should contribute to the dissemination of both religious and natural sciences, competing strongly in the job market. He should maintain a global presence by participating in international events, forums, associations, and organizations. The graduate should be	Globally Impactful	7

<p>an effective communicator on global issues, committed to accepting cultural diversity, respecting the differences among people, appreciating diverse human civilizations, and actively promoting knowledge. He should also advocate for adherence to universal human values and spread the principles of moderation and balance in human societies.</p>		
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Sub-characteristics and learning outcomes of Islamic University

The general characteristics of graduates have been formulated with generality and conciseness, with each characteristic being limited to just two words. Given the breadth and inclusiveness of these characteristics, more detailed sub-characteristics have been developed under each general characteristic for further clarity. This helps in better understanding the general traits. Additionally, general learning outcomes have been formulated at the university level and linked to these characteristics, assisting academic programs in aligning their program learning outcomes with the graduate characteristics. This results in a correct alignment that ensures the intended purpose of the alignment is achieved.

The following table illustrates the sub-characteristics and learning outcomes of Islamic University, linked to the general characteristics.

No	General Characteristics	Sub-characteristics	Learning Outcome
1	Extensively Knowledgeable Graduate A	<ul style="list-style-type: none"> • Mastery in specialized knowledge. • Keeps up with developments in their field of specialization. • Able to connect their field of specialization with other disciplines. 	<ul style="list-style-type: none"> • Knowledge of essential information, facts, and concepts in their field. • Application of knowledge and information in new contexts. • Analysis of shared knowledge between their field and other disciplines. • Discussion of emerging issues and opinions within their field.

2	Creative Thinker	<ul style="list-style-type: none"> • proficient in higher-order critical and creative thinking skills. • Capable of providing creative solutions to problems 	<ul style="list-style-type: none"> • Linking knowledge with practical application in different fields. Analyzing opinions, elements and linkages in his specialization. • Critically evaluating a specific issue in different fields. Applying theoretical knowledge in practical contexts. Generating new ideas on some of the discussed topics. • Writing a scientific article, paper, or drafting a scientific project on certain topics.
3	Effective Communicator	<ul style="list-style-type: none"> • Capable of communicating orally with accuracy, fluency, and clarity, as well as write effectively. • They should be skilled in 	<ul style="list-style-type: none"> • Capable of communicating effectively with others. • Presenting evidence and arguments to support their views. Utilizing technology

		<p>dialogue and persuasion.</p> <ul style="list-style-type: none"> • Committed to self-learning and continuous learning. • Proficient in utilizing technology effectively, adaptable to different social environments. 	<p>effectively in the communication process.</p> <ul style="list-style-type: none"> • Promoting self-learning and continuous knowledge enhancement in their specialization.
4	Excellent Researcher	<ul style="list-style-type: none"> • Proficient in scientific research skills. • Creative and original in their research topics. • Utilizing interdisciplinary approaches in scientific research. • Constantly using modern technologies in scientific research. • Linking their research topics to societal issues. • Connecting their research topics to the needs of the labor market and the economy. 	<ul style="list-style-type: none"> • Applying scientific research skills in writing research papers. • Critically evaluating scientific research in their field of specialization. • Conducting new and original scientific research. • Constantly utilizing interdisciplinary approaches in scientific research. • Employing modern technologies in

			<p>scientific research.</p> <ul style="list-style-type: none"> • Conducting research that is relevant to societal issues and needs. • Conducting research that is aligned with the needs of the labor market, economy, and knowledge development.
5	Reasonably Moderate	<ul style="list-style-type: none"> • Proud of their Islamic and national identity. • Committed to moderation and balance in thought and behavior. • Tolerant and coexisting with others. • Committed to academic and professional ethics. 	<ul style="list-style-type: none"> • Commitment to Islamic ethics. • Pride in national identity. • Adoption of moderate views and behaviors. • Coexistence with and acceptance of others. • Commitment to integrity and honesty in academic and scientific endeavors.
6	Socially Active	<ul style="list-style-type: none"> • Positive participation in community service. • Initiative in volunteer work. 	<ul style="list-style-type: none"> • Participation in community activities and events. • Initiatives in community

