Saudi Arabia
Ministry of education
Northern Border University
University Agency for Academic Affairs

Manual design, development and review Academic programs at Northern Border University

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preparation team

Members of the permanent committee for academic systems and plans at the university

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content list

an introduction:

Northern Border University is based in the design, development and review of its academic programs on academic and professional standards, in line with the continuous scientific and technological development, the policies of higher education in the Kingdom of Saudi Arabia, and the requirements of achieving the national vision, in a manner consistent with the standards of quality assurance and academic accreditation, and the requirements of the Saudi framework are met For qualifications (a ceiling) in the current phase within the Agency's programmatic transformation project (2018-2022), and the requirements of the National Qualifications Framework 2020, within the Agency's second program for program transformation project, which will be launched in the academic year (2021-2022). A permanent committee was formed at the university under the name of the permanent committee for study systems and plans by a decision of His Excellency the President of the University and approval of the University Council, to undertake the task of setting policies for designing, developing and reviewing academic programs - for the undergraduate level - and its study plans, and procedures for approval. As for postgraduate programs, the Council of the Deanship of Graduate Studies assumes this task.

A unit specialized in structuring the University Agency for Academic Affairs under the name of the Study Systems and Plans Unit has also been established to undertake the task of supervising the implementation of the recommendations of the Standing Committee for Study Systems and Plans and following up on their implementation and evaluation. As for postgraduate programs, the Academic Programs Department of the Deanship of Postgraduate Studies is the one who undertakes this mission.

As the student is the most important beneficiary, the university pays special attention to providing high-quality education to university students, by designing and reviewing the university's academic programs with accredited academic references and classified locally and internationally, in order to achieve the standards of quality assurance and national and international academic accreditation, and to achieve the university's strategic goals and ensure student

achievement For learning outcomes and the characteristics of graduates through academic programs consistent with the need of the labor market in the disciplines provided by the university to its community, and to ensure that they graduate with a high level and are qualified in their fields of specialization, in order to achieve the university's aspirations in its strategic plan.

The Agency has prepared this guide with the aim of setting policies and procedures for designing new academic programs, or developing and reviewing existing programs, and steps for modification in study plans, as this guide represents a unified framework for all university colleges to develop their academic programs, whether at the undergraduate or postgraduate level.

Chapter 1

General definitions and terms

First: definitions of strategic planning:

The Foundation's vision: the ambition of the Northern Border University and the expected long-term goals.

The mission of the institution: a general statement that summarizes and defines the main policy objectives for the development of the Northern Border University, and the mission of the university and its strategic objectives is a major guide for university leaderships for planning at all levels and making decisions

The objectives of the institution: What is meant by the strategic goals of the university, including details of sub-goals, initiatives and mechanisms for measuring performance and follow-up, which are related to the mission and goals of the university on areas that separate all its activities, including academic activities

Second: Definitions for the academic program:

Program: It is a term referring to a period of study that ends with a scientific, academic or professional qualification (diploma, associate's diploma, bachelor's, master's, or doctorate).

Program Mission (1): It is a brief statement that defines the general purpose that the program aims to achieve, describes the community that the program is designed to serve, and states the values and principles that define its standards, and derives from it the goals and objectives of the program.

Program objectives (4): What is meant is the program's strategic objectives, including details of sub-goals, initiatives, and mechanisms for measuring performance and follow-up to achieve its mission in a specific period of time, which is related to the mission and goals of the university in areas that separate all its activities, including academic activities.

The National Qualifications Framework (2): An organizational structure used to house, design, develop, and recognize qualifications in the Kingdom of Saudi Arabia.

Domains of Learning according to the National Qualifications Framework (2): describe the learning the learner needs from the necessary knowledge, understanding, skills and values; To obtain the qualification, according to each of the levels specified in the National Qualifications Framework, and these levels range in terms of scope and sequence in the framework levels from the first to the eighth level.

Levels according to the National Qualifications Framework 2020 (2): vertical gradient paths according to the depth of the fields of learning and their accumulation in academic programs, starting from the entry level, and progressing upward to the eighth level, and each level has a specific extent and depth; Where the levels cover the sectors of general education, technical and vocational training, higher academic education, and applied and professional, civil and military. Each level represents a sequential scientific progression in the outcome of learning, and each level includes a description of the learning outcomes (knowledge, skills, and values), which together constitute a matrix of the levels of the National Qualifications Framework.

The reference for designing and formulating learning outcomes for the university's academic programs according to the learning domains detailed in the National Qualifications Framework document 2020 for the diploma degree and its equivalent "fifth level", for the bachelor's degree and its equivalent "sixth level," for the master's degree and its equivalent "seventh level", for the doctoral degree and so on. Equivalent to "Eighth Level".

Domains of learning according to the Saudi framework for ***qualifications (ceiling) (3):*** The domains of learning in the Saudi framework for qualifications (ceiling) are described in three main areas of learning, which are knowledge, skills, and basic competencies.

It is considered a reference for designing and formulating learning outcomes for the university's academic programs according to the areas of learning detailed in

the Saudi Framework Document for Qualifications 2018, for diploma degrees and their equivalent "fifth level", for bachelor's degrees and their equivalent "seventh level", for master's degrees and their equivalent "ninth level", for doctorate degrees and so on. Equivalent to "Level X".

***Learning outcomes** (2):* determines what is expected of the learner to know and be able to do in the field of learning and what is represented in his behavior, and it means: the final outcome of the learning process that must be measurable, in light of evaluation tools that correspond to the level associated with the qualification.
Learning outcomes for course (4): It is the sum of experiences and skills that the student acquires upon completion of his studies for this course, which are consistent with the mission and objectives of the program.

***Matrix** (4):* It is a table that shows the relationship between the courses and learning outcomes in the academic program, and the extent to which these courses contribute - in terms of quantity and quality - to achieving the targeted outcomes. In addition to a table showing the link and consistency between teaching strategies and evaluation methods with learning outcomes for each of the courses and the academic program

***Graduate characteristics** (4):* They are the characteristics of graduates that they have acquired as a result of specific teaching policies and strategies for an educational institution.

Third: **Definitions related to the study plan**:

Study plan *(4):* It is a set of compulsory courses that require the student to achieve their outcomes at the university level and the academic program level, and optional, which contribute to achieving learning outcomes, general skills and graduate characteristics, and may be professional and free that contribute to achieving general or professional learning outcomes. Or the characteristics of graduates, which constitute from the sum of its units the graduation requirements that the student must pass successfully to obtain the academic degree in the specified major

Academic year *(4):* two main semesters and one summer semester, if any.

Academic semester *(4):* a period of time not less than fifteen weeks, all academic courses are taught, and the registration periods and final exams are not included in it.

Summer semester *(4):* a period of time that does not exceed eight weeks and does not include the registration and final exam periods, and during which the period allocated to each course is doubled.

Level *(4):* represents the intellectual criterion and the difficulties expected during the progress of students in a particular academic program.

Academic level *(4):* It denotes the stage of study, according to the approved study plans.

Credit Units (4): the amount of time needed to learn; To obtain the qualification, it is calculated in the number of hours required to achieve the learning outcomes of the qualification (the credit hour is not less than 50 minutes).

Module *(4):* The weekly theoretical lecture of no less than fifty minutes, or the clinical lesson of no less than fifty minutes, or the weekly practical or field lesson of no less than one hundred minutes, and the teaching unit lasts one semester.

Course *(4):* a subject within the approved study plan in each major (program) and each course has a number, code, name, and a detailed description of its vocabulary

that distinguishes it in terms of content, level from other courses, and a special file that the department keeps for the purpose of follow-up and evaluation. And development, and some courses may have a requirement, or previous requirements, or concurrent with it.

***Course description** (4):* The topics and skills included in the course in short and precise terms.

***Course description** (4):* It includes detailed information about the course, its number, code, and approved units, the study plan and the nature of the actual units used in teaching, whether theoretical or practical (if any) or others, in addition to specifying the level of teaching and the previous or simultaneous requirement. The course is based on the course description, its objectives, theoretical and practical vocabulary (if any), the learning outcomes that the course seeks to provide to the student, the teaching media, the distribution of the course contents to the semester, the teaching strategies, methods and dates for evaluating the course, the proposed place to teach it, the basic resources and helpful references.

***University requirements** (4):* They are the academic courses that the university requires that all university students study for the undergraduate level, and which are determined by the University Council.

***College requirements** (4):* are the courses that the college requires that all college students study, as they represent a set of knowledge, skills, and basics that are needed by all college programs, and the college's requirements for courses are determined by the college council.

***Major requirements** (4):* It includes all compulsory courses (except for university and college requirements), electives, and a graduation project, research project, or scientific thesis (if any) that students study in the relevant program, and the number of units of the specialization component approved according to the vision of the relevant scientific department. (It is preferable that the number of elective

course units in the specialization component is not less than (6) accredited study units, as well as in (the elective college requirements).

The specialization component includes the following:

1. Basic compulsory courses: the courses that all students of the major from the department must study.
2. Auxiliary compulsory courses: the courses that all students of the major from another department must study.

Elective courses (4): Courses chosen by the student from among the courses offered in the department.

The free elective course (4): It includes the optional courses that the program students choose from within the college or university, provided that they are outside the student's study plan, based on the approval of the academic advisor, and it is preferable that the number of elective course units is between (3-6) academic hours. Accredited.

Field training (if any) (4): The number of accredited academic units shall be determined according to the vision of the department or college.

The indicative study plan (4): a summary of the study plan that includes all the necessary courses to obtain the academic degree distributed among the levels of the academic level.

The operational plan (4): It presents the available human, spatial and laboratory capabilities, as well as the requirements for implementing the plan, evaluating and developing it.

Chapter II

General foundations and controls for designing and developing academic programs

First: the general principles for designing and developing an academic program

The following shall be taken into consideration when designing and developing the academic program:

1. The program should develop a clear, appropriate, approved and announced mission, consistent with the mission of the institution, the college and the department, and consistent with the needs of society and national orientations.
2. That the program's objectives are linked to its mission and are consistent with the goals of the institution / college and are characterized by clarity, pragmatism and measurability, and are built according to the national qualifications framework.
3. That the title of the qualification for the program matches the levels of the National Qualifications Framework 2020.
4. Foundation, preparatory, or supplementary studies for postgraduate programs should be additional and not counted within the approved units of the academic program.
5. Commitment to national and international quality assurance and academic accreditation standards, including commitment to fulfilling the requirements of program and course description, field experience or field training period.
6. That the beneficiaries of the program participate in the process of developing the vision, mission and objectives of the program, with a clear mechanism to periodically review the program's mission and goals, with the participation of the beneficiaries.
7. The learning outcomes of the program should be of knowledge, skills and values that are measurable in consistency with the learning domains and the requirements of the NQF 2020 levels.
8. The program's graduate characteristics and professional standards of the program must be included with its learning outcomes.

9. The characteristics of the program's graduates and the targeted learning outcomes must be consistent with its mission and consistent with the characteristics of graduates at the institutional level.

10. The characteristics of the graduates and the learning outcomes must comply with the requirements of the National Qualifications Framework 2020, and with the academic and professional standards and the requirements of the labor market.

11. The program should define the learning outcomes for the different tracks (if any).

12. The program must provide evidence that the evaluation and measurement mechanisms and tools for the characteristics of graduates and learning outcomes and to verify their fulfillment are appropriate according to specific performance levels and evaluation plans based on appropriate reference comparisons.

13. The program should provide a detailed matrix on the consistency of teaching and learning strategies, and the evaluation methods used with the intended learning outcomes at the program and course levels, based on appropriate reference comparisons.

14. Teaching and learning strategies should be student centered, encourage active learning and be consistent with teaching strategies at the institutional level.

15. The teaching and learning strategies and evaluation methods in the academic program must be varied in proportion to its nature and level, enhance the ability to conduct scientific research, and ensure the student's acquisition of higher-order thinking skills and self-learning.

16. The learning outcomes of the field experience activities must be consistent with the learning outcomes of the academic program, and appropriate training and evaluation strategies and places of training are identified to achieve these outcomes.

17. When designing or developing the program, the program must provide an integrated plan for the annual and quarterly evaluation data analysis mechanisms (such as: performance indicators and benchmarking data, student progress,

program completion rates, student evaluations of the program, courses and services, graduate opinions and employers), and the benefit mechanism. Including in planning, development and decision-making processes.

18. The program must specify the mechanism used to ensure a unified implementation of the study plan, program description, and courses presented in more than one site (male and female section, and in the different branches).

19. That the program, upon its design / development, present an integrated study plan (the curriculum) in detail that shows commitment to the university's scientific departments unit, by providing specialized courses by the relevant departments, in order to avoid duplication between the scientific departments within the university.

20. Ensure that the learning outcomes of the academic program are achieved through the academic curricula in an appropriate manner, and that they are linked through the learning outcomes matrix of the program.

21. Planning for designing or developing an academic program should be based on at least five local, regional or global references.

22. The requirements and conditions for admission to the program must be determined in consistency with the admission requirements at the university and in consultation with the Deanship of Admission and Registration (undergraduate) or the Deanship of Postgraduate Studies (graduate studies).

23. Report on the human resources requirements and the material learning resources required for the program, in coordination and consultation with the concerned authorities at the university.

24. Preparatory studies for any academic program must be additional, and are not counted within the approved units of the program.

25. The number of accredited units that can be counted in a single semester on a full-time basis must not exceed (18) units, and in a number of majors, the maximum number of hours per semester can be increased with the approval of the licensing authority for the educational institution).

26. The academic load for a fully regular student will be from (15) to (18) accredited units per semester, and the minimum number of accredited units is (120) study units for a four-year university degree. The number of accredited units is used to give approximate estimates of the amount of learning achieved.

27. That there be a detailed plan for the program showing the academic courses, their classification (theoretical, practical, exercises, etc.) and their sequence, the number of approved and actual academic units and their requirements, and the semester or semesters in which they are implemented.

28. The number of accredited units (units) for academic qualifications should be based on the National Qualifications Framework 2020.

29. That the academic program be judged by external experts / referees in the academic specialization of the program.

Description of the academic program according to the form prepared by the National Center for Academic Accreditation and Assessment.

Second: The general principles for designing the study plan

The following shall be taken into consideration when designing the study plan:

.1That the study plan reflects the program's relevance to its mission, objectives and outputs, and takes into account scientific, technical and professional developments in the field of specialization, and that it is achievable and periodically reviewed.

.2That the study plan conforms to the national quality assurance and accreditation standards and meets the requirements of the Ministry of Education (refer to the Higher Education Council and Universities System and Regulations).

.3That the study plan achieves a balance between the general requirements and the specialization requirements, and between the theoretical and applied aspects, and takes into account the sequence and complementarity between the academic courses. This is separated in the outputs matrix in the program description form.

.4When designing or developing the study plan for the program, requirements for exit points (if any) must be defined.

.5When designing or developing the study plan for the program, adequate requirements for the various tracks (if any) must be determined in accordance with international practices and the corresponding programs.

.6The study plan should include integrated classroom and extracurricular activities that contribute to achieving learning outcomes and the characteristics of program graduates.

.7It must be verified that the learning outcomes in the courses are related to the learning outcomes in the program (matrix of distribution of program learning outcomes on courses).

.8Commitment when developing courses to update the scientific content (theoretical and practical) and references related to the course, and to activate the use of modern electronic technologies.

.9A detailed plan must be available for each course that includes the general description of the course, the language of instruction, objectives, learning strategies, evaluation methods, learning resources, development and improvement processes.

.10The study plan for the undergraduate level must include the following:

a. University requirements.

B. College requirements.

C. Major requirements:

.1Core compulsory courses.

.2Compulsory auxiliary courses (if any).

.3Elective courses.

.4The field training component (if any).

.5Graduation project (if applicable)

Dr.. Free optional component.

.11The academic courses should be divided into semesters, with no less than eight semesters for undergraduate programs, and no less than four levels for diplomas.

As for postgraduate studies, the number of semesters is according to what is specified by the unified regulations for postgraduate studies in Saudi universities.

.12Taking into account the balance in the number of approved courses and units of study, and the hours of communication between the different academic levels, with the exception of some colleges that rely on the "MODULE" system in teaching their courses.

.13If there is more than one study program in the college or department, it is not necessary to unify the number of academic units approved for graduation in all programs of the college or department, and that is according to the academic references for specialization in the universities of the Kingdom and international universities.

.14Follow the rules for numbering academic courses according to the level and academic year, and arranging them in the knowledge areas of the specialization.

.15Putting practical training courses, graduation project, research project, or scientific thesis at the appropriate levels and setting the previous requirements for them.

.16Course description according to the form prepared by the National Center for Academic Accreditation and Assessment.

.17Field experience course description (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.

Chapter III
Numbering system for academic programs and academic courses

First: Academic programs numbering system

The numbering system for academic programs is subject to a set of controls, as the numbering system consists of (7) numbers arranged from the left as follows:

.1The first number indicates the type of study

.2The second number indicates gender.

.3The third number indicates the branch of the university

.4The fourth number indicates the college

.5The fifth and sixth numbers refer to the academic department

.6The seventh digit indicates the program number

the first	The second	the third	fourth	Fifth	Sixth	Seventh
Type of study	Type Gender))	University branch	the college	Academic department		Program number

The following is an explanation of the rules and principles followed in the numbering process:

Numbering the type of study:

The first digit of the numbering indicates the type of study as follows:

Numbering the type of study	
Type of study	N
Total regularity	0
Partial regularity	1
Affiliation	2
Developer affiliation	3
Parallel education	4
Distance Education	5
	6

	7
Unbound	8
Other	9

Numbering gender (gender):

The second digit of the numbering indicates gender (gender) as follows:

Numbering gender (gender)	
Gender (gender)	N
Males (boys)	1
Females (girls)	2

Numbering the university branches:

The third column of the numbering refers to the branches of the university as follows:

Numbering the branches of the university	
Branch	N
Arar	2-1
Refaha	3
Uweqila	4
Cute	6-5

Numbering the colleges of the university:

The fourth column of the numbering refers to the college. The Deanship of the Preparatory Year and the Faculties has been arranged in an organizational order and is not related to total importance or preference over another and according to the dates of establishment from oldest to newest, which is as follows:

Numbering the colleges of the university in Arar	
The college	N
Deanship of Preparatory Year and Supporting Studies	0
Sciences	1
Medicine	2
Applied Medical Sciences	3
Engineering	4
Business Management	5
Education and Arts	6
Home Economics	7
Nursing	8
the society	9

Numbering the colleges of the university in Rafha

The college	N
Computing and Information Technology	1
the pharmacy	2
Science and Arts	3
the society	4

Numbering the colleges of the university in Tarif

The college	N

Science and Arts	1
the society	2

The college Science and Arts

The college	N
Science and Arts	1

Numbering the academic departments within the colleges:

The fifth and sixth fields refer to the number of the academic department in the college, as it begins with the number (00) and may reach (99) in order of order according to the text of the decision to establish the college as follows:

Numbering the academic departments within the colleges

Section	N
A, b, c, d, e, f, g, h, i, k, l	❖00
a	01
B	02
C	03
Dr	04
E	05
And the	06
G	07
H	08
I	09
K	10

to	11
.....	.....

