



UQU



CEIA



قسم العمارة الإسلامية  
DIA

Umm AlQura University  
College of Engineering and Islamic Architecture  
Department of Islamic Architecture

جامعة أم القرى  
كلية الهندسة والعمارة الإسلامية  
قسم العمارة الإسلامية



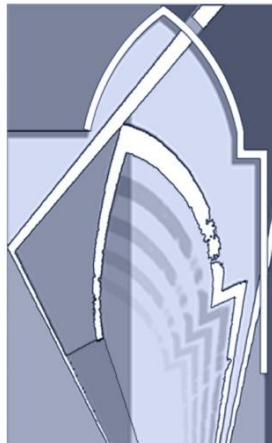
ASIIN Accreditation

# SELF-ASSESSMENT REPORT

For International Accreditation  
Bachelor's Degree Programme in Islamic Architecture  
"ARCHITECTURE"

UQU

DIA



2016/2017 – 1437/1438 H

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## Self-Assessment Report for International Accreditation

# Bachelor's Degree Programme of Islamic Architecture

(Major: Architecture)

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## Acknowledgements

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Dr. Ibraheem Al-Bukhari

  
Head of DIA



## CONTENTS

<b>Self-Assessment Report Editors</b>	<b>2</b>
<b>Acknowledgment</b>	<b>3</b>
<b>Abbreviations Used in the Report</b>	<b>7</b>
<b>Terminologies Used in the Report</b>	<b>8</b>
<b>Preface</b>	<b>10</b>
<b>0. Formal Specification</b>	<b>11</b>
0.1 Name of the Degree Programme and Contact Details	10
0.2 Additional Master Programme	11
0.3 Type	11
0.4 Final Degree	11
0.5 Standard Period of Study and Credit Points Gained	11
0.6 Expected Intakes for the Programme	12
0.7 Programme Start Date and first time the Programme is offered	12
0.8 Amount and Type of Fees/Charges	13
<b>1. Degree Programme: Content, Concept and Implementation</b>	<b>15</b>
1.1 Aims of the Bachelor's Degree Programme of Islamic Architecture	16
1.1.1 Programme Vision and Mission Statements	16
1.1.2 Goal and Objectives of the Department of Islamic Architectural Programme	16
1.1.3 Importance of the Programme	16
1.2 Learning Outcomes of the Programme	17
1.3 Learning Outcomes of the Courses	19
1.4 Job Market Perspectives	19
1.4.1 Entry Requirements for Bachelor's Degrees	20
1.5 Curriculum/ Content	22
<b>2. Degree Programme: Structures, Methods and Implementation</b>	<b>27</b>
2.1 Structure and Courses	28
2.2 Workload and Credits	31
2.3 Teaching Methodology	34
2.4 Support and Assistance	35



<b>3</b>	<b>Examinations: System, Concept and Organisation</b>	<b>38</b>
3.1	Examination System	39
3.2	Examination Concept	39
3.3	Exam Methods	40
3.4	Exams Regulations	41
3.5	Examinations	42
3.6	Exam Organisation	43
3.7	Attendance and Withdrawal	43
3.8	Withdrawal from a Course	44
3.9	Graduation	44
3.10	Dismissal	44
3.11	Examination and Grading System	44
3.12	Grade of “Incomplete” (IC)	48
3.13	Minimum GPA	48
3.14	Academic Probation	48
3.15	Transfer Credits	48
3.16	Mid-Term and Class Examination Procedures	49
3.16.1	Arrangement and Notifications	49
3.17	Exam Rules	50
3.18	Examination Timetables	51
3.19	Final Examination Procedures	51
3.20	Examination and Academic Offences Regulations	51
<b>4.</b>	<b>Resources</b>	<b>54</b>
4.1	Staff Involved	55
4.2	Staff Development	57
4.3	Fund and Equipment	57
4.3.1	Institutional Environment	57
4.3.2	Prince Khalid Al-Faisal Research Chair for Upgrading Informal Areas	58
4.3.3	Computer Facilities	58
4.3.4	Information Technology	59
4.3.5	Library	60
4.3.5.1	King Abdullah bin Abdul Aziz Library	60
4.3.5.2	Saudi Digital Library (SDL)	61
4.3.5.3	College of Engineering and Islamic Architecture Library	61
<b>5.</b>	<b>Transparency and Documentation</b>	<b>63</b>
5.1	Course Description	64
5.2	Diploma and Diploma Supplement	64
5.3	Relevant Rules	64



