



**A HANDBOOK OF QUALITY ASSURANCE SYSTEM AT ISLAMIC
UNIVERSITY**

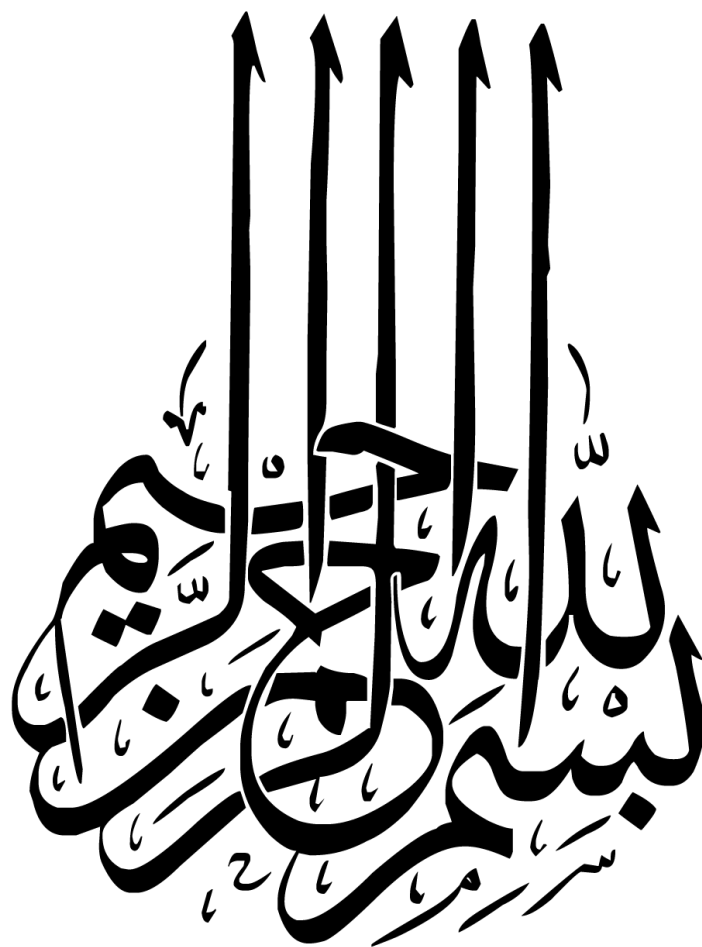
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In the Name of Allah, the Most Gracious, the Most Merciful

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Preamble

All praise is due and belongs to Allah, Lord and Cherisher of the worlds, and may the peace and blessings of Allaah be upon the Seal of the Prophets and Messengers, our Prophet Muhammad and his family and companions en bloc.

Building, applying and developing quality systems, and obtaining institutional and programmatic academic accreditation is a basic objective and a necessary requirement for elevating the universities of the Kingdom of Saudi Arabia to the ranks of international universities.

Islamic University of Madinah is a global university that offers specialized programs aimed at spreading moderate Islam all over the world. Therefore, it cares about quality at the global level in all its activities in a bid to achieve its global mission. Thus, it had to set a general framework for quality policy and its governance with references of international standards for all what it offers in terms of education, research and local and international community services.

Islamic University of Madinah believes in the importance of developing its systems and procedural handbooks to keep pace with the progress witnessed by the education policy in the Kingdom of Saudi Arabia, meet the requirements of the local and international labor market and to be in line with its strategic plan. Hence, it has reviewed its handbooks and quality systems to be consistent with these changes, including the current handbook entitled: "**A HANDBOOK OF QUALITY ASSURANCE SYSTEM AT ISLAMIC UNIVERSITY**". The handbook is a development and improvement of the second edition of the Quality System Handbook issued in 1435 AH / 2013. It aims to complement the quality system, complete work, control and facilitate procedures for the various activities of the university. It also includes important additions to be suitable reference for all

parties in the university with regard to quality assurance operations. Islamic University of Madinah has ensured that the updated handbook is consistent with the vision of the Kingdom of Saudi Arabia 2030 in the field of education and takes into account university regulations and systems, meeting the requirements of institutional and programmatic academic accreditation, and contributing to achieving the university's mission and strategic objectives.

Adopting the total quality management methodology at the university is a shared responsibility for all university members: teachers, students, administrators, and technicians at all levels. Therefore, everyone among the university members is responsible for the success of the quality management system, by putting efforts and caring to know his individual responsibilities and his role in supporting the efforts of others.

Handbook Preparation Team.

Prominent Terms of the Handbook

Quality

According to the Oxford English Dictionary (OED), quality is a high degree of excellence of something or a general excellence of standard or level. The American O.D.I Foundation, which is specialized in training and preparing companies for quality has defined "Quality" as the act of taking the right actions at the right times.

The standard definition of quality:

"Processes that ensure adherence to international standards for quality management, and taking actions and measures to ensure compatibility of performance in all areas of university activity with specific specifications and standards, issued by the National Center for Academic Accreditation and Evaluation, and global evaluation bodies, and follow-up and take appropriate improvement measures; to ensure compatibility of the actual results and effects of performance with the desired objectives and results, according to total quality management standards, and in pursuit of the highest levels of customer satisfaction".

Total Quality Management

It is using advanced and varied analytical and statistical methods to obtain the best results, involving all elements of the system (inputs, processes, and outputs) and managing them in order to achieve the required quality.

Quality Assurance:

It is an activity and a means to ensure that the requirements and standard criteria required for the institution are met in order to achieve its objective of attaining outputs that satisfy the labor market and the needs of society.

Quality Monitoring and Control:

They are the techniques and practical activities that are used to conduct a permanent examination of all components of an activity of an institution.

Quality Policy

It is a document that expresses the quality objectives of an institution.

Institutional Accreditation:

It is the official recognition from the " Education and Training Evaluation Commission" that an educational institution has an effective vision, mission and strategic plan linked to national trends, has governance systems that ensure its effectiveness and administrative efficiency, has clear policies and procedures for designing and approving its academic programs, and has sufficient financial, infrastructure, material and technical resources to support its activities.

Program Accreditation:

Recognition from the National Center for Academic Accreditation and Evaluation (NCAAA) that the academic program meets the required quality assurance and academic accreditation standards.

Evaluation:

The process of measuring the quality of performance in all activities and taking appropriate actions according to the results of the measurement, with the aim of continuous improvement.

Comprehensive periodic evaluation:

The process of measuring the quality of performance in all activities through the academic accreditation standards (institutional/programmatic) issued by the Education and Training Evaluation Commission and using the results for improvement and development.

Performance Indicators:

They are measurement tools used to evaluate and analyze the quality of quality processes in the institution or educational programs, with the aim of providing quantitative and qualitative data that contribute to improving academic and administrative performance.

Benchmarks :

It is the process of evaluating and comparing the performance of the university or program with other local, regional and international educational institutions or programs with the aim to identify best practices and improve educational performance and quality.

Continuous Improvement:

A set of procedures carried out by the quality department within an institution, aiming to review and evaluate the processes and practices, in order to improve them, increase their efficiency and effectiveness, and reduce the errors and

defects resulting therefrom, through the changes made to them on an ongoing basis.

Quality Circle:

A number of interconnected, sequential and repetitive processes within a sequential system with the aim of developing and improving performance.

Basic Quality Circle (major, total):

Comprehensive improvement of performance at the level of the institution or program.

Sub-Quality Circle (minor, partial):

Improving performance in a specific practice at the level of the institution or program.

Closing The Quality Circle:

Completing and finishing the process cycle according to the planned sequence.

Methodology of Preparing the System

When preparing this system, Islamic University represented by the Deanship of Development and Quality has adopted a methodology that ensures that Islamic University, with its academic and administrative components, meets all the requirements of the National Center for Academic Accreditation and Evaluation (NCAAA) in the Kingdom, which is concerned with the procedures for quality management in Saudi universities.

This edition entitled: "A HANDBOOK OF QUALITY ASSURANCE SYSTEM AT ISLAMIC UNIVERSITY", is considered the official reference authority that regulates all academic and administrative units of the university in implementing its operations to clarify the necessary areas, procedures, quality templates and accompanying instructions.

This handbook embraced five main aspects, namely:

Section 1: Building a Quality System at Islamic University.

Section 2: Quality Assurance Management System at Islamic University.

Section 3: The Most Prominent Quality Activities and Practices.

Section 4: The Primary Targeted Roles of University Staff and Agencies to Ensure Distinguished Quality Management at the University.

Section 5: Timeline of Quality Activities and Processes.

Section One:

Building a Quality System at Islamic University

Mainstays of Quality

Quality requires multiple mainstays to keep it alive and active all the time. Among the most important of these mainstays that Islamic University has adopted are as follows:

1. **Meeting the needs of the customer:** What is meant here is the stakeholder to whom the university provides the service, and this requires offering a distinguished and good service to the stakeholder in the appropriate place and time.
2. **Complete interaction:** This means that all members of the institution are concerned with achieving quality, so that every individual in his place is responsible for his actions or services, and he must accomplish or provide them with the highest standards. This means that quality is the responsibility of every individual, and not the responsibility of a particular department or group.
3. **Assessment or measurement:** It is a measure of the progress that has been made in the quality process. Islamic University has identified several performance indicators through which it can determine what has been accomplished.
4. **Systemic support:** Systemic support is essential in pushing the institution toward quality. Therefore, the university should put in place regulations, byelaws and rules that lead in its entirety to achieving quality.

Strategic planning, budgeting, and performance management are multiple methods for developing and promoting quality within an institution.

5. **Continuous improvement:** Successful institutions are always aware and vigilant of their work, and strive to develop and improve performance methods, as well as increase the level of their effectiveness and performance, and encourage their employees to innovate and renew.

An Overview of the Establishment of Islamic University, the Foundations on which it was Established, and its Development

The Dawn of Islamic University:

King Saud, may Allah have mercy on him, issued a royal decree No. (11) on 25/03/1381 AH to establish an Islamic University in Madinah, to enroll both Saudis and foreign students as a contribution to the dissemination of the pristine Islamic Faith as was revealed to the best of humanity, and seal of the prophets, Muhammad bin Abdullah (may the blessings and peace of Allah be on him). This was followed by another decree no. (21) on 16/4/1381 AH to approve the regulation of the Supreme Advisory Council of the University.

The regulations governing the university since its inception in 1381AH, and until today have evolved; they have gone through transformations according to the requirements of age and needs of the stages it has passed through. The first regulation upon its establishment came as King Saud bin Abdul Aziz, may Allah have mercy on him, had commanded.

After this, there were developments leading to the diversity of its colleges and campuses. With clarity of vision, after about five years there was another royal decree No. m/ 18 of 18/05/1386 AH, for the adoption of a new regulation to replace the first one.

Because of the dynamic nature of regulations, usually by upgrading and amendments to fit conditions and requirements of time, the university had to come under a new regulation with clear and comprehensive structures which are essential for its existence and characterized by dynamism required by the development process as it was given some level of autonomy.

After about ten years, the Supreme Council in its seventh and final meeting held at the university premises from 15-22 Muharram 1395 AH, indorsed the third regulation of the university.

The royal decree no. (m / 70) of 07/08/1395 AH stated that, Islamic University of Madinah is an international Islamic institution in view of its goals, but dependent on Saudi Arabia in terms of governance and its objectives were identified as follows:

- Disseminate the eternal message of Islam to the world through propagation and undergraduate and postgraduate education.
- Inculcate and develop the Islamic spirit and deepen practical religiosity in the life of the individual and society, based on the dedication of worship to Allah and strict adherence to the teachings of the Messenger of Allah (may the blessings and peace of Allah be on him).
- Prepare, translate, publish and promote academic research, in the domains of Islamic and Arabic sciences in particular, and other sciences and branches of human knowledge needed by the Muslim community in general.
- Educate enrolled Muslim students from various parts of the world, and build scholars specialized in Islamic and Arabic sciences and religious jurists well furnished with the science and knowledge that qualify them to propagate Islam and solve the problems facing Muslims in both religious and mundane affairs in light of the Qur'an, Sunnah and practices of the Rightly Guided Ancestors.
- Collect, preserve, investigate, edit and publish the Islamic heritage.

- Establish and cement scientific and cultural ties with universities, academic bodies and institutions in the world for the service of Islam.

To execute these activities, the University has established an organizational structure and flowchart that strives to achieve its objectives and mission.

The third regulation of the University was an archetypal change in its scientific progress, and all other fields. In the previous regulations, King Saud and his successor, King Faisal, may Allah have mercy on them, had directly supervised all the affairs of the university. While the two previous regulations had stated that the King shall be the direct head of the university, the third regulation stated that the king shall be the honorary president of the university. Notwithstanding this change, the rulers of this kingdom have increased their concern and support for this university as evident in the appointment of the former Crown Prince, Prince Fahd bin Abdul Aziz as the chairman of the University Supreme Council, a position he continued to hold even after he became the king of this kingdom. He was not preoccupied by his enormous responsibilities from caring about this university and following up the performance of its great mission. However, effectiveness of this regulation ended when the regulation of Higher Education and Universities was released in 04/06/1414AH, which included Islamic University and other Saudi universities.

Islamic University undertakes many activities which can be classified into three main areas: learning and teaching, research, and local and international community service.

Requirements of the National Center for Academic Accreditation and Evaluation (NCAAA) in the Kingdom of Saudi Arabia

According to the publications of the National Center for Academic Accreditation and Evaluation (NCAAA), quality in universities should exceed just being a hypothesis, as it must be ensured through independent procedures, through which confidence can be granted to everyone interested in achieving high levels of quality, and there is no doubt that obtaining academic accreditation from the National Center for Academic Accreditation and Evaluation (NCAAA) grants this assurance.

Academic accreditation is an official certification from the National Center for Academic Accreditation and Evaluation (NCAAA), and a testimony that the university has adequately achieved and fulfilled all the standards approved by the National Center for Academic Accreditation and Evaluation (NCAAA). This is followed by more independent evaluation once every seven years to ensure that the university and its programs continue to maintain development and upgrading, and the level of quality it has attained. Quality assessments include passing judgment on two main elements: the extent to which “objectives are achieved” and the extent of “consistency with acceptable performance standards in higher education” as defined by the National Center for Academic Accreditation and Evaluation (NCAAA).

And given that objectives should be based on a specific and clear mission commensurate with the type and circumstances of the university, the university must define its mission and the objectives that derive from it.

The standards approved by the National Center for Academic Accreditation and Evaluation (NCAAA) are activities related to the inputs and adopted procedures,

and the outcomes achieved (adopting the methodology of Total Quality Management and Deming Quality Management Cycle- PDCA). However, the provisions related to quality are concerned with the availability of resources, application of procedures, achievement of outputs, and the extent of quality of all of that, compared to the corresponding educational institutions or programs. It is therefore necessary to identify other peer educational institutions or programs, with which benchmarks on important issues can be conducted on important issues and make necessary arrangements to exchange data, because the performance levels that are determined in this way are benchmarks based on which target levels of performance can be set.

The National Center for Academic Accreditation and Evaluation (NCAAA) identified a number of key performance indicators (KPIs) and issued a document in which the key performance indicators were presented, and it was entitled “key Performance Indicators for Institutions of Higher Education and key Performance Indicators for Higher Education Programs”. NCAAA also clarified the need for the university to conduct benchmarks that address issues of specific importance to it in the field of quality development strategies. These benchmarks can be made with educational institutions inside or outside the Kingdom. And because the Kingdom of Saudi Arabia seeks to implement standards that conform to good international standards, the National Center for Academic Accreditation and Evaluation (NCAAA) deems that some important benchmarks should be based on distinct international educational institutions.

The quality improvement process includes working to assess the current levels of performance, and to assess the environment in which the university operates, determine strategic priorities for development, set objectives, set and implement plans, monitor what is happening, make the necessary modifications, evaluate

the results achieved, then take improvement actions and decisions. These steps include a repeated cycle of planning and review, and the master plans may include a series of activities that extend for years, with several steps to be taken, provided that the results of each step are evaluated in stages within a long-term plan.

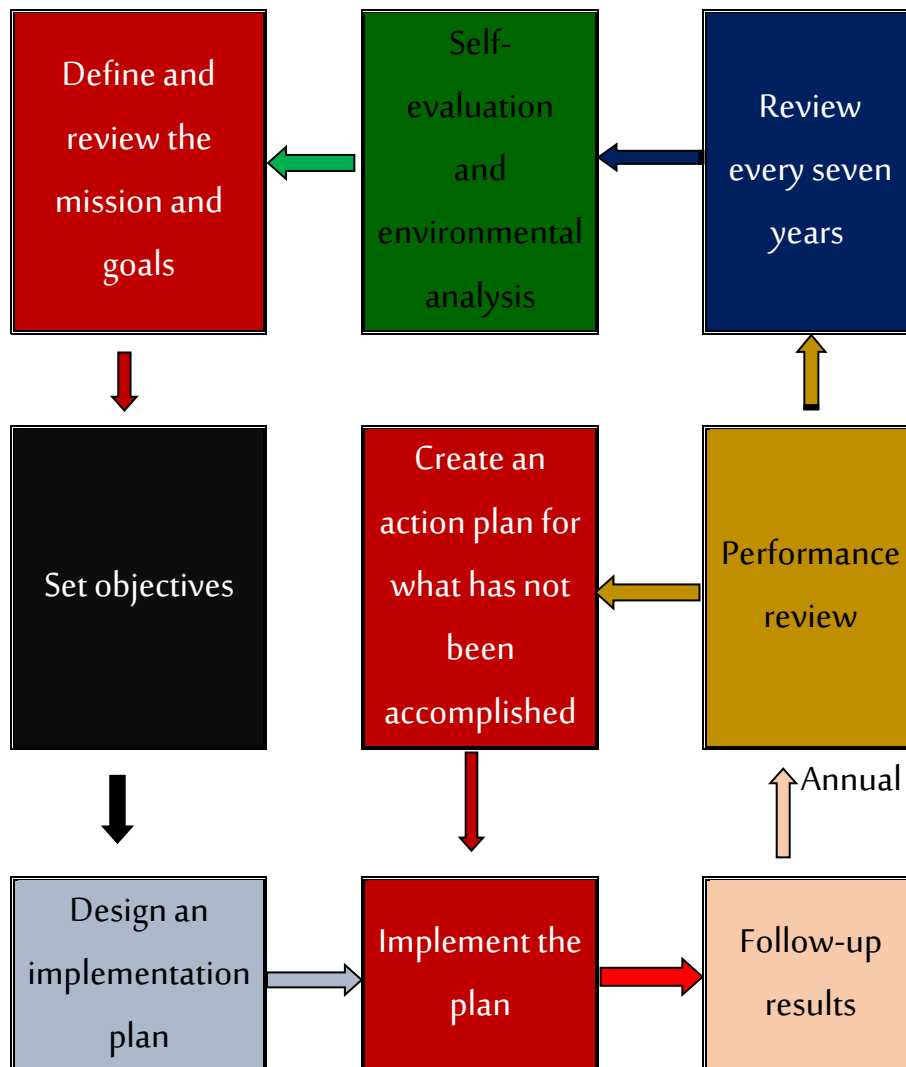
Moreover, monitoring should be an ongoing process, but there are usually two periods in which evaluation procedures are more formal, one of which is annual, where the performance of the university is monitored and required modifications are made, and the other is in a session with a longer period in which major periodic reviews are conducted. As for issues related to quality assurance and accreditation, periodic evaluations must be conducted in conjunction with external reviews conducted by the National Center for Academic Accreditation and Evaluation (NCAAA) every seven years to grant accreditation or re-accreditation.