*Section numbering (00) is in the event that the departments of the faculty participate in awarding the academic degree to one program, as is the case in the Faculties of Medicine, Pharmacy and Nursing.

Numbering academic programs within departments:

The seventh digit indicates the number of the academic program that the academic department offers, as it starts with number (1) and may reach (9) as follows:

Numbering academic programs within departments

Academic program	N
a	1
B	2
C	3
D	4
E	5
.....	.....

Second: The curriculum numbering system

The curriculum numbering system is subject to a set of controls, as the numbering system consists of (7) numbers arranged from the left as follows:

.1The first number indicates the branch of the university

.2The second number indicates the college

.3The third and fourth numbers refer to the academic department

.4The fifth number indicates the academic year

.5The sixth number indicates the course classification

.6While the seventh number indicates the order of the course

first	second	third	fourth	Fifth	six	Seventh
University branch	the college	Academic department		academic year	Course classification	Course arrangement

University Faculties Section numbers guide:

Deanship of Preparatory Year and Supporting Studies (0):

Section	N	N
English language skills	1001	1
Self-development skills	1002	2
Basic sciences	1003	3
computer	1004	4
General articles	1005	5

Colleges of Arar:

Faculty of Sciences (11):

Section	N	N
Physics	1101	1
Chemistry	1102	2
Biology	1103	3
Maths	1104	4
Computer Science	1105	5

Faculty of Medicine (12):☐

Section	N	N
Internal diseases	1201	1
Surgery	1202	2
Physiology	1203	3
Pathology	1204	4
Ear, Nose and Throat	1205	5
Pediatrics	1206	6
Anatomy	1207	7
pharmacology	1208	8
Obstetrics and gynecology	1209	9
Family and Community Medicine	1210	10
Clinical Biochemistry	1211	11
Microorganisms	1212	12

College of Applied Medical Sciences (13):

Section	N	N
Medical laboratory technology	1301	1
Diagnostic radiology technology	1302	2
natural therapy	1303	3
Clinical Nutrition	1304	4

College of Engineering (14):

Section	N	N

civil engineering	1401	1
electrical engineering	1402	2
Mechanical engineering	1403	3
Chemical and Materials Engineering	1404	4
the industrial engineering	1405	5

College of Business Administration (15):

Section	N	N
Accounting	1501	1
Management information systems	1502	2
Marketing	1503	3
Finance and insurance	1504	4
Law	1505	5
Human Resources	1506	6
Business Management	1507	7
Public Administration	1508	8
Economy	1509	9
Statistics and Quantitative Methods	1510	10

College of Education and Arts (16):

Section	N	N
Islamic studies	1601	1
Arabic	1602	2

psychology	1603	3
Curricula and teaching techniques	1604	4
Leadership and educational policies	1605	5
Languages and translation	1606	6
General courses	1608	7

College of Home Economics (17):

Section	N	N
Nutrition and Food Science	1701	1
Clothing and fabric	1702	2
Housing and home management	1703	3

College of Nursing (18):

Section	N	N
Internal surgical nursing	1801	1
Motherhood and childhood	1802	2
Emergency nursing	1803	3
Intensive care nursing	1804	4
Public Health Nursing	1805	5

Community College (19):

Section	N	N
administration science	1901	1
computer	1902	2

Languages and translation	1903	3
General articles	1904	4

Rafha Colleges

College of Computing and Information Technology (31):

Section	N	N
Computer Science	3101	1
Information Systems	3102	2
information technology	3103	3

College of Pharmacy (32):

Section	N	N
Pharmaceutics	3201	1
Clinical pharmacology	3202	2
Pharmaceutical chemistry	3203	3
Phytochemistry and natural output	3204	4
Pharmacology and toxicology	3205	5
Basic health sciences	3206	6

College of Sciences and Arts (33):

Section	N	N
Physics	3301	1
Chemistry	3302	2

Biology	3303	3
Maths	3304	4
----------	3305	5
Languages and translation	3306	6
Home Economics	3307	7
General articles	3308	8
Education	3309	9

Community College (34):☐

Section	N	N
administration science	3401	1
Computer Science	3402	2
Engineering Sciences	3403	3
Applied Medical Sciences	3404	4
Basic sciences	3405	5

Tarif Colleges

College of Sciences and Arts (51):☐

Section	N	N
Physics	5101	1
Chemistry	5102	2
Biology	5103	3
Maths	5104	4
Computer and Information Technology	5105	5

English	5106	6
Kindergarten	5107	7

Community College (52):☐

Section	N	N
administration science	5201	1
Computer Science	5202	2
Engineering Sciences	5203	3
Applied Medical Sciences	5204	4
Basic sciences	5205	5

Al-Ewaila Colleges

College of Sciences and Arts (41):☐

Section	N	N
Chemistry	4102	1
Computer Science	4105	2
Languages and translation	4106	3
General courses	4108	4

Numbering the course with the departments:

The course number consists of 3 digits (ones, tens, and hundreds), and each number of them has a meaning:

A) The hundreds place (the fifth digit of the numbering) refers to the number of the academic year in its two semesters (first and second), for the four-year undergraduate courses carry numbers from one hundred and under five hundred, while under six hundred (for bachelors in the five-year system), as follows:

academic year	The hundreds place
First	1
the second	2
The third	3
The fourth	4
Fifth	5
Sixth	6
Graduate Studies	8-7

B) The tens field (the sixth digit of the numbering) refers to the classification of courses (specialization for courses) within the academic department, as follows:

Signified	Tens place
General courses in the department	0
Subspecialties in the department	8-1
Training and research	9

C) The one's column (the seventh column of the numbering) indicates the course sequence within the group of courses in the subspecialty subspecialty within the specialization courses.

fourth chapter:

The stages of designing or developing **an academic program**

The mechanism and stages of designing / developing academic programs:

Usually the following reasons warrant a review of an existing academic program or the suggestion of new programs or study paths:

1. Periodic review of the academic program.
2. New developments in the specialty.
3. The need for the labor market.
4. National development needs.
5. Requirements for quality and academic accreditation.

Therefore, conducting a review of an existing academic program or designing new programs or study paths passes the following five basic stages:

The first stage: survey and evaluation

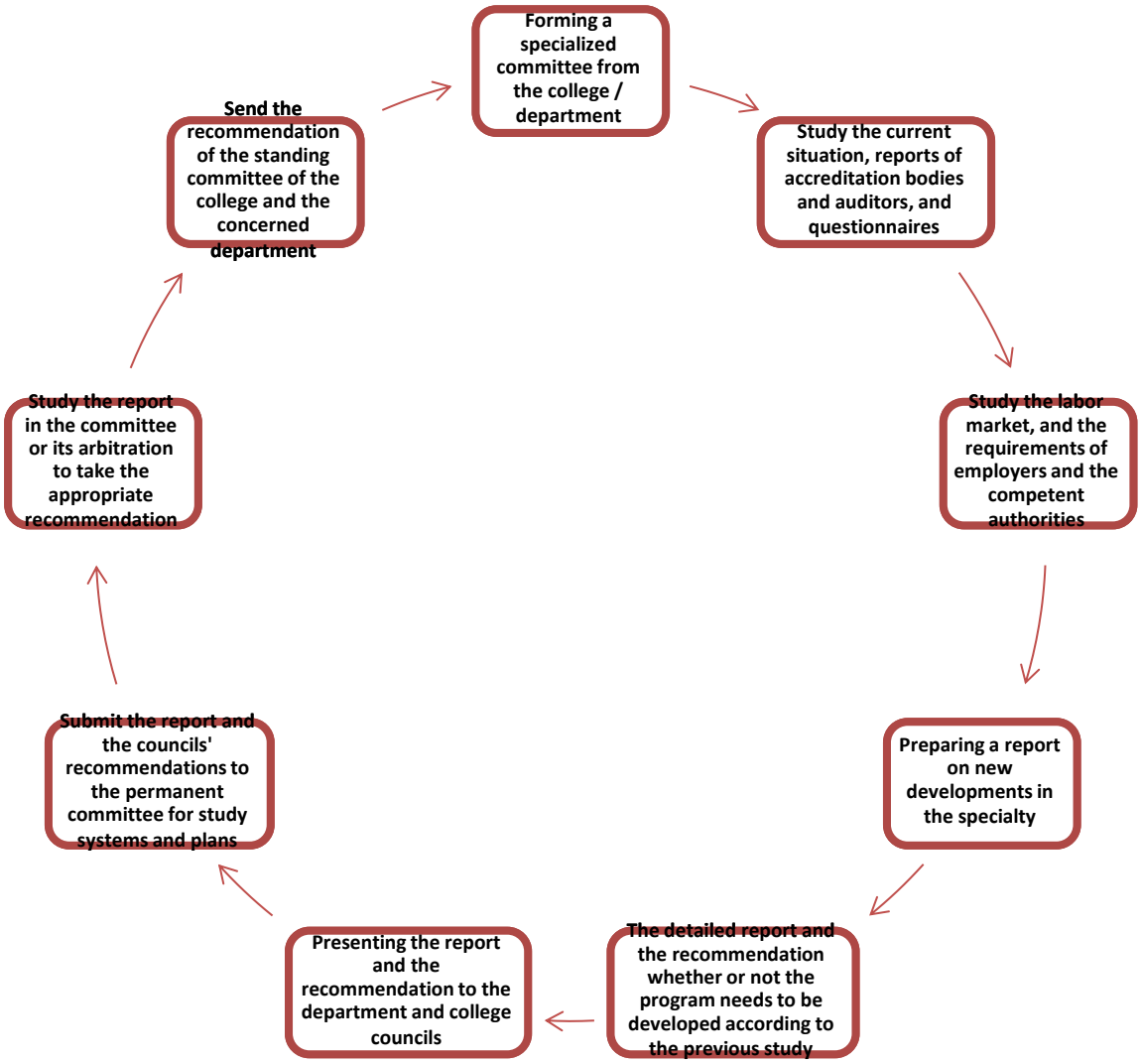
First: reviewing an existing academic program

The department head / college dean assigns the study systems and plans committee in the academic department to implement the first phase of reviewing the existing academic program by examining the following requirements:

1. Report of the National Center for Academic Accreditation and Assessment, reviewers 'recommendations, and accreditation status.
2. Program arbitration report by a specialized external expert.
3. Questionnaires related to the satisfaction of the beneficiaries of the program (students - graduates - faculty members and the rest of the employees - employers) and other various questionnaires.
4. Reviewing annual reports for the program (for at least the last four years for undergraduate and at least two years for postgraduate studies), course reports and field experience reports prepared according to the National Center for Academic Accreditation and Assessment forms.
5. Study student results and the main performance indicators of the program and evaluate the extent to which students achieve the program's learning outcomes.

6. Study the extent of need and compatibility between specialization and the requirements of the labor market and national and community development. Various information sources can be used (Ministry of Human Resources and Social Development, Chamber of Commerce and Industry, similar colleges, the most prominent companies and institutions in the field of specialization, the statistics guide issued by the General Statistics Authority in the Kingdom)
7. Preparing a report on new developments in the specialization and thus the need to develop the program.
8. The Specialized Committee prepares a detailed report based on appropriate evidence and evidence, and national or global reference comparisons, which ends with recommendations clarifying:
• The need for the existing academic program to develop and detail the reasons. Or the lack of an urgent need to develop the existing academic program, and it includes recommendations for improvement
Freezing admission to the academic program, with details of the reasons.
9. In the event of a recommendation to develop the existing academic program, the report of the specialized committee is presented to the department and college councils for study and then for approval.
10. The report on the review of the academic program is submitted to the Standing Committee for Academic Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of graduate studies programs for referral to the Standing Committee for Study Systems and Plans). The report is attached to the recommendations of the department and college councils and all the evidence and evidence related to the need to develop the academic program.
11. The Standing Committee for Study Systems and Plans studies the report of the first stage and reviews all evidence and evidence to verify their conformity with the criteria set for this stage, and in the event that approval is recommended, the next stage can start. The Standing Committee for Study Systems and Plans has the right to form a specialized academic committee or a group of experts and external referees in the field of specialization to study the report and discuss those responsible for preparing it, their recommendations and its content.
The following illustration shows the outline of this stage to review an existing academic program, starting from the formation of a specialized committee in the

college / department to the final decision of the Standing Committee for Study



Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs).

Figure (1) Stages of reviewing an existing academic program

Second: Designing a new academic program

The department head / college dean assigns the study systems and plans committee in the academic department to implement the first stage of designing the program to be developed through the following points:

1. The committee prepares a study that clarifies the need for the labor market and national and community development to introduce the proposed program. The

committee can make use of an exploratory study and refer to the following sources of information:

o Ministry of Human Resources and Social Development

o Ministry of Labor

o The Chamber of Commerce and Industry

o Colleges that are similar

o The most prominent companies and institutions in the field of specialization

o Directory of statistics issued by the Department of Statistics in the Kingdom

2. The specialized committee prepares a report that ends with recommendations clarifying:

• The need to create an academic program

• Or the absence of an urgent need to create an academic program

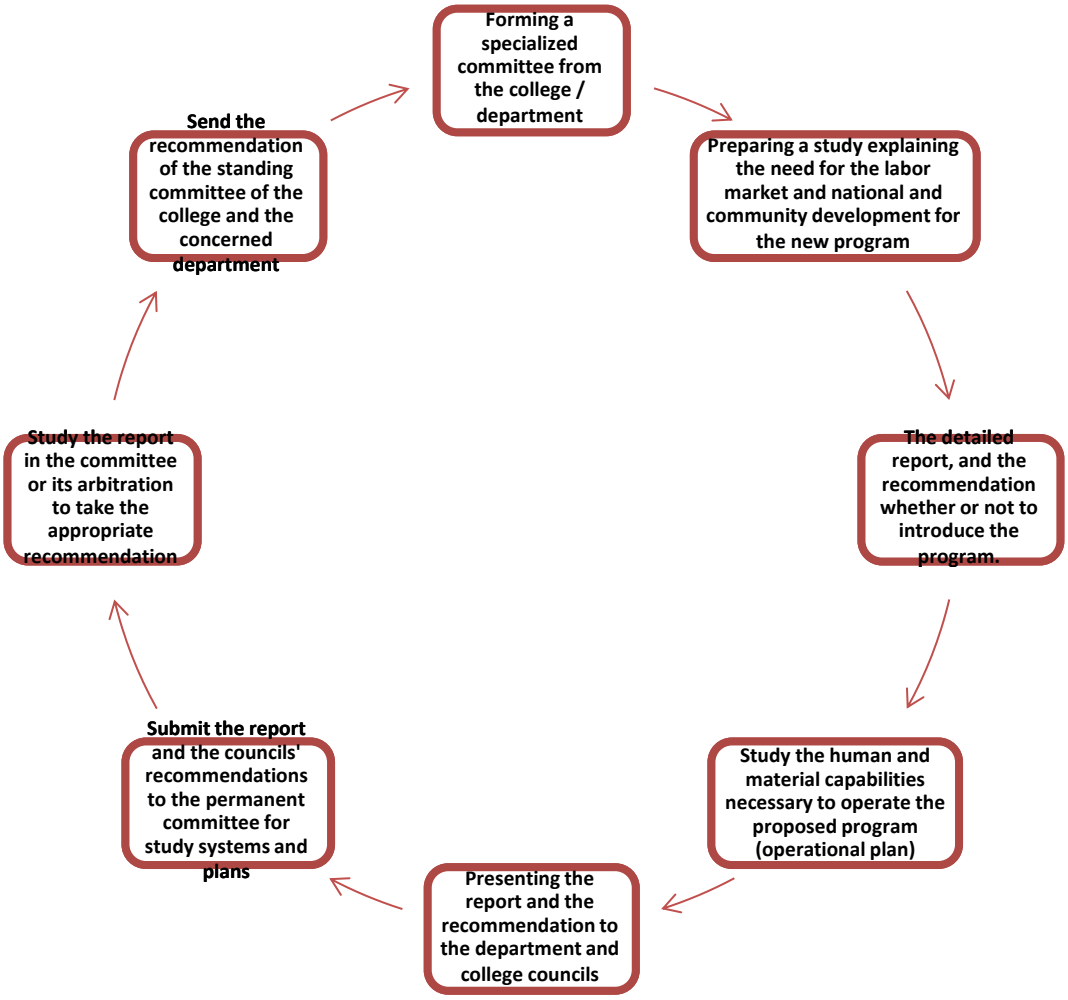
3. In the event of a recommendation to create a new academic program, the committee shall prepare a survey study on the human and material capabilities necessary to operate the proposed program (the operational plan).

4. The report of the specialized committee and the proposed operational plan are presented to the department and college councils for study, discussion, and then approval.

5. The report on the development of the new academic program and the proposed operational plan is submitted to the Permanent Committee for Academic Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of graduate studies programs to refer it to the Standing Committee for Academic Systems and Plans). The new program.

6. The Standing Committee for Study Systems and Plans studies the report of the first phase and reviews all attachments, evidence and evidence to verify their conformity with the criteria specified for this phase. In the event of a recommendation for approval, the next phase can be started. The Standing Committee for Study Systems and Plans has the right to form a specialized academic committee or a group of experts and external referees in the field of specialization to study the report and discuss those responsible for preparing it, their recommendations and its content.

The following illustration shows the outline of this stage for designing a new academic program, starting from the formation of a specialized committee in the



college / department to the final decision of the Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs).

Figure (2) the stages of designing a new academic program

The second stage: design or development of the program

In the event of a recommendation to develop an existing academic program or design a new program, the tasks of the Academic Department's Systems and Study Plans Committee are based during this stage on the following:

1. Determine the appropriate academic and professional reference for the major, which should preferably include at least:

o Professional requirements with reference to the standards or system of a specialized program accreditation body recommended by the Education Evaluation Commission

o A report for reference comparisons with five similar or corresponding programs that are accredited or distinguished in the specialty

o Requirements for the National Center for Academic Accreditation and Assessment

o Academic and professional requirements in line with national references

2. Study the academic reference requirements that have been selected and adhere to them, taking into account the following:

o Linking the program to the needs and requirements of society and the labor market.

o Requirements for consistency with the requirements of the Saudi Framework for Qualifications (cap) or the Saudi Framework for Qualifications.

o Higher education policies and regulations in the Kingdom of Saudi Arabia.

o Absorbing the latest developments in the specialty.

o Seeking professional opinion from specialists from inside and outside the university (or an advisory committee at the college level).