<b>6. Quality Management: Quality Assessment and Development</b>	<b>66</b>
6.1 The Aim of the Quality Management and Development	67
6.2 Comments and General Description of Quality Assurance	67
6.3 The QMU Tasks	68
6.4 The Nature of the Data and Information	69
6.4.1 Methods and Tools to Collect Data and Information	69
6.4.2 Key Performance Indicators (KPIs) Involved	69
6.5 Quality Assurance and Further Development	70
6.5.1 Quality Assurance in DIA Programme	70
6.5.2 Further Development of the Programme	70
6.6 Instruments, Methods and Data	72
6.6.1 Monitoring of Credits	73
6.6.2 Grade Point Average (GPA)	73
6.6.3 Courses Development	74
6.7 Evaluation of the Success of the Degree Programme	75
6.7.1 Competence of Graduates	75
6.7.2 Quantitative Results of a Degree Programme	75
6.7.3 Staff/Student Ratio	76
6.7.4 Satisfaction with the Education in the DIA	77
<b>7. Appendices</b>	<b>78</b>



## Abbreviations Used in the Report

Abbreviations	Description
ME	Ministry of Education
UQU	Umm Al-Qura University
CEIA	College of Engineering and Islamic Architecture
DIA	Department of Islamic Architecture
ILOs	Intended Learning Outcomes
QMU	Quality Management Unit
CES	Course Evaluation Survey
PES	Programme Evaluation Survey
SES	Student Experience Survey
CLOs	Course Learning Outcomes
PLOs	Programme Learning Outcomes
PEOs	Programme Educational Objectives
KPIs	Key Performance Indicators

## Terminologies Used in the Report

Terminology	Description
Preparatory Year (PY)	The first year of the academic studies. The students should successfully pass all its courses to register for enrolment in the DIA
Credit Hour (CH)	Is a unit that gives weight to the value, level or time requirements of an academic course taken at a school or other educational institution
European Credit Transfer and Accumulation System (ECTS)	Is a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries
The Academic Year	Two regular semesters that may be followed by a summer semester
The Study Semester	It is a period of at least fifteen weeks during which students are taught courses. The registration and final examination periods are not included within this period
The Summer Semester	It is a period of eight weeks maximum, which does not include the registration and final examination periods. The materials taught to students in the summer semester are doubled for each course within the same period of the regular semester
The Study Level	It is an indicator showing the study stage or year



## Terminologies Used in the Report (cont.)

Terminology	Description
The Study Plan	It is a number of the compulsory, optional and free courses. These courses are required as prerequisites for graduation. The student has to pass all these courses to get the academic degree in the specialisation
The Course	It is a study material which is part of the study plan in each programme or specialisation. Each course should have a number, symbol, name, and a detailed description that distinguishes its content from other courses.
The Course File	It is a file for the course work to be kept in the department for follow up, evaluation and development. A course may have a prerequisite and some courses may be given simultaneously
The Study Unit	It is a 50-minute weekly theoretical or clinical lecture or a 100-minute field or applied lesson which is commonly known as the credit hour or credit unit
The Academic Warning	A notice given to the student to warn him/her because his/her Grade Point Average (GPA) goes below the minimum allowed level in the regulations and rules
Grades of the Semester Works	The total grades for all examinations, term paper and educational activities during a semester and before the final exam which relate to a certain course
The Final Exam	An exam held once at the end of each semester for each course
The Grade of the Final Exam	It is the grade that the student obtains in each course in the final exam in each semester
The Final Grade	The total of the semester work grades plus the grade of the final exam for each course. It is out of 100
Average	It is a description of the percentage or the symbol (alphabetical letter) of the final grade that the student has at a course
Incomplete Grade	A temporary grade recorded for the student who could not complete the requirements of a course in the original time. The symbol IC (In-Complete) is used in the academic record to refer to the incomplete grade
In-Progress Grade	An average recorded temporarily for the student because the course lasts for more than a semester. The symbol IP (In-Progress) is used to refer to this case
Accumulative Average	The total of all the grades that the student gets in all courses since he/she has attended the university divided by the total number of study units of the courses





