



QUALITY OF LEARNING AND TEACHING CONTROL & MONITORING SYSTEM

AT

ISLAMIC UNIVERSITY OF MADINAH

English Translation
Deanship of Quality and Academic Accreditation
Islamic University of Madinah

نظام مراقبة جودة التعلم والتعليم في الجامعة الإسلامية
بالمدينة المنورة ١٤٣٦هـ / ٢٠١٥م
ترجمة باللغة الإنجليزية

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Statement of the University President

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

Building quality systems and applications, and acquisition of continuous academic accreditation is a basic objective and an essential requirement to upgrade universities of the Kingdom of Saudi Arabia to the world-class universities, which is an issue of solemn crave by the sagacious leadership of this country, led by the Custodian of the Two Holy Mosques, his Crown Prince and the second Crown Prince – May Allah protect and safeguard them all and guide them to all that is good. It also enjoyed the follow-up of His Royal Highness the Governor of Al-Madinah Al-Munawwarah Region - may Allah protect him - and the support and assistance of the Ministry of Education.

The Islamic University has accomplished a number of manuals and guidebooks to complement its quality system in the efforts to accomplish its works, control procedures and facilitate various activities of the University.

It is my pleasure to introduce another manual entitled "**QUALITY OF LEARNING AND TEACHING CONTROL & MONITORING SYSTEM AT THE ISLAMIC UNIVERSITY OF MADINAH**" that will effectively contribute to framing the institutional work of the University.

I implore Allah, the most Purified and Exalted, to render it virtuous and expedient and make it a guide for all that operate in the academic programs of the University, in contribution to elevate this blessed University to a cutting-edge standard of quality in education and excellence in its graduates, viewing it as

the focus of attention of people in the Muslim World, who wish to join the various academic programs of its institutes and colleges. It is thus providential to have the honour of bearing the Prophetic Mission based on moderation and sanctity of place as it lies in the holy city of the Prophet (blessings and peace of Allah be upon him). Students belonging to more than a hundred and seventy different nationalities from all the nooks and crannies of the earthly globe come to attend and get enrolled in its academic programs.

I am deeply indebted with profound thanks and gratitude for whoever that has contributed to the implementation of this manual particularly members of the Supreme Supervisory Committee on Quality Projects, the Deanship of Quality and Academic Accreditation and the chairman of the working team that prepared it.

The end of our prayer is all praise is due and belongs to Allah, the Lord and Cherisher of the Worlds.

Acting President of the Islamic University

Prof. Ibrahim bin Ali Al-Ubaid

Introduction

Indeed, quality in the processes of developing university education is to achieve outstanding practices at the University in its different operations and areas, which requires a performance monitoring and control system mainly based on efficiency and transparency in its operations ranging from input of available resources, which are used to provide programs such as financial resources, facilities, equipment, faculty members, and students passing through the operations carried out by the institution in the area of quality management planning and review of teaching strategies, evaluation systems, and others, all the way to the outputs that come as a result of achieving the intended learning outcomes, which reflect the attainment of teaching and learning processes, and the optimization of performance development and improvement mechanisms to achieve growth and development of the university.

From here, the Islamic University sensed the need for a system to control and check attainment of the quality of learning and teaching at the university, which is an important step in building a quality assurance system. This is because, it represents a road map for the management of teaching and learning processes at the university so as to ensure a high level of quality. The system is also an indispensable requirement among the requirements of academic accreditation. It complements the quality assurance system structure, and represents a guiding document, and mechanism of action for educational performance operations control within the academic bodies of the University; to be one of the most vital controls applied by the Islamic University to ensure the quality of its outputs.

The document of learning and teaching control system is in two sections:

Section I : A manual that includes the importance of the Quality of Learning and Teaching Control & Monitoring System, its objectives, the terminology used in it and the most significant steps involved in the system.

Section II: Report on the learning and teaching quality control system and it includes the most important practices that must be achieved at a level not less than three stars, the strengths and areas that need to be improved upon and the proposed improvement plans.



Section I
**Manual of Quality of Learning
and Teaching Control &
Monitoring System**

Importance of Learning and Teaching Quality Control System:

The processes of controlling and monitoring the quality of learning and teaching at the Islamic University constitute one of the most important elements of "*institutional capacity*" at the university, as it is primarily aimed at achieving the mission of the university to raise the confidence level of the Saudi and global community in a graduate of the Islamic University of Madinah owing to his ability to keep up with global changes and his aptitude to spread the message of Islam across the world at a distinguished level by ensuring the achievement of the intended learning outcomes through the following applications:

1. Actual assessment of achieved learning outcomes in accordance with the program and course specifications.
2. Develop improvement plans to solve problems, avoid their occurrence and develop educational programs.
3. Develop ancillary mechanisms to ensure continuous improvement and sustainability of the overall quality system.

Objectives of the Learning and Teaching Quality Control and Monitoring System:

The objectives of the system can be summarized in the following points:

- Provide specific indicators in order to control and monitor the achievement of goals, objectives and learning outcomes on an ongoing basis.
- Review and measure the system outputs based on a set of standards and take appropriate actions to ensure that the system outputs correspond with these standards.
- Enable the committees of the University and Senior Management to monitor the quality of programs at the institution as a whole and on a constant basis.
- Monitor and control learning outcomes and plan the process of improving learning and its components in order to measure and achieve the mission and objectives of the University.
- Provide a systematic and automated reference for performance benchmarks between departments and colleges.
- Provide statistical data that can be used by the program management to conduct benchmarks with peer institutions.
- Provide necessary information to write a self-study whether for the Islamic University or for its different colleges and institutes, which is a basic requirement for institutional and programmatic accreditation of the National Commission for Assessment and Accreditation in the Kingdom.