3. Review the vision, mission, and goals of the program to accommodate development in the existing program - or develop an appropriate vision, mission and goals for the program in consistency with the university's vision, mission and goals for the new program.

4. Determining the educational and professional goals and outputs of the program and determining the characteristics of graduates in light of the requirements of the labor market and the needs of national development.

5. Choose the language of teaching and learning that is compatible with the current and future requirements of the labor market.

6. Determine a list of the main entities that will employ the graduates of the program from both sectors (public and private).

7. Reviewing the total number of accredited academic units (units) and distributing them according to the recommendations of the academic reference and reference comparisons as requirements for the university, for the college, for specialization, for elective and free courses (if any) in the specialization and for the practical training requirement.

8. Preparing a list of decisions for the proposed knowledge and professional fields in the specialization and distributing them according to the recommendations of the academic reference.

9. Preparing the indicative plan for the distribution of courses at academic levels.

10. Complete the program description and field experience description, which is decided according to the form prepared by the National Center for Academic Accreditation and Assessment, making sure of the following important points:

o Formulating the program's learning outcomes with the integration of graduate characteristics, professional standards and labor market requirements with reference to the National Qualifications Framework or the Saudi Qualifications Framework, and preparing an integrated study on its suitability.

o Ensure that the program's teaching strategies and evaluation methods are consistent with the program's learning outcomes by reference to the National Qualifications Framework or the Saudi Qualifications Framework (detailed matrix)

o Preparing a matrix of correlation of course learning outcomes with program learning outcomes.

o Planning for the distribution of course grades, whether for semester work or the final exam.

o Ensuring the timeliness and availability of educational resources and reference books for the course

The following illustration shows the outline of this stage for designing or developing the program, starting from the formation of a specialized committee in the college / department to the final decision of the Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs).

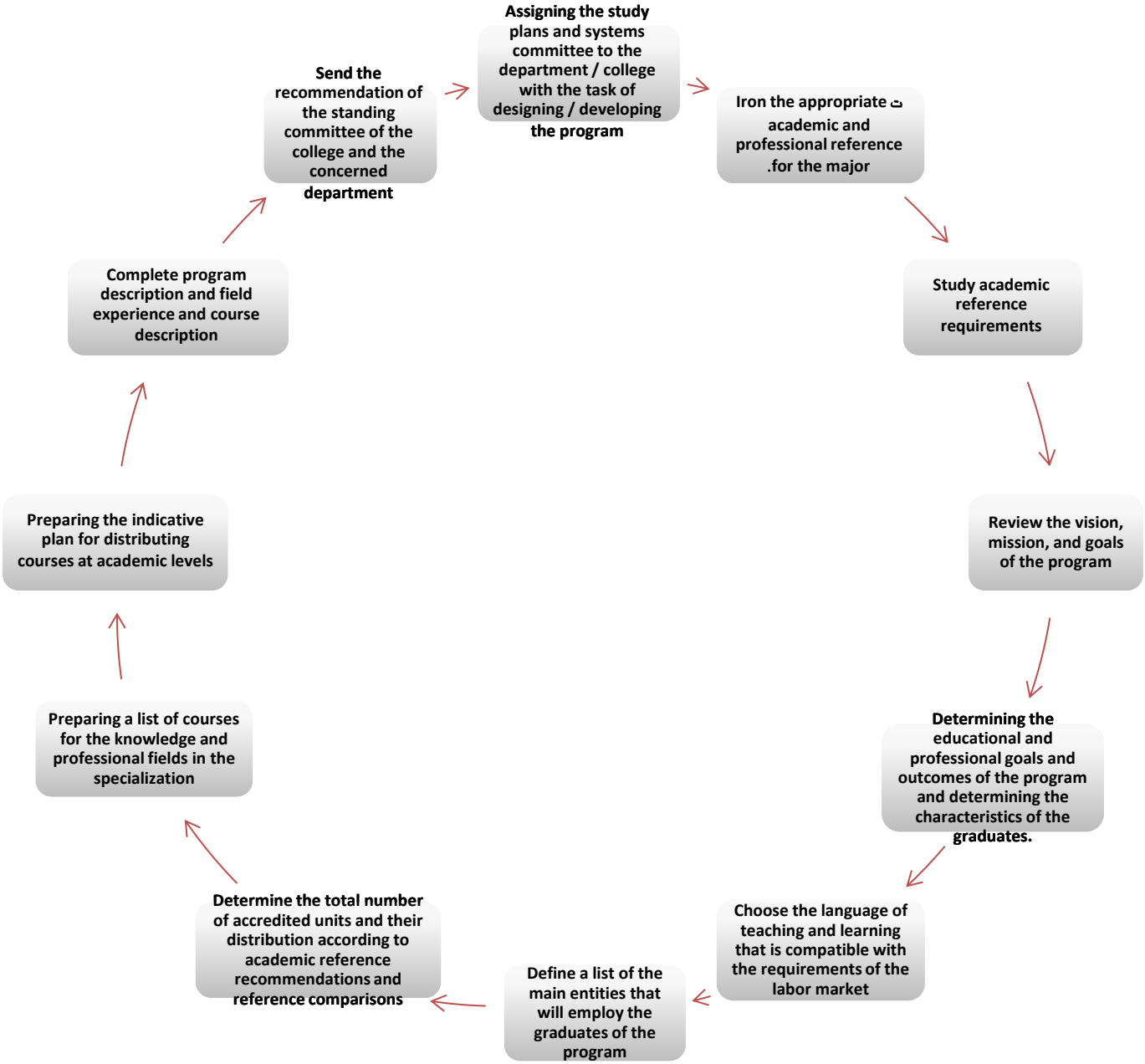


Figure (3) stages of designing or developing the program

The third stage: the technical review of the program

1-Holding a workshop to present the developed or new academic program with the participation of stakeholders:

o Faculty members from the department

Students and graduates from the same department

o Employers from both sectors (public and private)

o Colleges and departments that participate or will participate in teaching courses

2- Documenting the views and observations of the participants in the workshop.

3- Study the views and observations of the participants in the workshop and make the necessary adjustments to the program.

.4Presenting the developed or new program to the College Systems and Study Plans Committee for review and to ensure that the approved mechanism for developing or designing programs is met.

5- Presenting the developed or new program to the quality unit at the college for review and to ensure that the accreditation body requirements for the program's specialization are met.

Fourth stage: Program arbitration

The dean of the faculty raises the file of developing the existing academic program or the new program file prepared from the specialized committee to the University's Study Systems and Plans Unit (to the Deanship of Postgraduate Studies, for postgraduate programs, for referral to the permanent committee of the university's study systems and plans) so that the file includes the following elements:

1- General information

o Introducing the faculty: its origins, vision, mission, objectives, departments of the faculty, divisions, pathways and centers.

o Definition of the department: the origins of the department, the vision, the mission, the objectives, the academic degrees granted by the department with the precise definition of the degree title for each program offered by the department.

o The general structure of the distribution of academic units.

o The indicative plan for the distribution of academic courses.

By filling out Form No. (1) to approve a new or developed academic program, and Forms (7--21) for graduate studies programs.

2- Description of the academic program, academic courses, and field experience course (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.
3-The Academic Systems and Plans Unit at the university evaluates the program by academic experts from inside and outside the Kingdom.
4-Sending the opinions of academic experts to the relevant college or department to study their opinions and observations.
5- Make the necessary adjustments to the program according to the opinions of arbitrators and academic experts.
6-Presentation of the program (diploma or bachelor's) after making modifications to the university's systems and study plans unit to ensure that the comments of referees and academic experts are met, and the Deanship of Postgraduate Studies, for postgraduate programs).

Fifth stage: Approval and accreditation of the academic program

1- The final version of the program is presented to the department council for approval.
.2The program is presented in its final form to the College Board for approval.
3-The program shall be submitted in its final form to His Excellency the Vice Rector for Academic Affairs (or the Deanship of Postgraduate Studies in the case of postgraduate programs), with the following documents:
-Department Board Minutes.
Minutes of the College Board.
- Approval of His Excellency the President of the University on the minutes of the College Board.
4-The program for any stage (diploma, bachelor's, postgraduate studies) is submitted to the permanent committee for study systems and plans at the university for approval. Postgraduate programs are then sent to the Deanship of Graduate Studies for approval by the Deanship Council before presentation to the University Council.

5- The program is presented in its final form to the University Council for approval.

6- An executive decision is issued with the approval of the University Council on the developed or new program to be notified to the Vice-Presidency for Academic Affairs, the Deanship of Postgraduate Studies (in the case of graduate studies programs), and the college concerned with the The third stage: the technical review of the program

1. Holding a workshop to present the developed or new academic program with the participation of stakeholders:

o Faculty members from the department

Students and graduates from the same department

o Employers from both sectors (public and private)

o Colleges and departments that participate or will participate in teaching courses

2. Documenting the views and observations of the participants in the workshop.

3. Study the views and observations of the participants in the workshop and make the necessary adjustments to the program.

4. Presenting the developed or new program to the College Systems and Study Plans Committee for review and to ensure that the approved mechanism for developing or designing programs is met.

5. Presenting the developed or new program to the quality unit at the college for review and to ensure that the accreditation body requirements for the program's specialization are met.

Fourth stage: Program arbitration

The dean of the faculty raises the file of developing the existing academic program or the new program file prepared from the specialized committee to the

University's Study Systems and Plans Unit (to the Deanship of Postgraduate Studies, for postgraduate programs, for referral to the permanent committee of the university's study systems and plans) so that the file includes the following elements:

1. General information

o Introducing the faculty: its origins, vision, mission, objectives, departments of the faculty, divisions, pathways and centers.

o Definition of the department: the origins of the department, the vision, the mission, the objectives, the academic degrees granted by the department with the precise definition of the degree title for each program offered by the department.

o The general structure of the distribution of academic units.

o The indicative plan for the distribution of academic courses.

By filling out Form No. (1) to approve a new or developed academic program, and Forms (7--21) for graduate studies programs.

2. Description of the academic program, academic courses, and field experience course (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.

3. The Academic Systems and Plans Unit at the university evaluates the program by academic experts from inside and outside the Kingdom.

4. Sending the opinions of academic experts to the relevant college or department to study their opinions and observations.

5. Make the necessary adjustments to the program according to the opinions of arbitrators and academic experts.

6. Presentation of the program (diploma or bachelor's) after making modifications to the university's systems and study plans unit to ensure that the comments of

referees and academic experts are met, and the Deanship of Postgraduate Studies, for postgraduate programs).

Fifth stage: Approval and accreditation of the academic program

1. The final version of the program is presented to the department council for approval.

2. The program is presented in its final form to the College Board for approval.

3. The program shall be submitted in its final form to His Excellency the Vice Rector for Academic Affairs (or the Deanship of Postgraduate Studies in the case of postgraduate programs), with the following documents:

- Department Board Minutes Minutes of the College Board.

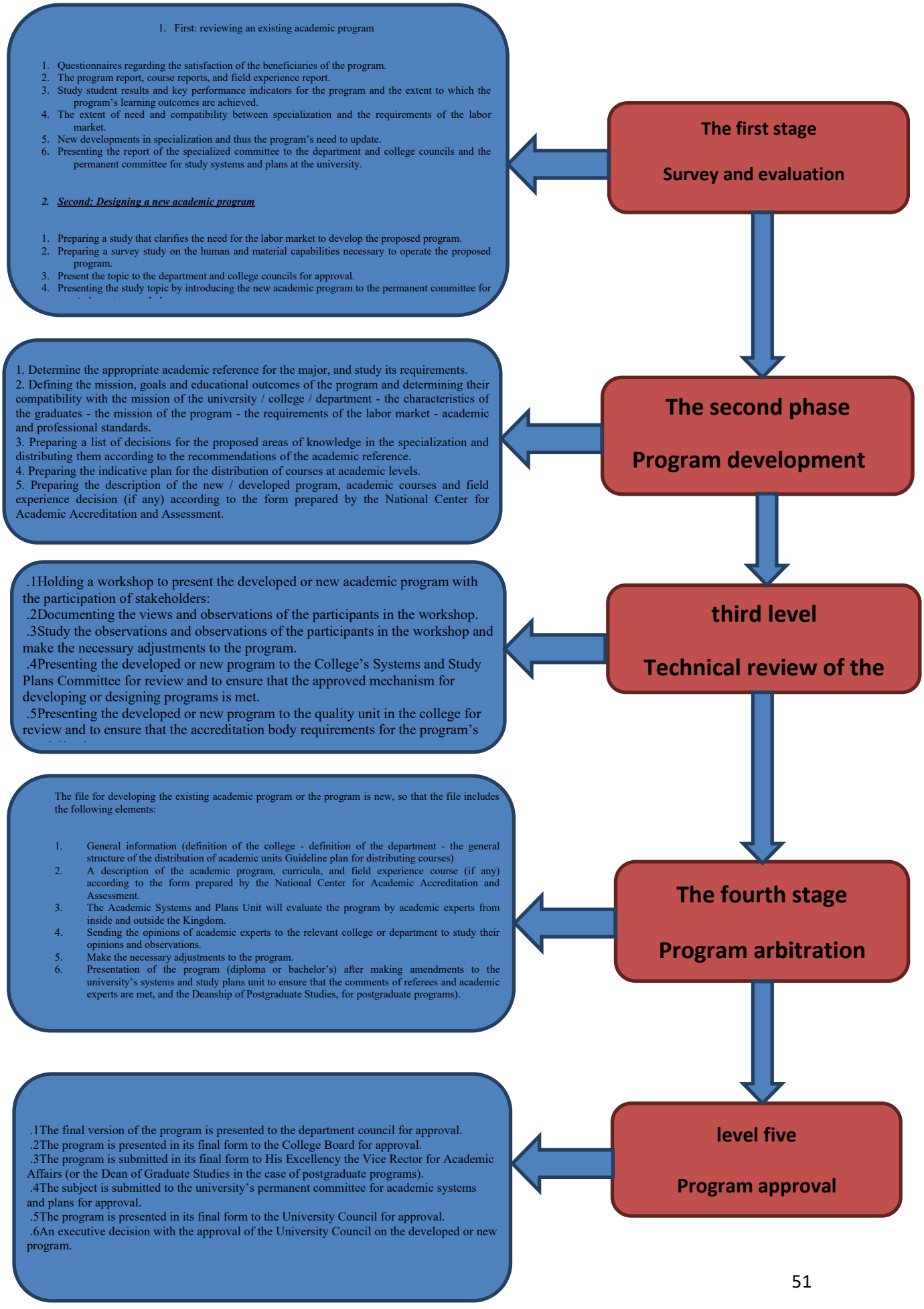
-Approval of His Excellency the President of the University on the minutes of the College Board.

4. The program for any stage (diploma, bachelor's, postgraduate studies) is submitted to the permanent committee for study systems and plans at the university for approval. Postgraduate programs are then sent to the Deanship of Graduate Studies for approval by the Deanship Council before presentation to the University Council.

5. The program is presented in its final form to the University Council for approval.

6. An executive decision is issued with the approval of the University Council on the developed or new program to be notified to the Vice-Presidency for Academic Affairs, the Deanship of Postgraduate Studies (in the case of graduate

studies programs), and the college concerned with the program.


1. First: reviewing an existing academic program
1. Questionnaires regarding the satisfaction of the beneficiaries of the program.
2. The program report, course reports, and field experience report.
3. Study student results and key performance indicators for the program and the extent to which the program's learning outcomes are achieved.
4. The extent of need and compatibility between specialization and the requirements of the labor market.
5. New developments in specialization and thus the program's need to update.
6. Presenting the report of the specialized committee to the department and college councils and the permanent committee for study systems and plans at the university.
2. Second: Designing a new academic program
1. Preparing a study that clarifies the need for the labor market to develop the proposed program.
2. Preparing a survey study on the human and material capabilities necessary to operate the proposed program.
3. Present the topic to the department and college councils for approval.
4. Presenting the study topic by introducing the new academic program to the permanent committee for
The first stage
Survey and evaluation
1. Determine the appropriate academic reference for the major, and study its requirements.
2. Defining the mission, goals and educational outcomes of the program and determining their compatibility with the mission of the university / college / department - the characteristics of the graduates - the mission of the program - the requirements of the labor market - academic and professional standards.
3. Preparing a list of decisions for the proposed areas of knowledge in the specialization and distributing them according to the recommendations of the academic reference.
4. Preparing the indicative plan for the distribution of courses at academic levels.
5. Preparing the description of the new / developed program, academic courses and field experience decision (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.
The second phase
Program development
.1Holding a workshop to present the developed or new academic program with the participation of stakeholders:
.2Documenting the views and observations of the participants in the workshop.
.3Study the observations and observations of the participants in the workshop and make the necessary adjustments to the program.
.4Presenting the developed or new program to the College's Systems and Study Plans Committee for review and to ensure that the approved mechanism for developing or designing programs is met.
.5Presenting the developed or new program to the quality unit in the college for review and to ensure that the accreditation body requirements for the program's
third level
Technical review of the
The file for developing the existing academic program or the program is new, so that the file includes the following elements:
1. General information (definition of the college - definition of the department - the general structure of the distribution of academic units Guideline plan for distributing courses)
2. A description of the academic program, curricula, and field experience course (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.
3. The Academic Systems and Plans Unit will evaluate the program by academic experts from inside and outside the Kingdom.
4. Sending the opinions of academic experts to the relevant college or department to study their opinions and observations.
5. Make the necessary adjustments to the program.
6. Presentation of the program (diploma or bachelor's) after making amendments to the university's systems and study plans unit to ensure that the comments of referees and academic experts are met, and the Deanship of Postgraduate Studies, for postgraduate programs).
The fourth stage
Program arbitration
.1The final version of the program is presented to the department council for approval.
.2The program is presented in its final form to the College Board for approval.
.3The program is submitted in its final form to His Excellency the Vice Rector for Academic Affairs (or the Dean of Graduate Studies in the case of postgraduate programs).
.4The subject is submitted to the university's permanent committee for academic systems and plans for approval.
.5The program is presented in its final form to the University Council for approval.
.6An executive decision with the approval of the University Council on the developed or new program.
level five
Program approval