Although this planning and review cycle takes the form of a set of steps that follow in one timeline according to timetables, these steps may be repeated during practical application or change in a flexible manner in response to developments, or with the evolving circumstances. For instance, performance review may lead to the extent of the need to redefine the objectives, and prepare a new development plan.

When studying these stages, it is necessary to realize that they relate to activities of different levels within the university and related to it as a whole, to its academic and administrative units, and to individual programs, or a group of programs, which are managed by each department or college.

Methodology of the Quality Assurance and Control System at Islamic University

The university works to ensure that the PDCA cycle of planning, implementation, follow-up and taking developmental decisions is consistent and achieves the cycle developed by the National Center for Academic Accreditation and Evaluation (NCAAA) as a template, which can be displayed in the following format:

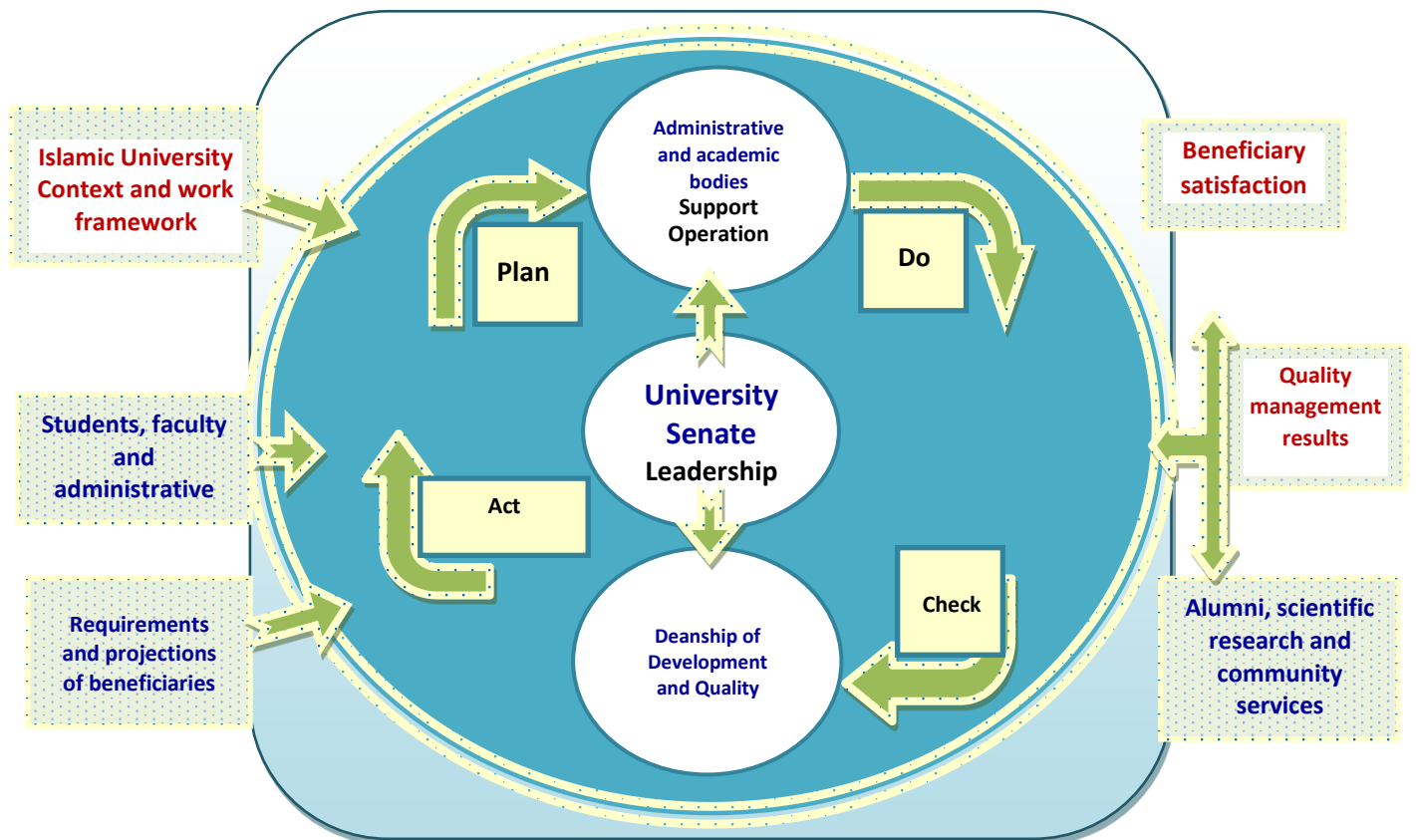


Through the previous template, it is clear that the steps of the planning cycle have a special meaning when applied to quality improvement plans. For example,

study of the internal and external work environment of the university in its initial stage should include a comprehensive evaluation of the current quality performance level, analysis of obstacles and opportunities for development, from which the strategic objectives are determined. A major development strategy is usually designed in phases that span for years, while implementation, monitoring and amendment procedures are conducted through annual action plans. It is important to stop at a certain point in time to slow down, and to thoroughly review the extent of appropriateness and effectiveness of certain activities practiced by the university, as well as to review the suitability of a particular program, and its effectiveness.

Islamic University has adopted this methodology for quality management and governance and has designed the following format that displays the methodology and its relationship to the planning, implementation and follow-up cycle developed by the National Center for Academic Accreditation and Evaluation.

Methodology of Quality Management System at Islamic University
Quality Management and Governance System at Islamic University of Madinah
(Plan -Do – Check – Act)



Aligning the Quality Management System at the university with the requirements of the National Center for Academic Accreditation and Evaluation (NCAAA)

The National Center for Academic Accreditation and Evaluation (NCAAA) stresses the need for institutional self-study to include the "institutional self-study" template, and to involve a re-examination of the environment in which the university operates, and the consequences of any expected changes or developments in the educational institution's activities. The study should also consider program self-study according to the "program self-study" template in all aspects the academic program is offered, the supporting infrastructure of the program, and the quality of student learning. Any self-study must also include a

report containing an analysis of the differences that may have occurred over a certain period in the basic plans, and evaluations of the degree of success in achieving the objectives, an evaluation of strengths and areas of improvement to be taken into consideration when planning, as well as response plans and interaction with those evaluations.

Aligning the Quality Management System at the university with the requirements of the National Center for Academic Accreditation and Evaluation (NCAAA) can be portrayed through the following elements:

(1) Oversight of the Quality Management System:

A high-ranking official linked to the University President, or the University Vice President is appointed to assume the task of leading quality assurance arrangements. The level of appointment and title depends on the size and responsibilities of the educational institution, but the designated official must have a leadership position with sufficient competence to enable him to exercise effective leadership within the entire university, and in a way that enables him to ensure the regularity of quality procedures within the educational institution. Moreover, given the evolving level of performance at Islamic University, the university has established a Deanship of Development and Quality within its organizational structure, to be directly responsible to the University Vice President for Development for all quality assurance activities in the educational institution. The university also appointed an administrator for quality assurance arrangements holding the title of a dean, as will be discussed in detail in the item on procedures for quality assurance at Islamic University.

The National Center for Academic Accreditation and Evaluation (NCAAA) suggested that the responsibilities and tasks of the Deanship of Development and Quality should be as follows:

- Provide advice and counsel regarding the quality improvement priorities and strategies of the educational institution.
- Assist the internal academic and administrative units in developing quality improvement strategies, each in their field of operation and specialty.
- Establish self-evaluation and monitoring procedures and reporting requirements.
- Provide training to colleges and employees of the educational institution, with advice and support whenever necessary.
- Develop a procedural manual describing the university's structure and quality assurance procedures in it, specifying criteria for selecting indicators and defining their form, benchmarks, and objectives.
- Prepare standard forms for specific tasks, such as student and alumni questionnaires.
- Provide advice regarding operational procedures for planning and implementing quality procedures.
- Maintain a systematic set of performance reports, containing data on indicators and benchmarking required when analyzing, and reporting on prevailing performance trends and changes in the environment of the educational institution.
- Coordinate and manage preparation for self-studies to take into account what it contained within the educational institution, and for reference in the external review.

(2) Structuring of the Quality Management System:

In order to complete the aforementioned tasks, the National Center for Academic Accreditation and Evaluation (NCAAA) in the Kingdom directed the formation of a Permanent Quality Committee, with membership of all major academic and administrative units, to include both colleges and other departments. This committee works with the Quality Center to plan and implement quality assurance tasks. Islamic University has already established a quality committee, chaired by the Dean of Development and Quality, to contribute to leading and supporting quality assurance activities at the university. One of the most important criteria for selecting committee members is that they are knowledgeable and experienced in those activities, and adhere to them, and so they include all vice deans of quality at the various colleges and departments who were given powers to enable them to lead those activities -each in his field – and implement quality assurance procedures.

(3) Functions and Responsibilities in the Quality Management System:

The National Center for Academic Accreditation and Evaluation (NCAAA) in all its editions focused on the necessity of involving organizational and administrative units in quality assurance functions with performance monitoring, implementation and application of performance improvement plans, and the necessity of preparing regular summary reports so that the university's senior management and leadership are informed of what is happening. Islamic University of Madinah has dedicated a quality unit in all its academic and administrative departments to carry out this task, most notably submitting periodic reports on quality. These regular reports do not need to be large or complex; it is sufficient for them to include key performance indicators related to

the most important objectives, with an indication of whether the results of short-term operating plans are in line with what is required, if the longer-term strategic plans and objectives are to be achieved.

Likewise, at Islamic University, quality assurance officials were appointed, quality agencies were established, subcommittees were formed within colleges or large departments, and quality units were established in other organizational units to study the programs and services they offer and provide them with what supports quality improvement. It is very important that any unit or committee of this type collaborate closely with the Deanship of Development and Quality and support any quality improvement initiatives throughout the institution. In any case, the presence of units of this type in colleges and other university departments can give credibility to the quality initiatives of the college and its employees who are closely linked to their academic specialty or field of activity and help in providing specialized assistance and resources or organizing training programs specific to specific issues in that field.

(4) Performance Evaluation:

The National Center for Academic Accreditation and Evaluation (NCAAA) is keen on the necessity of academic and administrative units at the university evaluating performance at least once a year. This can be done, for example, through a rapid analysis of performance compared to selected items from the self-evaluation performance measures, examining the progress in implementing development plans, and studying data according to selected performance indicators. The selection of indicators depends on the university's field of activity and the nature of its plan, but the indicators must allow for monitoring progress annually, even

if the plan requires several years to be completed. The analysis must include details of any amendments to the plan and any required corrective steps.

The National Center for Academic Accreditation and Evaluation (NCAAA) focused on the necessity of preparing summary reports to be submitted to the university's senior management, other senior administrators, or a committee within the university determined by the university council, in order to closely monitor the extent to which tasks are being achieved.

Given that comprehensive self-studies and subsequent external reviews by the National Center for Academic Accreditation and Evaluation (NCAAA) are conducted every seven years, there is a need for an internal review in the same way as the initial self-evaluation process was conducted during this period. The National Center for Academic Accreditation and Evaluation (NCAAA) suggests using the updated form of the "Self-Evaluation Metrics Report" document every two years, in addition to continuing to use questionnaires and related information sources. Indicators should also be selected, a report on the results should be submitted, and development plans should be re-examined as part of an ongoing cycle.

(5) Planning for a Quality Management System:

The National Center for Academic Accreditation and Evaluation (NCAAA) has explained that there are two basic tasks for initial planning for quality in an existing educational institution:

First: Establishing a quality center and presenting systems that meet the requirements of quality assurance and accreditation to the National Center for Academic Accreditation and Evaluation (NCAAA).

Second: Implementing an initial self-evaluation, identifying strengths, making recommendations to improve the quality of what is provided, and developing improvement strategies. Islamic University has already completed the two main tasks of establishing the Deanship of Quality, and quality agencies and units in all academic and administrative departments. Islamic University has been keen to issue annual reports in accordance with the Quality Management System, which will be explained in detail later.

As previously mentioned, the National Center for Academic Accreditation and Evaluation (NCAAA) has developed a set of key performance indicators to be used in the quality report. Islamic University has also added more key performance indicators that suit the specificity of its mission and objectives. It determines the data required for these specific indicators and includes them in the evaluation procedures in accordance with the recommendations of the Education Evaluation Center, in a document entitled "Handbook of Performance Indicators at Islamic University".

(6) Self-evaluation and implementation strategy:

The National Center for Academic Accreditation and Evaluation (NCAAA) has obligated universities to apply the evaluation standards stipulated in the document "Accreditation Standards for Higher Education Institutions", where information related to current performance levels provides comparative standards against which future development is measured.

The center has obligated the appointment of a senior university employee to manage the process in cooperation with the Accreditation Center, and to form a planning and guidance committee headed by one of the university's leaders. The

university has designated the university's vice president for academic affairs to chair this committee.

This committee prepares a strategy for implementing the evaluation process, which usually includes forming subcommittees that undertake tasks related to the standards set by the National Center for Academic Accreditation and Evaluation (NCAAA). Some procedures may be more appropriate than others, depending on the different functions and organizational units within the educational institution. Islamic University has assigned the management of its quality operations to the Vice President for Academic Affairs, and issued a decision to establish the Deanship of Development and Quality, as an independent entity to manage all quality operations and qualification for institutional and programmatic academic accreditation, including the investigation of any quality evidence available to the university, related to self-evaluation elements, including documents, questionnaires, and statistical data, such as information taken from the student records system. It is also entrusted with completing all self-evaluation measures using the star system and determining priorities for improvement procedures for those necessary whenever necessary. It is necessary to collect information from all programs offered by colleges and academic departments within the university. To simplify the work while ensuring its quality, it is preferable to conduct the evaluation in each department separately, then integrate the results at the college level, in preparation for collecting them and preparing a summary of the evaluation within the university's overall report.

The National Center for Academic Accreditation and Evaluation (NCAAA) also paid attention to the need to provide an opportunity for relevant parties, or members of the university community, including those targeted by all services,

who are not directly related to the educational process, to comment and provide advice during different periods.

After completing the self-evaluation, and to make the targeted adjustments to reach the level eligible for accreditation, the National Center for Academic Accreditation and Evaluation (NCAAA) suggested developing a plan to ensure quality improvement.

The quality improvement plan includes two main elements:

- Plan for the continuous implementation of arrangements aimed at achieving accreditation requirements related to quality assurance and accreditation.
- Plan to deal with a set of problems revealed by self-evaluation.

The Quality Management System at Islamic University is committed to achieving the quality assurance requirements for obtaining academic accreditation, which were approved by the National Center for Academic Accreditation and Evaluation (NCAAA), and can be presented as follows:

- Establishing a deanship called the “Deanship of Development and Quality” and appointing a dean for it.
- Adopting quality assurance procedures in each main organizational unit within the university (colleges, departments, Deanship of Postgraduate Studies and Scientific Research, Financial Affairs Department, Facilities and Equipment Department, etc.), and the requirements vary according to the size and tasks of each organizational unit, although these arrangements usually include appointing a quality officer, and forming a committee that undertakes coordination, leadership, and advice on what should be done.

- Preparing program and course specifications in each program in accordance with what is detailed in a document approved by the University Council entitled " Academic Programs Preparation Handbook at Islamic University", which in most cases takes the form of a phased process, and the formulation of program specifications should be consistent with what is stated in the "National Qualifications Framework" document, and program and course reports should be submitted according to the templates developed by the National Center for Academic Accreditation and Evaluation (NCAAA).
- Appropriate indicators should be identified for each main organizational unit, and key performance indicators should be selected that suit each task carried out by the various entities in the educational institution, such as educational programs.
- There should be internal and external benchmark, including benchmarking of current, target, and previous performance, and appropriate external benchmarking with other educational institutions or other academic programs.
- Identify relevant statistical information to be presented as evidence of the quality of performance and make arrangements to provide this information regularly to those who need it to carry out evaluation and planning tasks.
- Provide training programs for university employees that are closely related to improving the level of quality.

The planning process must allow for the required equilibrium between internal flexibility and overall coordination. The requirements for effective learning and the environment that influences the educational process differ according to the

fields of study. It is natural for colleges (and programs) to have priorities that differ from each other, and there must be room in planning to deal with these priorities.

(7) Quality Management System in the Teaching and Learning Process:

Since the learning and teaching process supported by the research activity of faculty members is the primary task of any educational institution, the main objectives and strategic plans related to teaching and learning often focus on developing and improving academic programs in the entire educational institution, in addition to developing annual operational plans that address the university's programs in general. Therefore, this aspect has taken a large part of the quality management system at Islamic University, and this was represented in developing a document entitled "Learning and Teaching Quality Control and Monitoring System at Islamic University".

