
College of Engineering and Architecture
Department of Architecture

## Plan _44

# Diploma Supplement

## Architecture and Planning (Architecture)

2023

Umm Al-Qura University
College of Engineering and Architecture
Department of Architecture

# DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

## 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

**1.1 Family name(s):**

**1.2 Given Name(s):**

**1.3 Date of birth** (*day/month/year*):

**1.4 Student identification number:**

## 2 INFORMATION IDENTIFYING THE QUALIFICATION

**2.1 Name of the qualification and** (*if applicable*) **title conferred** (in original language):

بكالوريوس العمارة والتخطيط (العمارة)
Bachelor of Architecture and Planning (Architecture) *

**2.2 Main field(s) of study for the qualification:**

Architecture and planning

**2.3 Name and status of awarding institution** (*in original language*):

جامعة أم القري- كلية الهندسة والعمارة - قسم العمارة
Umm Al-Qura University, College of Engineering and Architecture, Department of Architecture

**2.4 Name and status of institution** (*if different from 2.3*) **administering studies** (*in original language*):

Same as 2.3

**2.5 Language(s) of instruction/examination:**

Arabic/ English

## 3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

**3.1 Level of qualification:**

Bachelor's Degree

**3.2 Official length of programme:**

A total of 5 academic years, consisting of 14 trimesters and a trimester of cooperative training. Each trimester comprises 13 academic weeks including final exams. (255 CH, 300 ECTS)

**3.3 Access requirements(s):**

High school certificate or its equivalent, and any other requirements specified by the University Council.

## 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

**4.1 Mode of study:**

Full-time

**4.2 Programme requirements:**

The Degree is awarded to students who have successfully completed all courses in the curriculum and have obtained cumulative GPA of at least 2.0 on scale 1-4. A description of the academic career, the acquired competences and the achieved learning outcomes are illustrated in page 2 & 3.

**4.3 Programme details:** Please refer to page 4 **-5**

**4.4 Grading scheme and grade distribution guidance:**

| Percentage Grade | Grade Meaning | Latter Grade | Grade Points | Percentage Grade | Grade Meaning | Latter Grade | Grade Points |
|---|---|---|---|---|---|---|---|
| 95-100 | Excellent+ | A+ | 4.00 | 60-64 | Satisfactory | D | 1.00 |
| 90-94 | Excellent | A | 3.75 | < 60 | Fail | E | 0.00 |
| 85-89 | Very good+ | B+ | 3.50 | 0.00 | Debarred | DE | 0.00 |
| 80-84 | Very good | B | 3.00 | 0.00 | Withdrawal | W | 0.00 |
| 75-79 | Good+ | C+ | 2.50 | 0.00 | Incomplete | I | 0.00 |
| 70-74 | Good | C | 2.00 | 0.00 | Transferred | TR | 0.00 |
| 65-69 | Satisfactory+ | D+ | 1.50 | | | | |

**4.5 Overall classification of the qual.** (in original language):

معدل .... من أصل ٤,٠٠ وتقدير عام ....
GPA .... out of 4.00 and overall grade ....

## 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

**5.1 Access to further study:**

Degree programme may entitle access to postgraduate study.

**5.2 Professional status** (if applicable):

The Degree enables the holder to practice the profession.

## 6 ADDITIONAL INFORMATION

**6.1 Additional information:**

N/A

**6.2 Further information sources:**

Ministry of education:
https://www.moe.gov.sa/en/Pages/default.aspx
Umm Al-qura University: https://uqu.edu.sa/en

*Accredited by ASIIN

## Our Graduate: The Architect

Before any building is constructed, it exists in the mind's eye of an architect. Architects design buildings in which people work, worship, play, and conduct the countless other activities of their lives. They synthesize human needs, environmental possibilities, building technology, and aesthetic values into designs.

## Career Opportunities

Everything related to the built environment belongs to the domain of the architects. They are front runners in the challenge to create a new world in the twenty first century.

Graduates can be employed by large private or public enterprises, consulting firms, governmental or local authorities...etc., whether in Arab or foreign countries. Graduates are qualified to work as architectural designers and can gain further experiences to become interior designers, urban designers, urban planners, landscape architects or conservation specialists. They can also work in the field of contracting, execution, tender preparation & evaluation, and/or the field of research & studies, or feasibility studies and project management as well as maintenance & restoration of buildings.