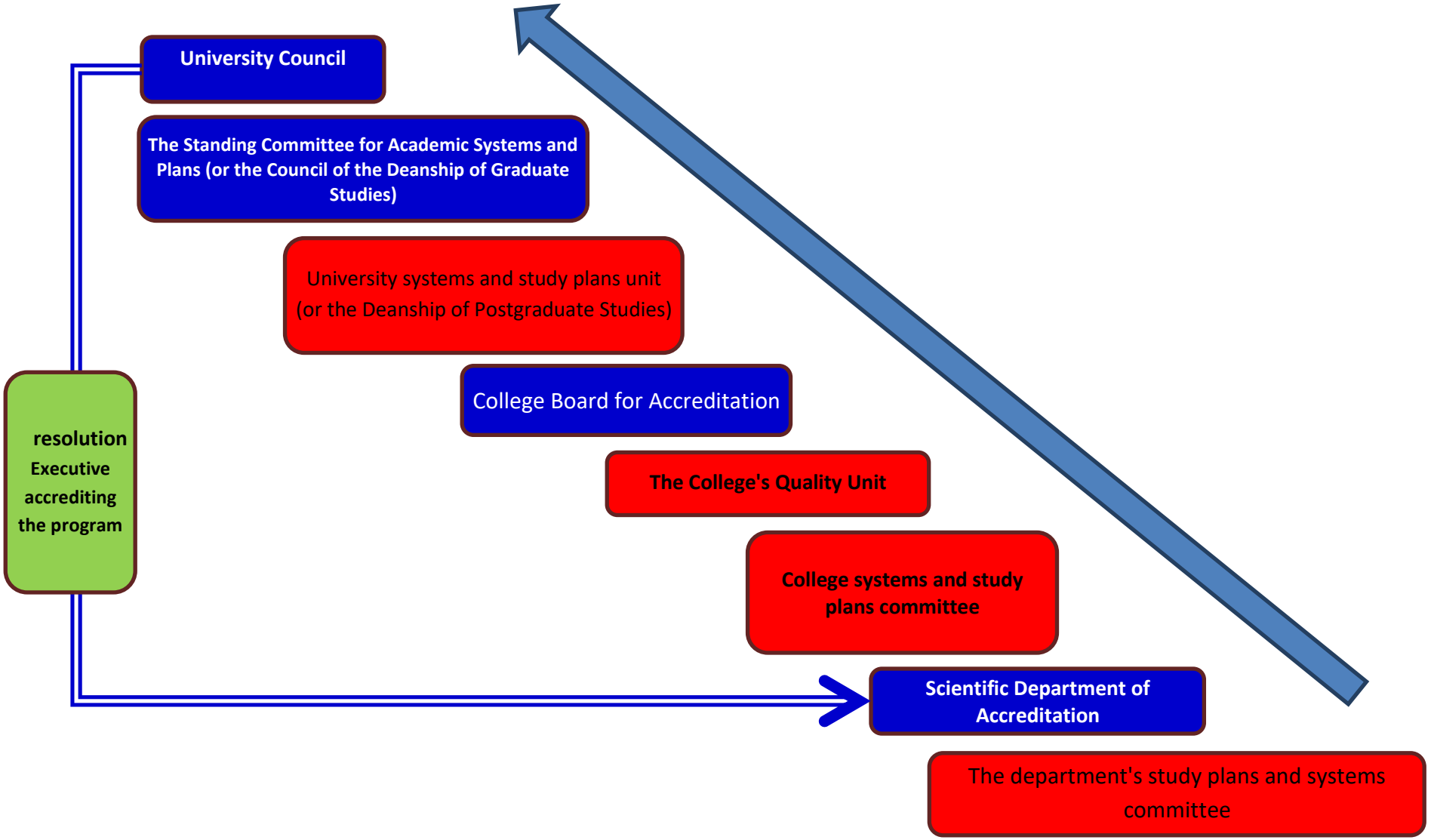


Figure (4) steps for approving an academic program after development or creation

Chapter 5

Procedures for the development and periodic review of academic programs And its academic courses

First: Procedures for developing curricula for an existing academic program

The academic program must be carefully scrutinized and reviewed upon its introduction or development, as well as the academic courses, so that there is no need for modification or change in the academic program or its academic curricula after approval by the University Council, and this shall be minimal.

The following procedures must be followed to approve the development of an existing course:

.1A faculty member submits a request to the head of the department with his desire to develop the course, explaining the justifications for this development, provided that the course report is attached according to the forms of the National Center for Academic Accreditation and Assessment.

.2The department head refers the application to the study systems and plans committee in the academic department to study the proposed development on the course.

.3The Academic Department's Systems and Study Plans Committee raises its opinion on the proposed development to the department council to take the appropriate recommendation.

.4The Department Council raises its recommendation in the event of approval of the proposed development in the course to the College Board for approval.

.5In the event that the College Board approves the proposed development and after the College Board's approval by His Excellency the President of the University, a letter on the topic of development for the academic course shall be submitted from the Dean of the College to His Excellency the Vice President for Academic Affairs (Dean of Graduate Studies, in the case of postgraduate programs), and it is included in the following attachments :

o Course description according to the National Center for Academic Accreditation and Assessment form designated for that

o Course report according to the National Center for Academic Accreditation and Assessment forms

o Department Board Minutes

o Minutes of the College Board

o Approval of His Excellency the University President on the recommendation of the College Board

.6The Vice Rector for Academic Affairs refers the subject to the Acting Systems and Study Plans Unit for study and opinion (for undergraduate programs).

.7The Study Systems and Plans Unit (or the Deanship of Graduate Studies, in the case of postgraduate studies) submits its opinion to the Standing Committee for Study Systems and Plans.

.8The subject of the proposed development of the curriculum based on the permanent committee for study systems and plans at the university is presented to take the appropriate recommendation.

.9In the event that the University's Standing Committee for Academic Systems and Plans approves the proposed development of the academic course, the topic (if necessary, as stated in this guide) is submitted to the University Council for approval.

Second: Procedures for periodic review of academic programs

.1In the interest of the University Agency for Academic Affairs to ensure the quality of academic programs and improve them in accordance with clear procedures for reviewing, evaluating and improving academic programs and academic courses. Therefore, the Agency applies a comprehensive periodic evaluation of academic programs, and that is through the application of the following procedures:

o The head of the scientific department directs the department's study systems and plans committee to conduct a comprehensive periodic evaluation of the existing academic program, according to the type of program as follows:

- Once every three years for the three-year diploma programs (6 levels).
- Once every five years for the four-year undergraduate programs (8 levels).
- Once every six years for the five-year undergraduate programs (10 levels).
- Once every six years for the six-year undergraduate programs (12 levels).

•Every two years for master's and higher diploma programs

•Once every three years for doctoral programs

o The Department's Study Plans and Systems Committee undertakes the following:

•Review annual program reports, course reports and field experience reports prepared according to the National Center for Academic Accreditation and Assessment forms.

•Evaluating the extent to which the graduate's characteristics are achieved

•The extent to which the intended learning outcomes of the program are achieved

•Preparing a report on the general level of quality in the program

•Identifying strengths and weaknesses

•Preparing a plan to improve the weaknesses of the program

Analyzing performance indicators for each program, studying students 'progress in the programs, their completion rates, and student evaluations of courses and programs.

Reviewing the analyzes of the questionnaires on the satisfaction of the beneficiaries of the programs and other various questionnaires and summarizing the lessons learned from the feedback from the beneficiaries

o The Department's Study Plans and Systems Committee prepares a report that ends with recommendations explaining:

•The need for the existing academic program to be developed

Or the lack of an urgent need to develop the existing study program

o In the event of a recommendation to develop the existing study program, the report of the Department's Systems and Study Plans Committee is presented to the Department Council for study and the appropriate recommendation is taken.

o In the event that the department council recommends developing the existing academic program, the report of the department's systems and study plans committee and its attachments will be presented to the college's study systems and plans committee, which submits its recommendation to the college's council.

o In the event that the College Board approves the development of the program and after the approval of His Excellency the University President on the minutes, a letter from the Dean of the College shall be submitted to the Vice Rector for Academic Affairs (or the Dean of Graduate Studies in the case of postgraduate programs) and attached to it:

•Report of the Department's Study Plans and Systems Committee, which contains all the evidence and evidence related to the need to develop the academic program

•Department Board Minutes.

•Minutes of the College Board

Approval of His Excellency the University President on the transcript

o The Vice-Chancellor for Academic Affairs refers the topic of developing the academic program and all its attachments to the university's internal review team to review the program's description and course descriptions, and prepare a report with recommendations according to Form (5).

For postgraduate programs: The Dean of Graduate Studies refers the topic of developing the academic program and all its attachments to the university's internal review team to review the program description and course descriptions, and prepare a report with recommendations.

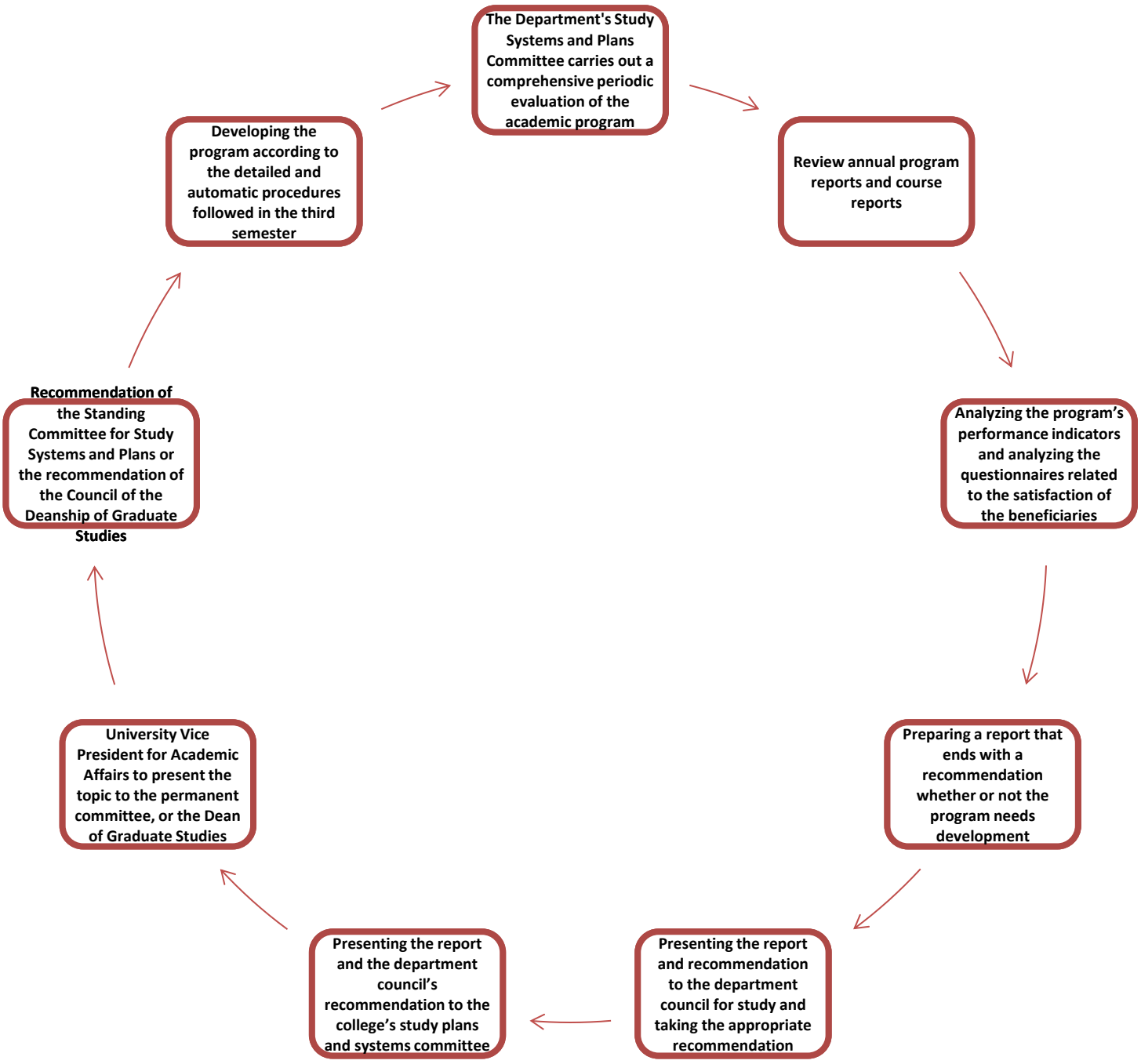
o The report of the internal review team is sent to His Excellency the Vice-President for Academic Affairs or the Dean of Graduate Studies for a letter to the relevant scientific department to fulfill the recommendations of the internal review team, and to re-send the entire transaction to the University Agency for Academic Affairs or to the Deanship of Graduate Studies in the case of postgraduate programs.

o In the event that it is certain that all procedures are completed, the topic is presented to the Standing Committee for Study Systems and Plans to take the appropriate recommendation.

o In the event that the Standing Committee for Study Systems and Plans recommends approving the development / modification of the academic program, an executive letter of the committee's recommendation is sent to the faculty and the concerned department to take appropriate measures to develop / amend the program according to the detailed stages of Chapter

Two of this guide, or an executive letter of the committee's recommendation to the Deanship of Studies Graduate in the case of postgraduate programs.

Figure (5) Periodic Review Department for Academic Programs



Third: Standards for measuring and evaluating performance (evaluation department) for the academic programs of Northern Border University

To achieve consistency with the requirements and standards of the Saudi Framework for Qualifications (SAQF), and to meet the requirements for meeting quality assurance and national academic accreditation standards, Northern Border University approved two main mechanisms for evaluating its academic programs: (1) direct evaluation mechanisms (2) indirect evaluation mechanisms.

1. Requirements and mechanisms for direct evaluation

It includes and multiple methods and processes of evaluation and direct measurement to measure the characteristics of graduates and learning outcomes of academic programs and all its decisions, including the decisions of graduation projects, the research project or the scientific thesis, field experience / excellence, and varies with reference to its association with the learning outcomes of the decisions of each program, the most important of which are: written and practical tests, and evaluation of students In laboratories or clinics in medical or health specialties, training periods for field experience or internship, oral examinations, graduation research projects, case studies, and training in clinics for medical or health specialties.

Matrices (1) to (4) illustrate the link between direct evaluation methods and teaching strategies with the characteristics of graduates of academic programs and the outcomes of their learning, and by reviewing the evaluation results annually according to the course evaluation plan for each batch of students in each program, and a detailed report on the results is made in the annual report for each Program, and by analogy with that, and with reference to the matrix of distribution and linkage of learning outcomes in each program with the courses in the study plan according to (Matrix No. 5), the course learning outcomes are evaluated in each academic semester, and the evaluation results are reviewed in the course report form.

Accordingly, students 'achievement of both graduate characteristics and learning outcomes in each program is verified through direct methods upon

completion of the curriculum evaluation for each batch of students. The results of the course evaluation are used to measure progress in achieving student learning outcomes as reference points and continuous evaluation (Matrix No. 6) .

The measure of progress in students' achievement of student learning outcomes is done directly by verifying that each academic program meets the following requirements:

Requirements (1) to (6) focus on verifying students 'achievement of course learning outcomes, and requirements from (7) to (12) focus on verifying students' achievement of graduate characteristics and academic program learning outcomes, while requirements 11 to 15 focus on analyzing results. And work and follow-up plans, requirements 16 and 17 are considered strong mechanisms and indicators of the quality of academic programs and verification of students 'achievement of learning outcomes in parallel to ensure that evaluation methods and learning outcomes are verifiable and appropriate for the programs and to prepare students for the labor market, tests of specialized bodies and measurement tests.

Requirement 1: Reviewing approaches to building and designing learning outcomes for academic programs by integrating both graduate characteristics and academic and professional standards for each discipline and linking them to a detailed matrix with the courses with reference to the Saudi Framework for Qualifications (cap), and meeting the requirements of the third criterion (Teaching and Learning) of the quality assurance standards for academic accreditation approved by National Center for Academic Accreditation and Assessment (Matrices 1 to 6).

Matrix No. (1) linking the graduates 'characteristics with the program's learning outcomes

The characteristics of the graduates developed for the university				Program learning outcomes (SQIF)	
4	3	2	1		
Knowledge (theories and facts)					1
					1-1
					2-1
Skills (practical application of knowledge)					2
					1-2
					2-2
Competencies (Independence and Responsibility, Practice, and Attributes)					3
					1-3
					2-3

Matrix No. (2) Determining course learning outcomes and calculating their relevance to achieving program learning outcomes and graduate characteristics

The learning output code associated with the program The percentage of the director's association with the program's learning outcomes	Learning outcomes of the course	
	Knowledge	1
		1-1
		2-1
	Skills	2
		1-2
		2-2

	Competencies	3
		1-3
		2-3

Matrix No. (3) linking program learning outcomes after merging graduate characteristics and professional standards with course learning outcomes

Learning outcomes of the program											Courses
Competencies			Skills				Knowledge				
k	K2	K1	m	M3	M2	M1	P 4	P 3	P2	P 1	
											Established .....
											Established .....
											Established .....
											Established .....
											Established .....

Use the following notation after calculating the percentage of correlation for each output at the) course level with the program learning outcomes: Q: foundation level, t: practice level, c: mastery level)

Matrix No. (4) consistency between evaluation methods and teaching strategies with learning outcomes for each course in the study plan

Calendar methods	Teaching strategies	Learning Outcomes	الرمز
		Knowledge	1
			1-1
			2-1
		Skills	2
			1-2
			2-2
		Competencies	3
			1-3
			2-3

Matrix No. (5) consistency between evaluation methods and teaching strategies with the course outcomes for each course in the study plan, and defining the targets for their measurement

Comment on the measurement results	نتيجة التقويم		Calendar methods	Link code with the learning output of the program	Course learning outcomes	
	Actual level	The target level				
					Knowledge	1
						1-1
						2-1
					Skills	2
						1-2
						2-2
					Competencies	3
						1-3

Comment on the measurement results	نتيجة التقويم		Calendar methods	Link code with the learning output of the program	Course learning outcomes	
	Actual level	The target level				2-3

Matrix No. (6) consistency between evaluation methods and teaching and learning strategies with the learning outcomes of each program, and defining the targets for their measurement

Calendar results	Target performance level	Teaching strategies	Calendar methods (Direct - indirect)	Learning Outcomes	#
					Knowledge
			directly: Indirect:		p--
			directly: Indirect:		p--
					Skills
			directly: Indirect:		M
			directly: Indirect:		M
					Competencies
			directly: Indirect:		k
			directly: Indirect:		k

Prerequisite 2: Arbitration matrix for consistency of evaluation methods and teaching strategies with graduate characteristics and learning outcomes of academic programs and for each course of the study plan for each program.

Prerequisite 3: Reviewing and judging the course description for each course of each academic program and studying the link between the course learning outcomes with the program's learning outcomes with reference to the national accreditation requirements. (Attached is the time plan for the Vice Deanship for Academic Affairs to arbitrate the university's programs externally)

Prerequisite 4: Review the consistency of assessment methods and teaching strategies with the learning outcomes of each program and each course. Each program is required to present a detailed plan for the correlation of evaluation methods with the learning outcomes of each course in the approved study plan, and the mechanisms for its review (examination committee in scientific departments, or through a peer review, or through reference comparisons)

Prerequisite 5: Reviewing the consistency of direct evaluation methods with graduate characteristics of the programs and learning outcomes and of each course through the evaluation of tests and evaluation methods for each course that are assessed in each course description in the study plans.