Terminology

✓ **Learning and teaching quality control and monitoring system:**

It is a mechanism that focuses on issues and applications that check the quality of learning and teaching at the university, and submit a periodic evaluative report on the control and monitoring of the quality of learning and teaching, and it involves the following:

- Results of the review of data on performance indicators to ensure the quality of learning and teaching processes.
- The extent of benefit from the annual reports in the development of programs.
- Present proposals to aid both academically defaulted and talented students in the scientific field.
- Report of benchmarks conducted with some peer institutions to ensure that the procedures taken by the University are consistent with the locally and globally adopted standards.
- Proposals to create or modify programs.
- The extent at which the necessary data to write or update self-study are available.

✓ **Quality control:**

It is the process of carrying out the actual continuous evaluation of inputs, processes and outputs and comparing them with pre-defined performance indicators to come out with clear reports that proffer solutions to the problems unveiled by evaluation operations.

✓ **Benchmarking:**

It is to compare the current levels of performance in the program in all levels to another program in one or more universities with outstanding performance in the same program to evaluate performance and identify strengths and weaknesses that need to be improved in the current program.

✓ **Learning domains:**

They are broad categories of the types of learning outcomes, which any program aims to develop. They are a number of knowledge and skills that a student is expected to acquire and be able to perform in any program put together within the broad categories and which are used in the higher education component of the National Qualifications Framework in the Kingdom of Saudi Arabia. They are: **Knowledge** (the ability to recall and evoke information), **Cognitive Skills** (the ability to apply concepts and principles in thinking and solving problems), **Interpersonal Skills and Responsibility** (the ability to work effectively in groups, practice leadership, assume independent learning responsibility, and ethical and moral development that relates to these capacities), **Communication, Information Technology and Numerical Skills** (these include basic mathematical skills, communications skills and the ability to use communication technology), and **Psychomotor Skills**, which means very important manual dexterity needed in some disciplines of study (such as disciplines that graduate surgeons or artists).

✓ **Learning outcomes:**

They are the knowledge and skills acquired by the student and which he can perform as a result of participating in the academic courses and programs.

✓ **Measurement:**

To give a numerical value to some qualitative qualities in accordance with specific rules such as measuring the achievement of a student by giving him marks.

✓ **Test:**

A series of questions answered by the student in specific manner (oral-written- practical) describing the extent to which the predetermined intended learning outcomes have been achieved.

✓ **Evaluation:** This is the stage following measurement. It is the act of taking measures to correct and upgrade the current values to meet the values to be achieved in the light of the measurement results and specific objectives. In view of this, evaluation is more comprehensive than measurement because it is a diagnostic therapeutic process and evaluation of students' performance through tests, activities and other tasks and a measurement of desired learning outcomes. It is also used to measure the effectiveness of the program or course in achieving its objectives, in the light of quality assurance and accreditation standards.

✓ **Performance indicators:** Specific forms of evidence (usually pre-selected) used by the institution or any other body to provide proof of the quality of performance.

- ✓ **Outcome-based education:** It is a real and clear vision in the form of a set of intended learning outcomes about what students should learn and become capable of achieving while completing the program of study. Then that is followed by the organization of courses and the methods of teaching, learning and evaluation used, as well as directing them to ensure the achievement of these outcomes.

- ✓ **Program:** It is an integrated set of courses and scientific activities carried out by the students in a particular academic field, and attaining success in them qualifies the students to get academic degrees.

- ✓ **Educational curriculum:** A set of educational experiences that the educational institution prepares for students, whether inside or outside the institution, in order to help them grow in all mental, cultural, social, physical, psychological and technical aspects in a manner that leads to modify their behavior and ensure their successful interaction with their environment and community and develop solutions to tackle the problems facing them in their respective fields.

- ✓ **Teaching strategies:** They are organized and specific methods used to develop and support students' education in various areas of learning, and help them acquire the intended knowledge and skills for participating in courses and programs (such as the use of advanced systems to help memorize and recall information, discussions, case studies,

research projects, presentations, modeling, simulation, role-playing, problem solving).

- ✓ **Teaching Methods:** It is the description of a form of teaching process organization such as lectures, hands-on training, additional lessons and homework.
- ✓ **Curriculum Map:** It is a structural tool for planning and organizing the elements of a curriculum (at the curriculum and academic program level) in an integrated and coherent system where each element is influenced by other elements and integrates with them, and the development of one of them requires the development of the rest of the elements of the curriculum as a whole. It also includes academic standards, learning outcomes, content of the curriculum / courses, teaching strategies, activities and methods used in teaching, and methods of evaluation.
The curriculum map is considered a tool that facilitates accurate tracking of gradation in achieving learning outcomes starting from the actual performance of the structural unit of the process of learning and teaching (student meeting, either a lecture or a practical lesson) and ending with the general intended learning outcomes of the program.
- ✓ **Weekly Report:** It is a report that shows the actual performance of a faculty member and compares it with the intended performance of each student meeting (lecture or practical). It is the structural unit that contains the evidence and proofs of the contents of the course and program reports.
- ✓ **Course Matrix:** A table showing the relationship between study weeks and intended course learning outcomes,

which can be used as a means to find out the level of the quantitative and qualitative participation of student meetings in achieving the course learning outcomes.