		<ul style="list-style-type: none"> • Supporting the goals of sustainable development. • Bearing responsibility. • Competitiveness in the job market. 	<p>work and volunteering.</p> <ul style="list-style-type: none"> • Supporting sustainable development goals within the scope of one's specialization. • Leadership in teamwork. • Achieving excellence in the job market.
7	Globally Impactful	<ul style="list-style-type: none"> • Globally present. • Accepts cultural diversity. • Active in spreading knowledge and science. 	<ul style="list-style-type: none"> • Active participation in international forums, associations, and organizations. • Engaging in discussions on global issues. • Promoting universal human values. • Respecting cultural diversity among people. • Highlighting a positive image of Islam in his community.

The alignment of graduate characteristics with educational fields in the national qualifications' framework and standards for quality assurance and academic accreditation.

NO.	General Characteristics	National Qualifications Framework
1.	A Knowledgeable Graduate	Knowledge and understanding Talents
2.	Creative Thinker	
3.	Effective Communicator	
4.	Excellent Researcher	
5.	Moderate and Balanced	Qualifications Specialized and professional skills
6.	Socially Active	
7.	Globally Impactful	

Graduate Characteristics in the context of quality assurance and academic accreditation for the institution

Standard 3: Teaching and Learning	
General Characteristics and Learning Outcomes for Graduates.	3-2
The general characteristics of graduates are determined by the institution based on its mission, vision, educational requirements, and the needs of the labor market and sustainable development. These characteristics are then adopted and announced.	3-2-1
The institution has ensured that academic programs define learning outcomes in alignment with the characteristics of graduates and academic standards, as well as the national framework for qualifications in various fields of study.	3-2-2

Graduate Characteristics in the context of quality assurance and academic accreditation for the Program

Standard 2: Teaching and Learning	
Learning Outcomes	2-1
The defined learning outcomes of the program are aligned with academic standards and specific professional requirements, ensuring they correspond with the institution-wide graduate	2-1-1

attributes. These outcomes are approved, published, and periodically reviewed	
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Alignment of the university's mission with graduate attributes

The university's mission: "Excellence in the knowledge industry by providing an educational and research environment that stimulates innovation, enables entrepreneurship, and supports sustainable development and community partnership."

The university's mission represents the three main objectives of universities, which are: education, research, and community service. The attributes of graduates are derived from this mission.

Thus, the following figure highlights the strong link between the graduate characteristics and the university's mission:

A Knowledgeable Graduate	Excellence in Knowledge Creation	1
<ul style="list-style-type: none"> • Creative Thinker • Effective Communicator • Excellent Researcher • Reasonably Moderate 	By providing a supportive educational and research environment that fosters innovation and excellence	2
<ul style="list-style-type: none"> • Socially Active • Globally Impactful 	Potential for entrepreneurship	3
	Supporting sustainable development and community partnership	4

Alignment of the Graduates' Characteristics with the University's Educational Directions

Going by the university's global impact and its objectives, the University's Educational Directions have aimed for a unique position in the educational process. This is reflected in its strategic plan for the years 2021-2025.

The University's Strategic Plan Focused on the Following Four Themes:

- (1) Institutional Excellence
- (2) Knowledge and Research Excellence
- (3) Global Graduate
- (4) Integration and Partnerships

These themes reflect the university's educational goals, as outlined in its strategic plan, and the following table clarifies the aligning of its strategic objectives with the characteristics of graduates, preparing them to meet global demands while maintaining the university's educational directions.

Characteristics of the University's graduates.							1
Global ly Impac tful	Social	Reason	Excele	Effectiv	Creativ	Know	strategic objectives that
	y Active	ably Modera te	nt Researc her	e Commu nicator	e Thinker	ledge able Grad uate	are related to the University's strategic objectives
							2 Enhancing Academic Reputation
							Establishing the moderate and balanced Islamic Thought
							3 Transforming Educational and Learning Experience in a Creative Environment
							4 Enhancing Learning Outcomes Effectiveness
							5 Transforming Scientific Research System, Creativity and Entrepreneurs hip
							6 Strengthening Social Partnerships and Sustainable Development

C- Alignment of graduates' characteristics with development and labor market requirements