## Terminologies Used in the Report (cont.)

Terminology	Description
The Semester Average	It is the total of all of the grades that the student takes in a semester divided by the total number of the units of all courses in the semester. The points are calculated through crossing the unit by the weight of the average that the student gets in each course
General Average	It is a description of the level of the student average during the whole period of study in the university
Study Load	It is the total of the study units which the student is allowed to register. The minimum and maximum study load is decided according to the executive rules of the university



## Preface

The government of the kingdom of Saudi Arabia (KSA) exerts strenuous efforts to make developmental plans to provide citizens with distinct education and decent job opportunities. In this context, educational institutions, with the Kingdom's universities on top of the list, have assumed the responsibility of developing new generations. Those generations are competent in the various fields of science and technology. They can cater for the needs of developmental plans and match the comprehensive rise that is currently witnessing by the Kingdom.

In 1949 King Abdul Aziz established the College of Shari`a (Islamic Law) in Makkah Al-Mukarramah, making it the first higher education institution in the country. It constituted the kernel of Umm Al-Qura University (UQU) and its most prominent colleges. Henceforward, the establishment of higher education institutions continued. UQU was established in 1981 by the royal decree number 39 on 30/7/1981. It belongs to Ministry of Education of Saudi Arabia (ME). It is distinguished by its unique location in the Holy City, and its academic reputation in the fields of Islamic studies and scientific and applied disciplines. Besides awarding academic degrees, UQU gives a special attention to research and publication and community service. The University is playing a significant role in these fields.

One of the prominent colleges of UQU is College of Engineering and Islamic Architecture (CEIA), which was established in 1989. It aims to prepare engineers to be capable of fulfilling the needs of the work market through team working and creation with continuing learning, teaching, and scientific research. Furthermore, it aims to transfer knowledge according to the highest academic and professional standards to serve the needs of the local, national, and international community. In addition, the college aims to encourage scientific and technical publishing as well as share the development of the knowledge abilities of the community and promote them to continuing learning. Therefore, CEIA has hired a number of experienced academic staff as full-time professors, forming an excellent, competent, and efficient faculty members.

CEIA has now an independent deputyship for studies and development that handles matters related to developing performance in the college, conducting the necessary studies for starting new specialisations and academic accreditation.

Departments of Electrical, Civil and Mechanical Engineering have been accredited by ABET in 2012. Hence, it is very important for the Department of Islamic Architecture (DIA) to be accredited by a respected international body such as ASIIN.



## 0. Formal Specification

### 0.1 Name of the Degree Programme and Contact Details

Table 0.1, Name of the Degree Programme

<b>Programme designation in the local language (Arabic)</b>	برنامج بكالوريوس العمارة الإسلامية (تخصص العمارة)
<b>Programme designation in English</b>	The Bachelor's degree programme of Islamic Architecture (Major: Architecture)
<b>Final degree</b>	The Bachelor's Degree in Islamic Architecture (Architecture)
<b>Language of instruction</b>	Arabic / English
<b>Web address</b>	<a href="https://uqu.edu.sa/en/isarch.dep">https://uqu.edu.sa/en/isarch.dep</a>

Table 0.2, Contact Information of Person in Charge

<b>Contact person</b>	Head of Department Dr. Ibraheem Al-Bukhari
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<b>Telephone number</b>	Phone: +966-125270000 Ext. : 1221
<b>Fax</b>	+966-125270027

This programme self-assessment report is prepared for the bachelor's degree in Islamic Architecture (Architecture), which offered by the Department of Islamic Architecture (DIA). DIA, College of Engineering and Islamic Architecture (CEIA) in Umm Al-Qura University (UQU), is one of the largest education and research organisation in the kingdom of Saudi Arabia (KSA). Education in the UQU is governed by the universities act (2685/23 M/8). [\(ME-01\)](#)

This report aims to introduce information about the major of Architecture from the aspects of curriculum contents, examination regulations, related resource information, quality management and assurance measures.