- ✓ **Program Matrix:** A table showing the relationship between the courses and intended program learning outcomes, where the limits of qualitative and quantitative participation of courses in achieving the intended learning outcomes of the program is shown, in terms of the existence of integration between courses or redundancy of courses in the program.

Moreover, through the integration of the program matrix, course matrix and curriculum map, the role of every student meeting, the role of each unit in the course, the role of each course, as well as the role of each activity whether it is co-curricular or extracurricular or field in achieving the intended program learning outcomes, can be attained. This answers the important question: How can the University verify the achievement of the intended learning outcomes of the various programs offered in its colleges?

Articles of the Learning and Teaching Quality Control System

According to the definition of the term "learning and teaching quality control and monitoring system" the report of the learning and teaching quality control system is constituted by the following articles:

Article (1): Report title:

The report deals with the (Learning and Teaching) standard and contains all of the points that achieve the necessary and needed requirements of the National Commission for Assessment and Accreditation for accreditation at the institutional or programmatic level and is called "*the periodic report on the control and monitoring of the quality of learning and teaching*".

Article (2): System objectives:

The learning and teaching quality control system aims to serve the following purposes:

1. Give a clear picture of the development of the quality level of educational process at the university.
2. Record the disparity in the levels of achieving learning and teaching quality among the various educational programs at the university.
3. Identify the strengths and points that need to be improved within the framework of the university educational process.
4. Develop improvement plans to improve the educational process and follow up their implementation.

Article (3): The body responsible for preparing the report:

The Deanship of Quality and Academic Accreditation shall be responsible for the preparation of the periodic report on the control and monitoring of the quality of learning and teaching

based on the templates coming from quality and development vice-deanships in colleges.

Article (4): Specified time for releasing the report:

The periodic report on the control and monitoring of the quality of learning and teaching shall be issued once a year at the end of the academic year when the results have been released and the programs and courses reports have arrived. It shall include the educational performance report for the last two semesters.

Article (5): Sources of information:

The periodic report on the control and monitoring of the quality of learning and teaching shall be prepared through the following sources of information:

- Last self-study of the program.
- Academic programs preparation guide.
- Self-evaluation scales of the programs.
- Curriculum maps.
- Course reports.
- Program report.
- Improvement plans.
- Reports of Quality Assurance units.
- Reports of the visit paid by internal auditors from the Deanship of Quality.

Article (6): Report release mechanism:

The report on the control and monitoring of the quality of learning and teaching system shall be released through a mechanism that ensures the achievement of quality policy according to Diming model composed of four stages viz: planning, implementation, review, taking corrective decisions, in all academic levels of the university as follows:

The System at Faculty Member's Level:

1. A faculty member receives the approved course specification from the concerned department.
2. Before the beginning of the semester, the faculty member designs a curriculum map for the course designated to him to teach according to the attached template (1). He is not entitled to make any changes in the intended learning outcomes in the official course specification handed to him from the department when designing the curriculum map.
3. The faculty member designs three course matrices (weeks matrix including the intended learning outcomes of the course - matrix of intended learning outcomes with the teaching strategies and methods – matrix of intended learning outcomes and methods of evaluation), according to the curriculum map already designed, wherein he clarifies the mechanism, time and how the teacher can achieve the intended learning outcomes throughout the semester.
4. Some adjustments can be made in the teaching strategies or methods of assessment if found to achieve better learning outcomes though after the department council's approval for the proposed amendments.
5. The faculty member submits to the course coordinator or department concerned, a weekly report expressing the actual achievement in learning and teaching according to the template, to attach it to the course file (Appendix 2).
6. The faculty member submits the verification of the achievement of intended learning outcomes template to the scientific department council (Appendix 3) when submitting the final test to the college management (this template should express the learning outcomes that have

- been evaluated throughout the semester) after a peer review.
7. The faculty member submits a report on the course to the academic department concerned based on what is stated in the weekly reports, which are considered as evidence and proofs that should be available as proofs of the precision of the course quarterly report and with the help of the data contained in the electronic registration program according to the template of the National Commission for Assessment and Accreditation.
 8. The faculty member completes the course file of the concerned academic department council with all its various components, according to the template of the National Commission for Assessment and Accreditation.
 9. Train on and master modern and effective teaching strategies, and use the appropriate ones in teaching his courses.
 10. Train on and master modern and efficient strategies and methods of evaluation, and use the appropriate ones in teaching his courses.
 11. At the beginning of each semester, he should inform students in advance of the course specification, breakdown, requirements, teaching strategies, and evaluation procedures, he is going to employ.
 12. He should be committed to administer justice and objectivity in assessing students.
 13. He should give students feedback on their performance and the results of their assessment on a constant basis.
 14. He should play his role towards the students in the field of academic guidance; and this entails the need to be

available in the times and places specified in the schedule prepared for this purpose.

15. He should have sufficient Knowledge of the types of student support services provided at the university to guide them to take advantage of them.
16. He should actively participate in the grounding and training programs organized by the university in various aspects of professional development for faculty members.
17. He should respond to all various forms of operations meant to evaluate his performance, and the optimization recommendations submitted to him to increase his efficiency and develop him professionally.
18. He should contribute by giving advice on a regular basis on the educational resources and materials needed to support and guarantee quality in the teaching and learning process.
19. He should give advice on the process of purchasing basic equipment to ensure their appropriateness for the current and projected needs.
20. He should participate in the users' views polls about the adequacy of learning resources, the quality of their services, and how they are being utilized.