Furthermore, they can teach architecture urban design and urban planning at governmental and private higher institutes, and they can proceed to be academic staff. Some graduates prefer to work independently or to be partners or employees in small firms. Generally, freshman graduates work for different kinds of employers in their early years, once they have gained enough experience, many set up in practice on their own.

## Architecture and Planning Programme

### Goals and Objectives of the Architecture and Planning Programme

- Strength partnerships with local, regional, and international educational institutions.
- Develop tasks that focus on critical thinking and problem-solving skills.
- Foster the culture of self-learning through scientific research.
- Provide students with the skills, knowledge, and values necessary for successful careers in architecture and urbanism.
- Encourage participation in competitions and cutting-edge research while maintaining scientific integrity.
- Promote sustainable and inclusive practices that address social and environmental challenges.
- Engage with the local community and contribute to its development through architectural and urban projects.
- Encourage designs that reflect cultural heritage and identity.

### Competency Profile

In order to meet the requirements of the professional activities as an architect, urban designer and urban planner, graduates have acquired the following competencies:-

- Ability to create architectural, urban design, and urban planning projects that satisfy ethics and values, as well as aesthetic and functional requirements.
- Adequate knowledge of the history and theories of architecture and planning.
- Adequate knowledge of urban design and urban planning, and the skills involved in the planning process.
- Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.
- Understanding of the profession of architecture, urban design, and urban planning, and the role of the profession in society.
- Understanding of the methods of investigation and preparation of the brief for design and planning projects.
- Understanding of the structural design, constructional, and engineering problems associated with the built environment.
- Adequate knowledge of physical problems and technologies, as well as the functional requirements of buildings, to ensure internal conditions of comfort and protection against the climate.
- The necessary skills to meet the requirements of users while considering cost factors and regulations.
- Adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
- Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as built heritage.
- Adequate knowledge of the means of achieving sustainability and environmental conservation and rehabilitation.
- Development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.- Adequate knowledge of project financing, project management, cost control and methods of project delivery.

## Structure and Courses

Since the founding of the Department of Architecture at Umm Al Qura University, a number of improvement stages of its program have been launched to keep abreast the development of higher education and technology. With the vision, mission and objectives, the department provides the Architecture and Planning program.

According to the requirement of Umm Al-Qura University, there are a series of courses concern Islamic culture and there is a compulsory English language course in the first level. According to the requirement of the college, there are several courses focus on basic and applied science fundamental knowledge such as mathematics and physics. Furthermore, some other courses are imported from other departments like Civil Engineering and Computer Eng.

The programme structure offers a broad scientific and architectural base by containing a sequence of specialised courses like Architectural Design Studios, Urban planning Studios, Regional planning, cities and climate change and Construction, Theories of Urban planning, Housing and Advanced studies in landscape courses, etc. These courses are accompanied by some urban planning elective courses. The programme includes one Cooperative Training in 9th level. This training provides students with an opportunity to enrich their university experience by linking academic studies to actual practical situations. Students will also have the opportunity to assess their professional interests in their respective fields through 3 tracks (Architecture, Urban Design and Urban Planning).

## Intended Learning Outcomes ILOs

The graduate of the Architecture and Planning programme is able to:

**Knowledge:** At the end of the program, student should be able to :

1. Demonstrate a comprehensive understanding of the built environment.
2. Demonstrate an in-depth understanding of systems, technologies, safety and assemblies of the built environment.
3. Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
4. Explain concepts of mathematics and scientific theories relevant to architecture.

**Skills:** At the end of the program, student should be able to:

5. Make decisions for complex design problems in creative and scientific manners.
6. Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
7. Apply scientific research for complex issues of the built environment.
8. Execute drawings, craftworks and physical models efficiently.
9. Communicate in different forms to demonstrate understanding and transfer knowledge.

**Values, Autonomy and Responsibility:** At the end of the program, student should be able to:

10. Ethics
    Demonstrate self-discipline, punctuality and commitment to all required tasks.
11. Responsibility
    Demonstrate personal, professional and social responsibility.