Prerequisite 6: Preparing a matrix to evaluate graduate characteristics and learning outcomes for each course offered by the program. This matrix is used to measure the progress in the students 'achievement of the characteristics of the graduates of the program and the learning outcomes of the courses, which in turn contribute to measuring the progress in achieving the program's learning outcomes at studied rates according to Matrix No. (6).

Requirement 7: The results of the learning outcomes evaluation for each course are included in the course report form for each course to be presented during each academic semester, taking into account the evaluation results in the previous course reports as points of reference comparison. (A scheme for each learning output divided into weighted ratios related to direct evaluation methods and their correlation ratios in achieving the program's learning outcomes)

Prerequisite 8: Analyzing student achievement of course learning outcomes and linking them to program learning outcomes (Learning Outcomes Matrix and linking it to weighted ratios, Matrices 5 and 6).

Requirement 9: Classification of student achievement according to the reference of the study and examination regulations in force in the national universities in the Kingdom of Saudi Arabia issued by the Higher Education Council (previously). Predefined grading system (A, B, C, D and F).

Prerequisite 10: Measuring the progress of students' achievement of learning outcomes in the program by means of key performance indicators (KPIs) for each learning outcome according to the performance standard specified by the University Agency for Academic Affairs (or the Council of the Deanship of Graduate Studies, for postgraduate programs).

"The percentage of students achieving a minimum grade of 60% (D) and above is considered an acceptable achievement as a result of the methods of evaluating the learning outcomes of courses and programs in the diploma and bachelor's stages, noting that indicators of excellence are analyzed in each program determined by the scientific department in coordination with the Deanship of Quality, while they are considered The percentage of students achieving a minimum grade of 70% (C) and above is an acceptable achievement as a result of methods of evaluating course learning outcomes, 80% (B) and above is an acceptable achievement as a result of methods of evaluating each output of graduate programs' learning outcomes, noting that the indicators are analyzed For excellence in every program determined by the scientific department in coordination with the Deanship of Quality.

The performance is analyzed in light of the target "the percentage of students who have achieved the minimum (ie 60% or more for diploma and bachelor programs, 70% or more for graduate programs) in the outcome of methods of evaluating learning outcomes related to the courses and linking them to weighted percentages that contribute to measuring students' achievement for each Program level learning output. "

Requirement 11: In light of the results of the analysis of performance indicators, and the analysis of the evaluation results in each course, in addition to the results of the analysis of the evaluation results for the courses that are submitted successively for each batch, the learning outcomes are reviewed at the programmatic level and for each course, including evaluation methods, teaching strategies and the appropriate output.

Prerequisite 12: Defining new targets to improve the quality of programs and academic courses, through reference comparisons with similar programs offered in Saudi or foreign universities.

Prerequisite 13: Performance analysis in light of internal benchmarks, and targets for external benchmarking.

Prerequisite 14: Based on the performance analysis, recommendations and action plans are developed for improvements.

Requirement 15: Follow up on the implementation of the above when submitting each course for each class in each program annually to ensure that students achieve the program learning outcomes.

Requirement 16: In addition to measuring progress in students' achievement of learning outcomes in programs through the courses presented in the study plans and the requirements for fulfilling matrices 1 to 6, each academic program is required to measure students 'achievement of specific learning outcomes in specific courses at higher levels in each program, the most important of which are Measuring students 'achievement of field experience outcomes / year of internship / graduation research / graduation project, as well as students' achievement of laboratory / clinical training skills for medical or health specialties, and students' achievement of a learning outcome related to scientific research and analysis of results. These measurements are considered a strong indicator for academic leaders at the university / college / scientific department / program and for quality officials

at the university about the extent to which students achieve program learning outcomes and prepare them to take the specialized bodies 'tests and measurement.

Prerequisite 17: Each program at the university is required to analyze graduate performance indicators in the examination and measurement of professional specialties bodies, and this will contribute effectively to reviewing the characteristics of graduates and learning outcomes for practical training periods and field experience.

1. The requirements and mechanisms of indirect evaluation

The indirect evaluation and measurement methods and processes include evaluating the program's learning outcomes by polling the beneficiaries of the university's programs, the most important of which are: students 'opinion at the last level before their graduation from academic programs, and students' view of learning outcomes, evaluation methods and teaching strategies at the end of each course. Likewise, student opinion surveys in the field experience training period / internship / graduation project / clinic training for medical or health specialties / laboratory experiments and case studies of some courses on learning outcomes during these periods are among the most important methods of verifying the achievement of learning outcomes in academic programs. Sample questionnaires have been added. As a supplement with this guide.

In order to achieve and meet the requirements for national program accreditation with regard to indirect evaluation methods, the Development and Quality Agency at the university, through the Deanship of Quality and Academic Accreditation, provided several questionnaires to survey the opinions of the beneficiaries of the university's programs, the analysis of which will contribute to reviewing the characteristics and outcomes of students 'learning in it, including:

1. Program evaluation questionnaire (students of the last level of the program).

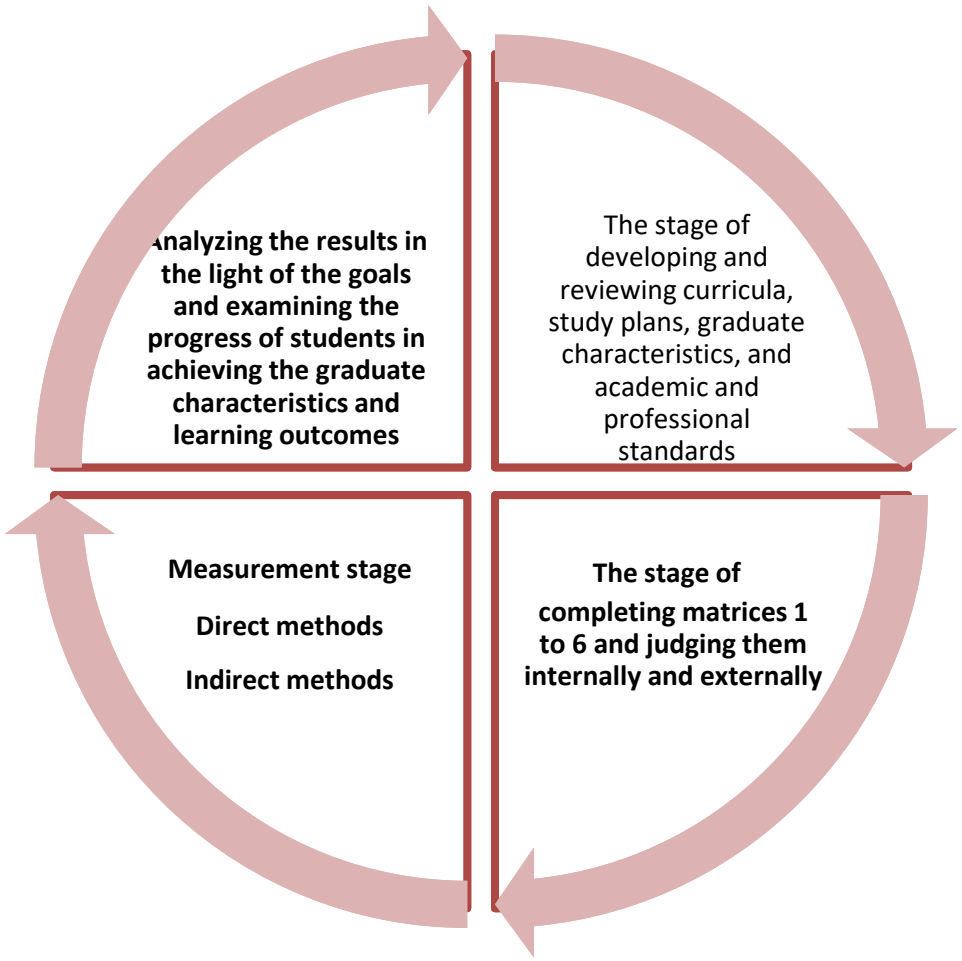
2. Course evaluation questionnaire.

3. Student experience questionnaire

4. Graduate questionnaire, which includes (alumni's opinion about the graduate's characteristics, program learning outcomes, field experience, and extra-curricular activities).

5. Satisfaction questionnaire for employers and employers about graduate characteristics and academic program learning outcomes.

.6Questionnaires related to students 'achievement of learning outcomes for periods of field experience in practical courses or that contain practical periods / field experience.



Summary of the evaluation course at Northern Border University

Chapter six

Procedures for establishing or restructuring a new college or department

And its academic courses

Procedures for establishing or restructuring a new college or department:

The procedures for requesting the establishment of a new college or department or its restructuring in the university, whether merging some departments or colleges with each other, canceling them, or replacing some departments with other new ones, include a comprehensive study of the labor market need for the outputs of these colleges or proposed departments, as well as knowledge of the economic and financial feasibility of establishing them.

In view of the importance of preparing a study and comprehensive information on this topic, a specialized committee shall be formed whose task is to prepare a comprehensive study to request the establishment or restructuring of a new college or department at the university, provided that the importance of the required study in this regard includes the following:

.1Demonstrate the importance and justifications for requesting the establishment or restructuring of a new college or department in the university, and that it be compatible with the development dimensions and the basic pillars contained in the Kingdom's Vision 2030, and that this should be clearly demonstrated in the study.

.2When submitting the study on the establishment or restructuring of the new college or departments, the committee takes into account the reference to what exists in other Saudi universities by clarifying the number of similar departments or colleges and their names and the names of the universities in them.

.3The committee shall prepare a study in coordination with the authorities concerned with the labor market, especially the Ministry of Labor and the

Ministry of Human Resources and Social Development, regarding its recommendations related to establishing new departments, and attach evidence of this coordination.

.4The study should include an appropriate benchmarking report to benefit from faculties or departments in prestigious national and international universities.

.5The importance of reviewing the Saudi classification of educational levels and specializations based on the International Classification (ISCED), and the classification of the Ministry of Advanced Education.

.6Study the human and material capabilities available and required to establish or restructure a new college or department in the university in coordination with the authorities responsible for that at the university.

.7The specialized committee prepares a report that ends with recommendations clarifying:

o The need to establish or restructure a new college or department in the university.

o The absence of an urgent need to establish or restructure a new college or department at the university.

.8Presenting the topic to the college council in the event of establishing a new department or restructuring departments in the college. In the event that a college is established, the topic is referred directly to the permanent committee for study systems and plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs) at the university from the relevant committee.

.9In the event that the College Board approves and the transcript is approved by His Excellency the President of the University, the Dean of the College raises a letter to His Excellency the Vice President for Academic Affairs (or the Dean of Postgraduate Studies in the case of postgraduate programs) and includes the following attachments: -

o A scientific department creation form and its attachments (Form (2)).

o The report of the specialized committee and its recommendations in accordance with the previous requirements (items 1-6).

o Minutes of the College Board.

o Approval of His Excellency the President of the University on the minutes of the College Board.

.10His Excellency the University Vice President for Academic Affairs refers the topic to the University's Study Systems and Plans Unit to ensure that all previous requirements and procedures are completed and the attachments are complete (in the case of undergraduate programs).

.11The topic is presented to the permanent committee for academic systems and plans at the university to study the application for establishing or restructuring a new college or department at the university and its attachments according to the previous requirements and procedures.

.12In the event that the Standing Committee for Academic Systems and Plans approves and the report is approved by His Excellency the President of the University, the matter shall be submitted to the University Council for approval.

.13University Affairs Council approval to establish or restructure a new college or department in the university.

chapter seventh:

Procedures for activating an approved academic program

And its academic courses

Procedures for activating an approved program:

.1Assigning the Study Systems and Plans Committee (the program committee in case of multiple programs within the department) to prepare an accurate statement of the importance and justifications for activating the program.

.2The committee shall prepare a study that clarifies the needs of the labor market and national and community development for the program and clarifies the suitability of the graduate specifications and the expected educational outcomes of the program with the requirements of academic and professional requirements and standards, and their consistency with the characteristics of university graduates. The committee can use the following sources of information to conduct a pilot study on the importance of creating the department and the proposed program:

o Ministry of Human Resources and Social Development

o Ministry of Labor

o The Chamber of Commerce and Industry

o The most prominent companies and institutions in the field of specialization

o Directory of statistics issued by the Department of Statistics in the Kingdom

.3The committee prepares a report that ends with recommendations clarifying:

o The need to activate the academic program

o There is no urgent need to activate the study program

.4Fill out Form No. (3) to activate an approved program

.5A study of the available human and material capabilities that are required to activate the program in coordination with the authorities responsible for that at the university.

.6Presenting the issue to the department council for study and taking the appropriate recommendation.

.7Presenting the topic to the College Systems and Study Plans Committee.

.8Presenting the topic to the College Board for study and taking the appropriate recommendation.

.9In the event that the College Board approves and the report is approved by His Excellency the President of the University, the topic is submitted to the Standing Committee for Study Systems and Plans for the study and the appropriate recommendation is taken, provided that the topic includes the following attachments:

o An approved program activation form and its attachments

o The report of the specialized committee and the study it carried out

o Minutes of the College Board

.10In the event of approval by the Standing Committee for Academic Systems and Plans, the faculty and the Deanship of Admission and Registration are addressed with approval.

Chapter Eight:

Close or suspend an existing academic program

Procedures for closing or stopping an existing academic program:

When performing the periodic review and evaluation process for academic programs, it becomes evident through the program development process that one of the existing programs is not needed due to one of the following reasons:

o There is an abundance of program graduates

o The labor market does not need program graduates

o Guidance from the Ministry of Education or as a result of policies or higher trends

o The program's need for radical changes to keep pace with the labor market

Which requires stopping admission to the program for a specific period of time or sometimes closing it.

Closing / stopping the academic program requires a set of data and information that must be provided by the scientific department, as shown in Form No. (4). The following sequence and procedures must be followed to close / suspend the academic program:

.1The Department's Study Systems and Plans Committee fills out the attached form for closing / stopping the academic program, and submits its recommendation, together with the justifications, evidence and

evidence, to the department head regarding the suspension / closure of the academic program.

.2The scientific department head presents the topic to the department council. To take the appropriate recommendation on discontinuation / closure of the academic program.

.3The recommendation is submitted to the college dean, who refers it to the college's study systems and plans committee to examine the reasons and justifications.

.4The committee raises its recommendation to the college council to take the appropriate recommendation.

.5After his Excellency the President of the University approves the minutes of the College Board, the Dean of the College raises a letter to the Vice Rector for Academic Affairs (or the Dean of Graduate Studies in the case of graduate studies programs) with the department and college councils, the program report and the form prepared for that.

.6The topic is presented to the University's Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies for postgraduate programs); To discuss it and provide the appropriate recommendation, to suspend / close the program for a specific period and stop admission to it.

.7After the University President approves the minutes of the Standing Committee for Academic Systems and Plans, or (the Council of the Deanship of Graduate Studies for postgraduate programs), the matter is raised to the University Council.

.8In the event that the academic program is not closed or suspended, it is returned to the department, according to the administrative hierarchy system, for further study, taking into account the observations recorded on it.

.9The Dean is informed of the approval of the closure or the suspension to notify the concerned academic department, as well as the relevant stakeholders (the Deanship of Admission and Registration, ... etc.).

Chapter 9

Academic committees at the university

First: the study plans and systems committee in the scientific departments

.1Forming the study plans and systems committee in the scientific department

A committee is formed at the scientific department level. To build, design and review study plans and programs, or develop them, and in the event that the department offers more than one program, this configuration for each program will be in accordance with the following controls:

o The department council selects one or two members in each sub-specialty from the subspecialties of the program

o The member shall be chosen from among those with academic competencies and distinguished experiences in the field of building and developing study plans

o The members of the committee choose in their first meeting a chairperson and secretary of the committee

o The committee holds its meetings periodically

o The head of the committee is responsible for permanent coordination with the members of the committee and the college's study plans and systems committee. To know the requirements and procedures specified by the University's Systems and Study Plans Unit in everything related to building and developing study plans and academic programs

o The committee has the right to seek the assistance of specialized experts from outside the scientific department or from outside the university as needed after completing the procedures followed in this regard.

.2The tasks of the department's systems and study plans committee

The tasks of the study systems and plans committee in the scientific department (program committee) shall be in accordance with the following controls:

o Building new study plans and reviewing their descriptions by referring to the frame of reference approved at the university, according to the detailed mechanism in the third chapter

o Reviewing and developing the study plans for the existing academic programs and their descriptions with reference to the frame of reference approved at the university, according to the detailed mechanism in the third chapter

Overseeing the preparation of course reports at the end of each semester, studying the extent to which the course learning outcomes have been achieved, identifying strengths and weaknesses in the decisions, and proposals for improvement and proposed changes from course professors (if any), and submitting them to the department council to take the appropriate recommendation

o Supervising the preparation of the annual report of the academic program, studying the extent to which the program's learning outcomes, strengths and weaknesses have been achieved, and proposals for improvement and proposed changes and submitting them to the department council to take the appropriate recommendation

o Study all proposals submitted to it to improve the quality of study programs in the department and complete the necessary procedures in this regard

o Providing opinion and advice in everything that would improve the quality of the department's academic programs

o The periodic review and evaluation of the programs and study plans presented in the department.

o Any other tasks referred to it in this regard by the Dean of the College or the University Agency for Academic Affairs

.3The role of the scientific department boards to support the tasks of the study systems and plans committee in the scientific department

o Study the program and the study plan submitted by the Department's Study Plans and Systems Committee (Program Committee), and submit written opinions and suggestions to the committee.

o In the event that it is not adopted by the committee or some of it by the committee, or if opinions differ, the department refers the disputed topic to the college's study

plans and systems committee. In the event that each of them maintains their opinion, the matter is referred to the College Council

o Recommending the approval of the study plan and referring it to the College's Study Systems and Plans Committee for presentation to the College Board to recommend approval and submitting it to the Standing Committee for Study Systems and Plans

o Proposing study plans, academic programs, curricula, references, and books prescribed to the Department's Study Plans and Systems Committee

Second: the college's study plans and systems committee

.1Forming the college's study plans and systems committee

A committee is formed at the college level. To review the academic programs and study plans of the scientific departments, and the committee includes in its membership each of:

o Vice Dean for Academic Affairs

o College Vice Dean for Development and Community Partnership.

o Director of the College Quality Unit.

o Chairman of the Study Plans and Systems Committee in the department / program for each department / program in the college. (In the event that there is one program in the college, the committee includes a representative from each department in the college).

o The nominated member shall have scientific competencies and distinguished experiences in the field of building academic programs and developing study plans.

o It is permissible to join the committee membership of one of the distinguished members in the field of building study plans from outside the college, based on a nomination from the college council.

o The members of the committee choose in their first meeting a chairperson and secretary of the committee. It is preferable that the Vice-Dean for Academic Affairs be chair of the committee.)

o The Dean of the College issues a decision to form the committee for a renewable one-year period, and provides the Systems and Study Plans Unit (or the Deanship of Graduate Studies for postgraduate programs) at the university with a copy of the decision.

o The committee holds its meetings periodically.

o The head of the committee is responsible for permanent coordination with the members of the committee and the study plans and systems committees in the scientific departments and the study systems and plans unit at the university (or the Deanship of Postgraduate Studies for postgraduate programs) to know the requirements and procedures specified by the Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies in case of Postgraduate programs) in everything related to the design and development of study plans and academic programs.

o The committee has the right to seek the assistance of specialized experts from outside the college or from outside the university as needed after completing the procedures followed in this regard.