One of the distinctive features of the university's practice of its tasks is that it defines certain characteristics that its graduating students should have. It defines the executive steps that ensure the development of those characteristics in each academic program. For example, the university may adopt a general policy through which it seeks to ensure that its graduates acquire skills in communications and information technologies, or that they are able to apply what they have learned to solve problems they encounter in a creative manner. If this is the case, then the focus must be on these learning outcomes in all programs, in addition to the expected outcomes of the academic courses. Indicators for students' acquisition of these qualities and characteristics that the university seeks to develop in its students should be developed and applied. Islamic University is distinguished by its global mission to spread Islam. The most

important characteristics that the university is keen to provide to all its students, regardless of their specializations, are the characteristics it has established for the moderate Muslim person anywhere in the world. The National Center for Academic Accreditation and Evaluation (NCAAA) has also been concerned with the need to follow quality assurance procedures within all academic and administrative units in the educational institution. If there is a unit that provides services at the university level as a whole, as is often the case with central administrative tasks, then the evaluation of that unit and that of the institutional performance are done in a clear and transparent manner, with the importance of including the views of both service recipients and providers. If the tasks are decentralized and managed by different academic and administrative units, then the evaluation and reporting procedures are followed in each unit, and these procedures are integrated in the end to draw a comprehensive picture of the quality of that task in the university as a whole. If some library facilities, for example, are managed within colleges, it would be appropriate to consider the effectiveness of the library function within each college; to be part of the process of evaluating the level of quality in the college, and to ultimately develop a general vision of the level of quality of library services in the university as a whole. The National Center for Academic Accreditation and Evaluation (NCAAA) has also placed great emphasis on ensuring that quality assurance procedures are carried out at the level of academic courses and programs, and that this should be the focus in issuing rulings related to program accreditation decision. The National Center for Academic Accreditation and Evaluation (NCAAA) is concerned with the necessity of submitting reports through these departments in the colleges, and in other cases these tasks are managed centrally for the entire educational institution, and then the reports are submitted to the central

administration of the educational institution. Yet, there are tasks that combine central and non-central administration; as services are provided partly in the colleges and departments, and partly centrally, as is the case with the central library, and branch libraries in some colleges at least, and whatever the method of organizing these tasks, the overall quality level of these tasks must be subject to the supervision of the parties that bear full responsibility for the level of service provided, such as the senior management of the educational institution, and its board of directors, and this appears in the system for monitoring the quality of learning and teaching, which will be explained as one of the basic elements of the quality management system at the university.

The quality management system at Islamic University has focused on ensuring that the reports issued by the various units are periodic; to ensure that the requirements of the National Center for Academic Accreditation and Evaluation (NCAAA) are met, which clarified that it is of utmost importance that the university's comprehensive quality management system provides evaluations that provide information about all stakeholders in the entire educational institution, such as evaluating the services provided by the building management. However, if there is a central task that is partially or completely managed by different departments within the educational institution, the quality of providing that task should be evaluated by those who deal with it from those departments. Information should also be collected and integrated to reach a general vision of that function for the institution, in a manner that enables the identification of strengths and areas for improvement within the university that require special attention.

Institutional self-study is considered a comprehensive review of the quality of the various activities of the educational institution, and it is a central element in the

quality assurance system and represents the main focus of the external reviews conducted by the Education Evaluation Commission.

General Strategy for Building a Quality Management System at Islamic University

The strategy for building a quality management system stems from the mission and future vision of Islamic University, and from its strategic goals, where "quality" in its comprehensive sense will be a key tool in achieving these goals.

Vision of Islamic University:

A leading global Islamic beacon in enhancing knowledge and positive impact to serve communities, with a commitment to excellence and inclusivity.

Achieving this vision will depend on the commitment of all university faculties and academic, administrative, and technical units to global quality standards, with "excellence" serving as the guiding principle for all university staff in performing their duties.

Mission of Islamic University:

Excellence in knowledge creation by providing a stimulating educational and research environment for innovation, enabling entrepreneurship, and supporting sustainable development and community partnership.

The university strives to fulfill its mission by adhering to academic, educational, research, and training systems of high scientific and professional standards equivalent to global levels. Additionally, it adheres in the practice of its various activities to educational values and the recognized quality assurance standards and criteria followed by global accreditation institutions.

The university will create a positive environment that provides faculty members, students, and administrative staff with the best opportunities for creativity and

innovation, enabling the investment of their intellectual energies and creating competition opportunities for quality and excellence.

The university has established a quality policy that supports strategic directions and provides a practical framework for setting quality goals, emphasizing commitment to continuous improvement. This policy can be summarized as follows:

Quality Policy of Islamic University of Madinah:

Islamic University adopts a policy of excellence in the quality of inputs and processes, whether in educational, research, or community service provided, ensuring that global quality standards are met in the educational, research, and service outputs. The university is committed to continuous improvement to ensure the ongoing satisfaction of beneficiaries.

Vision and Mission of the Deanship of Development and Quality

Vision: Leadership in development and quality practices.

Mission: Support excellence in implementing development and quality processes and enhance the sustainability of institutional and program performance efficiency through evaluation, training, and continuous improvement activities.

Objectives of the Deanship of Development and Quality:

1. Establishing a culture of development, quality, and institutional excellence.
2. Enhancing the quality of institutional processes at the university and ensuring their continuity.

3. Providing technical support to university entities in relation to development and quality processes.
4. Planning training programs based on the needs of the beneficiaries.
5. Developing human resources and administrative units at the university in various fields to ensure optimal investment.
6. Strengthening cooperation and partnerships with prestigious institutions in the field of development and quality.
7. Developing the necessary studies for systems, internal regulations, and procedures in the field of development and quality.
8. Achieving continuous progress in local and global rankings and active competition in awards.

General Objectives for Implementing the Quality Management System at Islamic University:

The Quality Management System aims to achieve the following objectives:

- Ensuring a high level of performance in the educational process at the university's faculties, providing the best learning opportunities for students and thus improving the quality of graduates.
- Ensuring a high level of performance in the processes supporting the educational process, guaranteeing the availability of all necessary components and requirements for a distinguished educational performance.
- Coordinating the work of university staff to optimize the use of material, human, informational, and technological resources to achieve the university's goals.
- Optimizing the use of time, ensuring that all academic, student, and administrative activities are carried out at the correct time and at the planned rates.
- Ensuring compatibility and alignment between the resources used, ongoing activities, and processes at the university and its faculties, leading to success in producing excellent graduates and supporting the university's research activities and community services.
- Prepare the university and its faculties to reach advanced academic and administrative levels, enabling them to establish equal relationships with distinguished universities globally.
- Preparing the university and its programs to obtain accreditation from the National Center for Academic Accreditation and Assessment.
- Ensuring a high level of performance in the university's research activities, achieving the best research output, which improves the university's global

ranking and strengthens its image in the global scientific research community.

- Ensuring excellence in providing community services to the global



community, ensuring that the Islamic world is served at a level that achieves the university's goal of spreading the timeless, moderate message of Islam.

The following diagram illustrates the extent of the alignment between the objectives of the Quality Management System at Islamic University.

Phases of Building a Quality Management System at Islamic University

Islamic University followed the following phases to build the Quality Management System:

1. Establishing the "Deanship of Development and Quality".
2. Establishing the "Permanent Committee at the Deanship of Development and Quality".
3. Establishing the "Development and Quality Agency" in each college and the Language Teaching Institute.
4. Conducting a SWOT analysis to assess external environmental conditions, identify opportunities and threats, and study the internal environment to determine strengths and weaknesses in each functional unit, then presenting the overall picture at the university level.
5. Identifying stakeholders and studying their expectations and needs from the university and its functional units.
6. Implementing the Quality Management System according to the requirements of the international standard ISO 9001:2015 in some university departments and functional units.
7. Fulfilling the requirements of "institutional accreditation" standards as per the guide issued by the National Center for Academic Accreditation and Evaluation.
8. Fulfilling the standards of "program accreditation" as per the guide issued by the National Center for Academic Accreditation and Evaluation, at both the university level and for each program.
9. Preparing and implementing orientation programs on the Quality Management System for all university affiliates (faculty members, lecturers and teaching assistants, students, administrative and technical staff at all levels).

10. Providing academic standards for educational programs by referring to the guidelines issued by the National Center for Academic Accreditation and Evaluation and other recognized academic sources.
11. Using the electronic program "Itqan" to monitor and evaluate the application of the Quality Management System at the university and college levels.
12. Preparing a reporting system for periodic achievements of the Quality Management System.

Pillars of the Quality Management System at Islamic University

The Quality Management System at Islamic University adopts a strategic management approach, which includes the following pillars:

- **Pillar 1: Strategic thinking and governing policies of the university.**
- **Pillar 2: Performance improvement and continuous development.**

The first pillar, "Strategic thinking and governing policies of the university," includes a set of elements that fulfill the requirements of this strategic pillar, which must be worked on, and are applied by the university as part of its commitment to the strategic management approach. These elements are:

- Strategic planning.
- Independence and self-reliance.
- Innovative practices.
- Human resource development.
- Maximum utilization of available material resources and capabilities.
- Information and decision-making support.
- Learning and education.
- Graduate studies and scientific research.

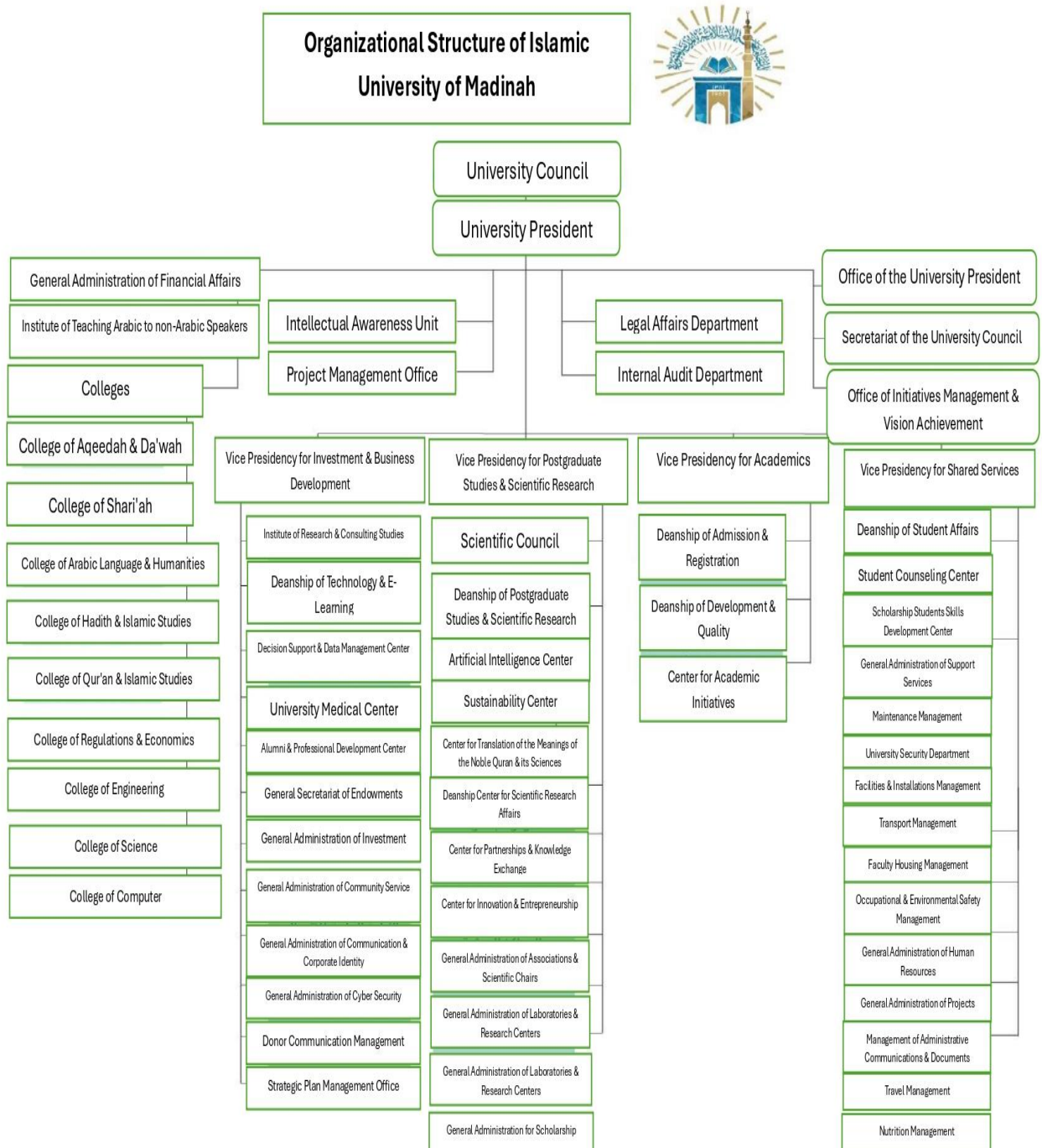
- Community service.
- Student participation in university activities.
- Student support.
- Intellectual property protection.
- Competitiveness and excellence.

The second pillar, "Performance improvement and continuous development," includes a set of elements that fulfill the requirements of this pillar, which are:

1. Measuring the suitability of the policies implemented at the university and their impact on performance improvement.
2. Continuous development of all systems, especially quality management and assurance systems.

The Structural Framework of the Quality Management System at Islamic University

First: The Organizational and Administrative Structure of the University



Based on the authorities issued by the President of the University at the beginning of each financial year, tasks and responsibilities are distributed among the university's vice presidents, deans of colleges, supporting deanships, and heads of various departments to achieve the university's objectives.

The university has adopted the following methodology when establishing its organizational structure and the different organizational structures for all deanships, colleges, and the administrative components within the university:

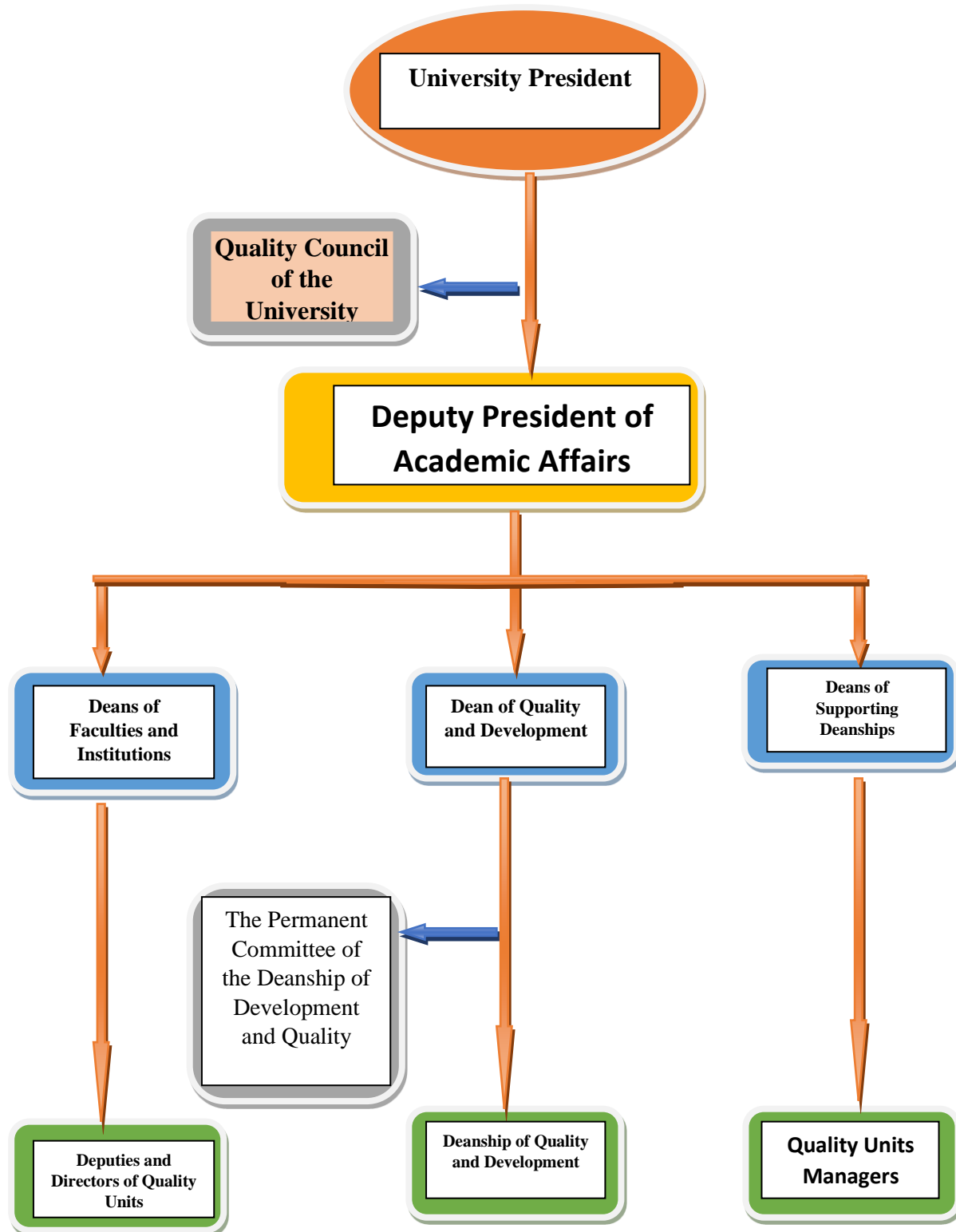
- The university is divided into four main sectors, each headed by a university deputy President.
- Each sector is divided into general administrations, with colleges and supporting deanships considered at the level of general administration.
- Each general administration is divided into several departments.
- Each department is divided into several sections.
- Each section is divided into several units.

Each unit is the simplest functional endpoint, containing no more than three employees, and can have independent executive goals separate from other units. In cases where there is no appropriate functional size to establish an intermediate phase and reach the lowest phase—such as in cases where there are no goals or human resources—sections can be divided into sections, and sections into units. Thus, the division can be a department branching into units, with no sections present in that department.

Below is the diagram that illustrates the organizational and administrative structure of the Quality Management System at Islamic University.

Second: The Organizational Structure of Quality System at the University:

The following diagram illustrates the organizational structure of the Quality Management System at the university:



Third: The Organizational Structure of the Deanship of Development and Quality at the University:

The Deanship of Development and Quality is the official entity responsible for ensuring quality and verifying compliance with quality standards across all organizational units of the university. The organizational structure of the Deanship of Development and Quality can be presented as follows:

Justifications for Establishing the Quality Council at Islamic University:

- The necessity of having a high authority for quality at the university, chaired by its highest authority, which sets the general policies for quality and defines its strategic directions.
- Involving all stakeholders in this council, whether from within the university or outside, in accordance with the standards of national and international accrediting bodies and the requirements for quality.
- The presence of most decision-makers within the university in this council, allowing them to contribute to improving quality and to being informed about its directions at the university level.

This council is the highest authority in matters of quality at the university, managing the internal quality system, with its members appointed by a decision from the university president, based on a recommendation from the Vice President for Academic Affairs, which is grounded in consultation with the relevant internal entities at the university. It consists of:

- The university president as the chairman.
- The Vice President for Academic Affairs as the vice chairman.
- University vice presidents as council members.
- The Dean of Development and Quality as a member and secretary of the council.
- Deans of colleges and support deanships and institutes as members.

- Two faculty members as representatives.
- Two students as representatives.
- Two alumni as representatives.
- Two representatives from the labor market (one from the private sector and the other from the public sector) as members.

Two experts in quality from the university / two members. Whoever the chairman of the council invites and requires their presence at the meeting / a member.

The council exercises its responsibilities and duties in an institutional manner, with decisions taken by the majority according to the regulations and systems in force at the university.