The DIA was one of the first departments in the UQU and one of its ambitious departments. The department focuses on teaching the art and science of forming the built environment that contributes to the prosperity and welfare of human life. This takes place in compliance with Islamic sciences regarding all constructional aspects. According to the academic year 2016/2017 statistics [\(DIA-15\)](#), DIA has produced 1565 cumulative number of graduates since its inception.



## 0.2 Additional Master Programme

The beginning of the academic year 2005/2006 marked the start of the postgraduate studies programme in the DIA, which grants Master's degree in Islamic architecture. This aims at reinforcing the concept of Islamic architecture as an approach to the architectural design of built environment. It also fulfils the requirements of the Muslim society in different environments.

Graduates from the bachelor programme of Islamic Architecture (Architecture) as well as graduates from other related or similar bachelor programmes can be admitted after they passed an entrance examination.

## 0.3 Type of Study

The academic year comprises two regular semesters and an optional summer session which offered as intensive courses. The regular semester is a period of no less than fifteen (15) weeks of instruction, not including the registration and final examination periods ([ME-02](#)). Summer semester is a period not exceeding eight (8) weeks of instruction, not including the registration and final examination periods. The weekly duration of each course in a summer session is twice its duration during the regular academic semester. Furthermore, two internship periods must be completed successfully in summer.

A full time study is conducted over five days/week (Sunday-Thursday) from 08:00. The attendance of 75% of the lectures is mandatory for the student to pass the examinations ([UQU-01](#)).

## 0.4 Final Degree

The Statute of the Council of Higher Education and Universities (Saudi Universities Act) ([ME-01](#)) governs the education in UQU. Therefore, the degree to be awarded is the Bachelor's Degree in Islamic Architecture (Architecture).

## 0.5 Standard Period of Study and Credit Points Gained (According to ECTS)

The university regulates the education to enable the student to complete his degree in five years of full-time study. The standard period of this programme comprises 10 levels. It contains courses covering 165 CH as per the higher education system in KSA (equivalent to 300 ECTS) altogether, including the preparatory year (PY) which requiring 30 CH (60 ECTS).



## 0.6 Expected Intakes for the Programme

DIA council proposes a number of students to be registered for the degree programme to the dean. The students' intake is decided jointly between the CEIA and the DIA on an annual basis. According to statistics of enrolled and graduated students, the following table illustrates the students expected and actual intake for the last six years. [\(DIA-15\)](#)

Table 0.3, Expected and Actual Intake of Students in the last six years

Academic Year	Plan	Expected intake	Actual intake
2012/ 2013	30	80	62
2013/ 2014	30	80	96
2014/ 2015	30	80	109
2015/ 2016	30	80	66
2016/ 2017	30	45	67
	37	45	50
2017/ 2018	37	50	92