## 4.3 General Architecture courses, and the individual grades/marks/credits obtained:

| No | Course Code | Course Title | Level | Credit Hours | * ECTS | Grade |
|---|---|---|---|---|---|---|
| 1 | ARC 1001 | Architectural Formation Principles Studio 1 | 1 | 5 | 8 | |
| 2 | ARC 1302 | Architectural Drawings and Presentation | 1 | 3 | 3.5 | |
| 3 | ARC 1309 | Architectural Drawings and Presentation | 1 | 2 | 2 | |
| 4 | MTH 1601 | Mathematics for Architects | 1 | 2 | 1.5 | |
| 5 | ELCN1301 | English Language 1 | 1 | 4 | 4 | |
| 6 | ICC 1201 | Islamic Culture 1 | 1 | 2 | 1 | |
| 1 | ARC 1002 | Architectural Formation Principles Studio 2 | 2 | 5 | 8 | |
| 2 | ARC 1306 | Architectural Models | 2 | 3 | 2.5 | |
| 3 | ARC 1308 | Design Process & Methods | 2 | 2 | 1.5 | |
| 4 | ARC 1303 | Shade, Shadow and Perspective | 2 | 2 | 3 | |
| 5 | ELCN1302 | English Language 2 | 2 | 4 | 4 | |
| 6 | DS1101 | Digital Technology | 2 | 2 | 1 | |
| 1 | ARC 1003 | Fundamental Design Principles Studio | 3 | 5 | 8.5 | |
| 2 | ARC 1314 | Buildings Design Standards 1 | 3 | 3 | 2.5 | |
| 3 | ARC 140# | Elective Course 1 | 3 | 2 | 2 | |
| 4 | PHY 1115 | Physics for Architects | 3 | 2 | 2 | |
| 5 | ELCN1303 | English Language 3 | 3 | 4 | 4 | |
| 6 | QR 1101 | The Holy Quran 1 | 3 | 2 | 1 | |
| 1 | ARC 1004 | Architectural Design Studio 1: Small Scale Public Buildings | 4 | 5 | 7.5 | |
| 2 | ARC 1101 | Building Construction Studio 1: Site Preparation | 4 | 3 | 3 | |
| 3 | ARC 1203 | Vector-based Drawing | 4 | 2 | 2.5 | |
| 4 | ARC 1315 | Introduction to Landscape Architecture | 4 | 2 | 2.5 | |
| 5 | ARC 1310 | Architecture of Islamic Civilization | 5 | 2 | 1.5 | |
| 6 | CE 1632 | Surveying | 4 | 2 | 2 | |
| 7 | ICC 2202 | Islamic Culture 2 | 4 | 2 | 1 | |
| 1 | ARC 1005 | Architectural Design Studio 2: Medium Scale Public Buildings | 5 | 5 | 7.5 | |
| 2 | ARC 1102 | Building Construction Studio 2: Components of Building Structure | 5 | 3 | 3.5 | |
| 3 | ARC 1205 | I3D Modeling | 5 | 2 | 2.5 | |
| 4 | ARC 1304 | Local Architectural Heritage | 5 | 2 | 1.5 | |
| 5 | ARC 1311 | Renaissance and Premodern Architecture | 5 | 2 | 1.5 | |
| 6 | ARC 1317 | Environmental control Systems | 5 | 2 | 2 | |
| 7 | CE 1450 | Structure 1 | 5 | 2 | 1.5 | |
| 1 | ARC 1006 | Architectural Design Studio 3: Vernacular Architecture | 6 | 5 | 7.5 | |
| 2 | ARC 1103 | Building Construction Studio 3: Components of Building Structure | 6 | 3 | 3.5 | |
| 3 | ARC 1201 | Creative Generative- Design | 6 | 2 | 2.5 | |
| 4 | ARC 1307 | Buildings' Technical Installations | 6 | 3 | 1.5 | |
| 5 | ARC 1313 | Principles of Urban Design | 6 | 2 | 1.5 | |
| 6 | ARC 141# | Elective Course 2 | 6 | 2 | 2 | |
| 7 | QR 2102 | The Holy Quran 2 | 6 | 2 | 1.5 | |
| 1 | ARC 1007 | Architectural Design Studio 4: Conventional Structure Systems | 7 | 5 | 7.5 | |
| 2 | ARC 1104 | Building Construction Studio 4: Technical Drawings | 7 | 3 | 4 | |
| 3 | ARC 1312 | Principles of Urban Planning | 7 | 2 | 2 | |
| 4 | ARC 1316 | Structure Systems in Architecture | 7 | 2 | 2 | |
| 6 | ARC 1109 | Introduction to Urban Design Studio | 7 | 4 | 6 | |
| 7 | CE 2452 | Structure 2 | 7 | 2 | 1.5 | |
| 1 | ARC 1008 | Architectural Design Studio 5: Long Spans | 8 | 5 | 7.5 | |
| 2 | ARC 1105 | Building Construction Studio 5: Finishes | 8 | 2 | 4 | |
| 3 | ARC 1305 | Sustainable Architecture | 8 | 2 | 2 | |
| 4 | ARC 142# | Elective Course 3 | 8 | 2 | 2 | |
| 5 | ARC 1110 | Introduction to Urban Planning Studio | 8 | 4 | 6 | |
| 6 | CE 2454 | Structure 3 | 8 | 2 | 1.5 | |
| 1 | ARC 1500 | Cooperative Training | 9 | 8 | 14 | |