The characteristics of university graduates are compatible with development and labor market requirements. To ensure this, the university has taken into account, when preparing graduate characteristics, what ensures their consistency with development and labor market requirements, including:

1. Detailed analysis of the Kingdom's Vision 2030 and its achievement initiatives, the National Transformation Program, the National Qualifications Framework, the Saudi Unified Classification of Levels and Specializations, the Future Plan for University Education (Afaaq), and the Institutional and Programmatic Accreditation Standards issued by the National Center for Academic Evaluation and Accreditation.
2. The linkage of educational objectives in the university's strategic plan, which represents the university's educational orientations, with the objectives of the Kingdom's Vision 2030, was referred to as follows:

No. of objective in the strategic plan	Strategic objective	Number of objectives for the Vision at the third level associated with the Strategic objective
01	Enhancing academic reputation	4-1-4
02	Consolidating the moderate Islamic approach	1-1-1
06	Developing the teaching and learning experience in a stimulating environment for creativity and innovation	4-1-1
07	Improving the quality of learning outcomes	4-1-3

08	Developing scientific research, innovation and entrepreneurship system	4-1-4 4-3-1
11	Enhancing community partnerships and sustainable development	6-1-2 6-3-2

3. Twenty-first century skills and their requirements were taken into account, especially in the field of knowledge and thinking, such as creative thinking, critical thinking, problem solving, and effective oral and written communication, Collaborative learning. Teamwork, and taking responsibility.
4. The academic standards documents issued by the National Center for Academic Evaluation and Accreditation, and the descriptions of all programs at the university, were reviewed.
5. The opinions of graduates and internal and external employment agencies were surveyed through forums held by the university abroad and benefited from the databases available in the Deanship of Graduate Affairs, whether for graduate students or employment agencies.

Mechanism for aligning program's learning outcomes with the characteristics of university graduates

Each program at the university is committed to identify learning outcomes for it according to three areas specified in the National Qualifications Framework as specified in the program description form.

When setting outcomes of program learning, the program should take into account that these outcomes are compatible and consistent with the characteristics of graduates at the university level, and this is achieved by following the following steps:

1. Looking at the general characteristic and the characteristics branching from it.
2. Looking at the field of the characteristic and taking into account the extent of its compatibility with the field of the learning outcome.
3. Looking at the general guiding learning outcomes found in this guide.
4. Linking the learning outcome with the general characteristic using Form (1/A) attached to this guide.
5. After filling out Form (1/A), it is sent to the Education and Learning Unit at the Deanship of Quality for review and approval.
6. After Form (1/1) is approved by the Deanship of Quality (and academic accreditation), the outcomes of program's learning are linked with the characteristics of university graduates according to Form (1/B) attached to this guide.
7. The outcomes of program's learning are linked to the characteristics of university graduates through the special screen in the electronic system for monitoring the quality of learning and education "Itqan"
8. Forms (1/A) and (1/B) are attached to the attachments of the request to establish or modify the program submitted to the Planning and Curriculum Committee at the university level.

Template (1/A): Program Learning Outcomes Mapping with the General Characteristics of Islamic University Graduates.

(Initial Phase)

Program information	College Name:			Program name:		
	Stage:			<input type="checkbox"/> New program <input type="checkbox"/> Modification of an existing program		
For the program only				For the Deanship of Quality only		
Field according to the NQF	Learning outcome	Related characteristic	Comment (Justification)	Appropriateness of linkage between learning outcomes and graduates' characteristics		
				Appropriate	Inappropriate	Comment if inappropriate
Knowledge and understanding	1.1					
	1.2					
	1.3					
	1.4					
Skills	2.1					
	2.2					
	2.3					
	2.4					
Values, Responsibility and Independence	3.1					
	3.2					
	3.3					
	3.4					
Program director: Signature:				For the Vice Dean of the College of..... for Development and Quality: <input type="checkbox"/> The template is approved. <input type="checkbox"/> Complete according to the observations and return to the deanship. Vice Dean for Quality: Signature:		
Vice Dean of the College for Development and Quality: Signature:						

**Template (1/B): Program Learning Outcomes Mapping with the General
Characteristics of Islamic University Graduates**

(Final Phase) *

Program information		College Name:			Program name:			
		Stage:			<input type="checkbox"/> New program <input type="checkbox"/> Modification of an existing program			
Program Learning outcomes		Characteristics of university graduates						
Field according to the NQF	Learning outcome	Extensively knowledgeable	Creative thinker	Effective in communication	Distinguished in research	Reasonably moderate	Socially active	Globally impactful
Knowledge and Understanding	1.1							
	1.2							
	1.3							
	1.4							
Skills	2.1							
	2.2							
	2.3							
	2.4							
Values, Responsibility and Independence	3.1							
	3.2							
	3.3							
	3.4							

* Tick (x) before each learning outcome in the table with related characteristic.