Conclusion: The academic department council sends a copy of the course reports and their evidence to the quality assurance unity to complete the courses files in the unit, according to the latest updates in the departments.

The System at the Level of the Quality Assurance Unit in the College or Institute:

- The Quality Assurance Unit at the college or institute verifies the completion and integration of the course specification to include the following matrices:
 - Learning outcomes matrix for lectures that illustrate the extent to which learning outcomes in each lecture contribute in achieving the course learning outcomes.
 - Teaching strategies matrix and their compatibility with the learning outcomes.
 - Evaluation strategies matrix and their compatibility with the intended learning outcomes.
- The quality assurance unit designs three program matrices to check how each course contributes in achieving the intended program learning outcomes. They are as follows:
 - A matrix for the relationship between the intended learning outcomes of the program and the courses offered.
 - A matrix for the relationship between the intended learning outcomes of the program and teaching strategies.
 - A matrix for the relationship between the intended learning outcomes and methods of evaluation.
- The Quality Assurance Unit presents the result of verification of the fulfillment of the program conditions and requirements to the academic department council, the committee on curricula and academic plans at the college and then the College Council to take the necessary measures to ensure that the program achieves the intended learning outcomes.

- After getting the specifications adopted by the College Council, no one is entitled to change any of the intended learning outcomes of the courses or programs or teaching or evaluation strategies.
- The adopted programs and course specifications are distributed to faculty members via the academic department councils, and become binding on them with respect to the intended learning outcomes.
- The Quality Assurance Unit ensures that the tests fulfil the conditions to be met, according to the measurement and evaluation methods development guide by reviewing random samples of test papers after correction by an external peer reviewer.
- The Quality Assurance Unit submits quarterly course reports, including the points that have not been completed, observations of external and peer reviewers on tests and recommendations of faculty members to the concerned department to discuss the contents of the reports and observations to reach proposals to bridge the gaps and weaknesses contained in the reports regarding courses and observations about tests, for the development of the learning and teaching process.
- The Quality Assurance Unit at the college designs field experience forms for the program, that meet the requirements of the field experience specification template issued by the National Commission for Assessment and Academic Accreditation.
- The Quality Assurance Unit at the college prepares the field experience specification and report templates according to the requirements of the National Commission for Assessment and Academic Accreditation.

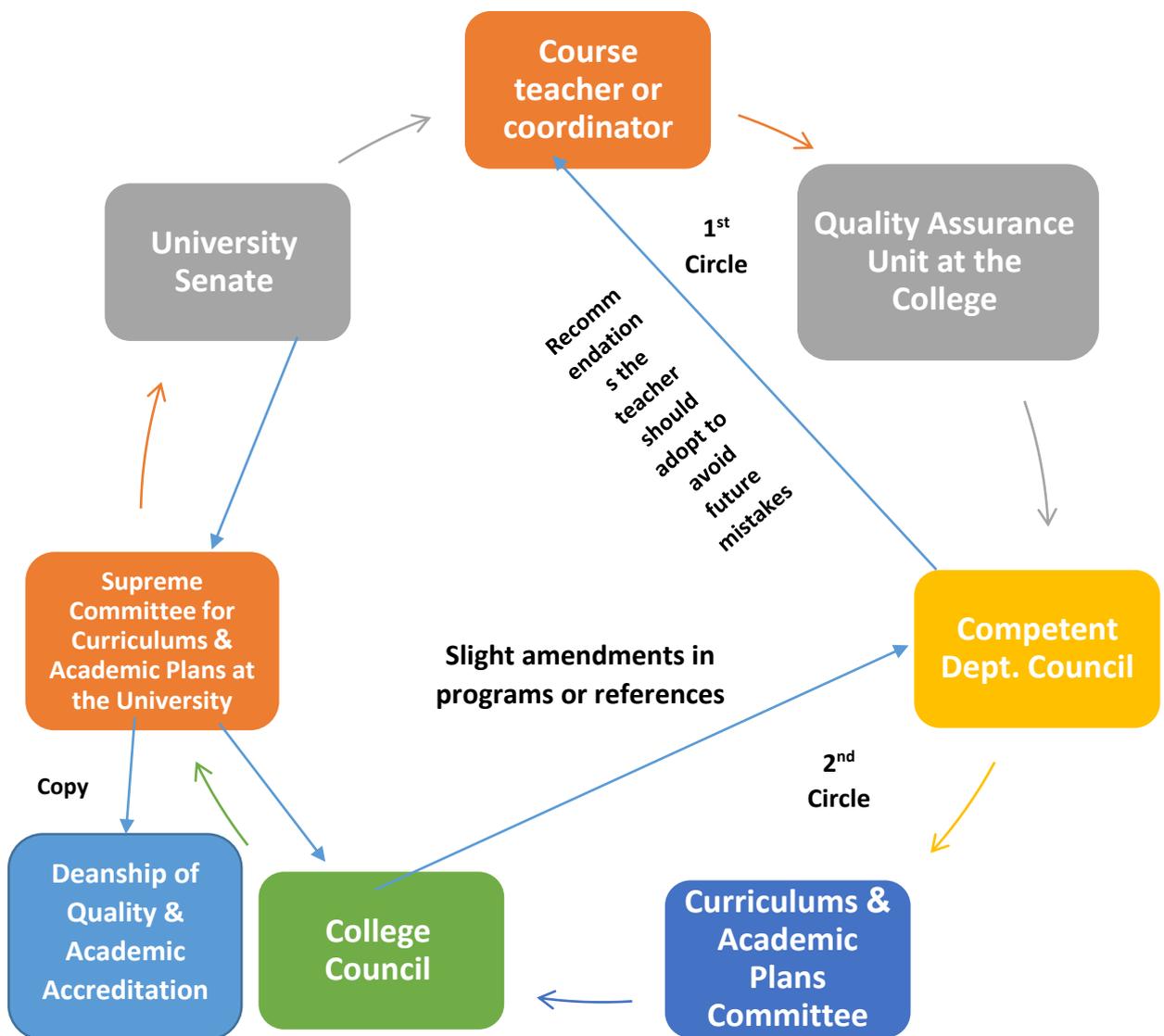
- The Quality Assurance Unit submits the field experience specification and report templates to the academic department councils for discussion, approval and submission to the College Council for adoption.
- The academic department councils submit the results of discussing the reports and improvement requirements to the College Council to provide the necessary development requirements of courses before the beginning of the next semester and take the necessary decisions concerning other courses if necessary to ensure the verification of the intended program learning outcomes.
- The Quality Assurance Unit at the college fills periodic report template on the control and monitoring of the quality of learning and teaching in accordance with the indicators and practices contained in the accreditation guide issued by the National Commission for Assessment and Accreditation and should focus on the following:
 - Identification of strengths.
 - Identification of areas that need to be improved.
 - Improvement plan (whose objectives must be clear, and outcomes specific. Also, the implementation mechanism must be identified and must have a specific schedule). Moreover, it should address the areas that need to be improved.
 - Best practices (good practices) at the college.
 - Mentions the most important recommendations for the development of learning and teaching processes from the viewpoint of the college or institute.
- The quality assurance unit prepares the program's annual report according to the template of the National Commission for Assessment and Accreditation.