It has the following specific powers and duties:

- Representing the university as the highest authority in quality before the relevant entities.
- Providing advice to the university president regarding the establishment, amendment, and review of the governing instructions for the internal management of quality at the university.
- Offering counsel to the university president on the main plans and policies submitted to him by the permanent quality committee at the university.
- Promoting awareness of quality within the university.

Justifications for Establishing the Permanent Committee of the Development and Quality Deanship:

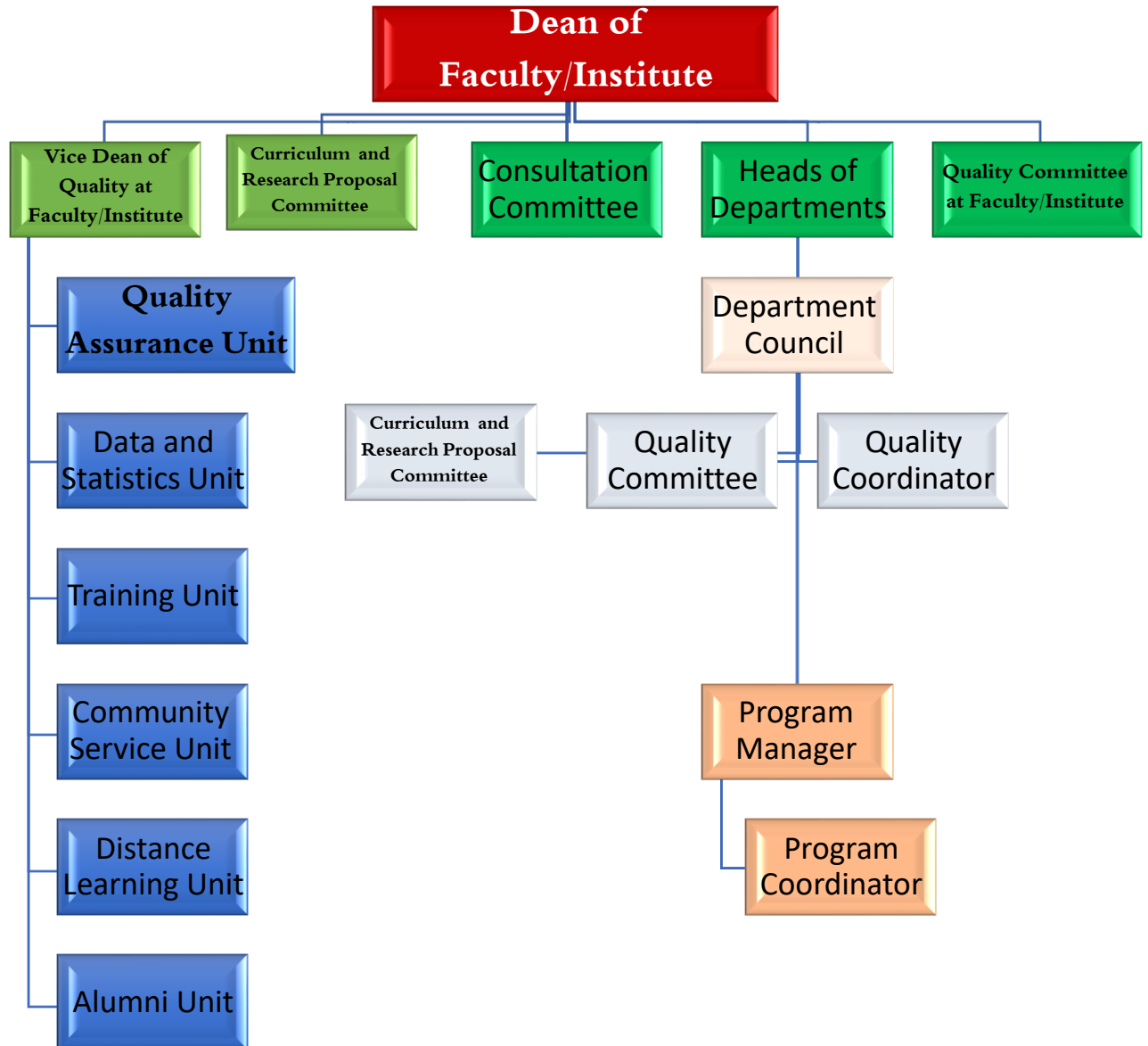
- Translating the policies approved by the University Council and the relevant committees into executable plans and programs.
- Reducing the burden on deans and freeing them to manage the affairs of their colleges and deanships.

- Activating the role of quality vice deans in the colleges to take on quality responsibilities.

This committee is formed by a decision from the university president based on a proposal from the university vice president for academic affairs, and it consists of:

- Dean of Development and Quality / Chair
- Vice Deans of Development and Quality / one of whom serves as Secretary
- Directors of units in the Deanship of Development and Quality / Members
- Vice Deans of Development and Quality in the colleges and institute / Members
- A representative of the faculty members / Member
- An administrative staff member with good experience and qualifications / Member
- Any individual invited by the chair of the committee, whose presence is required for meetings / Member.

Fourth: The Organizational Structure of Quality at the College Level



Section Two: Quality Assurance Management System in Islamic University

The quality management system at Islamic University includes four main pathways of comprehensive quality management systems:

1. Quality management system in administrative processes.
2. Quality management system in learning and teaching processes.
3. Quality management system in scientific research.
4. Quality management system in community service.

Quality Assurance Management System in Administrative Processes

Islamic University has adopted a system for managing all processes that take place within the university, in accordance with the fundamentals of comprehensive quality management systems strategically; to ensure continuous improvement in its overall performance. Islamic University has distinguished itself by following this methodology through several characteristics, which are as follows:

- The university's ability to continuously meet the needs and expectations of beneficiaries according to the systems and regulations issued by the Ministry of Education, striving to satisfy the beneficiaries.
- Dealing with available opportunities and risks that the university may face.
- Utilizing the (Deming) approach to quality management, which consists of: Plan, Do, Check, Act, enabling the university to ensure that all services it provides—whether educational, research-based, or community services—are characterized by quality and excellence. Additionally, the university has relied on a quality management system that allows it to

identify the factors that lead to deviations from the designated outcomes in order to establish preventive controls that minimize negative impacts.

Principles of Administrative Quality Management at Islamic University:

- Effective planning.
- Focusing on the beneficiary.
- Leadership and governance principles.
- Employee participation.
- Process methodology.
- Continuous improvement.
- Evidence-based decision-making.
- Effective relationship management mechanisms.
- Transparency and clarity in transactions.

Methodology of Administrative Processes as the Foundation for Quality Management in Islamic University:

The methodology of processes is defined as a systematic management of processes and their interactions, aimed at achieving goals according to the quality policy and the strategic direction of the university. Effective management of systems in the university can be achieved using the "Plan - Do - Check - Act" (PDCA) methodology, which should encompass all operations within the university and its administrative and academic units, as well as the university's quality management system, with a general focus on thinking about addressing any issues that may hinder the achievement of targeted results, known as risk management.

The use of process methodology in quality management at Islamic University ensures the following:

- Continuous understanding of meeting operational requirements.

- Viewing processes through the lens of added value.
- Achieving effective performance of processes.
- Improving processes based on continuous evaluation results of data and information.

From the above, we find that the methodology adopted by Islamic University is a practical methodology that operates within the following broad lines:

- **Plan:** The university develops a comprehensive strategic plan for all operations related to its academic and administrative units, ensuring the achievement of goals resulting from the environmental analysis of the university, as well as studying strengths, weaknesses, opportunities, risks, policies, laws, and beneficiary requirements.
- **Do:** This phase involves the implementation of the action plans for the administrative and academic units.
- **Check:** In this phase, the executing and monitoring entities examine the extent to which the predetermined performance indicators are achieved and the degree to which the planned objectives are met in the action plans and the university's strategic plan.
- **Act for Improvement:** This is the most crucial step, relating to making the necessary decisions to improve the current situation, reach a better level, and achieve a better mental image.

Quality Assurance System in Learning and Teaching Processes

Islamic University has established an effective, modern system that ensures all programs and courses comply with the highest quality standards. The university has adopted a set of handbooks and systems through which it monitors the quality of learning and teaching, structured as follows:

First Handbook (A Handbook of Graduate Characteristics at Islamic University):

The significance of defining these attributes is as follows:

1. These characteristics serve as the identity that distinguishes the university's graduates from those of other universities, and it is essential that these attributes align with the requirements of the job market covered by the university's academic disciplines.
2. Enhancing the distinctiveness of the university's graduates and preparing them to adapt to future challenges and the demands of the job market supports the enhancement of the university's academic reputation and strengthens its position in global rankings.
3. Defining graduate characteristics provides a unified framework for education, achieving a common language of understanding among its members to teach and assess the essential skills and competencies required. It also contributes to ensuring the quality of all aspects of the educational process, supporting a culture of institutional excellence, and investing in education to meet the requirements of development and job market needs, as they are fundamental pillars in the Kingdom of Saudi Arabia's Vision 2030 for education.
4. The university's specialization includes unique components that are rarely found in other universities around the world. This blessed university hosts students from more than 170 nationalities from different corners of the globe, which has resulted in linguistic, cultural, and social diversity due to this geographical variety.
5. The uniqueness of the university is further enhanced by the variety of job markets and their requirements, which have diversified with the nationalities of its graduates, as well as the nature of the studies offered, which combine Islamic sciences, language, and experimental sciences.

6. All of this has made Islamic University a unique template, incorporating characteristics that are not found in other universities. Consequently, it is essential for the university to consider this uniqueness in developing a handbook for the characteristics of its graduates.

The handbook aims to achieve several general objectives, including:

- Contributing to the realization of the Kingdom's Vision (2030) and its initiatives to elevate the vision of universities and prepare them for future jobs.
- Achieving the university's vision, mission, and strategic goals.
- Meeting the requirements for institutional and program accreditation as stipulated by the National Center for Academic Accreditation and Assessment.
- Guiding academic programs to develop their output in a way that aligns with the characteristics of the university's graduates and meets the demands of the job market.
- Encouraging faculty members at the university to adopt innovative teaching methods and approaches that contribute to achieving these characteristics.

The Second Handbook (Academic Program Preparation Handbook):

The Academic Program Preparation Guide at the university was updated in the year 1445 AH, and its importance lies in the following:

1. Achieving the university's mission and strategic goals in preparing academic programs, ensuring their quality, and developing them.
2. Serving as a fundamental document in managing the quality of academic programs, including the established rules, procedures, and approved templates.

3. Providing support to all in developing plans, describing programs, courses, and academic departments in accordance with quality and academic accreditation requirements.
4. The principle of transparency; by reviewing the overall plan for the program at all its stages and components, to gain the trust of beneficiaries of these programs and ensure their compliance with the adopted standards.
5. This handbook ensures the mechanisms for preparing academic programs at the university, their approval, and streamlining the necessary procedures for improving and developing them.

The Academic Program Preparation Handbook aims to achieve the following:

1. Standardize the general framework for academic programs at Islamic University, as well as the mechanisms for their approval and updating.
2. Define the general principles and standards for the development, enhancement, and initiation of academic programs in light of quality requirements and academic accreditation.
3. Distribute the authority among relevant entities for approving academic programs and making necessary amendments, while specifying the levels of this authority.
4. Inform educational entities at Islamic University about the rules and procedures governing the preparation and development of academic programs.
5. Assist those responsible for academic programs in applying quality standards in the preparation, development, and continuous improvement of these programs.
6. Support Islamic University's efforts in preparing, developing, and improving academic programs to meet quality requirements and labor market needs.

7. Making sure that any changes to the current educational programs or amendments to courses, whether related to learning outcomes, teaching strategies, methods of assessing learning outcomes, or proposed new educational programs, are conducted in an institutionalized manner according to established and approved standards, and these are made known to all.

8. This system is implemented by approving the formation of the Curriculum and Program Planning Committee for the programs, as well as approving the formation of the Higher Committee for Curriculum and Program Planning at the university.

9. The description and tasks of both the College's Curriculum and Program Planning Committee and the University's Higher Committee for Curriculum and Program Planning have been outlined in this guide, which was developed and updated in the year 1445 AH.

The Third Handbook: Learning and Teaching Quality Monitoring and Control System

This handbook was approved by the University Council in 1437 AH and was developed and updated in 1445 AH.

It includes mechanisms for monitoring and tracking the quality of the learning and teaching processes, as well as the teaching performance of faculty members, leading to the production of a course report and a realistic teaching program report at the level of student meetings, effectively based on what has actually been provided to the student.

The objectives of the Learning and Teaching Quality Monitoring and Control System can be summarized in the following points:

- Continuous monitoring of the achievement of objectives and learning outcomes through the provision of specific indicators.

- Reviewing and measuring the system's outputs based on a set of standard criteria and taking appropriate actions to ensure that the system's outputs align with these criteria.
- Enabling university committees and senior management to continuously monitor the quality of programs across the institution as a whole.
- Monitoring educational outcomes and planning the process of improving learning in line with the university's mission and objectives.
- Providing a regulatory reference and mechanism for comparing performance between departments and colleges.
- Offering statistical data that can be used by program management to conduct benchmarking comparisons with similar institutions.

The Fourth Handbook: Student Evaluation Handbook at Islamic University

Regarding the direct assessment of students, the university has developed and updated a Student Evaluation Handbook at Islamic University in 1445 AH, which consists of an introduction and three chapters. It includes the following chapters:

- **Chapter One:** Texts related to examinations and grades from the academic study and examination regulations for the university level, along with their executive rules at Islamic University.
- **Chapter Two:** Implementation and monitoring of assessment processes, which is divided into three parts:
 - **Part One:** Preparing examinations: formative assessments and summative assessments.
 - **Part Two:** Designing written tests, practical tests, and oral tests.
 - **Part Three:** Assessing assignments and projects.

The Fifth Handbook: Learning Outcomes Assessment

This handbook aims to achieve the following:

1. Contribute to the realization of Saudi Vision 2030 for developing the educational and training system and building the character of its citizens by equipping them with the knowledge, skills, and behaviors necessary for engaging in scientific and practical interests.
2. Contribute to achieving the university's vision, mission, and strategic objectives in ensuring the quality of learning outcomes.
3. Contribute to meeting the requirements for institutional and program accreditation included in the standards of the Education and Training Evaluation Commission.
4. Provide a procedural guide for the assessment of learning outcomes, benefiting students, faculty members, and the entities and committees responsible for conducting examinations at the university.
5. Contribute to assessing the specified learning outcomes in the programs and courses of study.
6. Inform employers about the assessment methods used by the university to verify learning outcomes, thereby enhancing their confidence in its graduates.

The Sixth Handbook: Handbook of Teaching Strategies

This handbook aims to achieve the following:

1. Provide a theoretical and practical framework that guides the main teaching strategies outlined in the program descriptions at Islamic University of Madinah.

2. Develop and enhance the teaching performance of faculty members at Islamic University of Madinah regarding the teaching strategies specific to the courses they teach.
3. Foster positive attitudes among faculty members at Islamic University of Madinah toward effective teaching strategies.
4. Support quality assurance and accreditation processes for the academic programs offered at the university by developing education and learning standards.
5. Contribute to achieving the goals and mission of Islamic University in providing distinguished education across various fields of knowledge.

The Seventh Handbook: Field Experience Handbook for Bachelor's Programs at Islamic University:

This handbook aims to highlight the effective role of field experience, as it encompasses a set of skills and experiences that are provided to students within an institutional framework in one of the fields of specialized practical application. The objective is to consciously and intentionally impart knowledge to help them transition from a level of understanding to a level of practical application and implementation, aiding them in acquiring field experiences and technical skills.

This significantly contributes to their personal growth and modification of traits and behaviors, linking theoretical knowledge with practical application. Additionally, it emphasizes complete adherence to a training curriculum applied in the labor market, with a necessary presence of professional and academic supervision to develop specific practical skills among university graduates based on the theoretical knowledge acquired from the curriculum. This helps instill

confidence in employers regarding graduates and meets the labor market requirements by providing training opportunities for students that align with their academic specializations. This aligns with best practices to ensure the quality of higher education institutions according to the standards set by the National Center for Evaluation and Academic Accreditation.

The handbook also includes a precise definition of the roles of all participants in implementing the field experience, as well as the necessary templates for executing the field experience.

System for Ensuring Quality in Scientific Research

Recognizing the importance of scientific research as the backbone of academic activity, Islamic University is committed to contributing to the achievement of Saudi Arabia's Vision 2030. The strategic goal for the university is to "develop the system of scientific research, innovation, and entrepreneurship." This reflects the university's desire to enhance the efficiency of its research system in alignment with its vision and mission, enriching scientific activity and increasing both the quantity and quality of publications in prominent classified fields.

The university has developed its second research plan (2022-2026), which aims to achieve its objectives, mission, and strategic objectives. This research plan is based on several fundamental mainstays, including:

- Saudi Arabia's Vision 2030 and initiatives for its realization.
- The national transformation program.
- The future plan for higher education (Horizons)
- Standards set by the National Center for Assessment and Academic Accreditation.

- The unified research regulation for Saudi universities and its organizational rules at Islamic University.
- The unified postgraduate studies regulation for Saudi universities and its organizational rules at Islamic University
- The third strategic plan for Islamic University(٢٠٢٥-٢٠٢١)
- The first research plan for Islamic University(٢٠٢١-٢٠١٧).
- Annual reports on scientific research at the university.
- Analysis of the current situation at the university and benchmarking against some local, regional, and global universities.

The university's research plan aims to achieve several goals, the most important of which are:

- Directing scientific research at the university towards actively contributing to the realization of Saudi Arabia's Vision 2030 and the strategic developmental plans of the kingdom, while ensuring the achievement of the university's strategic goals.
- Directing scientific research at the university in line with global research trends and the requirements for achieving sustainable development goals.
- Updating the university's research priorities according to global research variables and the latest research developments in each field of study.
- Utilizing the research capabilities of Islamic University to serve the Saudi environment and contribute to solving the problems of Saudi society and addressing its issues.
- Increasing the published research under the university's name in global databases, which contributes to improving the university's ranking in global university classifications.

In order to achieve this, the university has considered several standards and requirements when developing this plan, aiming to focus on and fulfill them.

These standards are as follows:

- Keeping up with the latest research developments in each scientific discipline.
- Focusing on topics that contribute to sustainable development for Saudi society and the Saudi environment.
- Promoting interdisciplinary approaches in research and studies.
- Supporting the infrastructure for scientific research.
- Focusing on investment-driven research that generates self-funding for scientific research.
- Emphasizing the development of researchers' skills in preparing and publishing research.
- Involving students in the publication of scientific research.