Mechanism for Validating Achievement of Islamic University Graduate Characteristics

The achievement of university graduates' characteristics is validated by measuring their achievement in several ways as follows:

- All graduate characteristics are measured through the result of measuring outcomes of program's learning, as all program outcomes have been linked to graduate characteristics, so the result of measuring the outcome is a tool for measuring the graduate characteristic associated with it. This is done by linking outcomes of program's learning with graduate characteristics in the electronic system for monitoring the quality of learning and education "Itqan", and the results are extracted through the system.
- Graduate characteristics related to knowledge, understanding and skills are measured, which are "Extensively knowledgeable, creative thinker, effective communicator, " through the achievement exam that is conducted for students in the final semester of the bachelor's and master's stages, and the comprehensive exam for the doctoral stage.
- The characteristics of graduates related to scientific research are measured " Distinguished researcher " through the result of the research project or scientific thesis.
- The characteristics of graduates related to values, independence and responsibility are measured in addition to what was mentioned in No. (1) using the Rubrics grading scales according to a model developed by the Education and Learning Unit at the Deanship of Quality (And Academic Accreditation).
- All characteristics of graduates are measured through indirect methods through survey questionnaires directed to students, graduates, faculty members, and employment agencies.

The following table shows the tools for measuring graduate characteristics

SL	General characteristics of Islamic university Graduates	Measurement tools		
		Directly		Indirectly
1	Extensively knowledgeable	Result of measuring program's learning outcomes	Achievement exam	
2	Creative thinker	Result of measuring program's learning outcomes	Achievement exam	
3	Effective communicator	Result of measuring program's learning outcomes	Achievement exam	Gradual assessment scales (Rubrics)
4	Distinguished Researcher	Result of measuring program's learning outcomes	The result of Research Project or Thesis	Gradual assessment scales (Rubrics)
5	Reasonably Moderate	Result of measuring program's learning outcomes	Gradual assessment scales (Rubrics)	
6	Socially Active	Result of measuring program's learning outcomes	Gradual assessment scales (Rubrics)	
7	Globally Impactful	Result of measuring	Gradual assessment scales (Rubrics)	

		program's learning outcomes	
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Survey questionnaires directed to students, graduates, and faculty members Teaching and Employment

Here is an illustration of the tools for measuring graduate characteristics

Measurement Tools for Graduate Characteristics

• Direct	Indirect
• Result of measuring program's learning outcomes	Opinion Polls, Surveys
• Achievement Exam	
• Comprehensive Exam	
• Result of Research Project or thesis	
• Gradual Assessment Scales (Rubrics)	

Procedures for Measuring General Characteristics of University Graduates

Direct Measurement Tools:

First: Result of measuring program's learning outcomes

1. A new screen will be created in the E-Learning and E-Teaching Quality Monitoring System "Itqan" – to Outcomes of program's learning with the general Characteristics of University Graduates.
2. Each program will be committed to link its learning outcomes with the characteristics of graduates through the link screen in the electronic system according to the proses approved in Form /B).
3. The program's learning outcomes in its three areas will be measured electronically through the E-Learning and E- Teaching Quality Control System "Itqan" according to rules are customary.
4. The result of measuring the learning outcomes will be reflected automatically in the characteristics of the graduates associated with them.
5. The Teaching and Learning Unit at the Deanship of Quality extracts the results reports through the electronic system (general results - results specific to each program). The results will be included in the comprehensive report related to the results of measuring the characteristics.