.2The tasks of the college's study plans and systems committee

o Continuous coordination with the departmental systems and study plans committees and the Study Systems and Plans Unit (or the Deanship of Postgraduate Studies for postgraduate programs) at the university in everything related to the design and development of study plans and academic programs.

o Review the study plans and their outputs, and determine their compatibility with both the labor market requirements and the standards of the National Center for Academic Accreditation and Assessment, before being approved by the College Board.

o Organizing meetings and workshops with the beneficiaries inside or outside the university, in coordination with the college administration.

o The committee studies and discusses practical (field) training mechanisms at the college level (if any), in order to achieve the goals and outputs of each academic program.

o Study all proposals submitted to it to improve the quality of study programs in the college and complete the necessary procedures in this regard.

o Providing opinion and advice in everything that would improve the quality of academic programs in the college.

o Any other tasks referred to it in this regard by the Dean of the College or the University Agency for Academic Affairs.

.3The role of the college council in supporting the college's study plans and systems committee

Follow up the preparation and development of study plans.

o Discussing the reports of the College Systems Committee and study plans.

o Settling any disagreement between the study plans and systems committee in the college and the scientific departments.

o Settling any dispute between the department's systems and study plans committee and the department council.

o Recommending the approval of study plans and submitting them to the Standing Committee for Study Systems and Plans.

Third: Duties of the Standing Committee for Study Systems and Plans

.1Verify that the academic programs meet the requirements and procedures set by the committee in accordance with the university's vision, mission and goals. If they do not meet, the programs are returned to the college.

.2The Standing Committee for Academic Systems and Plans has the right to form sub-committees of specialists from inside or outside the university to review the scientific content of academic programs.

.3Recommending the approval of academic programs, and submitting them to the University Council for approval or returning them to the college with justifications presented. Academic program descriptions are then considered a document that everyone is obligated to implement without any modifications to its final form approved by the University Council.

.4Continuous evaluation and development of academic programs in accordance with standards of quality assurance and academic accreditation.

.5Evaluating and reviewing the structure of programs in the departments and developing them in a way that raises the efficiency of academic performance.

.6To propose academic and training programs commensurate with the needs of society and the requirements of the labor market.

.7Proposing teaching strategies, teaching and learning resources, and teaching methods to raise the efficiency of the targeted educational outcomes in the university's programs.

.8Developing student evaluation methods to contribute to achieving justice and raising the output efficiency.

.9Propose and follow up on what would provide a stimulating and supportive educational environment for creativity and academic and research excellence.

.10Promote academic exchange and partnerships with relevant institutions.

.11Proposing and following up on what would improve the level of student services.

.12Achieving positive communication between the university and the community and the alumni and making use of the feedback.

.13Propose and follow up what would improve the level of admission and registration services.

.14Contribute to attracting distinguished faculty members.

.15Propose and follow up what would raise the capabilities and skills of faculty members and faculty members.

.16Follow-up to support academic programs to obtain academic accreditation from the relevant authorities

Fourth: The tasks of the committees of the University Vice Presidency for Academic Affairs for quality work

1. Presenting a time plan for the work steps required of the committee to complete its work.

2. Collecting data for each criterion and sub-standard in the teaching, learning and student standards according to a matrix of practices for each sub-criterion, prepared by the Agency's quality consultant.

3. Recommending the necessary actions to improve the processes to meet the requirements of achieving each standard, including updating action plans to improve the quality of performance.

4. Reviewing the mechanisms of opinion polls for faculty members, students, alumni, employers and the community regarding each criterion.

5. Analyzing the results of the questionnaires and preparing forms of performance indicators related to each standard in coordination with the Deanship of Quality.

6. Documenting the minutes of the meetings of each committee.

7. Submit reports on priorities for improvement related to each standard, which are based on studying the strengths and weaknesses. Each committee must clarify the processes followed for verification to meet the requirements of the axes, elements and practices of each standard, and follow up on their implementation.

To ensure the effectiveness of the graduate characteristics and learning outcomes of the university's academic programs, the quality committees should verify the following:

1. Reviewing the characteristics of graduates of academic programs in consistency with the characteristics identified by the university in its developed strategic plan 2020-2025, and ensuring that each program in the university identifies the scientific and training characteristics of graduates / excellence for medical and health specializations, and the targeted learning outcomes in line with its mission.

2. Ensure that the characteristics of the graduates and the learning outcomes of the academic programs of the university programs have been discussed through the advisory committees and the quality committees and approved by the department / college councils and announced, and that the programs have presented a plan for measuring and reviewing them periodically.

3. Ensure that the graduates 'characteristics and learning outcomes comply with the requirements of the Saudi Qualifications Framework (SQF) and with the national academic and professional standards and the requirements of employers.

4. Ensure that academic programs are committed to applying institutional policies, standards and procedures in designing, developing and modifying academic curricula, including periods of training or field experience / internship.

5. Ensuring the extent to which the study plans achieve a balance between the general requirements and the specialization requirements, and between the theoretical, applied and clinical aspects of the medical and health specialties, and their observance of the succession, complementarity and accumulation of knowledge between the academic courses and no conflict between the prerequisite and basic requirements of the courses.

6. Ensure that teaching and learning strategies are centered on the student and are consistent with teaching and teaching strategies at the university level, and encourage active learning.

7. Diversity of teaching and learning strategies and evaluation methods in academic programs commensurate with their nature and level, including graduate programs, and that these strategies enhance students' ability to conduct scientific research, and ensure their acquisition of higher critical thinking skills and self-learning.

8. Ensuring the learning outcomes of field experience activities or field training / internships for medical or health specialties with program learning outcomes, and the extent of identifying training and evaluation strategies and appropriate training places to achieve these outputs.

9. Verify that all training supervisors from the university's programs and the supervisors of the training / internship headquarters are sufficiently familiar with the targeted learning outcomes, and verify the nature of the tasks assigned to each of them (supervision, follow-up, student evaluation, evaluation and development of the training / excellence guide), and follow-up of their commitment to them according to mechanisms. Specific.

10. Verify that the university's programs, which are offered in more than one branch for both male and female students, present a study plan and description of programs and courses in a unified and comparative manner.

11. Ensure that each program implements clear and announced procedures to verify the quality and reliability of evaluation methods (such as: matrices for linking evaluation methods to course / program learning outcomes or a table of specifications, diversity and comprehensiveness of learning outcomes, distribution of grades and accuracy of correction, review of evaluation methods through a peer or peer. Independent commission).

With regard to admission and registration:

1. Verify that the criteria and conditions for admission and registration of students are appropriate with the nature of each academic program, that they are clear and public, and that they are applied fairly and transparently.

2. Ensure that the number of students admitted to each academic program is planned and commensurate with the admission plans and the infrastructure available to them (such as: classrooms, laboratories and laboratories, etc.).

3. Verifying that the academic programs apply fair and approved policies and procedures for transfer to and from them and equivalence of what students have learned in other programs.

4. Ensure that the academic programs / college is making a comprehensive preparation for new students at the beginning of their enrollment in the academic programs, which includes introducing them to all academic, student and technical aspects.

With regard to student affairs:

1. Reviewing student opinion poll questionnaires on the quality of services provided to them and their analyzes (student support services / restaurants / entertainment lounges / libraries / e-learning services / entertainment activities / electronic services / services provided by the Deanship of Admission and Registration / and others).

2. Verify the percentage of students' use of the services provided and benefit from them.

3. The availability of regulations governing study and examinations, admission, discipline, training / cooperative / excellence, postgraduate studies, scientific research, student rights and other regulations related to the student's career at the university and its programs.

4. Evaluating the activities provided by each college / scientific department / academic programs with reference to the practices of quality assurance standards for program accreditation (developed).

5. Reviewing analyzes of performance indicators of students' extra-curricular activities and identifying strengths and priorities for improvement.

6. Verifying the availability of a student guide for each program, provided that it contains adequate information about the academic program and the requirements for completing the study in public.

7. Verifying the mechanisms for providing and evaluating effective guidance services, academic counseling, and extracurricular and enriching activities in the university's programs.

8. Evaluating the mechanisms for evaluating the quality of all services and activities provided to students, and working to improve them.

9. Evaluating the mechanisms for following up programs for their graduates and following up with employers, and the extent to which each program has implemented effective mechanisms for communicating with alumni and involving them in the program / college events and activities, conducting a survey of their views, working on analyzing them, making use of them, employing their experiences for the benefit of college students, and working on their support and preparing electronic databases for them.

10. Verify that academic programs apply appropriate mechanisms that contribute to identifying talented, innovative, creative, outstanding and unstoppable students, and provide appropriate programs for their care, motivation and support for each category of them.

11. Verify that the academic programs provide students and graduates with additional activities to develop their professional skills that contribute to increasing their experience in applying for the tests of the specialized bodies and measuring their employment in the labor market and employers.

12. Ensuring that students are represented in student councils and committees, and that they are involved in making relevant decisions.

Chapter 10

The powers of amendment on academic programs

Table (2) powers of amendment on academic programs and academic courses

University Council	The Standing Committee for Study Systems and Plans, (and for postgraduate programs), to be supplemented by the Graduate Studies Council	college Council	Section Council	Modification type		The proposed amendment	م
				Major modification	Slight adjustment		
✓	✓	✓	✓	❖		Changing the name of the academic program	1
✓	✓	✓	✓	❖		A change in the number of units approved for the academic program	2
✓	✓	✓	✓	❖		Relative redistribution of credit hours between compulsory and elective courses	3
✓	✓	✓	✓	❖		Add or delete a track from the academic program	4
✓	✓	✓	✓	❖		Changing the teaching language of the academic program	5
✓	✓	✓	✓	❖		Changing the characteristics of	6

						the academic program graduates	
✓	✓	✓	✓	❖		Changing the learning outcomes of the academic program	7
✓	✓	✓	✓	❖		Changing course learning outcomes by more than 20% of the academic program courses	8
	✓	✓	✓		❖	Change the name of the course	9
	✓	✓	✓		❖	Change the course coding or code	10
	✓	✓	✓		❖	Changing the semester in which the course is offered	11
	✓	✓	✓		❖	Change the pre-requisite / concurrent to the course	12
	✓	✓	✓		❖	Change of contact hours for the course	13
	✓	✓	✓		❖	Change admission requirements for the academic	14

						program.	
	✓	✓	✓		❖	Changing the compulsory course to an optional course or vice versa without changing the number of units approved for the course.	15
	✓	✓	✓		❖	Adding / deleting / modifying elective courses.	16
		✓	✓		❖	Change in the teaching strategies used, whether at the course or program level.	17
		✓	✓		❖	Change in evaluation methods, whether at the course or program level.	18
		✓	✓		❖	Change in the distribution of assessment scores according to the evaluation methods used at the course level.	19

		✓	✓		❖	Change in the timing of assessment at the course level.	20
			✓		❖	Changing the course content by no more than 20%, in a manner that does not affect the learning outcomes of the academic program.	21
			✓		❖	Change references / learning resources for the course.	22

Chapter Eleven

Required forms

First, models for undergraduate programs

Form (1): Application file for approval of a new or developed academic program

Form (2): Form for creating a scientific department

Form (3): Approved Program Activation Form

Form (4): A model for stopping / closing an existing program

Form (5): Form for reviewing an internally academic program

Form (6): An internal course review form

Second, models for graduate studies programs

Form (7): Application Form for Creating a Postgraduate Program

Form (8): Program Coordinator's Form

Form (9): Sample Mission and Objectives of the Program

Form (10): The program's intended learning outcomes form (according to the National Center for Academic Accreditation and Assessment)

Model (11): The model of scientific reference for the program (from within the Kingdom of Saudi Arabia)

Form (12): The model of scientific reference for the program (outside the Kingdom of Saudi Arabia)

Model (13): Form for Beneficiaries of the Program

Model (14): The Human Potential Model

Model (15): Institutional Capacity Model

Form (16): Department Experience Form

Form (17): Academic Information Form about the Program

Form (18): the program's admission requirements form

Form (19): The study plan model for the program

Form (20): A sample matrix of program compatibility with the Saudi Framework for Qualifications

Form (21): The CV template for the faculty member expected to participate in the program

Model (1)

Application file for approval of a new or developed academic program

- First: general information
- Introducing the college
- Foundation
- Vision
- Characteristics of college graduates
- the message
- Objectives
- Scientific College departments, divisions, tracks and centers
- Academic degrees awarded by the college and program codes
- Definition of the department
- Section Origins
- Vision
- the message
- Objectives
- The academic degrees awarded by the department, with the exact title of the degree for each program offered by the department.

Second: The study plan of the program

A) The general structure of the distribution of academic units on the academic program

percentage	number of units	Number of courses	Courses	Requirements
			Compulsory	University requirements
			Optional	
			Total university requirements	
			Compulsory	College requirements
			Total college requirements	

			Compulsory	Requirements Specialization
			Help	
			Optional	
			Total major requirements	
			Free courses	
			The total number of units approved for the academic program	

- A) University requirements
- ☐Preparatory year courses☐

Course Title	Course Number & Code	Previous requirements	Contact hours	The nature of the units		Academic level	The name of the rapporteur	Course number and code	م
				applied	theoretical				
									1
									2
									3
									4
									5
							Total units of the preparatory year courses		

- Compulsory university courses☐

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units	Academic level	The name of the rapporteu	Course number and	م

				applied			r	code	
									1
									2
									3
							Total units of compulsory university courses		

University elective courses

The student chooses from the elective courses a total of 4 units.

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units		Academic level	The name of the rapporteur	Course number and code	م
				applied	theoretical				
									1
									2
									3
									4
							Total units of the university's elective courses		

- B) the requirements of the college
- College Compulsory Courses (---) units.☐

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units		Approved units	The name of the rapporteur	Course number and code	م
				applied	theoretical				
									1

									2
									3
									4
								Total units of compulsory college courses	

- C) Specialization requirements
- ☐Compulsory specialization courses☐

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units		Approved units	The name of the rapporteur	Course number and code	N
				applied	theoretical				
									1
									2
									3
									4
									5
									6
									7
									8
									9
									10
									11
									12
									13
									1

									4
									15
									16
									17
									18
									19
									20
									21
									22

- Compulsory (support) specialization courses☐

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units		Approved units	The name of the rapporteur	Course number and code	ر
				applied	theoretical				
									1
									2
									3
									4
									5

Elective specialization courses ☐

The student selects from the elective courses a total of (----) units.

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units		Approved units	The name of the rapporteur	Course number and code	م
				applied	theoretical				
									1
									2
									3
									4
							Total units of elective specialization courses		

- **Field training course (if applicable)☐**

Course Title	Course Number & Code	Established pre-requisite	Academic level	The nature of the units		Approved units	The name of the rapporteur	Course number and code	م
				applied	theoretical				
									1

- **A) The indicative plan for the distribution of courses at academic levels**
- **(Preparatory Semester)☐**

Course Title	Course Number & Code	Previous requirements	Contact hours	The nature of the units		Approved units	The name of the rapporteur	Course number and code	م
				applied	theoretical				
									1
									2

									3
									4
									5
							Total units of the preparatory year courses		

Academic levels

First year :

First Semester						level one		
Course Title	Course Number & Code	Established pre-requisite	The nature of the units		Approved units	The name of the rapporteur	Course number and code	n
			applied	theoretical				
								1
								2
								3
								4
								6
								7
								8
						Total units		

General notes:

Level tables are repeated according to the number of levels of the program.

The nature of the units is the number of contact hours for the theoretical and practical hours of the course.

 In the event that there are paths in the program, they are separated at the level at which these paths begin, and level tables are filled out for each path separately.

 The previous requirements are clarified with complete accuracy, especially with regard to field training or the graduation project, or when passing the level completely is a condition for registering the next level.

Model (2)

Creating a scientific department

First: Introducing the department						
Einglish		Arabic				Suggested department name:
Einglish		Arabic				Name of the college that will follow:
PhD ☐	M.A. ☐	Bachelor of ☐	diploma ☐			The academic degree awarded by the department
	:City		:Governorate		:Region	
/ / :Date		academic year		The semester expected to start teaching:		

Second: the importance of the department
-1Section vision:
-2Department Mission:

-3The aim of establishing the department:
-4Justifications for the establishment of the department (please write the basic justifications):
-5What is the expected need for the labor market for graduates of this department?
□Very urgent □ urgent Economic need: Social need: Cultural need: Need for technological development:

National Policy Needs:

☐ Other needs (please state and explain):

☒ Evidence and evidence such as questionnaires, workshops and opinion polls are attached☐

Third: The basic components of the proposed section:☐							
Infrastructure: -1							
How many classrooms are required for the department? (Please indicate and explain the required classroom information within the study provided with the application)☐							
		Currently required number:				Total number:	
How many laboratories and workshops are needed for the department? (Please indicate and explain the information of the laboratories and workshops required within the study submitted with the application)☐							
SAR	Current cost:		Currently required number:	SAR	Total cost :		Total number:
What is the number of classrooms and laboratories that are common to other departments in the college?☐							
		Currently required number:				Total number:	
-What is the number of offices of the faculty members, lecturers and demonstrators required?☐							
		Currently required number:☐				Total number:	
-What is the number of offices for administration, services, meetings and conferences?☐							

	conferences		Student Services:		Administration offices:

Please specify the administration offices and the required services: (department head, assistant, secretary, library, etc.)

-1

-2

2- Study programs within the department.

What are the programs that will be taught upon the establishment of the department?

The total number of credit hours	Study gender		The language of study		Program name	
	□ female	□ male	□ English language	□ Arabic language		1
	□ female	□ male	□ English language	□ Arabic language		2
	□ female	□ male	□ English language	□ Arabic language		3
	□ female	□ male	□ English language	□ Arabic language		4

What are the educational outcomes expected from the program (programs) (according to the National Center for Academic Accreditation and Assessment System)?