The university's second research plan (2022-2026) has been divided into three sections:

1. Research priorities and focus areas.
2. A plan to enhance the foundations of scientific research.
3. A plan to develop researchers' skills.

Essential Stages of Quality Management and Governance in Scientific Research at Islamic University:

- **Plan:** The Deanship of Graduate Studies and Scientific Research develops an executive plan for scientific research that aligns with the university's strategic plan. This plan includes objectives derived from the university's environmental analysis, the research services it provides, and an

examination of strengths, weaknesses, opportunities, risks, policies, laws, and beneficiary requirements. The research plan also considers the values and principles of Islamic University, as it is one of the components of institutional planning. The goal of the research plan is to achieve a fundamental aim: to develop scientific research that contributes to the dissemination of moderate Islam and its concepts and standards, thus enhancing the presence of the Kingdom of Saudi Arabia on the global stage, in line with the Kingdom's Vision 2030 in the field of knowledge.

The planners of the research plan ensured that it aligns with the strategic plan of Islamic University, focusing on unifying and supporting scientific research, investing in community development, and spreading the message of moderate Islam. This document outlines the main elements of the strategic research plan for Islamic University, which serves as the fundamental guiding framework for the behaviors of researchers at the university. This document details the steps taken in preparing the research plan, identifies the data sources relied upon, and reviews the key features of the academic sector plans of the university, which are:

- **Sector of Sharia Sciences:** Includes the Colleges of Sharia, the Holy Quran and Islamic Studies, the College of Hadith and Islamic Studies, and the College of Creed and Dawah.
- **Sector of Law and Economics:** Includes the College of Law and Economics.
- **Sector of Arabic Language Sciences:** Includes the College of Arabic Language and Humanities, and the Institute for Teaching Arabic Language.
- **Sector of Basic Sciences:** Includes the College of Sciences.

- **Sector of Engineering and Computer Science:** Includes the Colleges of Engineering and Computer Science.
- **Implement:** This stage involves executing the executive plans of the Deanship of Graduate Studies and Scientific Research. The university has adopted three main implementation axes: research axes and priorities, a plan to enhance the elements of scientific research, and a plan to develop researchers' skills.
- **Examine:** In this phase, the Deanship of Graduate Studies and Scientific Research, along with monitoring entities at the university, assesses the extent to which the established performance indicators and objectives specified in the executive plans have been achieved. The Deanship has established a set of indicators that reflect the degree of achievement of the specified goals.
- **To Make Decision for Improvement:** This is one of the most important steps, involving the necessary decisions to enhance the current situation and achieve a higher level of accomplishment for research projects, thereby contributing to the attainment of the university's goals and mission.

Quality Assurance System in Community Service

In alignment with the mission of Islamic University, the General Directorate of Community Service is committed to providing community services, including the design and implementation of initiatives, training, and educational programs, as well as establishing partnerships with local and global community institutions, all according to global quality standards, aiming for the highest level of beneficiary satisfaction.

Accordingly, the quality assurance system in community service consists of the following steps:

- **Plan:** The General Directorate of Community Service develops an executive plan that fulfills the strategic plan. This includes objectives derived from the environmental analysis of the university, the community services it provides, and a study of strengths, weaknesses, opportunities, threats, policies, laws, and beneficiary needs. The plan must involve the beneficiaries and include the following key areas:
 - The First area: Increasing satisfaction among beneficiaries and stakeholders.
 - The Second area: Enhancing integration and partnerships with relevant institutions and entities.
 - The Third area: Developing community partnerships and promoting sustainable development.
- **Implement:** In this phase, the executive plans of the Community Service Directorate are executed, and the necessary periodic reports for the implementation process are prepared.
- **Examine:** The General Directorate of Community Service, along with the university's monitoring bodies, examines the extent to which the set performance indicators and objectives in the executive plans are achieved.
- **Make Improvement Decisions:** This is the most crucial step, involving the necessary decisions to improve the current situation, reach a better position, and create a more favorable image.



Key steps of the quality management system at Islamic University

The key steps of the quality management system adopted by Islamic University and committed to implementing as an approved system across all its administrative and academic sectors can be outlined as follows:

1. **Defines the Primary Objective:** The university establishes a mission document that clarifies the primary objective the university seeks to achieve and communicates it to everyone.
2. **Conducts Environmental Analysis:** The university carries out environmental analysis processes, which study and identify its strengths and weaknesses, as well as determine potential threats and risks, in addition to identifying opportunities the university can leverage.
3. **Develops the Strategic Plan:** Based on the results of the environmental analysis, the university formulates a strategic plan that outlines the university's strategic objectives, while establishing specific mechanisms for risk management in each academic or administrative unit of the university.
4. **Integrates Risk Management:** According to the quality management and governance system, risk, threat, and opportunity management procedures must be integrated and implemented within the university's strategic plan, making them part of the core executive activities.
5. **Defines the Organizational Structure:** The university establishes a functional organizational structure that ensures the fulfillment of the university's mission, unifying the organizational structures across various academic and administrative departments in alignment with the overall university structure to support decision-making.

6. **Defines Roles and Authorities:** The university defines the roles and authorities for related positions, assigning responsibility for completing tasks and disseminating this information within the university.
7. **Implements Necessary Processes for the Quality Management System:** The university identifies the necessary processes for the quality management system and implements them in all its academic and administrative departments according to a clear approved executive plan, in which all beneficiary parties participate in its formulation.
8. **Sets Measurable Quality Objectives:** The university sets measurable quality objectives related to services and customer satisfaction, which are announced and accessible, as well as being at the level of tasks and processes as a fundamental and important part of the university's executive plan.
9. **Develops Executive Plans:** The university develops executive plans that specify what needs to be done, the required resources, the necessary time to complete tasks, and evaluation methods for each step of the work process, for each of its administrative and academic units, thereby achieving the university's strategic objectives.
10. **Identifies the Necessary Resources:** The university identifies the necessary resources, whether human, material, or logistical, including facilities and equipment, required to implement the executive plans.
11. **Provides the Essential Knowledge for its operational processes:** The university provides the essential knowledge for its operational processes from systems, regulations, or bylaws.
12. **Determines the Necessary Human Competencies and Specifies:** The university determines the necessary human competencies and specifies the required tasks from them (as detailed in Chapter Four regarding the tasks to be performed by the human resources in the university) to achieve

the executive objectives within the framework of the quality policy established to realize the mission and strategic objectives.

13. **Sets the Appropriate Level of Targeted Competency:** The university sets the appropriate level of targeted competency among its staff and develops the necessary training programs to ensure individuals can fulfill their roles according to the previously established executive plan.
14. **Establishes a Comprehensive Awareness Plan:** The university establishes a comprehensive awareness plan to ensure all its members are aware of the quality policy and its objectives, their roles in achieving the university's mission, and the consequences of individuals' activities not aligning with the expected performance.
15. **Sets Clear Criteria for All Academic and Administrative Processes:** The university sets clear criteria for all academic and administrative processes in its academic and administrative departments, ensuring alignment with the executive plan.
16. **The university establishes criteria for the acceptance of evidence** indicating the completion of academic and administrative tasks, which are used upon the completion and delivery of work, whether academic or administrative.
17. **The university designs mechanisms to monitor performance and indicators** that achieve the management's executive plan, ensuring that the final objectives are met with the required level of quality.
18. **The university and its various academic and administrative departments maintain documented information** (paper or electronic records) to ensure that processes have been executed as planned.
19. **The academic and administrative entities in the university determine the regulatory requirements** that they are committed to fulfilling (for example, the academic criteria for educational programs

issued by the National Center for Academic Assessment and Accreditation and the National Qualifications Framework).

20. **The university ensures the existence of mechanisms for monitoring and evaluating performance**, as well as resources and means for tracking and measuring in the executive entities, whether academic or administrative, in accordance with the approved executive plan, ensuring that the planned objectives and performance indicators are achieved.
21. **It is essential to have criteria and measurement tools** to assess the utilization of infrastructure and a suitable environment for operations.
22. **The university verifies through its executing units that the provided services meet the established criteria** and provides evidence of compliance with the acceptance criteria.
23. **The university ensures the existence of alternative plans** to be followed in case the services provided do not conform to the announced and approved acceptance criteria.
24. **The university, through its executing units, ensures the alignment** of monitoring, measurement, analysis, and evaluation methods necessary to verify the accuracy of results.
25. **The university is required to hold meetings** in all its organizational units at the end of each semester or academic year to discuss reports received from analyzing the results of performance evaluation of operations for the specified period, and to make decisions and take actions related to opportunities for improvement that should be utilized, or any necessity for changes in the operations management system, and to determine the necessary resources, whether human or material.
26. **The university and all its academic and administrative units are required to identify and select improvement opportunities** and include them in the execution and operations plan for the upcoming

period; to evaluate them in the first quality management meeting, ensuring that these procedures guarantee the enhancement of services to align with the targeted objectives according to the approved criteria, and to correct or prevent undesirable effects from operating in a non-standard manner, and to improve the performance and effectiveness of the quality management system.

1. In the absence of conformity of operations with the established criteria, regulations, and systems, including complaints and grievances, the university has obliged all academic and administrative entities to provide everything that ensures interaction with non-compliance and complaints and grievances, and to take the necessary actions required; to rectify the situation and correct it according to the governing regulations and rules, and to treat it as part of continuous improvement.

Section 3: Most Prominent Quality Activities and Practices of the Deanship of Development and Quality

Academic Accreditation

Academic accreditation is a major objective for all universities due to its great importance and multiple benefits, the most highlighted of which are:

1. Enhancing internal and external confidence in the outputs of the Islamic University that it provides to the local and global community, as well as the academic certificates it grants to its students.
2. Ensuring that those enrolled in the university receive a distinguished education with advanced skills that are pre-determined, professionally and technically, to make them highly required by employers, The university is keen to ensure that this is real and realistic.
3. Improving the quality of all processes (inputs - processes - outputs) at the university, which is positively reflected in the educational process and its quality.
4. Instructing all university affiliates /programs to achieve specific goals in which they participated in achieving them.

Academic accreditation has two aspects:

A- Institutional accreditation.

B- Programmatic accreditation.

A- Institutional accreditation:

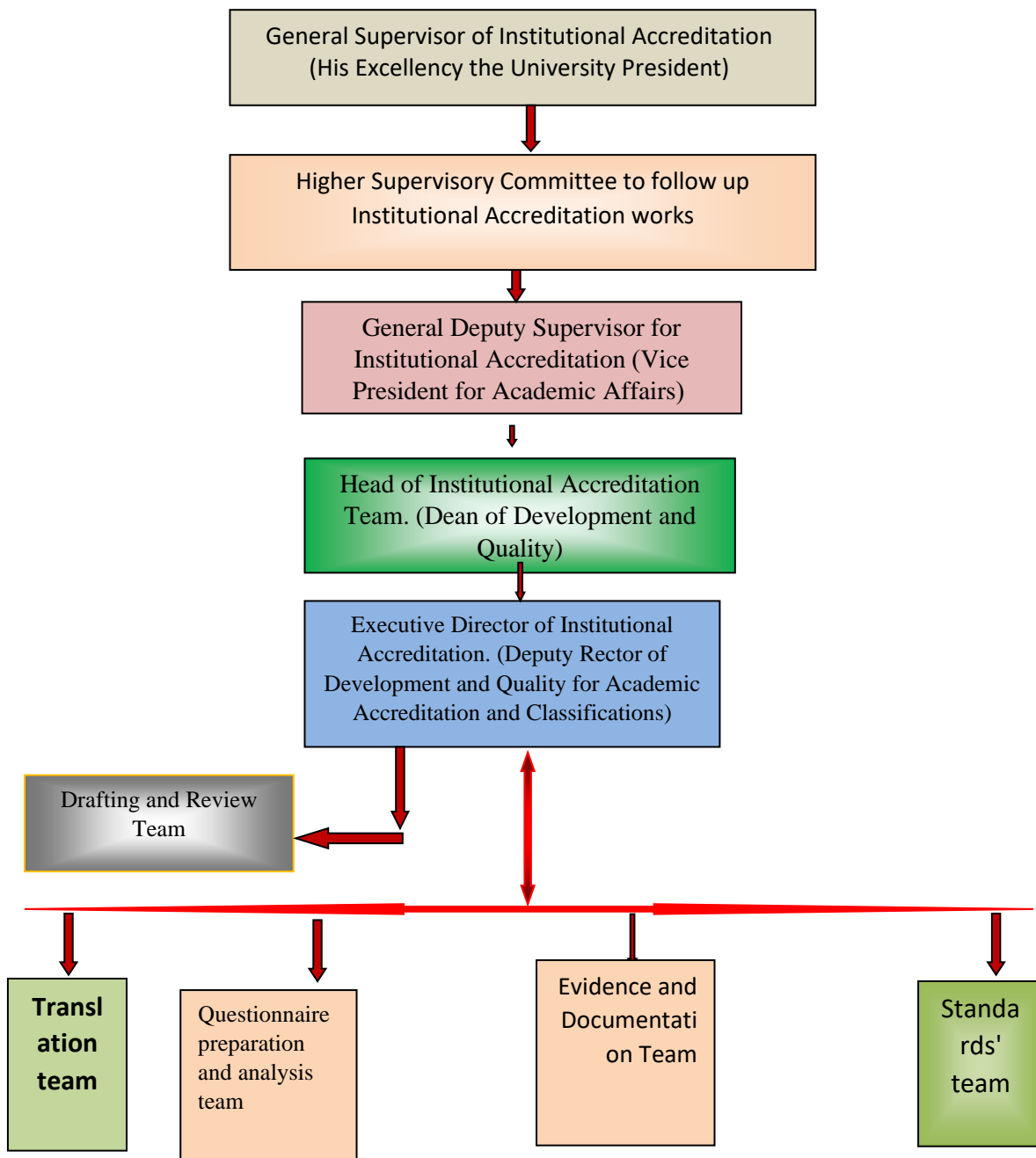
It is necessary to complete the institutional accreditation processes fully at least one year before the end of the current accreditation, and the accreditation procedures are in accordance with the latest standards for institutional academic accreditation issued by the National Center for Academic Evaluation and Accreditation.

This is done according to the following procedures:

- Forming the institutional accreditation management team.
- Preparing the institutional accreditation plan.
- Preparing and announcing the institutional accreditation.
- Forming work teams.
- Training work teams.
- Identifying/preparing appropriate tools for data collection.
- Using tools and collecting data.
- Analyzing data and reaching conclusions.
- Developing improvement plans based on the evaluation results.
- Implementing improvement plans and issuing implementation reports.
- Repeating the evaluation process based on the implementation of improvement plans.
- Writing a self-study report.
- Discussing the self-study report with those concerned at the university.
- Independent peer-reviewing of the self-study report and its attachments.
- Responding to the independent arbitrator's comments.
- Submitting documents to the Education and Training Evaluation Commission.

The following figure represents the organizational structure of the institutional accreditation preparation team

Organizational structure of the institutional accreditation preparation team



B- Programmatic accreditation:

All academic programs at the university are required to obtain academic accreditation, as follows:

A- Programs that have previously obtained accreditation are required to apply for accreditation renewal after completing all the documents required for accreditation one year before the end of the current accreditation.

B- Programs that have not previously applied for accreditation are required to apply for accreditation after the first batch of graduates after completing all the documents required for accreditation.

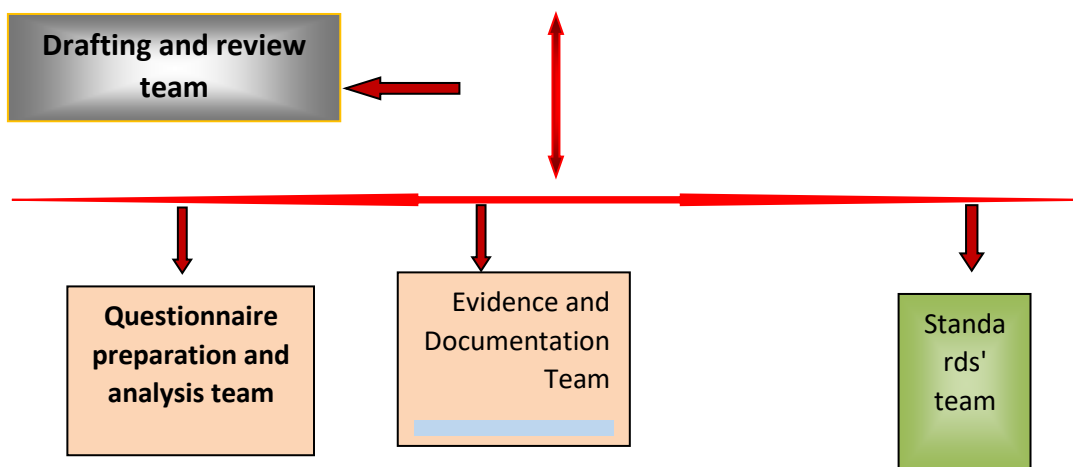
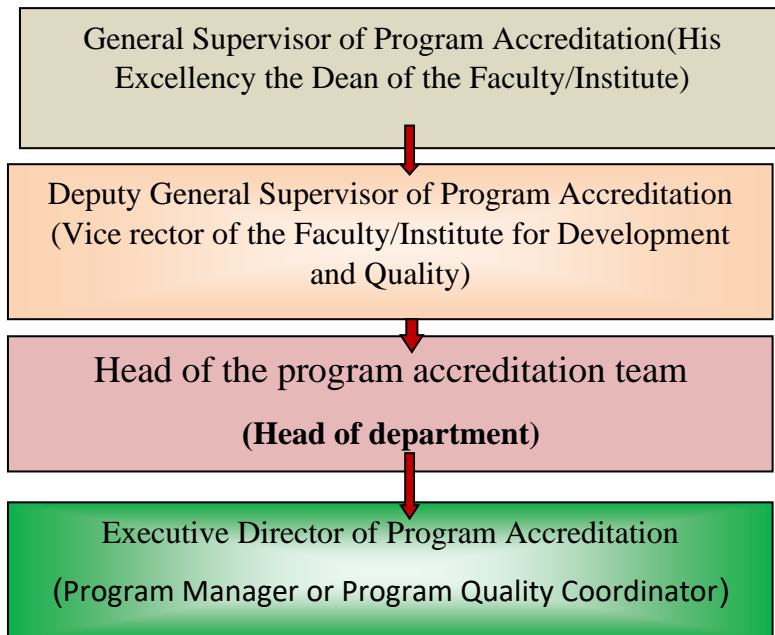
Programmatic accreditation is carried out according to the following procedures:

- Forming the program accreditation team.
- Preparing the program accreditation plan.
- Preparing and announcing the program accreditation.
- Forming work teams.
- Training work teams.
- Identifying/preparing appropriate tools for data collection.
- Using tools and collecting data.
- Analyzing data and reaching conclusions.
- Developing improvement plans based on the evaluation results.
- Implementing improvement plans and issuing implementation reports.
- Repeating the evaluation process based on the implementation of improvement plans.
- Benefiting from the comments of the Internal Audit Committee.
- Writing a self-study report.