- The Quality Assurance Unit prepares a comprehensive report on the program in accordance with the templates issued by the National Commission for Academic Accreditation and Assessment at the end of the program cycle (eight successful semesters) and submits it to the committee on curricula and academic plans at the college, which in turn submits it to the council of the College or Institute for approval.
- The College council submits the periodic reports of the program including the improvement recommendations to the Permanent Committee for Curricula and Academic Plans at the university. (The recommendations may include some changes in the intended learning outcomes in order to be in line with the requirements of the National Qualifications Framework and those of the National Commission for Assessment and Accreditation) and improvement plans necessary to be made in the next circle of the program (It should be noted that submission may be done here only if needed).
- A copy of the report should be sent to the Deanship of Quality and Academic Accreditation with emphasis on the availability of evidence and documents in the Quality Assurance Unit at the college to be submitted upon request in accordance with the drafting methodology in the self-study or system report.
- The Quality Assurance Unit at the college processes all the evidence and documents in a special file and each document is referred to in the original or main report.
- The Quality Assurance Unit at the college conducts annual update of the self-study report, according to the updates occurring in the self-evaluation scales and the development happening in the college and program.

- The college vice-deanship for quality and academic accreditation verifies that the program specification has been done according to the rules set forth in the Academic Programs Preparation Guide.

Document Circle of the Learning and Teaching Quality Control and Monitoring System describing the tracks of communication between various academic levels of the university

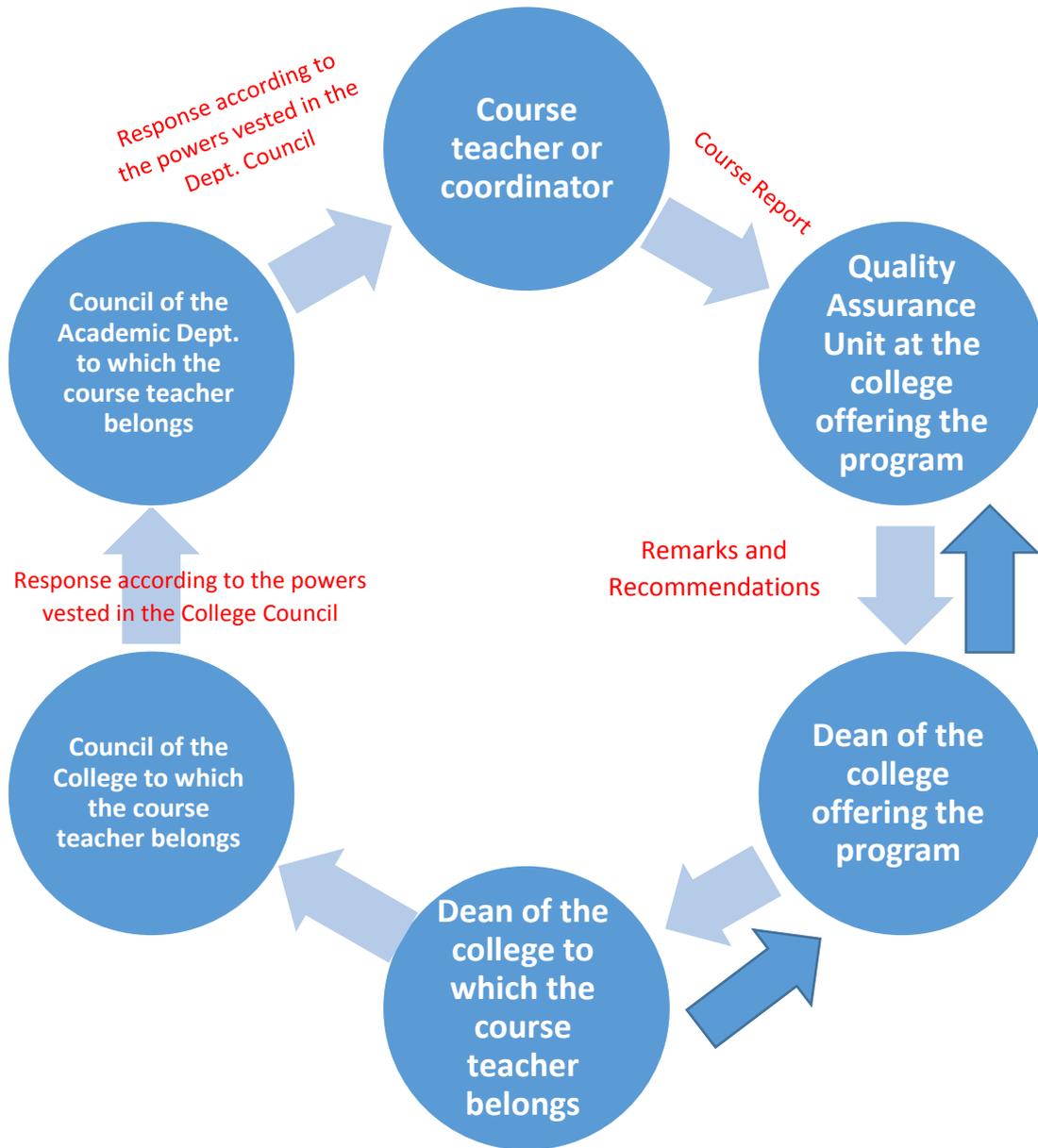
First: With respect to courses taught by faculty members within the college offering the program