### General Architecture (Electives)

| No | Course Code | Course Title | Level | Credit Hours | * ECTS | Grade |
|---|---|---|---|---|---|---|
| 1 | ARC 1401 | Digital Architectural Photography | 3 | 2 | 2 | |
| 2 | ARC 1402 | Arabic Calligraphy and Ornamentation | 3 | 3 | 2 | |
| 3 | ARC 1403 | Graphic Design Principles | 3 | 2 | 2 | |
| 1 | ARC 1411 | Vocabulary of Islamic Architecture | 6 | 2 | 2 | |
| 2 | ARC 1412 | Contemporary Mosques Architecture | 6 | 2 | 2 | |
| 3 | ARC 1413 | Architecture of the Two Holy Mosques | 6 | 2 | 2 | |
| 1 | ARC 1421 | Introduction to Urban Spaces Analysis | 8 | 2 | 2 | |
| 2 | ARC 1422 | Sustainable Landscape Architecture | 8 | 2 | 2 | |
| 3 | ARC 1423 | Urban topics in Hajj and Umrah | 8 | 2 | 2 | |

# 7 CERTIFICATION OF THE SUPPLEMENT

| 7.1 Date: | 7.2 Name and signature: | 7.3 Capacity: | 7.4 Official stamp or seal: |
|---|---|---|---|
| | | | |