- Discussing the self-study report with the concerned parties in the faculty/institute/program.
- Responding to the comments of the university's internal review committee.
- Independent arbitration of the self-study and its attachments.
- Responding to the comments of the independent arbitrator.
- Submitting documents to the National Center for Academic Evaluation and Accreditation.

The following figure represents the organizational structure of the program accreditation preparation team:

Organizational structure of the program accreditation preparation team



Evaluation processes

Evaluation:

- Evaluation is of great importance in quality processes, as it achieves the following:
- Knowing the extent to which previously set goals have been achieved at all levels.
- Identifying strengths, weaknesses, opportunities and expected threats.
- Taking appropriate corrective measures to address the shortcomings that emerged from the evaluation processes.
- Setting plans according to a clear vision and precise determinants.
- Continuous improvement, keeping pace with developments and adapting to changes to ensure the achievement of goals.

The most prominent evaluation processes that should be implemented are:

1. Comprehensive periodic evaluation:

It has two aspects: comprehensive institutional periodic evaluation, and comprehensive programmatic periodic evaluation.

A- Comprehensive institutional periodic evaluation:

It is necessary to conduct a comprehensive institutional periodic evaluation every (5) years, and this evaluation is in accordance with the latest institutional academic accreditation standards issued by the National Center for Academic Evaluation and Accreditation.

It is carried out in accordance with the previous procedures in institutional accreditation.

B- Comprehensive periodic programmatic evaluation:

Programs are required to conduct a comprehensive periodic evaluation with the graduation of a study batch (every 4-5) years according to the nature of each program cycle. This evaluation includes all aspects of the program (inputs - processes - outputs). This evaluation is in accordance with the latest programmatic academic accreditation standards issued by the National Center for Academic Evaluation and Accreditation. Based on this, the program's self-study report is prepared and goes through the same previous stages in programmatic accreditation.

2- Performance indicators and benchmarking:

The university represented by the Deanship of Development and Quality, measures performance indicators at the university level annually. The Decision Support Center analyzes these indicators and provides the Deanship of Development and Quality with the results to benefit from the measurement results and analyze them in development and improvement processes. The Deanship also prepares a comprehensive report on performance indicators and submits it to the University Council for review.

The indicators related to the university that require periodic measurement are:

- The main performance indicators approved by the National Center for Academic Evaluation and Accreditation, numbering (20) indicators.
- Additional performance indicators approved by the university, represented by the Deanship of Development and Quality.

- Performance indicators of the university's strategic plan.
- University research plan indicators.
- University community plan indicators.

The programs also measure performance indicators annually/quarterly according to the nature of the indicators, and the Decision Support Center analyzes these indicators and provides the programs with the results to benefit from the measurement results and analyze them in development and improvement processes, and the programs include the results of these indicators in their annual report.

The most prominent indicators related to the programs that require periodic measurement:

- Key performance indicators approved by the National Center for Academic Evaluation and Accreditation according to the nature of each program.
- Additional performance indicators approved by the programs.
- Program learning outcomes measurement plan indicators.
- Program research plan measurement plan indicators.
- Program community plan measurement plan indicators.
- Program operational plan measurement plan indicators.

Criteria of selecting bodies for benchmarking:

- 1- **Academic reputation:** Selecting universities with a strong reputation and internationally recognized in benchmarking fields.
- 2- **Academic accreditation:** Ensure that the selected universities are accredited by recognized accreditation bodies.

- 3- **Similarity in academic programs:** Selecting universities that offer academic programs similar to those offered by Islamic University.
- 4- **Institutional Performance:** Considering the institutional and programmatic performance ratings of these universities.

Mechanisms for exchanging data, statistics and indicators:

- 1- **Bilateral agreements:** Cooperation through partnership and cooperation agreements concluded with other universities to exchange data and statistics.
- 2- **Workshops and conferences:** Participation in international workshops and conferences that provide the opportunity to exchange knowledge and expertise.
- 3- **Joint researches:** Cooperation in conducting joint research that contributes to the exchange of information and statistics.
- 4- **Subscription to global databases:** Subscription to databases and statistical centers that provide data and indicators on the performance of universities at a global level.

3- Reports of Entities:

All entities in the university are committed to preparing an annual report on their performance, including levels of achievement, strengths and improvement priorities, and it is submitted to the Deanship of Development and Quality. Then, the deanship will analyze these reports and make use of them in developing improvement plans at the university level and will identify the development studies required to be carried out.

4-Annual Reports of Academic Programs:

All academic programs at the university prepare an annual report according to the form approved by the National Center for Academic Evaluation and Accreditation, and it is presented and discussed in the relevant councils and ends in the Council of the Deanship of Development and Quality.

The annual reports of the programs are the source of nutrition for the periodic report on the quality of education and learning at the university level, which is prepared by the Deanship of Development and Quality.

5- Comprehensive periodic report on the quality of teaching and learning at the university level:

The Deanship of Development and Quality, represented by the Education and Learning Unit, issues a comprehensive annual report on the level of quality of learning and education at the university, which includes all aspects of the educational process. The report includes the most prominent strengths, areas for improvement and their priorities, and is discussed in the Council of the Deanship of Development and Quality, then it is submitted to the university's high management for discussion and the approve improvement priorities and implementation plans in the Advisory Board Council.

6- Survey of Opinion

Opinion polls are an important source of evaluation. Although these polls are usually included in key performance indicators. In some cases, it may be necessary to conduct a poll for a specific purpose that is outside the opinion polls related to performance indicators. This poll is one of the evaluation tools used to benefit from it in judging the case in which it is used.

Continuous Improvement

Continuous improvement represents the most important quality processes, as quality is continuous improvement. Therefore, all processes that take place, whether at the level of the institution or programs, are intended for continuous development and improvement, which is a permanent, repetitive and never-ending process.

The university is keen on continuous improvement according to the results revealed by the processes within the institution and programs. The Deanship of Development and Quality is responsible for continuous development and improvement processes at the university level. Among the most prominent things done by the University in this area are:

1- Reviewing the quality assurance system at the university level, which is represented in several matters, including:

- a. Reviewing the quality assurance guide every five years and making the necessary improvements.
- b. Reviewing all guides related to quality and updating them every five years.
- c. Reviewing the basic documents of quality practices at the university level and making the necessary improvements.
- d. Reviewing the electronic systems related to the quality management system and developing them continuously in line with their response to the rapid updates in quality processes.
- e. Reviewing the administrative procedures related to quality assurance processes applied at the university and developing them in a way that contributes to increase their effectiveness.

- f. Reviewing the administrative structures related to quality assurance processes at the university and program levels and proposing appropriate updates to these structures.

2- Conducting research and development studies in cooperation with the Deanship of higher Studies and Scientific Research to contribute to developing the performance of the university and its administrative and academic units.

The Deanship of Development and Quality determines, through analyzing all evaluation processes at the university, the areas that need to conduct specific research or development studies that contribute to developing the performance of the university and its units, according to the following procedures:

- a. Identifying urgent areas that need to conduct research or development studies.
- b. Proposing these areas as projects supported by the Deanship of Postgraduate Studies and Scientific Research or the Institute of Research and Consulting Studies.
- c. Forming the teams that will conduct the research or development studies.
- d. Approving the research plan or development study in partnership with the team that will conduct the research or development study and with the beneficiary party.
- e. Submitting the request to the Deanship of Postgraduate Studies and Scientific Research or the Institute of Research and Consulting Studies.
- f. According to the approved forms to complete the procedures for obtaining approval for support.
- g. Following up on the team's completion of the project on time.

- h. Coordination with the beneficiary to implement the results of the research or development study.

3- Benefit from all evaluation data conducted at the institutional and programmatic levels in improvement and development processes

The Deanship of Development and Quality benefits from all evaluation data conducted at the institutional level in continuous development and improvement processes, prepares improvement plans and follows up on their implementation with relevant parties and prepares regular reports on the completion of improvement plans. Programs also play the same role in terms of benefiting from all evaluation data conducted at the programmatic level.

Closing the Quality Circle

Closing the Quality Circle is one of the most important things that must be taken into account in quality processes because it represents the continuity of improvement and development processes at all levels without interruption.

Quality Circle is of two types:

A- Basic Circle (major, total):

It aims to comprehensively improve performance at the level of the institution or program.

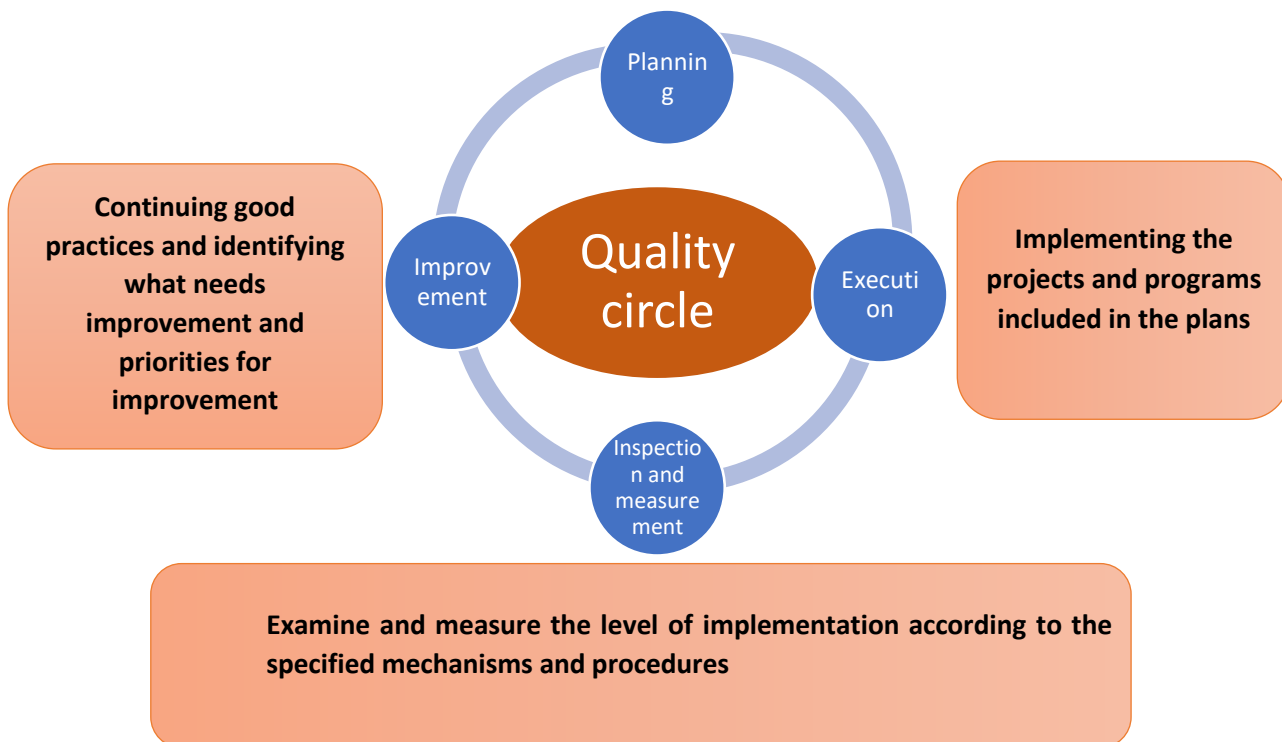
B- Sub-circle (small, partial)

It aims to improve performance in a specific practice at the level of the institution or program.

The components of the quality circle are:

- 1- Planning.
- 2- Implementation.
- 3- Inspection and measurement (verification.)
- 4- Improvement.

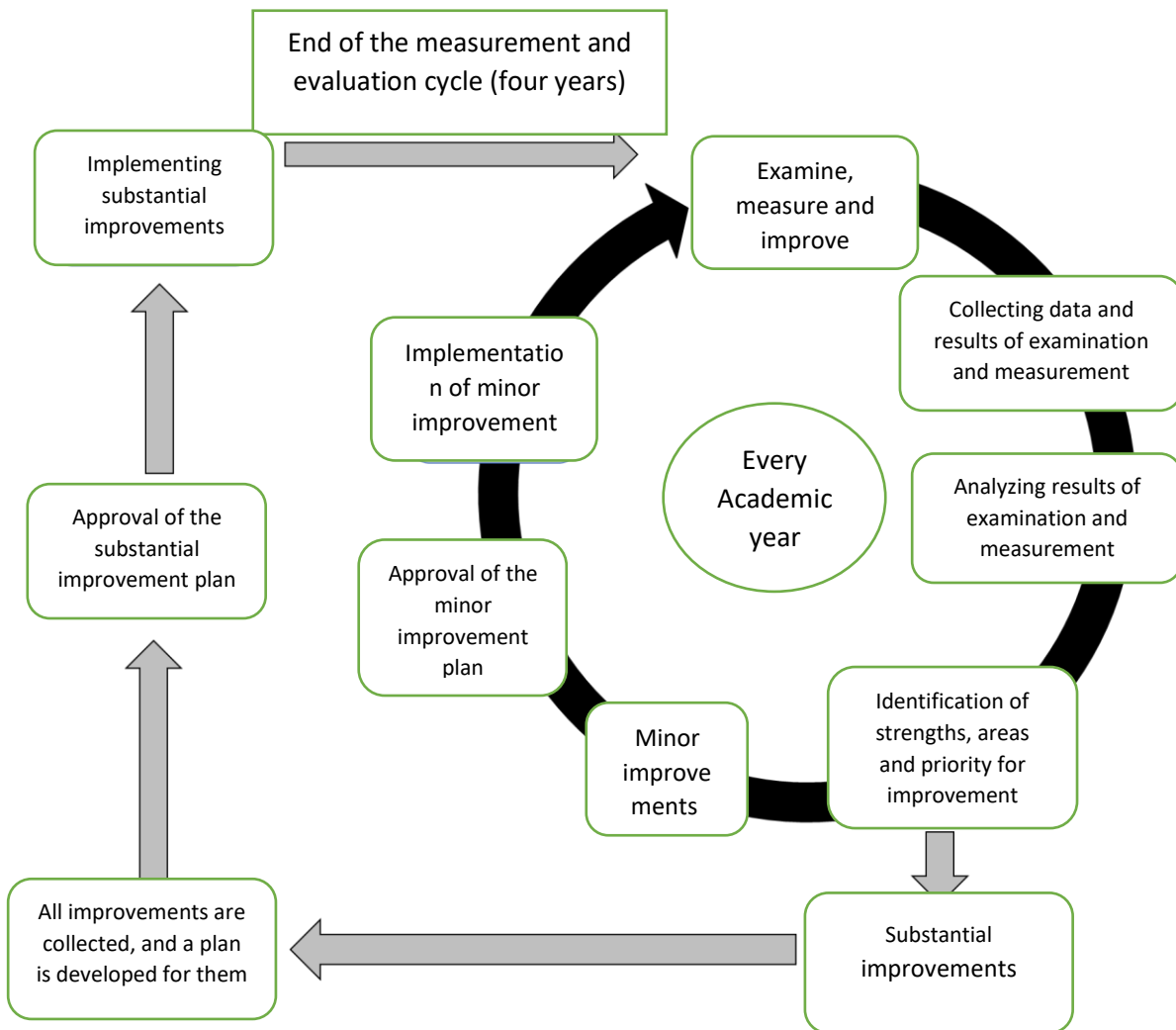
The following figure illustrates the quality circle:

Making plans

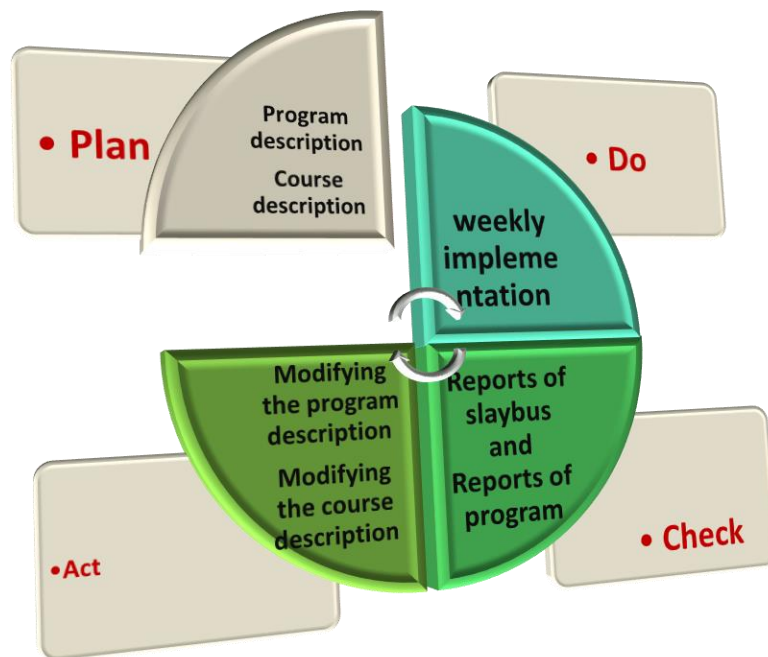
Closing the circle of quality represents the completion and end of the process cycle according to the planned sequence.

Closing the circle of quality does not mean stopping work, but rather it means ending the cycle according to the required sequence and continuing work by starting the process again; as improvement requires planning, then implementation, then measurement, then improvement, and so the cycle continues without stopping.