What is the percentage of the number of approved units for the university, college and department requirements of the study plan?☐

Number of approved units☐	Rate (٪)☐	The entity
		the University
		the college
		Section
		Others (please list)
	٪100	The final total

What is the percentage of program courses from other departments (%): □ 5 10 □ 15 20 25 30 35 Other (as mentioned)

3- Teaching staff, lecturers and repeaters:

What is the number of faculty members required with the beginning of teaching in the department? (If the professor is available from other departments within the college, please mention that in an available item or not)

The number is available from other departments within the college	The required number	Sub-specialty	General specialty

What is the number of lecturers required with the beginning of teaching in the department? (If the lecturer is available from other departments within the college, please mention that in an available item or not)☐			
What is the number of repeaters required with the beginning of teaching in the department? (If the instructor is available from other departments within the college, please mention that in an available item or not)☐			
What is the number of technicians required with the beginning of teaching in the department? (If the technician is available from other departments within the college, please mention that in an available item or not)☐			

Fourth: Scientific references when developing the proposed study program for the department:			
Department Name	**College Name**	**University Name**	**T**
			1

			2
			3
			4
			5

Fifth: the department's future plan: (here is meant the department's strategic plan during the five years since the department started work)☐

-1What are the programs that could be developed in the future?☐

In English	in Arabic	Program name	
			1
			2
			3
			4

-2What degrees and majors can be awarded by the department in the future?

☐Diploma in: ---------- ---------- ----------

☐Bachelor in: ---------- ---------- ----

☐MA in: ---------- ---------- ------

☐PhD in:----------

-3What is the training plan to be developed and implemented for students?

-5What are the steps that will be taken to ensure the quality of education in the department through:

Academic Advising: ---------- ---------- -

---------- ---------- ----------

Tests and evaluation methods: ¬ ---------- ----------

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Teaching Process: ---------- ---------- -

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---------- ---------- ----------

Graduation Projects: ---------- ---------- -----

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Training: ---------- ---------- ----------

Other things (mention it):----------

Model (3)

Activate an academic program

	First: Introducing the program		
	Einglish	Arabic	Program name:
	Einglish	Arabic	Department Name:

	Einglish		Arabic		Name of the college that will follow:
			Arabic		
	PhD ☐	M.A. ☐	Bachelor ☐ of	☐ diploma	The degree awarded by the program
					University branch:
	/ / :Date		academic year		The semester expected to start teaching:

ثانيا: بيانات اعتماد الخطة الدراسية والبرنامج الجديد المراد تفعيله			
Department Council approval	Meeting No. (.....) Date: / / 143 AH	College Board approval	Meeting No. (.....) Date: / / 143 AH
Approval of the permanent committee for study systems and plans	DATE	Northern Border University Council approval	DATE

ثالثا: معلومات عن البرنامج

1- Vision of the program:

-3Program Objectives:

-4Justifications for activating the program (please write the basic justifications):

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-5What is the expected need for the labor market for graduates of this program?

Very urgent □ urgent

Please write the need for the program to be activated, whether economic, social or cultural, in front of the designated box.

Economic Need: ---------- ---------- -------- ----------

 Social need: ---------- ---------- ----------

Cultural Need: ---------- ---------- ----------

 Need for technological development: ---------- ---------- ----

 National Policy Needs: ---------- ---------- ---

 Other needs (please state and explain): ---------- ----------

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Fourth: The basic components of the program to be activated:				
1- Infrastructure:				
Currently required	**Available**	**Total**	Topic	N
			The number of classrooms required for the program.	-1
			The number of classrooms and laboratories common to other departments in the college.	-2
			The number of laboratories and workshops required for the program.	-3
			Number of offices of faculty members, lecturers, and demonstrators required.	-4
			The number of offices for administration, services, meetings and conferences.	-5

3- Please specify the administration offices and required services: (Head of Department, Associate, Secretary, Library, ... etc.) ----------

---------- -4

---------- -5

---------- -6

2- Teaching staff, lecturers and repeaters:

What is the number of faculty members required with the beginning of teaching in the program? (If the professor is available from other departments within the college, please mention that in an available item or not)

The number is available	The required	Sub-specialty	General specialty

from other departments within the college	number		
What is the number of lecturers required at the beginning of teaching in the program? (If the lecturer is available from other departments within the college, please mention that in an available item or not)			
What is the number of repeaters required at the beginning of teaching in the program? (If the instructor is available from other departments within the college, please mention that in an available item or not)			
What is the number of technicians required with the beginning of teaching in the program? (If the technician is available from other departments within the college, please mention that in an available item or not)			

Model (4)

Close / suspend admission to the academic program

First: basic data☐

A brief introduction to the college, its departments, and its academic programs.	the college:
A brief introduction to the department that supervises the academic program, to be closed / suspended.	Section:
A brief introduction to the program.	Program name:
– Date of program approval. – The start date of the program. – Did you graduate from the program? How many? – The program's operational plan.	Data about the program:
– The date on which no new students were accepted into the program. – The expected date of the final suspension with the graduation / transfer of the last student registered in the	Suggested closing / stopping date of the program:

program, with an explanation of the impact of this on all levels. — Suggested period of time to close / stop the program.	
— explaining the reasons and justifications for opening the program on the expected date, if the suspension is for a period of time.	Expected date to reopen the program if it was stopped for a period of time:

Second: Reasons for closing / stopping the program (supported by evidence and evidence)

— An analytical study clarifying the reasons for closing or stopping the academic program, and the positive and negative effects of it. — The reasons must be clearly identified, supported by evidence and evidence, such as: — The program does not meet current or future labor market requirements, strategic plans, etc.) — There is an abundance of program graduates according to the statistics of the competent authorities from the Ministry of Human Resources and Social Development - the Ministry of Labor ... etc.). — A directive from the Ministry of Education or a result of higher policies or trends. — Opinions of the Program Advisory Committee on the decision to close or suspend the academic program. — The opinions of stakeholders and beneficiaries of the program (students - graduates - faculty members - employers).	**Reasons for closing / stopping the program (supported by evidence):**

Third: The effects of closing / stopping the program at different levels

– The effect of closing or stopping the academic program on the strategic plan of the university, college and department. – Statement of financial, administrative and scientific obligations - internal and external - related to the academic program (completion of funded or supported research, organizing conferences and workshops, receiving equipment or spare parts for devices and equipment, receiving or renewing registration of software and scientific periodicals, etc.). Determine the revenues and expenses of closing or stopping – the academic program.	**Effects of closing / stopping the program on the strategic plan of the university, college and department:**
– A statement of the expected effects of closing or stopping the academic program on members of the academic and administrative bodies of the academic program (transfer to other programs, departments or colleges, non-renewal of contractors, subspecialties for scholarship students, etc.). – The effect of closing or stopping the program on other programs in the same scientific specialization (master / doctoral / fellowship programs ..... etc.). – The effect of closing or stopping the academic program on the educational attainment level of students enrolled in it. – The effect of closing or stopping the academic program on the number of accepted students.	**The negative effects of closing / stopping the program:**
– *-Explains the extent to which other related programs are affected by the decision to close or suspend the program.* – *An inventory of all programs that will be affected when the*	**Other academic programs affected by program closure /**

academic program is closed or suspended (academic programs that provide supportive courses for the program, and academic programs for which the program offers supportive courses).	**suspension (if applicable):**

Fourth: The procedures followed towards students and faculty members

–	**Mechanism for transferring students registered in the program who wish to transfer to other academic programs:**
–	**The impact of stopping the program on faculty members:**

Fifth: a plan for dealing with program resources

– *- Clarifying the inventory of the basic infrastructure components of the academic program that has been closed or discontinued, such as laboratories and workshops, human resources in all their academic and administrative classifications, and the public facilities designated for this program ... etc.* – *- The available infrastructure for the academic program, which has been closed or suspended, must be restricted to develop an appropriate vision for how to reuse it administratively, financially, and academically (such as laboratories, workshops, human resources with all their academic and administrative classifications, and public facilities designated for this program).*	**A plan for dealing with program resources to be closed / suspended (such as buildings, laboratories, ...):**
The concerned academic department must develop a plan to	**Schedule for closing /**

implement the closure or suspension of the academic program in direct coordination with the Dean, the Dean of Admission and Registration, and it must contain the following: *- The date on which the academic program was closed or suspended.* – *- The mechanism for transferring students who are newly registered in the academic program who wish to transfer to other academic programs. Setting a timetable for closing or completely suspending the academic program by following up on the last student's graduation from the program.* – *Determine the fulfillment of all requirements for starting or stopping the academic program.* – *- To coordinate with all departments related to the program, whether those responsible for offering general courses for the program, or for which the academic program offers general courses for them, to ensure that they are affected by the closure or suspension of the academic program.*	**stopping the program: (Please make a time plan, an explanatory schedule):**

Model (5)

An internal review form for the academic program description

Program data

Program name	
Level of qualification	
scientific department	
the college	

ĩ a. Definition of the program and general information about it

A-0 Is the program name identical to what is mentioned in the approved program?

☐ NO ☐ Yes

Justifications

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A-1 Is the headquarters of the program identical to what is stated in the approved program?☐

☐ NO ☐ Yes

Justifications: ☐

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A-2 Are the branches where the program is offered conform to what is accredited by the University's Agency for Academic Affairs?☐

☐ NO ☐ Yes

Justifications

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A-3 Are the reasons for establishing the program mentioned?☐

☐ NO ☐ Yes

Justifications

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A-4 Is the total credit hours of the program identical to what is stated in the approved program?☐

☐ NO ☐ Yes

Justifications

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A-5 Is the total actual learning hours of the program proportional to the total number of years of the program? *☐

☐ NO ☐ Yes

Justifications

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A-6 Are the occupations / jobs for which students are qualified in the program have been fulfilled?☐

☐ NO ☐ Yes

Justifications

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A-7-1 Are the credit hours in each track (if any) identical to what is stated in the approved program?☐

☐ NO ☐ Yes

Justifications

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A-7-2 Are the professions / jobs for graduates of each track (if any) specified?☐

☐ NO ☐ Yes

Justifications

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A-8-1 Are exit points / qualification awarded (if any) specified?☐

☐ NO ☐ Yes

Justifications

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A-8-2 Is the total number of credit hours at each exit point / qualification awarded (if any) identical to what is stated in the approved program?☐

☐ NO ☐ Yes

Justifications

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B. Program mission, goals, and outputs☐

B-1 Is the program message properly formulated?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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B-2-1 Are the objectives consistent with the program mission?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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ب-2-2 هل تم صياغة أهداف البرنامج بشكل صحيح؟

☐ NO ☐ To some extent ☐ Yes

Justifications

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B-3 Are the mission and goals of the program consistent with the mission and objectives of the institution / college?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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B-4 Are the characteristics of program graduates commensurate with the professions and jobs for which they are qualified?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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B.5.1 Do the PLO's learning outcomes meet the program objectives?

☐ NO ☐ To some extent ☐ Yes

Justifications

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B.5-2 How appropriateness is the formulation of the PLO's learning outcomes: Mark (√) *

❖❖**Each program track (if any) has learning outcomes.**

Modify / add (if applicable)	Non Relevance	Fairly convenient	Relevance	Outputs Learning	Learning Outcomes / Areas of Learning
				K1	Knowledge
				K2	
				K3	
				K4	
				K5	
				S1	Skills
				S2	
				S3	
				S4	
				S5	

				C1	Competences
				C2	
				C3	
				C4	
				C5	

- The following conditions must be taken into account when formulating the learning outcomes:

.1The learning outcomes in the program shall not exceed 15 outputs, representing the three areas of learning.

.2The learning outcome begins with a verb indicating action, followed by the object of the verb.

.3Avoid including more than one verb in the same output.

.4The learning outcomes in the program should be formulated according to the description of the levels of the Saudi Framework for Qualifications (ceiling).

.5Guidance on Bloom's Taxonomy, and in particular descriptions of higher levels of thinking (application, analysis, comparison).

.6To include the characteristics of SMART goals (specific, measurable, the student can do or accomplish, that fit with the available capabilities, be linked to a specific time).□

General notes on learning outcomes:

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Course of Study

C-1 Are the Curriculum Structure components of the study plan fulfilled in terms of number of courses, credit hours and percentages?

☐ NO ☐ To some extent ☐ Yes

Justifications

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C-2 Is the course schedule for the program (the program study plan) fulfilled?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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C-3 Are course descriptions attached?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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C-4 Are each of the program and course learning outcomes linked according to levels (Q = Foundation level, R = Practice level, T =

Mastery level)?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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C-5 Appropriateness of the teaching strategies used in the program to the learning outcomes of the PLO's: Mark (√)☐

Modify / add (if applicable)	Non Relevance	Fairly convenient	Relevance	Learning Outcomes / Areas of Learning
				Knowledge
				Skills
				Competencies

General notes on teaching strategies in the program:

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C-6 The appropriateness of the evaluation methods used in the program to the learning outcomes of the PLO's program: Mark (√)☐

Modify / add (if applicable)	Non Relevance	Fairly convenient	Relevance	Areas of learning
				Knowledge
				Skills
				Competencies

General notes on methods of evaluating the learning outcomes of the program:

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Student acceptance and support

D-1 Are the admission requirements for the program clear and specific?

	NO		To some extent		Yes

Justifications

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D-2 Are there orientation and preparation programs for new students enrolled in the program?☐

	NO		To some extent		Yes

Justifications

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D-3 Are there counseling services (academic, professional, psychological, and social) in the program?☐

	NO		To some extent		Yes

Justifications

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D-4 Is there support for people with special needs (slow learners, people with disabilities, gifted ...) in the program?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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E - Faculty and staff☐

E-1 Was the requirement schedule for the faculty, administrators and technicians fulfilled?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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H-2-1 Are procedures established for the qualification of newly appointed new faculty members?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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H-2-2 Has a plan for the professional development of faculty members been developed?☐

NO ☐ To some extent ☐ Yes

Justifications

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And - learning resources, facilities and equipment

F-1 Is there a clear mechanism for providing and ensuring the quality of learning resources in the program?

☐ NO ☐ To some extent ☐ Yes

Justifications

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F-2 Have the facilities and equipment been identified in line with the requirements of the program?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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F-3 Are there procedures followed to ensure the availability of a healthy and safe environment in the program (according to the nature of the program)?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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G- Management of the program and its regulations

G-1 Is there an organizational structure for the program?

☐ NO ☐ To some extent ☐ Yes

Justifications

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G-2 Was the beneficiaries represented and participated in planning and developing the program?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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G-3 Has a list of relevant program regulations and the electronic link been drawn up?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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H- Ensuring the quality of the program☐

H-1 Is there a quality assurance system in the program?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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H-2 Are there quality control procedures for the program?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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H-3 Are there procedures for controlling the quality of program courses taught through other scientific departments?☐

	NO		To some extent		Yes

Justifications

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H-4 Are there procedures to ensure parity is achieved between the headquarters of the program in its two parts (male and female students) and the rest of the other branches?☐

	NO		To some extent		Yes

Justifications

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H-5 Are there procedures for implementing institutional controls for educational and research partnerships (if any) in the program?☐

Yes	NO		To some extent		Yes

Justifications

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H-6 Is there a plan for the program in measuring the learning outcomes at the program level and the mechanisms for utilizing its results in the development processes?☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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H-7 Was the program quality evaluation matrix fulfilled? *☐

☐ NO ☐ To some extent ☐ Yes

Justifications

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❖ **Areas of evaluation (program leadership, effectiveness of teaching and evaluation, learning resources, services, partnerships, etc.)**

❖**Assessment resource (students, alumni, faculty, program leaders, administrators, staff, independent references, etc.)**

❖**Evaluation method (opinion polls, interviews, visits, ... etc.)**

❖**Calendar timing (beginning of the semester, end of the academic year ..... etc.)**☐

H-8-1 Is the time period specified for achieving the targeted performance indicators in the program?☐

	NO		To some extent		Yes

Justifications

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H-8-2 Have the main indicators required from the National Center for Academic Accreditation and Assessment have been fulfilled? (18 indicators)☐

	NO		To some extent		Yes

Justifications

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I - the decision

I-1 points need improvement in program description.

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I-2 Program Description Review Resolution

	It is returned to complete the modifications and provide the review team with a copy of the program after modification		**Acceptable without any modifications**

□

Signature of the university's internal audit team

Signature	The name	م
		1
		2
		3
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		5
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		7
		8
		9
		10
		11

Approval of the head of the internal audit team

The name /

Signature /

Model (6)

Internal review of the course description

Course data

Course Name ..... :

Course Code ..... :

Program name ..... :

scientific department ..... :

the college ..... :

a. Introducing the course☐

A-0 Is the course name identical to what is mentioned in the approved program?☐

☐ NO ☐ YES

Justifications

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A-0-1 Is the course code identical to what is stated in the approved program?☐

☐ NO ☐ YES

Justifications

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A-1 Are the credit hours for the course identical to what is stated in the approved program?☐

☐ NO ☐ YES

Justifications

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A-2-1 Is the course type as a requirement (university - college - major) identical to what is stated in the approved program?☐

☐ NO ☐ YES

Justifications

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A-2-2 Is the course type as a compulsory / optional requirement consistent with what is mentioned in the approved program?☐

☐ NO ☐ YES

Justifications

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A-3 Is the year and level at which the course is offered corresponds to what is stated in the approved program?☐

☐ NO ☐ YES

Justifications

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A-4 Is the pre-requisite of the course (if any) identical to what is stated in the approved program?☐

☐ NO ☐ YES

Justifications

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A-5 Is the simultaneous requirement for the course (if any) identical to what is stated in the approved program?☐

☐ NO ☐ YES

Justifications

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A-6 Was the study type determined correctly (number of contact hours / week)?☐

☐ NO ☐ YES

Justifications

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A-7-1 Are the contact hours determined correctly (number of contact hours * 15 weeks)?☐

☐ NO ☐ YES

Justifications

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A-7-2 Are other learning hours determined correctly (total time invested in all learning activities * 15 weeks)?☐

☐ NO ☐ YES

Justifications

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B. Course objective and educational outcomes☐

B-1 Was the general course description correctly completed?☐

	NO		To some extent		YES

Justifications

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B-2 Has the main objective of the course been defined?☐

	NO		To some extent		YES

Justifications

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B-3-1 Is there consistency between the learning outcomes in the CLO's course and the learning outcomes in the PLO's approved program?☐

	NO		To some extent		YES

Justifications

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B.3-2 How appropriate is the formulation of the CLO's course learning outcomes? Mark (√) *

	Non Relevance	Fairly convenient	Relevance	Outputs Learning	Learning Outcomes /

					Areas of Learning
				K1	Knowledge
				K2	
	Modify / add (if applicable)			K3	
				S1	Skills
				S2	
				S3	
				C1	Competences
				C2	
				C3	

- **The following conditions must be observed when formulating learning outcomes:**
- **The learning outcomes in the course do not exceed 4-7 outcomes.**
- **The learning outcome begins with a verb indicating action, followed by the object of the verb.**
- **Avoid including more than one verb in the same output.**
- **That the learning outcomes in the course are formulated according to the description of the levels of the Saudi Framework for Qualifications (ceiling).**
- **Be guided by Bloom's taxonomy, and in particular descriptions of higher levels of thinking (application, analysis, comparison).**
- **To include the characteristics of SMART goals (specific, measurable, that the student can do or achieve, that matches the available capabilities, that they are linked to a specific time).**

General notes on learning

outcomes:

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C- Topics of the course

0-ج Is the total number of contact hours for the subjects of the course equal to the total number of contact hours in the course?☐

☐ NO ☐ YES

Justifications

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D- Teaching and evaluation

D-1-1 How appropriate are the teaching strategies used in the course to the CLO's learning outcomes?☐

Non Relevance	Fairly convenient	Relevance	Outputs Learning	Learning Outcomes / Areas of Learning
				Knowledge
				Skills

				Competences

General notes on teaching strategies in the course:

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D-1-2 How appropriate are the assessment methods used in the course to the CLO's learning outcomes?☐

Modify / add (if applicable)	Relevance	Somewhat	Relevance	Areas of learning
				Knowledge
				Skills
				Competences

General notes on methods of assessing learning outcomes for the course:

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D-2-1 Are the calendar timings compatible with the university calendar of Northern Border University?☐

☐ NO ☐ YES

Justifications

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D-2-2 Is the evaluation percentage compatible with the rules of the executive regulations for exams and university studies at the Northern Border University?☐

☐ NO ☐ YES

Justifications

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E - Student support

E-0 Are academic advising and student support activities appropriate?☐

☐ NO ☐ To some extent ☐ YES

Justifications

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And - learning resources and facilities☐

F-1-1 Is the list of learning resources identical to what is stated in the approved course description?☐

☐ NO ☐ To some extent ☐ YES

Justifications

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2–1Is the learning resource list up-to-date? (From 5-7 years)☐

☐ NO ☐ To some extent ☐ YES

Justifications

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F-2 Have the required facilities and equipment been determined in line with the nature of the course?