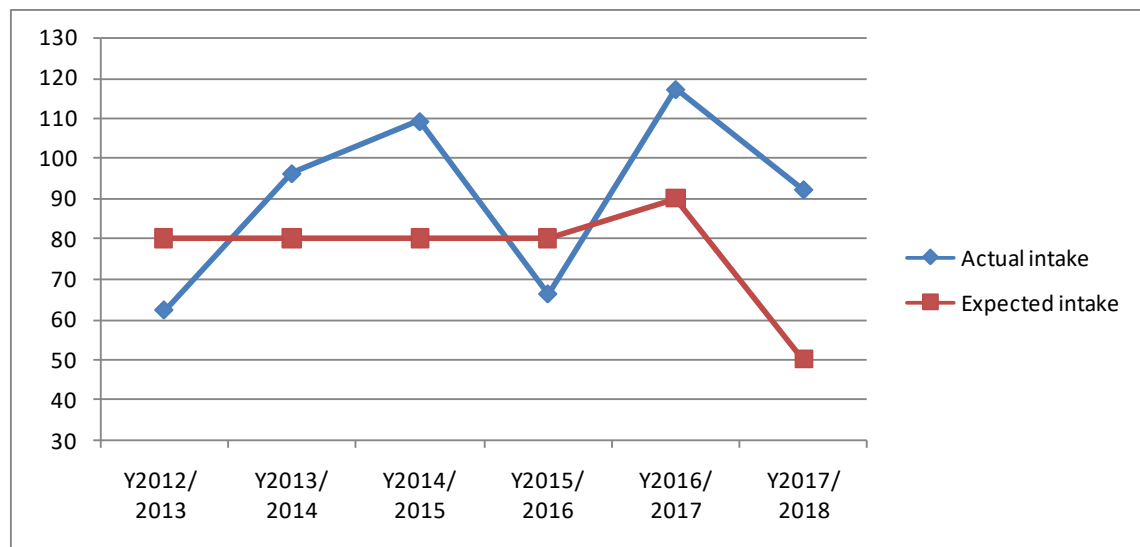


Figure 1 Histogram explains the Expected and Actual intake of students in six years

## 0.7 Programme Start Date and first time the Programme is offered

The academic year of the university nearly starts in mid-August and ends in mid-June. The academic year is divided into three semesters. The first semester is autumn, the second semester is spring, each comprising of 15 weeks, and the third summer semester (with conditions) is an intensive semester comprising of 8 weeks. The Bachelor's degree programme of architecture (Major: Architecture) is commenced once a year in the beginning of the academic year.



DIA was the first department in Applied Science and Engineering College, which, transferred to College of Engineering and Islamic Architecture in 1989. DIA has started to receive students since the academic year 1983/1984.

In light of the continuous assessment of the programme of Islamic Architecture, reformulation and restructuring have been implemented on the current plan (30). Consequently, a new plan (37) started from the beginning of the academic year 2016/2017 without a preparatory year ([DIA-20](#)).

## **0.8 Amount and type of Fees/Charges**

In the KSA, all public education leading to a university degree and the entrance examinations relating to student admission is free of charge. All students receive remuneration during their studies. ([ME-03](#))

## **Appendices**

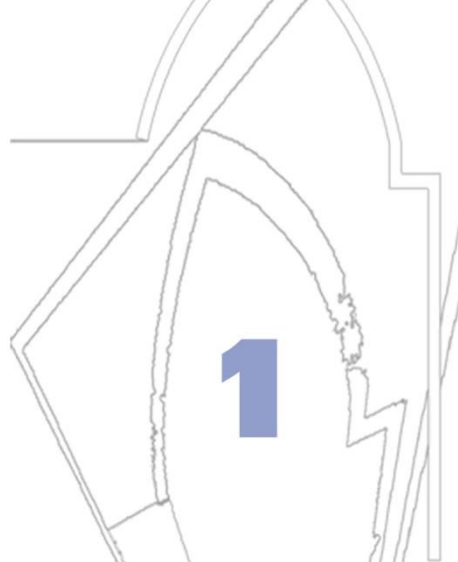
- [\(ME-01\)](#) The Statute of the council of Higher Education and Universities (The Universities Act)
- [\(ME-02\)](#) Rules of Study and Examinations of Higher Education
- [\(ME-03\)](#) Regulations Governing the Financial Affairs in the Universities
- [\(UQU-01\)](#) Regulation and Implementation Rules of Undergraduate Study and Examinations in Umm Al-Qura University
- [\(DIA-15\)](#) Statistics of Enrolled and Graduated Students
- [\(DIA-20\)](#) New Study Plan 37