## 4.3 *Architecture Track Courses*, and the individual grades/marks/credits obtained:

| No | Course Code | Course Title | Level | Credit Hours | * ECTS | Grade |
|---|---|---|---|---|---|---|
| 1 | ARC 2009 | Architectural Design Studio 6: Sustainable Buildings | 10 | 5 | 7.5 | |
| 2 | ARC 2107 | Execution Design Studio of Residential Buildings | 10 | 3 | 4.5 | |
| 3 | ARC 2204 | Environmental Simulation | 10 | 2 | 2 | |
| 4 | ARC 2327 | Twentieth century Architecture | 10 | 2 | 1.5 | |
| 5 | ARC 2329 | Buildings Design Standards 2 | 10 | 2 | 1.5 | |
| 6 | ARC 2325 | Interior Design | 10 | 2 | 2 | |
| 7 | QR 3103 | The Holy Quran 3 | 10 | 2 | 1 | |
| 1 | ARC 2010 | Architectural Design Studio 7: Mixed-Use Buildings | 11 | 5 | 7.5 | |
| 2 | ARC 2108 | Execution Design Studio of Public Buildings | 11 | 3 | 4.5 | |
| 3 | ARC 2206 | Digital Fabrication and Prototyping | 11 | 2 | 2 | |
| 4 | ARC 2318 | Creativity in Architecture | 11 | 2 | 2 | |
| 5 | ARC 2320 | Conservation of Architectural Heritage | 11 | 2 | 2 | |
| 6 | ICC 3203 | Islamic Culture 3 | 11 | 2 | 1 | |
| 7 | ARS 1500 | Arabic Writing and Editing | 11 | 2 | 1 | |
| 1 | ARC 2011 | Architectural Design Studio 8: Conservation of Heritage Buildings | 12 | 5 | 7.5 | |
| 2 | ARC 2106 | Execution Design Studio of Blow-Ups Detailing | 12 | 3 | 4 | |
| 3 | ARC 2322 | Professional Practice for Architects | 12 | 2 | 1.5 | |
| 4 | ARC 2323 | Architecture of Mega Structures | 12 | 2 | 2 | |
| 5 | ARC 2326 | Applications of the Saudi Building Code in Architecture | 12 | 2 | 2 | |
| 6 | ARC 240# | Elective Course 1: Architecture | 12 | 2 | 2 | |
| 7 | 0 | Elective 1 (General Course | 12 | 2 | 1 | |
| 1 | ARC 2012 | Architectural Design Studio 9: Professional Practice | 13 | 5 | 8 | |
| 2 | ARC 2324 | Graduation Project Research: Architecture | 13 | 2 | 4 | |
| 3 | ARC 2207 | Computer-Based Architectural Project Management 1 | 13 | 2 | 2.5 | |
| 4 | ARC 2321 | Smart Buildings | 13 | 2 | 1.5 | |
| 5 | ARC 2319 | Universal Design | 13 | 2 | 1.5 | |
| 6 | ARC 2328 | Biomimetic Architecture | 13 | 2 | 1.5 | |
| 7 | ICC 4204 | Islamic Culture 4 | 13 | 2 | 1 | |
| 1 | ARC 3013 | Graduation Project Studio 1: Architecture | 14 | 7 | 12 | |
| 2 | ARC 3208 | Computer-Based Architectural Project Management 2 | 14 | 2 | 2.5 | |
| 3 | ARC 3321 | Human and Environment | 14 | 2 | 2 | |
| 4 | ARC 3322 | Resilient design | 14 | 2 | 2 | |
| 5 | QR 4104 | The Holy Quran 4 | 14 | 2 | 1 | |
| 6 | 0 | Elective 2 (General Course | 14 | 2 | 1 | |
| 1 | ARC 3014 | Graduation Project Studio 2: Architecture | 15 | 7 | 13 | |
| 2 | ARC 3320 | Economics of Architectural Projects | 15 | 2 | 2 | |
| 3 | ARC 3323 | Architecture of the Future | 15 | 2 | 2 | |
| 4 | ARC 340# | Elective Course 2: Architecture | 15 | 2 | 2 | |
| 5 | 0 | Elective 3 (General Course) | 15 | 2 | 1 | |

### Architecture Track (Electives)

| No | Course Code | Course Title | Level | Credit Hours | * ECTS | Grade |
|---|---|---|---|---|---|---|
| 1 | ARC 2401 | Photorealistic Rendering Techniques | 12 | 2 | 2 | |
| 2 | ARC 2402 | Computer Modeling in Building Construction | 12 | 3 | 2 | |
| 3 | ARC 2403 | Computerized Applications of Crowd Studies in Architecture | 12 | 2 | 2 | |
| 1 | ARC 3401 | Human Factors in Architecture | 15 | 2 | 2 | |
| 2 | ARC 3402 | Architectural Criticism | 15 | 2 | 2 | |
| 3 | ARC 3403 | Selected Topics in Architecture | 15 | 2 | 2 | |

# 7 CERTIFICATION OF THE SUPPLEMENT

| 7.1 Date: | 7.2 Name and signature: | 7.3 Capacity: | 7.4 Official stamp or seal: |
|---|---|---|---|
| | | | |

# 8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM IN KSA

## Introduction

Kingdom of Saudi Arabia (KSA) has an ambition system of higher education, designed to ensure maximum flexibility and responsiveness to the needs of students and to the wide variety of social and economic requirements. Furthermore, it comprises a diversity of institutions offers differing types and levels of courses. The main language of instruction is Arabic. However, there are some private higher education institutions that use English as the medium of instruction. English language is a compulsory subject in the higher education preparatory year.