Second: Achievement test:

1. Each program will have a committee called the (Achievement Exam Committee) to conduct the achievement exam for the targeted students, who are students in the (Bachelor's and Master's) stage.
2. The exam will be conducted in the last semester for undergraduate students, and in the fourth semester for master's students.
3. Through this exam, the characteristics of graduates related to knowledge, understanding and skills will be measured, which are "Extensively knowledgeable, creative thinker, effective communicator, etc."
4. The exam questions are linked to the program's learning outcomes and the characteristics of university graduates in knowledge, understanding and skills.

5. The results of measuring the characteristics of graduates will be sent to the Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) to be included in the comprehensive report related to the results of measuring the characteristics.

Third: Comprehensive test

1. The Comprehensive Exam Committee will conduct the exam for the targeted students, who are PhD students, according to the period specified in the regulations.
2. Through this exam, the characteristics of graduates related to knowledge, understanding and skills will be measured, which are "Extensively knowledgeable, creative thinker, effective communicator, etc."
3. The exam questions will be linked to the outcomes of program learning and the characteristics of university graduates in terms of knowledge, understanding and skills.
4. The results of measuring graduate characteristics will be sent to the Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) to be included in the comprehensive report related to the results of measuring characteristics

Fourth: The result of the research project or scientific thesis:

1. The (Quality Committee in the program) will list the results of students in the research project or scientific thesis in the master's and doctoral stages.
2. Through these results, the characteristics of graduates related to scientific research will be measured (distinguished researcher).
3. The results of measuring graduate characteristics will be sent to the Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) and will be included in the comprehensive report related to the results of measuring characteristics.

Fifth: Gradual Rating/Assessment Scales (Rubrics)

1. The Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) will design a measurement model through this tool.
2. Through this exam, the characteristics of graduates related to values, independence, and responsibility will be measured (Reasonably Moderate, Socially Active, Globally Impactful) as well as some aspects that were not covered in previous exams related to effective communicator. Distinguished Researcher.
3. The model will be sent to the programs to be applied to final-level students.
4. Faculty members will be trained to use the model.
5. The results of measuring graduate characteristics will be sent to the Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) to be included in the comprehensive report related to the results of measuring characteristics.

Indirect measurement tools.

Opinion Polls, Surveys

1. The Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) will design the necessary Surveys to measure the characteristics of graduates of Islamic University.
2. The Decision Support Center will publish the Surveys to beneficiaries (students, graduates, faculty members, and employment agencies.)
3. The results of the Surveys will be analyzed by the Decision Support Center.
4. The results will be sent to the Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) and to be included in the comprehensive report on the results of measuring the characteristics .

Final report on the results of measuring graduates' characteristics

1. After collecting all the data on the results of measuring the characteristics of graduates, the Learning and Teaching Unit at the Deanship of Quality (And academic accreditation) will prepare a comprehensive report on the results of measuring the characteristics of graduates (general results - results specific to each program) including the strengths and the aspects that need improvement.
2. The report will be presented to the Deanship of Quality Council for discussion and to develop appropriate improvement plans when necessary.
3. Each program will be provided with the results of measuring its own characteristics of graduates and the recommendations prepared by the Deanship of Quality Council for implementation.
4. The summary of the report will be presented to the university's top management

Entities Involved in Measuring Graduate Characteristics and Their Roles.

First: Colleges

A- Academic programs.

1. Linking the program's learning outcomes with the characteristics of university graduates according to Model (1/ B) on the screen of the electronic system for monitoring the quality of education and learning,) Itqan).
2. Following up with faculty members to ensure that everyone is measuring learning outcomes and recording the measurement results in the electronic system for monitoring the quality of E-learning and E-Teaching "Itqan".
3. Forming a committee to conduct the achievement exam for undergraduate and master's students and ensure that the exam questions are linked to the outcomes of program's learning and graduate characteristics.
4. Forming a committee to conduct the comprehensive exam for doctoral students) and ensure that the exam questions are linked to the outcomes of the program's learning and graduate characteristics.
5. Distributing the graduate characteristics measurement form according to the Gradual assessment scales (Rubrics) received from the Deanship of Quality (And academic accreditation) to faculty members.
6. Providing the faculty unit for Quality and Development with the results of the graduate characteristics measurement exams.
7. Developing the necessary improvement plans according to the notes received from the Deanship of Quality and Academic Accreditation...