First cycle: This circle ends in the event of decision-making, according to the powers vested in the Department Council in the University Programs Preparation Guidebook.

Second cycle: This circle ends in the event of decision-making according to the powers vested in the College Council in the University Programs Preparation Guidebook.

Second: Courses taught by faculty members from outside the college offering the academic program



Section II

Periodic Report on Practices for the Control of the Quality of Learning and Teaching

4.1 Institutional Oversight of Quality of Learning and Teaching

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.1.1	New program proposals and proposals for major changes in programs are thoroughly evaluated and approved by the institution's senior academic committee.									
4.1.2	The evaluation of new programs or major changes in programs by the senior academic committee includes consideration of the matters described in the standard for learning and teaching, including any special requirements applicable to the field of study concerned and requirements for graduates in that field in Saudi Arabia.									

4.1.3	<p>Guidelines are established defining the levels for reviewing indicators and reports on courses and programs. (for example a head of department might consider course reports for all courses and a departmental committee approve minor changes to keep courses up to date. A dean might consider program reports that include summary information about courses. The vice rector responsible for academic affairs, the quality committee and the senior academic committee might consider a general summary of program reports and data on key performance indicators, and approve more significant changes in programs) (See also section 2.2.4).</p>												
4.1.4	<p>Guidelines have been established defining the levels for approval of changes in courses and programs. Minor changes required to keep programs up to date and respond to course and program evaluations should be made flexibly and rapidly at departmental level and more substantial changes referred to the relevant senior committees for approval.</p>												

4.1.5	Data on key performance indicators for all programs are reviewed at least annually by senior administrators responsible for academic affairs, the institution's quality committee and the institution's senior academic committee, with overall institutional performance reported to the governing board.												
4.1.6	Annual reports are prepared for all programs, and reviewed by department/college committees, with appropriate action taken in response to recommendations in those reports.												
4.1.7	Self evaluations using the self-evaluation scales for higher education programs are undertaken periodically (e.g. every two or three years) for each program and reports prepared for consideration by the quality committee and the relevant academic committees.												
4.1.8	Reports on the overall quality of teaching and learning for the institution as a whole are prepared periodically (e.g. every three years) indicating common strengths and weaknesses, and significant variations in quality between programs/departments and sections.												

4.1.9	Reports by departments to their college, or by departments or colleges to the central administration, are acknowledged with responses made to any queries or proposals made.											
4.1.1 0	The senior administrator responsible for academic affairs takes responsibility, in cooperation with the quality committee and deans/heads of department, for developing and implementing strategies for improvement to deal with common issues affecting programs across the institution.											
4.1.1 1	Colleges/departments cooperate with and participate in general institutional strategies for improvement, and arrange complementary further initiatives to deal with quality issues found in their own programs.											
4.1.1 2	If programs are offered in different sections, including sections for male and female students, or in branch campuses, the standards of learning outcomes, the resources provided (including learning resources and staffing provisions and resources to undertake research) should be comparable in all sections. Data used											

for evaluations and performance indicators should be provided for all sections as well as for the programs in total.									
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4.2 Student Learning Outcomes

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.2.1	Intended learning outcomes are specified after consideration of relevant academic and professional advice.									
4.2.2	Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required).									

4.2.3	Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or regional needs)												
4.2.4	If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across all programs, and mechanisms for assessing and reporting on the extent to which graduating students have developed them are in place.)												
4.2.5	Appropriate program evaluation mechanisms, including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates, are used to provide evidence about the												

appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.5.2 dealing with processes for program evaluation and verification of standards of student achievement)													
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4.3 Program Development Processes

S/No.	Performance indicators	No. of Stars					Source of Evidence							
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview				
4.3.1	Plans for the delivery of programs and for their evaluation are set out in detailed program specifications. (These should include knowledge and skills to be acquired, and strategies for teaching and assessment for the													

	progressive development of learning in all the domains of learning.)								
4.3.2	Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.								
4.3.3	The content and strategies set out in course specifications are coordinated to ensure effective progressive development of learning for the total program in all the domains of learning.								
4.3.4	Planning includes any actions necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.								
4.3.5	The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.								
4.3.6	In professional programs practitioners from the relevant occupations or professions are								

	included in continuing advisory committees that monitor and advise on content and quality of programs.									
4.3.7	New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.									