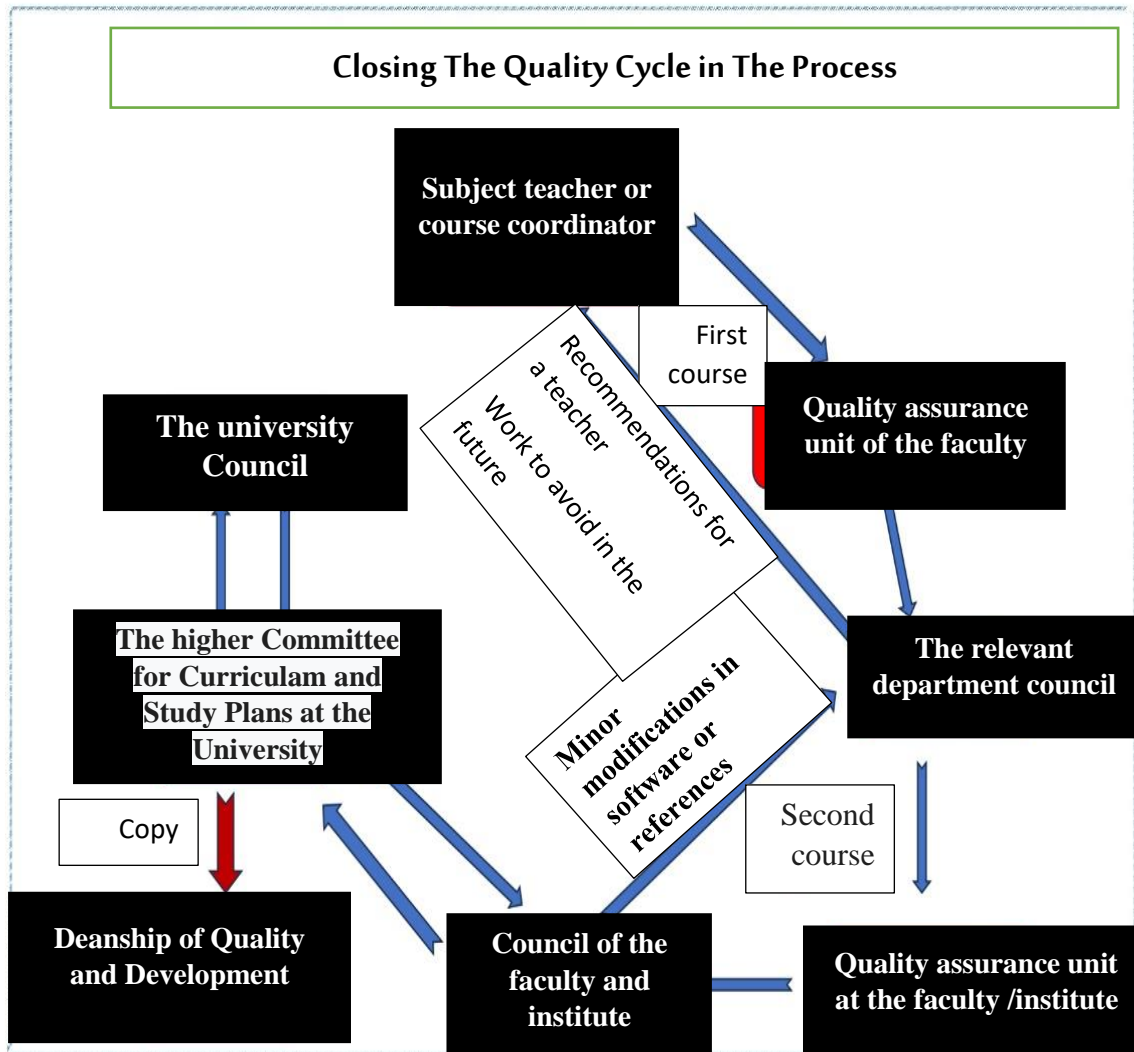
The following figure illustrates the inspection, measurement, and improvement circle in academic programs.



The following figure illustrates the quality circle in the educational process:



The following figure illustrates closing the quality cycle in the process:



All parties in the university must commit to closing the quality circle in all their operations, whether academic or administrative.

Examples of quality processes and the evidence required to close them:

No	Processes	CIRCLE (1) Academic department			Circle (2) Faculty			Circle (3) Deanship of Development and Quality			Circle (4) University Curriculum and Plans Committee/Permanent Committee for Postgraduate Studies	Circle (5) The council of the university	Basic requirements	Closing the process
		Quality committee	Committee Curriculum and Plans Committee	Department committee	Committee Curriculum and Plans Committee	Quality committee	Faculty committee	Teaching and learning unit	Reports unit	Permanent Committee of the Council of the Deanship of Development and Quality				
١	Institutional Performance Indicators Report							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Report including benchmarks	University Council Minutes/Letter including presentation and recommendations taken
٢	Periodic Report on the Quality of Teaching and Learning at the University Level							<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Detailed Report including recommendations	University Council Minutes/Letter including presentation and recommendations taken
٣	Linking the Program Learning Outcomes to the Characteristics of University Graduate	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					Completing the Required Forms for Linking	Approval of the Form

No	Processes	CIRCLE (1) Academic department			Circle (2) Faculty			Circle (3) Deanship of Development and Quality			Circle (4) University Curriculum and Plans Committee/Permanent Committee for Postgraduate Studies	Circle (5) The council of the university	Basic requirements	Closing the process
		Quality committee	Committee Curriculum and Plans Committee	Department committee	Committee Curriculum and Plans Committee	Quality committee	Faculty committee	Teaching and learning unit	Reports unit	Permanent Committee of the Council of the Deanship of Development and Quality				
٤	Developing Institutional Improvement Plans								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Improvement plans according to a specific timeframe	Minutes of approval of improvement plans
٥	Implementation of institutional improvement plans								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Improvement plan completion reports	Minutes of approval of achievement reports
٦	Learning outcomes measurement plan	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>									Plan according to the program cycle	Minutes of the department council approving the plan
٧	Learning outcomes measurement report	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>									Plan implementation report including improvement priorities	Minutes of the department council approving the report
٨	Program operational plan	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>									Operational plan according	Minutes of the department council

No	Processes	CIRCLE (1) Academic department			Circle (2) Faculty			Circle (3) Deanship of Development and Quality			Circle (4) University Curriculum and Plans Committee/Permanent Committee for Postgraduate Studies	Circle (5) The council of the university	Basic requirements	Closing the process
		Quality committee	Committee Curriculum and Plans Committee	Department committee	Committee Curriculum and Plans Committee	Quality committee	Faculty committee	Teaching and learning unit	Reports unit	Permanent Committee of the Council of the Deanship of Development and Quality				
													to specific indicators	approving the plan
٩	Program research/community plan	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>									Research plan according to specific indicators	Minutes of the department council approving the plan
١٠	Course reports		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									Course reports according to the center's template + a comprehensive report on what was included in the course reports	Minutes of the department council approving the reports and improvement recommendations
١١	Program Report..		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			Program report according to the center's template, fulfilling all elements	Minutes of the Deanship of Development and Quality Council approving the

No	Processes	CIRCLE (1) Academic department			Circle (2) Faculty			Circle (3) Deanship of Development and Quality			Circle (4) University Curriculum and Plans Committee/Permanent Committee for Postgraduate Studies	Circle (5) The council of the university	Basic requirements	Closing the process
		Quality committee	Committee Curriculum and Plans Committee	Department committee	Committee Curriculum and Plans Committee	Quality committee	Faculty committee	Teaching and learning unit	Reports unit	Permanent Committee of the Council of the Deanship of Development and Quality				
														report and submitting development proposals
١٢	New Program Description / Developing an Existing Program Description		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Program Description According to the Center's Template Completing All Required Forms Various Accreditation	Minutes of the University Council's Approving the Program Description
١٣	New Program Course Description / Developing an Existing Program Course Description		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Course Description According to the Center's Template Various Accreditation	Minutes of the University Council's Approving the Program Description
١٤	Self-Study of the Program	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			Self-Study Report	Minutes of the Deanship of

No	Processes	CIRCLE (1) Academic department			Circle (2) Faculty			Circle (3) Deanship of Development and Quality			Circle (4) University Curriculum and Plans Committee/Permanent Committee for Postgraduate Studies	Circle (5) The council of the university	Basic requirements	Closing the process
		Quality committee	Committee Curriculum and Plans Committee	Department committee	Committee Curriculum and Plans Committee	Quality committee	Faculty committee	Teaching and learning unit	Reports unit	Permanent Committee of the Council of the Deanship of Development and Quality				
													According to the Center's Template	Development and Quality Council Approving the Self-Study Report
١٥	Program Improvement Plans	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							Improvement Plans According to a Specific Time	Minutes of Approving Improvement Plans
١٦	Implementation of Program Improvement Plans	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							Reports on Implementation of Improvement Plans	Minutes on Approving Achievement Reports

Internal Review of Academic Programs at the University

Internal Review of Academic Programs:

A committee called the "Internal Review Committee for Academic Programs" shall be formed in the Deanship of Development and Quality, headed by the Dean of the Deanship of Development and Quality, and including the Vice Rectors, and a number of faculty members with experience in accreditation and review processes.

The tasks of this committee shall be as follows:

1. Checking the readiness of programs to apply for accreditation and ensuring that they meet the requirements specified by the National Center for Academic Evaluation and Accreditation.
2. Providing the necessary support to all programs at the university, especially those applying for accreditation.
3. Ensuring the regularity of quality practices in academic programs.
4. Preparing the necessary forms for internal review processes.
5. Preparing the internal review schedule for programs and the visit schedule and notifying the programs of this.
6. Reviewing the documents of programs applying for accreditation and ensuring their suitability for submission to the National Center for Academic Evaluation and Accreditation.
7. Holding meetings with leaders, faculty members, and students in the program and ensuring that they are informed of the quality practices implemented in the program.
8. Preparing a detailed report on the visit, including the necessary recommendations and proposals according to the approved forms.

9. Proposing training courses that academic programs need to play their role in the accreditation process.
10. Reviewing the program's response to the recommendations of the external auditors' visit, reviewing the improvement plans developed by the program, and following up on their implementation.

The internal review of academic programs shall be as follows:

First: Programs applying for accreditation or renewal of accreditation, the review shall be in two stages:

A- After completing all the documents for accreditation and before starting to write the self-study, the program's internal review team shall visit to ensure the appropriateness and completeness of the documents.

B- After writing the self-study, the internal review team shall visit to ensure the program's readiness for the visit of external auditors, while ensuring that the recommendations of the previous visit and the suitability of the self-study are met, so that the program documents are submitted to the National Center for Academic Evaluation and Accreditation to complete the accreditation procedures.

Second: All programs at the university

The internal review team will visit all programs at the university at least once a year to ensure the regularity of quality processes in the programs, according to a schedule set by the committee and communicated to the programs, and a detailed report is prepared on the level of quality in each program and submitted to the university Unit for academic affairs.

Section Four:

Target Roles of Islamic University Staff and Employment Agencies to Ensure Outstanding Quality Management at the University

First: The Basic Roles of the University's Senior Management in Quality Management at Islamic University:

- Bearing responsibility for the effectiveness of the quality management system and adhering to it.
- Ensuring that the quality policy and its objectives for the quality management system have been developed and are consistent with the strategic direction of the Islamic University.
- Ensuring that the quality policy is disseminated and implemented within the Islamic University.
- Ensuring that the requirements of the quality management system are integrated into the management processes of the Islamic University.
- Encouraging the use of the operations methodology and risk-based thinking.
- Ensuring the provision of the necessary resources for the quality management system.
- Disseminating the importance of the compatibility of the effectiveness of the quality system with the requirements of the quality management system.
- Participation, guidance and support for individuals to contribute to the effectiveness of the quality management system.
- Encouraging continuous improvement.

The commitment of the university's higher management to focus on the beneficiary is demonstrated by ensuring the following:

- Identifying the beneficiaries' needs and expectations of the services provided, that are consistent with the systems, rules and regulations governing work at the Islamic University, and understanding and adhering to them.
- Identifying risks and opportunities that could affect the university's services, and ways to deal with them (through the environmental analysis prior to developing the university's strategic plan) .

Second: The basic roles of the Deanship of Development and Quality in Quality Management at the Islamic University:

- Disseminating the culture of quality in Faculties or departments within the university with regard to quality systems.
- Preparing and implementing the annual training and development plan for university staff
- Drawing up plans, policies and objectives for accreditation in its institutional and programmatic aspects within the university.
- Providing technical support to academic departments to communicate with local, regional and international accreditation bodies.
- Supervising the preparation of self-evaluation reports, institutional and programmatic self-study.
- Following up on the implementation of institutional and programmatic improvement recommendations.

- Managing internal review and auditing processes in the university departments and Faculties according to the standards of the National Center for Evaluation and Accreditation.
- Following up on measurement processes and evaluation procedures at the university level and preparing the necessary reports and recommendations to improve them.
- Continuous communication with the various departments at the university to ensure the control and updating of evidence and performance indicator reports in accordance with the university's strategic plan.
- Presenting the annual reports of academic programs to the Standing Committee of the Deanship of Development and Quality Council and approving them.
- Translating the documents and papers necessary to obtain academic accreditation.
- Translating distinguished research and studies in the field of quality.
- Reviewing and arbitrating research in the field of quality and academic accreditation that is submitted to the Deanship or issued by it in the English language, a linguistic review.
- Continuous communication with the University's Decision Support Center to review its latest reports, which are taken into account in the evidence and contribute to the implementation of comprehensive quality at the university.

The basic roles of the Development and Quality Council at the Deanship of Development and Quality in quality management and governance at the Islamic University:

This committee derives its powers from the councils and senior leaderships, and represents their executive arm with regard to decisions

related to quality, by exercising the following tasks:

- Supporting the Deanship of Development and Quality and following up on the implementation of the recommendations and decisions of the university's Higher councils.
- Following up on the overall performance of quality management at the university and establishing a quality management system and the information and planning systems required for it.
- Enhancing, developing, and ensuring the quality of academic programs and administrative services provided by the university through the quality management system.
- Improving quality assurance and promoting the culture of quality learning and education at the university.
- Implementing the policies recommended by the National Center for Academic Evaluation and Accreditation and verifying that the internal policies and mechanisms for quality assurance are consistent with the latest and best national and international practices and systems, and that these policies and mechanisms support each other.
- Verifying that the policies, systems and mechanisms for continuous improvement of the administrative and academic units achieve the compatibility, efficiency and effectiveness of the quality management system at the university.
- Creating an enhancing environment to achieve quality assurance successfully.
- Involving all academic and administrative units of the university in applying quality standards, in accordance with the requirements of the

National Center for Academic Evaluation and Accreditation and the quality system in effect at the university.

- Making the link between the various categories of local beneficiaries (the Development and Quality Council and academic and administrative units) and international beneficiaries (the National Center for Academic Evaluation and Accreditation, official bodies, other universities, the labor market, students).
- Developing guidelines for quality assurance and verification procedures for self-evaluation based on the quality management system at the university level and its various units.
- Ensuring that all academic and administrative units of the university apply the quality management system on an ongoing basis, and achieve the university's quality standards and performance indicators, and the performance indicators of the National Center for Academic Evaluation and Accreditation, according to the highest levels and best practices known locally and internationally.
- Ensuring that there is general awareness, acceptance and adoption of all the standards, items and performance indicators included.
- Following up on the internal audit and self-evaluation of all academic and administrative units of the university according to the quality management system.
- Facilitating, supporting and following up on the activities of the institutional and program evaluation teams.
- Following up on the performance of the Deanship of Development and Quality and the rest of the university's academic and administrative units, to ensure the good management of the quality system and the success of its implementation.

- Analyzing quality assurance activities to identify the strengths and weaknesses of any academic or administrative unit, to take appropriate development and improvement measures.
- Proposing to conduct research related to the latest applications and best practices in the field of quality assurance.
- Approving a training plan to qualify the cadres of the Deanship and the university in the field of development, quality and academic accreditation.

Third: The Basic Roles of Academic Entities in Quality Management and Governance at Islamic University:

The role of the Dean of the faculty in quality assurance:

1. Supervising quality assurance processes in the faculty.
2. Working to achieve the university's higher goals and policies.
3. Supervising the development of the faculty, its administrative, academic and research staff.
4. Supervising the implementation of the university's strategic plan projects with regard to the faculty.
5. Implementing quality, evaluation and academic accreditation systems and regulations.
6. Submitting periodic reports on quality processes in the faculty to the university president.

The role of the faculty council in quality assurance:

1. Proposing or amending study plans with coordination between departments.

2. Proposing curriculum, prescribed books and references in the faculty departments.
3. Approving annual reports on academic programs.
4. Following up on the progress of advanced programs for academic accreditation in completion of quality requirements.
5. Encouraging the preparation of scientific research and coordinating it between the faculty departments and working to publish it.
6. Proposing the Faculty's internal regulations.
7. Approving plans related to quality assurance such as the plan to measure learning outcomes, measure indicators, etc.
8. Considering what is referred to it by the University Council or its President or Vice President for study and expressing an opinion.

The role of the Quality Committees in Faculties in Quality Assurance:

1. Drawing up the quality and accreditation policy in the faculty.
2. Approving the plan to spread the culture of quality and follow up on supporting activities.
3. Approving the executive plan for quality assurance.
4. Discussing training and development plans for faculty members.
5. Discussing the annual report of the faculty.
6. Preparing improvement and development plans.
7. Discussing reports analyzing the results of questionnaires.
8. Following up on the work of quality coordinators in academic departments.
9. Planning for the visit of external auditors for academic accreditation.

Curriculum and Plans Committee at the Faculty level and its role in quality assurance:

1. Studying the academic plans and programs referred to it for academic departments and proposals for their development. Amending them and submitting them to the faculty council or returning them to the department council for completion.
2. Study comments and suggestions referred to it by the Faculty Council and making appropriate recommendations regarding them.
3. Prepare the Faculty's academic plans and programs and propose their development or amendment.
4. Referring the Faculty's program courses to the academic departments to describe them, review the description and ensure that they comply with quality standards and accreditation requirements.
5. Conduct benchmarking, periodic evaluation and comprehensive review of the faculty's programs.
6. Study reports, proposals and comments related to the faculty's academic plans and programs and express opinions on them.
7. Recommend the specialization requirements and courses and propose the faculty's requirements, the names of referees and mechanisms for communication with program accreditation bodies.
8. Hold workshops and discussion groups as necessary to re-develop and develop the faculty's programs.
9. Ensure that the study plans and academic program projects comply with the National Qualifications Framework document, the Education and Training Evaluation Commission documents, the

Academic Program Preparation Guide and the university's regulations.

10. Consider everything related to the study plans and academic programs in the faculty and what is referred to it by the scientific councils and specialized committees.

The Advisory Committee for Academic Programs and its role in quality assurance:

1. Cooperate in building the future vision for the programs and solving their problems.
2. Providing consultations on the description of programs and courses and their report.
3. Participate in formulating the characteristics of the program graduates and update them as needed.
4. Contribute to developing the performance of the programs and raising their efficiency to suit the needs of the renewed labor market and propose mechanisms to market them to employers.
5. Provide ways to deepen community partnership and the mechanism for employing them to serve the programs

The role of the Faculty Unit for development and quality:

- Creating a stimulating environment for applying quality assurance in their faculties and their administration according to the university's quality management system.
- Organizing internal quality control and management mechanisms, and ensuring that they are documented clearly, and that all employees are

aware of their responsibilities and understand their roles in implementing the quality system according to the direction of the Deanship of Development and Quality.