B. The faculty unit for Quality and Development.

1. Providing the necessary support to the programs to carry out their role in measuring the characteristics of graduates.

2. Coordinating with the Deanship of Development and the Deanship of Quality to provide training for faculty members on measuring graduate characteristics.
3. Following up on programs in measuring graduate characteristics.
4. Raising the results of Graduates' characteristics measurement from academic programs to the Deanship of Quality and Academic Accreditation.
5. Following up on programs in implementing improvement plans related to the results of measuring graduate characteristics.

Second: Deanship of Quality and Academic Accreditation

A - Dean of Quality and Academic Accreditation

1. Providing support and assistance to educational institutions to identify graduate characteristics and providing courses to identify them and methods of measuring them.
2. Addressing educational institutions and providing them with a plan to measure graduate characteristics, including the specified times and forms designated for the measurement process.
3. Coordinating with the Deanship of Information Technology to prepare an electronic system for monitoring the quality of teaching and learning: "Itqan" to measure graduate characteristics.
4. Receiving the results of graduate characteristics' measurement from academic programs and referring them to the Teaching and Learning Unit in the Deanship.
5. Sending improvement plans related to graduate characteristics for academic programs.
6. Providing the University Vice Presidency for Educational Affairs with the comprehensive annual report for measuring graduate characteristics.

B. Teaching and Learning Unit.

1. Designing a model to measure graduate characteristics according to the Gradual assessment scales (Rubrics) by specifying a model for each characteristic and generalizing it to academic programs.

2. Designing the necessary questionnaires to measure the characteristics of graduates of Islamic University through indirect methods.
3. Coordinating with the Decision Support Center to publish the questionnaires to beneficiaries (students, graduates, faculty members and employment agencies). According to a specific time frame.
4. Extracting reports on the results of measuring graduate characteristics through the electronic system for monitoring the quality of education and learning (general results - results specific to each program.)
5. Collecting all data on the results of measuring graduate characteristics.
6. Preparing a comprehensive report on the results of measuring graduate characteristics (general results - results specific to each program) including strengths and areas that need improvement.
7. Sending the results to the Deanship of Quality unit for Academic Accreditation.
8. Following up on program implementation reports for improvement plans related to the results of measuring graduate characteristics.

C- Council of the Deanship of Quality and (Academic Accreditation.)

1. Discussing the comprehensive report on the results of measuring graduate characteristics received from the Teaching And learning Unit with the Deanship of Quality.
2. Developing improvement plans based on the notes included in the report.
3. Forming subcommittees from the Council to take urgent improvement steps.

Third: The University Vice Presidency for Educational Affairs

1. Presenting a summary of the report received from the Deanship of Quality to His Excellency V.C. of the University.
2. Providing other agencies with a copy of the report to follow up on implementation.

Summary of Measurement Tools and Implementing Entities

Measurement tool	Type	Responsible for implementation	Implementation method	Implementation time	Target people	Extracting results	Receiving results
Result of measuring the programs' learning outcomes	Directly	Academic programs	System of supervising the quality of E-teaching and learning (Itqan)	At the end of every semester	All stages	Deanship of Quality (And Academic Accreditation.)	Deanship of Quality (And Academic Accreditation.)
Achievement Exam	Directly	Academic programs	E- Exam	Last semester for Bachelor And fourth semester for master	Bachelor and Master	Quality committee at the department	Deanship of Quality (And Academic Accreditation.)
Comprehensive exam	Directly	Academic programs	E- Exam	The next semester after course year	P.H.D.	Quality committee at the department	Deanship of Quality (And Academic Accreditation.)

							Accreditation.)
Result of research project or thesis	Directly	Academic programs	Result of Itqan+ Report of Quality committee on programs	Annual	Bachelor and Master	Quality committee at the department	Deanship of Quality (And Academic Accreditation.)
Rubrics	Directly	Academic programs	E- Unified form from the deanship of Quality	Last semester of every stage	All stages	Quality committee at the department	Deanship of Quality (And Academic Accreditation.)
Opinion Polls, Surveys	In-Directly	Deanship of Quality + Decision making support centre	surveys	Annual	Students, graduates and faculty members. Employment Units	Decision making support centre	Deanship of Quality (And Academic Accreditation.)