4.4 Program Evaluation and Review Processes

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.4.1	Courses and programs are evaluated and reported on annually and reports include information about the effectiveness of planned									

	strategies and the extent to which intended learning outcomes are being achieved.									
4.4.2	When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.									
4.4.3	Quality indicators that include learning outcome measures are used for all courses and programs.									
4.4.4	Records of student completion rates are kept for all courses and for programs as a whole and included among quality indicators.									
4.4.5	Reports on programs are reviewed annually by senior administrators and quality committees. (See also item 4.1 3 relating to the level of detail for these reports at different levels of academic administration)									
4.4.6	Systems have been established for central recording and analysis of course completion and program progression and completion rates and student course and program evaluations, with summaries and comparative data distributed automatically to departments,									

	colleges, senior administrators and relevant committees at least once each year.									
4.4.7	If problems are found through program evaluations appropriate action is taken to make improvements, either within the program concerned or through institutional action as appropriate.									
4.4.8	In addition to annual evaluations a comprehensive reassessment of every program is conducted at least once every five years.									
4.4.9	Program reviews involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.									
4.4.1 o	In program reviews opinions about the quality of the program including the extent to which intended learning outcomes are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.									

4.5 Student Assessment

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.5.1	Student assessment mechanisms are appropriate for the forms of learning sought.									
4.5.2	Assessment processes are clearly communicated to students at the beginning of courses.									
4.5.3	Appropriate, valid and reliable mechanisms are used in programs throughout the institution for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements for									

	verifying standards may include measures such as check marking of random samples of student work by teaching staff at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)									
4.5.4	Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.									
4.5.5	Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.									
4.5.6	Appropriate procedures are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.									
4.5.7	Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.									
4.5.8	Feedback to students on their performance and results of assessments during each semester is									

	given promptly and accompanied by mechanisms for assistance if needed.									
4.5.9	Assessments of students work are conducted fairly and objectively.									
4.5.1 o	Criteria and processes for academic appeals are made known to students and administered equitably (see also item 5.3)									

4.6 Educational Assistance for Students

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.6.1	Teaching staff are available at sufficient scheduled times for consultation and advice to students. (this is confirmed, not simply scheduled, and if there are part time as well as									

	full time students the scheduled times provide for access by both groups)									
4.6.2	Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes.									
4.6.3	If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through means such as analysis of response times and student evaluations.									
4.6.4	Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.									
4.6.5	Appropriate preparatory and orientation mechanisms are used to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and transition programs if necessary for students transferring to the institution with credit for previous studies.									

4.6.6	<p>For any programs in which the language of instruction is not Arabic, action is taken to ensure that language skills are adequate for instruction in that language before students begin their higher education studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in countries where that language is the native language. (Verification of standards should involve testing of at least a representative sample of students on a major recognized language test.)</p>												
4.6.7	<p>If preparatory programs are required but outsourced to other providers the institution accepts responsibility for ensuring the quality of these programs and ensures that required standards for entry are met.</p>												

4.6.8	Systems are in place within each program throughout the institution for monitoring and coordinating student workload across courses.									
4.6.9	Systems are in place for monitoring the progress of individual students and assistance and/or counselling is provided to those facing difficulties.									
4.6.1 0	Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.									
4.6.1 1	Adequate facilities are available for private study with access to computer terminals and other necessary equipment.									
4.6.1 2	Teaching staff are familiar with the range of support services available in the institution for students, and refer them to appropriate sources of assistance when required.									
4.6.1 3	The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students.									

4.7 Quality of Teaching

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.7.1	Effective orientation and training programs are provided for new, short term and part time staff. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)									
4.7.2	Teaching strategies are appropriate for the different types of learning outcomes programs are intended to develop.									
4.7.3	Strategies of teaching and assessment set out in program and course specifications are									

	followed by teaching staff with flexibility to meet the needs of different groups of students.									
4.7.4	Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.									
4.7.5	The conduct of courses is consistent with the outlines provided to students and with the course specifications.									
4.7.6	Textbooks and reference materials are up to date with latest developments in the field of study.									
4.7.7	Textbooks and other required materials are available in sufficient quantities before classes commence.									
4.7.8	Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.									
4.7.9	A comprehensive system, (including but not limited to student surveys) is in place for evaluation of teaching effectiveness in all courses.									

4.7.10	The effectiveness of planned teaching strategies in developing learning outcomes is regularly assessed, and adjustments made in response to evidence about their effectiveness.									
4.7.11	Regular (at least annual) reports are provided to program administrators on the delivery of each course including any material that could not be covered and any difficulties found in using planned strategies.									
4.7.12	Appropriate adjustments are made in plans for teaching as a result of course reports .									

4.8 Support for Improvements in Quality of Teaching

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview

4.8.1	Training programs in teaching skills are provided for both new and continuing teaching staff including those in part time positions.									
4.8.2	Training programs in teaching should include effective use of new and emerging technology.									
4.8.3	Adequate opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.									
4.8.4	The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.									
4.8.5	Teaching staff develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.									
4.8.6	Formal recognition is given to outstanding teaching, and encouragement given for innovation and creativity.									
4.8.7	Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.									