## Institution Types

The higher education in KSA includes a range of Institutions-Universities and Institutes of Technology as well as Colleges of Education as follows:

***Universities*** Public universities are typically larger than private universities and are comprised of many colleges and faculties. All are single sex, although co-educational universities operate with segregated classes. Most research activity takes place at large public universities. The number of universities operating in KSA has grown significantly in recent years, with many new universities created through mergers or upgrades of colleges or regional campuses

***Junior Colleges/Community Colleges*** Community colleges have lower entry standards than universities, offering two- to three-year degree programs in a range of fields. They are often attached to public universities and have established articulation pathways to Bachelor Degree programs.

***Girls' Colleges*** Girls' colleges tend to be specialized institutions offering limited fields of study, many specializing in education. The colleges offer Associate and Bachelor Degrees. Some colleges offer a few graduate programs. Undergraduate programs at girls' colleges tend to require higher credit loads than other programs, and therefore do not follow the standard credit/semester system described below.

### *Technical & Vocational Training Corporation (TVTC) Technical Colleges & Institutes*

(a) Industrial and Vocational Institutes award labor-market-focused certificates and diplomas and admit males only. There are currently 70 institutes across the country, according to TVTC data, (b) Colleges of Tech. award a range of qualifications from certificates to bachelor's degrees. They admit males only and are highly competitive. There are currently 35 such colleges in major cities around the country, according to TVTC data, and (c) Higher Technical Institutes for Girls offer diplomas in many different specializations. They are often very competitive to get into, some colleges admitting just one in 20 applicants.

### *Private Colleges*

The vast majority of technical and vocational institutions in KSA are private, and they represent half of all technical and vocational enrollments. Entry tends to be much less competitive than for the public colleges and institutes outlined above.

## The academic year

The academic year runs on a two/three-semesters basis from September to June, with an optional summer session. In the technical and vocational sector, most institutions operate on a three-term calendar. The university system is patterned on the U.S. structure with two-year associate degrees, at least four-year bachelor degrees, and two-year master's degrees.

## Administration & Funding

Policy, funding, administration and regulation of the tertiary sector are through the Ministry of Higher Education and the Technical and Vocational Training Corporation (TVTC). Many other government agencies are involved in education including the Ministry of Religious Affairs, the Ministry of Health, the Ministry of the Interior and the Ministry of Defense. The Ministry of Higher Education is responsible for policy development and funding for the higher education sector. TVTC is an independent body responsible for all aspects of technical and vocational education in KSA, including the licensing and accreditation of private institutes. The Saudi Commission for Health Specialties oversees (accredits and licenses) all health-related private institutes as well as health-related programs in the public sector. It is also responsible for professional licensing for all healthcare practitioners.

## Requirements for Admission to Higher Education

Broadly speaking, applicants for admission to higher education are required to have completed secondary education and hold a General Secondary Education Certificate (GSEC). Entry to specific programs is based on the secondary stream completed, scores acquired in the GSEC, and performance on aptitude (qudrat) and proficiency (tahseeli) tests. Satisfactory completion of studies at any level does not necessarily qualify a person to enter studies at the next level. Entry requirements may be set based on grades or other criteria to ensure that applicants have a reasonable chance of success. Entry to Higher Diploma programs requires a minimum Bachelor GPA of 2.00 out of 4.00, while Master's programs typically require a GPA of 3.00. Entry to Doctoral programs requires a Master's GPA of 3.00.

## Credit Hours

Based on contact hours, the Saudi credit system suggests 15 credit hours per semester as a full-time undergraduate load, and 30 credit hours in an academic year. A maximum of 18 credit hours can be recognized for studies in any one semester. Credit hour calculations are based on a formula in which one 50-minute lecture, or two or three 50-minute laboratory or tutorial sessions over a 10-week teaching semester are regarded as one credit hour. Higher education programs in professional fields often include periods of fieldwork or internship. These may or may not be assigned credit hours.

## Qualifications Framework & Quality Assurance

A National Qualifications Framework (NQF) for Higher Education was established in 2009 by Saudi Arabia's National Commission for Academic Accreditation and Assessment (NCAAA), the nation's main higher education regulatory and quality assurance agency. The NQF is intended to ensure consistency within the Kingdom in the standards of student learning outcomes regardless of institution attended, and also for the purposes of international equivalencies. The framework is based on credit requirements and the learning outcomes that each program is expected to develop. The NQF is also designed to provide appropriate points of reference in academic standards for institutions in their planning and self-review process, and also for external reviewers from the NCAAA performing program accreditation and institutional reviews. Positive institutional and program accreditation decisions from the NCAAA are valid for seven years. All qualifications awarded must comply with the National Qualifications Framework.