☐ NO ☐ To some extent ☐ YES

Justifications

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G- Evaluating the quality of the course☐

G-0: Was the course quality assessment schedule correctly fulfilled? *☐

☐ NO ☐ To some extent ☐ YES

Justifications

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❖ **Areas of evaluation (such as: the effectiveness of teaching, the effectiveness of student assessment methods, the extent of learning outcomes for the course, learning resources, etc.)**

❖**Residents (students, faculty, program leaders, administrators, peer references, others ... etc.)**

❖**Calendar method (direct and indirect)**

H – the decision

H–1 points need improvement in course description.

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H-2 Decision to review a course description

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	It is returned to complete the amendments and provide the review team with a copy of the course after the amendment		**Acceptable without any modifications**

University internal audit team

The name	N
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11

Approval of the head of the internal audit team
The name /
Signature /

Postgraduate forms

Model (7)

Request to create a graduate studies program ☐

PhD ☐ M.A. ☐ Higher Diploma ☐	**DEGREE**

The name of the proposed program	

The name of the degree	
In English	
in Arabic	•

General specialty	
In English	
in Arabic	

Specialization	
In English	
in Arabic	

The number of credit hours for the program	

The proposed start date of the program	

Study method	
PhD)) •	Masters)) •
☐Courses and thesis	☐Courses and thesis
☐Letter and some courses	☐Academic courses only (with a research project)

The program is shared ☐ The program is single ☐

- **The department / departments and college / colleges participating in the program:**

College Board Decision		**Department Council decision**		**the college**	**Section**	**م**
Date	**Session number**	**Date**	**Session number**			
14 / / هـ		14 / / هـ				1
14 / / هـ		14 / / هـ				2
14 / / هـ		14 / / هـ				3
14 / / هـ		14 / / هـ				4
14 / / هـ		14 / / هـ				5
14 / / هـ		14 / / هـ				6

Dean of the College		**Head of Department**
The name		The name

Signature Date		Signature Date

Model (8)

Program coordinator ☐

PhD ☐ M.A. ☐ Higher Diploma ☐	**DEGREE**
	The name of the proposed program

The department / departments and college / colleges participating in the program:

the college	**Section**	م
		1
		2
		3
		...

Supervisor of the proposed graduate program:

E-mail	**cell phone**	**Shunt**	**Academic rank**	**The name**

Dean of the College		**Head of Department**
The name		The name
Signature		Signature
Date		Date

Model (9)

Mission and objectives of the program

- **Program mission:**

- **The relationship of the program's mission to the mission of the department, college and university:**

- **Program Goals:**

- **The importance of the program and the community's need for it:**

The nature of the program in terms of its academic and professional focus and scientific approach:

Model (10)

The targeted learning outcomes of the program

)According to the National Center for Academic Accreditation and Assessment)

Complete the form for each track))

Evaluation methods	Teaching strategies	Learning Outcomes		Learning field	
			first	Knowledge	Knowledge
			second		
			third		
			fourth		
			…		
			first	Cognitive skills	
			second		
			third		
			fourth		
			…		

Evaluation	Teaching strategies	Learning Outcomes		Learning field	
			first	Handling skills With others and the ability to	Competencies
			second		
			third		
			fourth		
			…		

Evaluation	Teaching strategies	Learning Outcomes	Learning field

			first	**communication skills And information technology And numerical skills**	**Skills**
			second		
			third		
			fourth		
			…		
			first	**Skills Psychomotor**	
			second		
			third		
			fourth		
			…		

Note: - Tables are repeated according to the number of tracks in the program

Model (11)

Scientific reference for the program (from within the Kingdom of Saudi Arabia)

•Is there a similar program in any of the Saudi universities? Yes ☐ No

)If the answer is "No", go to the next form)

- •What are similar programs in other Saudi universities?

the University	the college	Section	Program name	م
				1
				2
				3
				...

Have these programs been evaluated?

Yes (a copy of the evaluation should be attached) ☐ No

Who did this assessment?

External committee department head faculty members ☐ others

• Are the capabilities available to the department at the same level (at least) as the capabilities available in similar departments that study similar programs?

Yes, ☐ No

• Have the advantages of these programs been taken advantage of and the negatives avoided?

Yes, ☐ No

- •If yes, state the benefit:

- What are the similarities and differences with these programs?

Facets of distinction	Similarities	م
		1
		2
		3
		...

Model (12)

Academic reference for the program (outside the Kingdom of Saudi Arabia)

- •Is there a similar program in any of the foreign universities? Yes, ☐ No
-)If the answer is "No", go to the next form)
- •What are similar programs in other universities regionally and internationally?

Country	the University	the college	Section	Program name	N
					1
					2
					3
					...

Have these programs been evaluated?

Yes (a copy of the evaluation should be attached) ☐ No

Who did this assessment?

External Committee Department Head Faculty Members Others

•Are the capabilities available to the department at the same level (at least) as the capabilities available in similar departments that study similar programs?

Yes, ☐ No

•Have the advantages of these programs been taken advantage of and the negatives avoided?

Yes , ☐ No

- **If yes, state how helpful it is:**

- **What are the similarities and differences with these programs?**

Facets of distinction	Similarities	م
		1
		2
		3
		...

Model (13)

Beneficiaries of the program

Has a scientific study been conducted to determine the needs of the Kingdom of Saudi Arabia for graduates from the proposed program?

Yes **No**

- **If yes, what are its most important results? (A copy of the study is attached)**

•What are the beneficiaries of the program?

o Governmental agencies:

- **Private Entities:**

- **Other entities:**

Model (14)

Human potential

•Have members of the department's faculty participated in preparing graduate studies programs before? ☐ Yes ☐ No

o If yes, what are these programs?

Country	the University	the program	م
			1
			2
			3
			...

•Number of scientific researches for faculty members in the department for the past three years:

The total number	the number		Publication years
	Einglish	Arabic	
			/ / 14 هـ
			/ / 14 هـ
			/ / 14 هـ

- Average teaching quorum for faculty members in the department:

Quorum average	Non-Saudi	Saudi	the number	Degree
				professor

				Co-professor
				Assistant Professor
				Total

•Number of faculty members in the department over the past five years:

14 / 14	14 / 14	14 / 14	14 / 14	14 / 14	the years
					Academic rank
					professor
					Co-professor

- **Faculty members in the department for the current academic year:**

Years of Experience	Academic rank	Specialization	General specialty	Graduation Year	Country	university graduating from	Nationality	NAME	N
									1
									2
									3
									4
									5
									...

- Names of non-scholarship teaching assistants for the current academic year:

Specialization	General specialty	Year of admission to the department	Country	The university graduating from	Graduation Year	NAME	م
							1
							2
							3
							4
							5
							...

- Technical staff in the department for the current academic year:

current work	Years of Experience	Destination and graduation year			Technical qualification	Nationality	NAME	N
		the year	Country	the University				
								1
								2
								3

								4
								5

- **Administrative staff in the department for the current academic year:**

current work	Years of Experience	Destination and graduation year			Administrative qualification	Nationality	NAME	N
		the year	Country	the University				
								1
								2
								3
								4
								5
								...

Model (15)

Institutional potential

Classrooms available for postgraduate studies

NO ☐	relatively ☐	YES☐	Is the number of these halls sufficient?
NO ☐	relatively ☐	YES☐	Are the spaces for these halls sufficient?
not complete ☐	Completed☐		How well are these halls equipped?

The offices located in the college

NO ☐	YES☐	• Are there enough offices for faculty members?
NO ☐	YES☐	Are there offices dedicated to graduate students in the college?
NO ☐	YES☐	Are these offices equipped with the Internet?

Library and references

NO ☐	YES☐	• Is there a library for the department?
NO ☐	YES☐	Is there a college library?
NO ☐	YES☐	• Is there an automatic search system for office services?
NO ☐	YES☐	• Are there designated places in the library for faculty members?
NO ☐	YES☐	• Is it possible to allocate places in the library for graduate students?

NO ☐ YES☐ Sometimes☐ Are scientific journals available?

NO ☐ YES☐ Medium☐ Are office services appropriate?

- **Books, references, periodicals and magazines in the college that will serve the program:**

Total	the number			Statement
	In other languages	In English	in Arabic	
				Books and references
				Scientific periodicals
				Scientific journals

- **Books and references required in the courses of the proposed program:**

the number		Statement
Not Available	Available	
		Books and references in Arabic
		Books and references in English
		Total

Laboratories, laboratories or workshops

Workshops	Laboratories	Modulus

How well equipped is it?

Incomplete processing			Completed		
☐ Workshops	☐ المختبرات	☐ Modulus	Laboratories ☐ ☐ Modulus		☐ Workshops

Workshops	Laboratories	Modulus	Does it belong to the department?
YES☐	YES☐	YES☐	
NO ☐	NO ☐	NO ☐	
Joint ☐	Joint ☐	Joint ☐	

Workshops	Laboratories	Modulus	
YES☐	YES☐	YES☐	Is their number sufficient?
relatively ☐	relatively ☐	relatively ☐	
NO ☐	NO ☐	NO ☐	

Workshops	Laboratories	Modulus	Are their spaces enough?
YES☐	YES☐	YES☐	
relatively ☐	relatively ☐	relatively ☐	
NO ☐	NO ☐	NO ☐	

•A list of the current departmental laboratories, laboratories or workshops that will serve the program

The type of laboratory, laboratory, or workshop	م
	1
	2
	...

•A list of laboratories, laboratories or workshops proposed to be established in the future and does not affect the start of the proposed program

The type of laboratory, laboratory, or workshop	Expected start date	N
	/ / 14 هـ	1
	/ / 14 هـ	2
	/ / 14 هـ	3
	/ / 14 هـ	4
	/ / 14 هـ	...

- Does the program require a **computer lab? Yes ☐ No**

(**If** the answer is no, go to the next form)

•Is th**ere a computer lab? Yes ☐ No**

- • **Does the processing of the computer lab comply with the requirements of the program? Yes ☐ No**
- •**How many computers are currently available in the lab**

- **List of available original computer programs**
- **Currently who will serve the program**

The name of the computer program	Number of computers allowed	م
		1
		2
		3
		4
		...

•A list of computer programs that are not currently available and required by the program

The name of the computer program	م
	1
	2
	3
	4
	...

Model (16)

Department experience

- **The origin of the department**

Decision of the Higher Education Council **High approval**

the number **session** **Date** **the number**

- *What are the main research areas in the department?*

• Does the department award a bachelor's degree in the same field as the proposed program?

☐ **Yes** ☐ **No**

(If the answer is "No", go to the next form)

- **Number of students enrolled in the bachelor's stage for this year and the past three years:**

Total	the number		The year
	Students-f	Students-m	
			14 / 14 هـ
			14 / 14 هـ
			14 / 14 هـ
			14 / 14 هـ

•Number of graduates from the department for the undergraduate level for this year and the past three years:

the number	the number		العام
	Students-f	Students-m	
			14 / 14 هـ
			14 / 14 هـ
			14 / 14 هـ
			14 / 14 هـ

- **The number of students expected to graduate from the department for the next three years:**

the number	the number		year
	Students	Students	
			14 / 14 هـ
			14 / 14 هـ
			14 / 14 هـ
			14 / 14 هـ

Model (17)

Academic information about the program

- **Degree requirements:**

What is the minimum number of students who must be enrolled in the program?

What is the maximum number of students who will be accepted into the program?

What are the teaching methods that will be followed in the program?

☐ The lectures ☐ Exercises ☐ Laboratory studies ☐ Study groups ☐

Others (name it):

•What language will be taught in?

☐ Arabic ☐ English ☐ Other (include it):

•What language will the message be prepared in (if any)?

☐Arabic ☐ English ☐ Other (include it):

•Did the other departments participating in the program teach postgraduate programs? ☐ Yes ☐ No

(Attach a copy of the description of these courses)

- **What are the courses offered by other departments?**

Coordination was made in the course description Attach proof))	DEPARTMENT	number of units	Course Name	Course Code	.N
No ☐ Yes ☐					1
No ☐ Yes ☐					2
No ☐ Yes ☐					3
No ☐ Yes ☐					4
No ☐ Yes ☐					...

- **Is there any course of the proposed program that is similar at least 70% of its content to any other course taught at Northern Border University? Yes, ☐ No ☐**
- **•If yes, what are those similar courses? (Attach a copy of the description of these courses)**

DEPARTMENT	number of units	Course Name	Course Code	م
				1
				2
				3

				4
				…

Model (18)

Conditions for admission to the program

- **The admission requirements stipulated in the Unified Regulations for Postgraduate Studies and its implementing rules at the university:**

- **The department's admission requirements that are not stipulated in the university's unified regulations for graduate studies and its executive rules:**

other notes:

Model (19)
Program study plan

Complete the form for each track

- **The general structure of the distribution of academic units on the academic program:**

The number of approved academic units	Number of courses	Courses	Requirements
		Compulsory	Program requirements
		Optional	
		Research project	
		The scientific message	
		Total courses and units approved for the academic program	

a. Compulsory courses:

pre-requisite	Academic level	Number of contact hours		Number of approved units	The name of the rapporteur	Course number and code	م
		operation	theory				
							1
							2
							3
							4

							5
							6
							7
							8
							...
					Total units of compulsory courses		

B. Elective courses:

pre-requisite	**Academic level**	**Number of contact hours**		**Number of approved units**	**The name of the rapporteur**	**Course number and code**	**م**
		operation	**theory**				
							1
							2
							3
							4
							5
							6
							7
							8
							...
					Total units of elective courses		

C. Research project or thesis (if applicable):

pre-requisite	Academic level	Number of contact hours		Number of approved units	The name of the rapporteur	Course number and code	م
		the operation	the theory				
							1
							2
					Total units of the research project or thesis		

•The indicative plan for distributing the courses to the academic semesters

First semester:

pre-requisite	Number of contact hours		Number of approved units	The name of the rapporteur	Course number and code	م
	the operation	the theory				
						1
						2

						3
						4
						5
						...
				Total units of the first semester		

Second Semester:

pre-requisite	Number of contact hours		Number of approved units	The name of the rapporteur	Course number and code	م
	the operation	the theory				
						1
						2
						3
						4
						5
						...
				Total units for the second semester		

Third semester:

pre-requisite	Number of contact hours		Number of approved units	The name of the rapporteur	Course number and code	م
	the	the				

	operation	theory				
						1
						2
						3
						4
						5
						...
				Total units for the third semester		

Fourth semester:

pre-requisite	Number of contact hours		Number of approved units	The name of the rapporteur	Course number and code	م
	the operation	the theory				
						1
						2
						3
						4
						5

						...
				Total units for the fourth semester		

Note: The schedules are to be repeated according to the number of semesters

Model (20)

Program compatibility matrix with the Saudi framework for qualifications

It should be clarified how the program is consistent with the Saudi Framework for Qualifications in terms of the following aspects:

Qualification Title:

•The title of the qualification fits the level specified in the Saudi Framework for Qualifications.

Level of qualification:

•The level of the program is determined based on the levels of the Saudi Framework for Qualifications.

Credit hours:

•The total credit hours of the program are in accordance with the regulations and regulations in force in the Kingdom

•The total time required from the learner to invest in achieving each program learning output was estimated

Learning outcomes of the program:

•Learning outcomes focus on aspects of knowledge, skills and competencies

•The learning outcomes of the program have been formulated according to a description of the levels of the Saudi Framework for Qualifications.

•The professional standards were guided when formulating the learning outcomes of the program

•Learning outcomes for program decisions are interdependent and based on areas of knowledge, skills and competencies

Model (21)

The CV of the faculty member expected to participate in the program

picture

Character

1. 1 .Personal data

The name	
date and place of birth	
Social status	
Title	

2. .2Academic qualifications

Date	Awarding	Specialization	Degree

3. .3Specialization and scientific areas of interest

	General specialization

	Specialization
	Areas of scientific interest

4. .4Consulting in other bodies

the year	The nature of the counseling	Name of the organization

5. .5Employment record

DATE	The employer and its address	Occupation
14 / / هـ		
14 / / هـ		
14 / / هـ		
14 / / هـ		

.6Administrative and committees work

Date	Title of administrative work / committees and tasks
14 / / هـ	
14 / / هـ	
14 / / هـ	
14 / / هـ	
14 / / هـ	

.6Published scientific research and literature (for the last two years)

Year of Publication	Name of the journal / publisher	Research title / author	Name of the researcher (researchers)

6. The educational courses that he taught

Studies Supreme	Stage Undergraduate	The course
❑	❑	
❑	❑	
❑	❑	
❑	❑	
❑	❑	
❑	❑	

Name signature date

		/ / 14 هـ

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resources and references

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