- Ensure that programs, courses and their implementation procedures are consistent with quality standards and systems, before taking regulatory measures, and involving all employees in this .
- Verifying that all departments and units adhere to the quality management system.
- Provide the Deanship of Development and Quality with periodic reports on all matters related to planning, implementing and monitoring the quality of the faculty's academic work.
- Participating in the internal review and annual evaluation in his/her faculty/administration and its departments and preparing all relevant documents in accordance with the university's quality management system.
- Verifying that the faculty/administration conducts the annual review and evaluation and responds to the auditors' comments and recommendations according to executive plans that include improvement and development initiatives and recommendations.
- Ensure that the faculty/administration and its departments will identify priority improvement initiatives and follow up on this throughout the year.

- Ensure that the faculty/administration and its departments prepare the annual quality review and self-evaluation report and provide it to the Deanship of Development and Quality periodically.

- Review the outputs of the annual audit and evaluation report of the faculty and departments and include the main executive initiatives for continuous improvement in the faculty's annual report.
- Benefit from all the guidance and support provided by the Deanship of Development and Quality.

Role of the College vice dean for Development and Quality:

1. Submit reports to the department councils and the Faculty Council on scientific or administrative practices that qualify for academic accreditation from the Education and Training Evaluation Commission, or from external accreditation bodies.
2. Chair the Quality Committee at the Faculty level.
3. Vice Chairman of the Curricula and Plans Committee.
4. Supervise the Learning and teaching Quality System (Itqan) .
5. Follow up on spreading the culture of quality and presenting any lecture or scientific work meetings for the scientific departments on the latest developments in academic accreditation and its applications, or on quality practices, with the aim of raising the level of performance; to support the scientific aspect provided by the program teachers and employ it in a way that serves the processes and outputs.
6. Represent the faculty in the Council of the Deanship of Development and Quality.

Quality Assurance Unit:

1. Spreading and enhancing the culture of quality in the faculty.

2. Following up on programs in meeting the requirements of academic accreditation and providing the necessary support for that.
3. Defining the Faculty's vision, mission, goals and the goals of the academy's programs, vision and disseminating them to all beneficiaries.
4. Following up on closing the quality department for quality practices in the programs.
5. Activating the internal quality assurance system in the faculty and updating it periodically.
6. Follow up on the approval of annual reports for programs and archiving them.

Data and Statistics Unit:

1. Collecting and classifying data related to quality assurance.
2. Designing opinion polls for all beneficiaries (members - students - employees - employers) and publishing, analyzing and documenting them.
3. Measuring and analyzing performance indicators for programs.
4. Preparing periodic reports on performance levels and beneficiary satisfaction based on data and information.

The role of the college vice dean for academic affairs in ensuring quality

- 1- Supervising the educational process for undergraduate and graduate students.
- 2- Implementing the policies and regulations approved in academic affairs.

- 3- Supervising the preparation of the student activity and guidance plans
- 4- Following up on the implementation of the student activity and guidance plans.
- 5- Supervising and coordinating various extra curriculum student activities inside and outside the faculty.
- 6- Submitting periodic reports to the dean of the faculty on the progress of work in the units affiliated with him according to the tasks assigned to him.

The role of academic departments in ensuring quality

The role of academic department councils in ensuring quality:

1. Approving or amending study plans.
2. Discussing and approving the plan for measuring program learning outcomes and the performance indicators plan.
3. Discussing and approving annual program reports.
4. Discussing and approving program improvement plans.
5. Approval of programs, curricula, prescribed books and references in the department.
6. Proposing new programs and development files related to the programs offered in the faculty.
7. Recommending the formation of arbitration committees for exam questions.
8. Recommending approval of faculty members' participation in conferences and seminars held inside and outside the Kingdom.
9. Recommending the use of distinguished Saudi competencies from outside the university to teach.

The role of heads of academic departments in ensuring quality:

1. Job evaluation of faculty members in the department, and those in their position of teaching assistants, lecturers and newcomers.
2. Supervising the preparation of the department plan and following up on its implementation.
3. Following up on faculty members' monitoring of course grades, approving them, and transferring them to the electronic program, and considering modification requests.

4. Following up on faculty members in the tasks assigned to them, such as following up on them in activating office hours, or absence from lectures and monitoring exams, or entering course reports through the Itqan program.
5. Submitting periodic reports to the Dean of the Faculty on the progress of work according to the tasks assigned to him, and the difficulties he faces.

The role of the program coordinator in ensuring quality:

- 1- Implementing the tasks referred by the Department's Curriculum and Plans Committee or the Program Director.
- 2- Following up on the implementation of the program through the teaching and Learning Management System (Itqan).
- 3- Communicating with course coordinators and providing the necessary support.
- 4- Preparing the annual report of the program and presenting it to the Faculty's Quality Committee.
- 5- Presenting the annual report to the independent opinion of the program.
- 6- Reviewing similar programs and conducting a benchmarking comparison before and after approving the programs.
- 7- Listing the proposals and improvement priorities related to the program and presenting them to the Quality Committee for study and expressing opinions on them.
- 8- Considering everything related to the study plans and programs referred to it by the Department Council or the Curriculum and Plans Committee of proposals or amendments.

The role of the quality coordinator in the department in quality assurance:

1. Contributing to spreading the culture of quality and academic accreditation requirements in the department in coordination with the Department for Development and Quality and its units.
2. Communicating with the subcommittees formed by the department for development and quality affairs in coordination with the head of the department.
3. Following up on development and quality work in the department, studying problems and difficulties, and coordinating with the head of the department and the Development and Quality Unit to solve them.
4. Providing the necessary support to members regarding development and quality in the department.
5. Representing the department in the meetings of the Development and Quality Unit and following up on the recommendations and tasks issued by it and working to implement them.
6. Providing evidence and data related to academic accreditation.
7. What is assigned by the College vice dean for Development and Quality.

Fourth: The Basic Roles of the Faculty Member in Achieving the Quality Management System at Islamic University:

The faculty member is one of the most important foundations and elements that make up the university structure; due to the importance of the role and responsibility he undertakes in the three main areas on which university work is based: education, scientific research, and community service; therefore, it is not surprising that he is focused on in the quality standards and academic

accreditation by all bodies, organizations, and accreditation bodies around the world.

In the academic accreditation standards issued by the National Center for Academic Evaluation and Accreditation in the Kingdom of Saudi Arabia (NCAAA), we find great interest and clear focus on the faculty member and the quality of his performance, and the necessity of taking care to select, prepare, and qualify him for academic work, and the importance of keeping up with the latest global developments in the field of university education; you can hardly find a standard from the eleven main standards, or sub-standards, or practices affiliated with them that does not talk about the faculty member and the roles he must perform, and the practices he is required to perform effectively and continuously towards students, the department, the Faculty, the university, and the community. These are the most important points and practices that clarify and demonstrate the role required of a faculty member and his duties to achieve quality standards and academic accreditation at his university:

First: In the administrative and organizational field:

1. Reviewing the regulations, systems, policies and procedures related to his work as a member of this institution.
2. Actively participating in the strategic planning processes for the program, department and Faculty.
3. Commitment to the rules of conduct related to ethical practices in teaching, evaluation, scientific research, and all administrative and service work he performs.
4. Commitment to developing capabilities related to the academic or administrative roles he is assigned.

5. Avoiding any conflict of interest in all dealings and activities he performs.

Second: In the field of quality assurance activities:

1. Active participation in self-evaluation processes.
2. Constructive and fruitful cooperation in the processes of preparing reports and improving performance in his field of activity.
3. Cooperation with the Deanship of Quality and Academic Accreditation at the university, and the Quality Assurance Unit in his Faculty, and active participation in their activities in a way that achieves the mission, goals and strategic plan of the institution.
4. Active participation in opinion polls conducted by the university or Faculty to measure the quality of performance.

Third: In the field of learning and teaching:

- 1- Training on teaching and learning strategies and modern and effective assessment methods and mastering them, and using the appropriate ones in teaching his courses.
- 2- Informing students in advance and at the beginning of each semester about the course description he is teaching, its vocabulary, requirements, teaching strategies, and the assessment procedures he will apply.
- 3- Full commitment to the course description and what it includes in terms of vocabulary, teaching strategies, and specific assessment methods.
- 4- Commitment to giving lectures on time, in attendance and departure.

- 5- Commitment to fairness and objectivity in evaluating students.
- 6- Giving students feedback on their performance and the results of their assessment on an ongoing basis.
- 7- Commitment to preparing the course file and what it includes of requirements, reports, and data specified by the Quality Assurance Unit in the Faculty.
- 8- Performing his role in the field of academic guidance for his students; This requires the necessity of committing to being present at the times and places specified in the schedule prepared for that.
- 9- Sufficient knowledge of the types of services provided at the university to support students and guide them to benefit from them.
- 10-Active participation in the orientation programs and training programs held by the university in various aspects of professional development for faculty members.
- 11-Continuous participation in scientific and research activities that ensures that he continues to be aware of the latest developments in his field of specialization; so that he can inform his students of these developments.
- 12-Responding to performance evaluation processes in all their forms and shapes, and to the improvement recommendations presented to him to raise his efficiency and develop him professionally.

Fourth: In the field of learning resources, facilities and equipment:

1. Contributing to providing regular advice on the educational resources and materials required to support the learning and teaching process and ensuring their quality.

2. Providing advice in the process of purchasing basic equipment to ensure its suitability for current and expected needs.
3. Participating in user opinion surveys on the adequacy of learning resources, the quality of their services, and the extent of their benefit.

Fifth: In the field of scientific research:

1. Active contribution to the research and scientific activities implemented by the department, Faculty, and university to achieve its mission in education, scientific research, and community service.
2. Cooperation in preparing and implementing research projects with the participation of graduate students.
3. Including in the courses he teaches information related to his research and scientific activities related to the course he teaches.

Sixth: In the field of community service:

Active participation in the activities implemented by the department, Faculty, or university to serve the community, such as research, studies, conferences, lectures, seminars, and other community events.

Fifth: The Basic Roles of Islamic University's Administrative Staff in Achieving the Quality Management System at the university

The university's administrative mechanism is one of the most important foundations and elements that make up the university structure; due to the importance of the role and responsibility it assumes in the three main areas on which university work is based: education, scientific research, and community service; therefore, it is not surprising that it is focused on in the quality standards and academic accreditation by all bodies, organizations, and accreditation bodies around the world.

In the academic accreditation standards issued by the National Center for Academic Evaluation and Accreditation in the Kingdom of Saudi Arabia (NCAAA), we find great interest and clear focus on the university's administrative mechanism, the necessity of taking care to select it, prepare it, and qualify it for administrative work, and the importance of keeping pace with the latest global developments in the field of university education; you can hardly find a standard from the eleven main standards, or sub-standards, or practices affiliated with them that does not talk about the university's administrative mechanism and the roles it must perform, and the practices it is required to perform effectively and continuously towards achieving the university's mission and strategic goals. These are the most important points and practices that clarify and explain the role required of the members of the administrative mechanism and their duties to achieve the standards of quality and academic accreditation at the university:

First: In the administrative and organizational field:

1. Reviewing the regulations, systems, policies and procedures related to his work as a member of this institution.

2. Active participation in the strategic planning processes for the program, department and Faculty.
3. Commitment to the rules of conduct related to ethical practices in teaching, evaluation, scientific research, and all administrative and service work that he performs.
4. Commitment to developing capabilities related to the academic or administrative roles that he is assigned.
5. Avoiding any conflict of interest in all dealings and activities that he performs.

Second: In the field of quality assurance activities:

1. Active participation in self-evaluation processes.
2. Constructive and fruitful cooperation in the processes of preparing reports and improving performance in the field of his activity.
3. Cooperation with the Deanship of Development and Quality at the university, and the Quality Assurance Unit in his administration, and active participation in its activities in a way that achieves the mission and goals of the institution and its strategic plan.
4. Active participation in the opinion polls conducted by the university to measure the quality of performance.

Sixth: The Basic Roles of Islamic University's Students in Achieving the Quality Management System at the university:

1. Knowing the program description, its courses, and the targeted learning outcomes.
2. Knowing the Faculty's mission and reviewing its future plan.
3. Active participation in improvement and development processes.
4. Active participation in the faculty's activities and events.

5. Ensuring that the teaching and learning processes are objectively evaluated through (questionnaires) that are completed at the end of teaching the course.
6. Active participation in the opinion polls conducted by the university and programs to measure the quality of performance.

Seventh: The Basic Roles of Employment Agencies in Achieving the Quality Management System at Islamic University Through:

1. Calling for active participation in the advisory committees at the university and program levels.
2. Requesting development proposals for programs to ensure that their outputs are consistent with the requirements of the labor market.
3. Calling for active participation in the opinion polls conducted by the university and programs to measure the quality of performance.
4. Providing opportunities to contribute to providing field training opportunities for university students in their field.
5. Following up on its commitment to the controls and procedures specified for field training and contributing to the evaluation of trainees.

Section Five: Timeline of Quality Activities and Operations

	S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
				STARTING TIME	ENDING TIME		
INSTITUTIONAL ASPECT	1	Comprehensive periodic evaluation according to institutional accreditation standards	Every five years	End of the fifth year	End of the sixth year / before the end of the current accreditation One year before the end of the current accreditation	Deanship of Development and Quality	Evaluation according to institutional accreditation standards with provision of all accreditation requirements including self-study
	2	Periodic report on the quality of learning and teaching.	Annually	End of the academic year	End of the first month of the following year	Deanship of Development and Quality	Comprehensive report including statistics and recommendations

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
3	Periodic report on the quality of field experience / cooperative training	Annually	End of the academic year	End of the first month of the following year	Deanship of Development and Quality	Comprehensive report including statistics and recommendations
4	Performance indicators and benchmarking report.	Annually	End of the academic year	End of the first month of the following year	Deanship of Development and Quality	Comprehensive report including benchmarking and detailed analysis
5	Review of the quality	every five years	End of the fifth year	End of the sixth year	Deanship of Development and Quality	Synchronized with the comprehensive periodic evaluation

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
	assurance system					
6	Review of the electronic evidence and systems related to quality of learning and teaching	Every five years	Beginning of the fifth year	End of the fifth year	Deanship of Development and Quality	Synchronized with the comprehensive periodic evaluation
7	Review of the characteristics of	Every five years	End of the fifth year	End of the sixth year	Deanship of Development and Quality	Synchronized with the comprehensive periodic evaluation

	S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
				STARTING TIME	ENDING TIME		
		university graduates					
	8	Institutional opinion polls	Annually	throughout the year		Decision Support Center	Comprehensive report including a detailed analysis
PROGRAMMATIC ASPECT	9	Comprehensive periodic evaluation according to program accreditation standards	According to the program cycle (4 or 5) years	End of the last year of the program cycle	End of the first semester of the following year	Quality Unit in the department	Description of a developed program + Description of developed courses approved by the councils and committees specified in the Academic Program Preparation

	S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
				STARTING TIME	ENDING TIME		
		(including review of the mission, objectives, learning outcomes, curriculum, teaching strategies and evaluation methods).					Guide + Evaluation according to program accreditation standards with the provision of all accreditation requirements, including self-study according to the nature of each program

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
10	Report on the consistency of the program with the National Qualifications Framework	with each periodic evaluation of the program or when there is a change in the program plan and learning outcomes	End of the last year of the program cycle	End of the first semester of the following year	Quality unit in the department	according to the center's template

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
11	Report on performance indicators and benchmarking	Annually	End of the academic year	End of the first month of the following year	Quality unit in the department	A comprehensive report that includes benchmark comparisons and detailed analysis
12	Plan for measuring learning outcomes	A comprehensive plan according to the program cycle from which a	After the completion of the previous cycle	before the start of the new cycle	Quality unit in the department	A plan according to the program cycle with an implementation plan for each year according to specific indicators.

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
		quarterly plan emerges				
13	Report on the plan for measuring learning outcomes.	Quarterly	End of the semester	Second week of the following semester	Quality unit in the department	A detailed report that includes statistics and improvement recommendations
14	The executive (operational) plan for the	Every five years, from which an annual	throughout the academic year		The quality unit in the faculty/department	An executive plan for each year according to specific indicators.

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
	faculty/department/program	plan emerges				
15	The research plan for the faculty/department/program	Every five years, from which an annual plan emerges	throughout the academic year		The quality unit in the faculty/department	An executive plan for each year according to specific indicators
16	The community service plan for the	Every five years, from which an annual	throughout the academic year		The quality unit in the faculty/department	An executive plan for each year according to specific indicators

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
	faculty/department/program	plan emerges				
17	The guidance plan of all types for the faculty/department/program	Annually	before the end of the academic year One month	before the start of the new academic year	The quality unit in the faculty/department	An executive plan according to specific indicators
18	The extra curriculum activities plan	Annually	before the end of the	before the start of the new academic year	The quality unit in the Faculty/department	An executive plan according to specific indicators

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
	for the faculty/department/program		academic year One month			
19	The training plan for faculty members	Annually	before the end of the academic year One month	before the start of the new academic year	The quality unit in the faculty	An executive plan based on actual need according to specific indicators

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
20	Reports on the implementation of plans at the level of Faculty/department/program Comprehensive report including statistics and recommendations	Annually	End of the academic year	First month of the following year	The quality unit in the faculty/department	Comprehensive report including statistics and recommendations

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
21	Course reports	Semesterly	End of the semester	Second week of the following semester	Faculty members/course coordinators	Reports of completed courses according to the center's template
22	Program report	Annually	End of the academic year	First month of the following year	Quality Unit in the Faculty/department	Report of a completed program according to the center's template
23	Discussion of program reports in the Council of the Deanship of	Annually	Second month of the first	Third month of the first semester	Deanship of Development and Quality	Approved minutes with feedback on the report

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
	Development and Quality		semester			
24	Program opinion polls	Annually	throughout the year		Development Units in Faculties + Decision Support Center	Comprehensive report including detailed analysis
25	Improvement plans at level of the faculty/department/program	Annually	End of the academic year	First month of the following year	Quality Unit in the Faculty/department	Chronic improvement plan according to specific indicators

S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
			STARTING TIME	ENDING TIME		
26	Reports on the achievement of improvement plans at the level of Faculty/department/program	Annually	According to the time specified in the plan		Quality Unit in the Faculty/department	Detailed achievement report including statistics and recommendations
27	The program's introductory guide, the updates the program's	With each periodic program evaluation or when	Annually Updates		Quality Unit in the Department	comprehensive introductory guide

	S/N o.	OPERATIONS	OPERATION DURATION	IMPLEMENTATION TIME		RESPONSIBLE FOR IMPLEMENTATION	COMMENTS
				STARTING TIME	ENDING TIME		
			fundamental changes occur in the program				