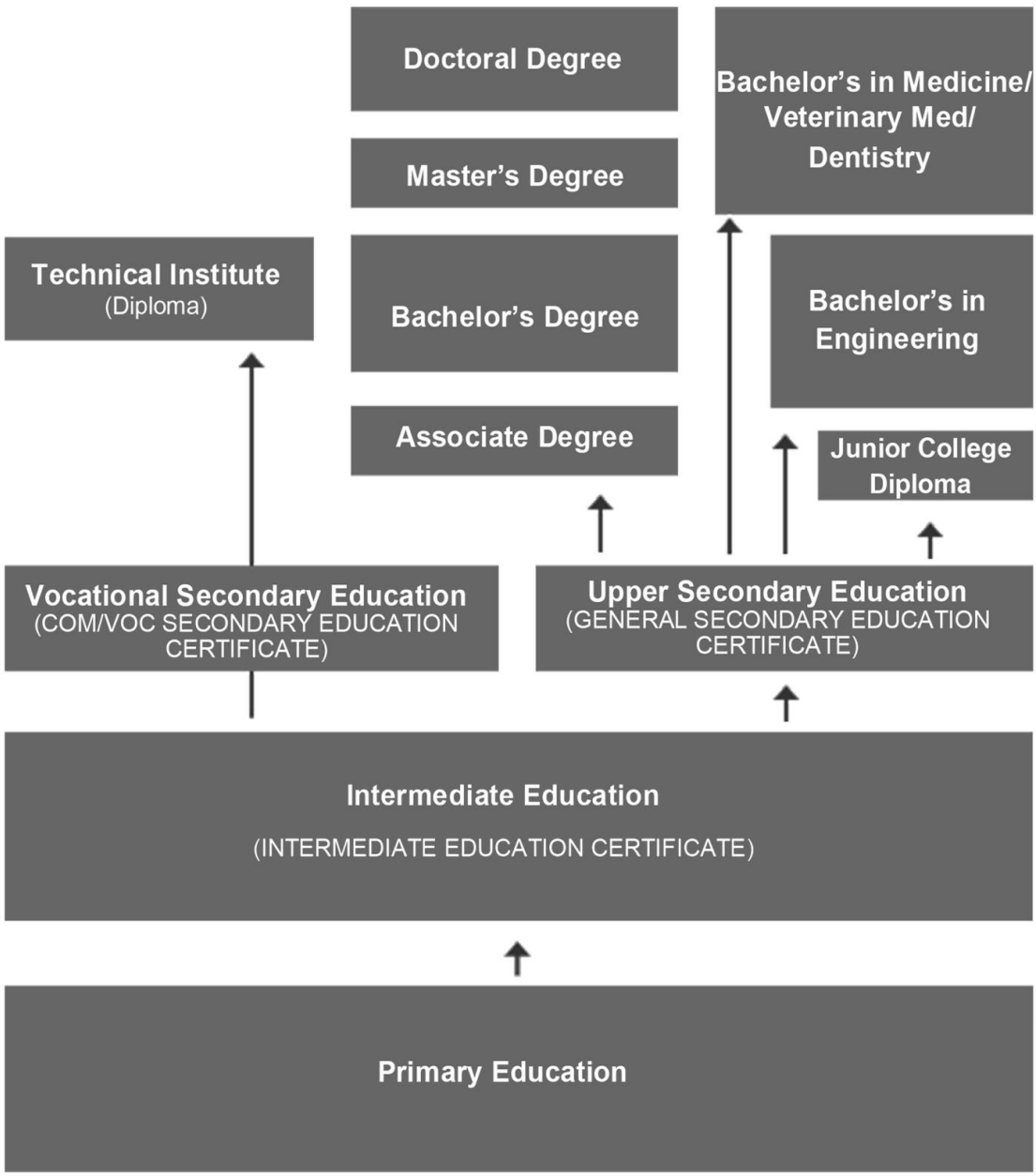


DIAGRAM OF EDUCATIONAL SYSTEM IN KSA