4.9 Qualifications and Experience of Teaching Staff

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.9.1	Teaching staff have appropriate qualifications and experience for the courses they teach.									
4.9.2	If part time teaching staff are needed there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of teaching staff should be employed on a full time basis.)									
4.9.3	All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.									

4.9.4	Full time staff teaching postgraduate courses, are themselves active in scholarship and research in the fields of study they teach.									
4.9.5	In professional programs teaching teams include some experienced and highly skilled professionals in the field.									

4.10 Field Experience Activities

S/No.	Performance indicators	No. of Stars					Source of Evidence			
		1	2	3	4	5	Examination of documents	Remark	Individual interview	Group interview
4.10.1	In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by									

	students and supervising staff in the field setting									
4.10.2	Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.									
4.10.3	Teaching staff from the institution should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)									
4.10.4	Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.									
4.10.5	Students should be required to prepare a report on their field experience that is appropriate for the nature of the activity and the learning outcomes expected									
4.10.6	Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.									
4.10.7	Field experience placements are selected because of their capacity to develop the									

	learning outcomes sought and their effectiveness in doing so is evaluated.									
4.10.8	In situations where the supervisors in the field setting and teaching staff from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.									
4.10.9	Provision is made for evaluations of the field experience activity (i) by students, (ii) by supervising staff in the field setting, and (iii) by staff of the institution, and results of those evaluations considered in subsequent planning.									
4.10.10	Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.									

4.11 Partnership Arrangements With Other Institutions

S/No.	Performance indicators	No. of Stars	Source of Evidence
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		1	2	3	4	5	Exami nation of docu ments	Remark	Individ ual intervie w	Group intervi ew
4.11.1	Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia.									
4.11.2	The effectiveness of the partnership arrangements is regularly evaluated..									
4.11.3	Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.									
4.11.4	Teaching staff from the partner institution who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.									
4.11.5	If arrangements involve assessment of student work by the partner in addition to assessments within the institution, final assessments are completed promptly and results made									

	available to students within the time specified for reporting results under Saudi Arabian regulations..									
4.11.6	If programs are based on those of partner institutions, courses, assignments and examinations are adapted to the local environment, avoiding colloquial expressions, and using examples and illustrations relevant to the setting where the programs are to be offered.									
4.11.7	Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and when relevant include regulations and conventions relevant to the Saudi environment.									
4.11.8	If courses or programs developed by a partner institution are delivered in Saudi Arabia adequate processes should be followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.									

<p>4.11.9</p>	<p>If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information should be provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.</p>												
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Overall Assessment of Learning and Teaching

4.1	Institutional Oversight of Quality of Learning and Teaching	
4.2	Student Learning Outcomes	<input type="text"/>
4.3	Program Development Processes	<input type="text"/>
4.4	Program Evaluation and Review Processes	<input type="text"/>
4.5	Student Assessment	<input type="text"/>
4.6	Educational Assistance for Students	<input type="text"/>
4.7	Quality of Teaching	<input type="text"/>
4.8	Support for Improvements in Quality of Teaching	<input type="text"/>
4.9	Qualifications and Experience of Teaching Staff	<input type="text"/>
4.10	Field Experience Activities	<input type="text"/>
4.11	Partnership Arrangements With Other Institutions	<input type="text"/>
	Combined Assessment	<input type="text"/>

Comment:

Independent Opinion

Comment:

Indicators Considered

Priorities for Improvement:

Islamic University of Madinah
Deanship of Quality and Academic Accreditation
Name of College:

Template to ensure achievement of the course educational outcomes

Course Title:	Academic Year
Instructor:	No. of Students
First:	

First: Satisfaction of the basic data of the examination paper

Element	Satisfactory	Unsatisfactory	Remarks
The university logo	✓		
College name	✓		
Department name	✓		
Course name	✓		
Course code	✓		
Time	✓		
Date	✓		

Academic Year	✓		
Order of questions	✓		
No. of question papers			
Marks allocated to questions	✓		

Second: Satisfaction of the intended educational outcomes

		a- Knowledge						b- Cognitive skills				c- Communication skills				d- Numerical skills		
		1-a	2-a	3-a	4-a	5-a	6-a	1-b	2-b	3-b	4-b	1-c	2-c	3-c	4-c	1-d	2-d	3-d
Written exam	Question 1	X	X	X	X		X	X	X		X					X		
	Question 2	X	X	X	X		X		X		X							
	Question 3		X	X	X		X		X						X		X	
	Question 4		X	X	X		X		X									
Semester activities		X	X	X		X		X	X			X		X				X
	Question 1		X	X					X						X			

Midterm exam	Question 2		X	X					X								X	
	Question 3		X	X					X								X	
	Question 4		X	X					X									
Practical exam								X	X	X	X				X			X
Oral		X		X	X		X					X			X	X		

Signature of Reviewer:

Course Map

Week	Intended learning outcomes	Course content	Methods of teaching and learning	Evaluation methods	Evidence
1st					
2nd					

3rd					
4th					
5th					
6th					
7th					

8th					
9th					
10 th					
11 th					
12 th					

Weekly Report

Program's name:			Course title:		
Lecturer:			No. of Students:		
Remarks:					
Week	Intended learning outcomes	Actual learning outcomes	Actual methods of teaching and learning	Actual evaluation methods	Evidence
1st					

2nd					
3rd					
4th					
5th					

6th					
7th					
8th					
9th					

10th					
11th					
12th					
Group:			Course:		
Lecturer:			No. of Students:		
Lecturer:					
Remarks:					