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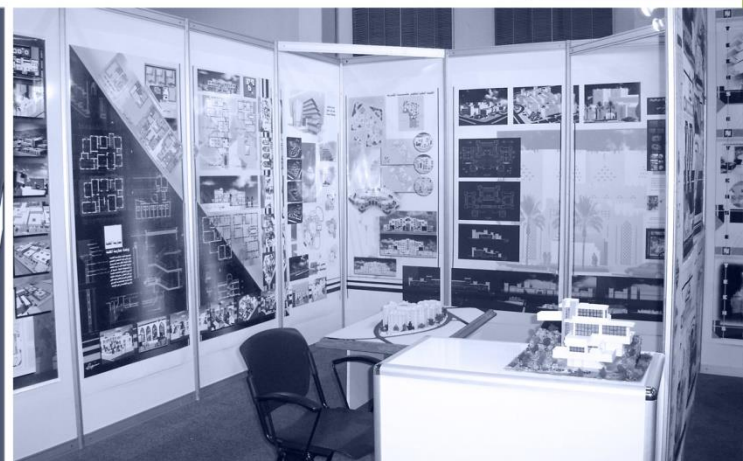
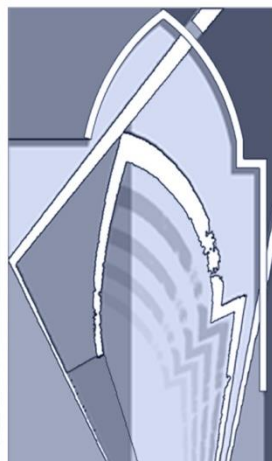


# THE DEGREE PROGRAMME CONCEPT, CONTENT & IMPLEMENTATION

UQU

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2016/2017 – 1437/1438 H



## **1. Degree Programme: Content, Concept and Implementation**

### **1.1 Aims of the Bachelor's Degree Programme of Islamic Architecture**

A programme specification is available in a printed form for students or other stakeholders and a copy of the information relating to this programme is also available on the Islamic Architecture department website. ([DIA-01](#))

All information about courses, credit hour system (CH), requirements of the department, the college and the university ([UQU-01](#)), ([UQU-02](#)), ([UQU-04](#)), and details of courses to be taken in each year or semester are also available in the department guide ([DIA-01](#)), ([DIA-11](#)), ([DIA-13](#)).

#### **1.1.1 Programme Vision and Mission Statements**

##### **Vision**

To make the Department of Islamic Architecture a prominent educational institution for preparing architects who have capability to revitalise the Islamic architecture identity, which enables them to compete locally, regionally and internationally in the field of architecture.

##### **Mission**

To provide distinguished architectural education within a stimulating environment of creative thinking and scientific research, which facilitate the local community contribution and achieve effective regional and international partnership.

#### **1.1.2 Goals and Objectives of the Department of Islamic Architecture Programme:**

- Establishing Islamic values and notions in architecture and urbanism for preparing creative architects, planners and researchers who able to fulfil local, regional and international labour market needs.
- Prepare a generation of architects, planners and researchers who are:
  - Distinguished in professional capabilities
  - Act effectively in the KSA and Holy Makkah communities.
  - Skilled in implementing scientific research methods.

#### **1.1.3 Importance of the Programme**

##### **a. Economic Reasons**

- The programme graduates, in a wide range, serve in public and private sectors, particularly in the field of architecture and urban planning.
- Providing qualified researchers capable to propose solutions to architecture and urbanism issues in the KSA.
- Supplying consultancy, construction, building technology and industry, etc. with qualified architects.





- 
- Preparing candidates for being an academic and technical staff in educational institutions.

#### **b. Social/ Cultural Reasons**

- The Islamic Architecture programme provides graduates skilled with practical and theoretical knowledge and deep understanding of the architecture and urban planning concepts.
- Graduates acquire the knowledge of how to manage building construction sites during building execution and architectural design process.
- Graduates acquire the knowledge of the collaboration ethics, which stimulate the social services.
- Raising the level of recognition with international achievements as; international architectural competitions and other distinguished international and national prizes.
- Increasing knowledge and awareness of national and international activities and development in the fields of architecture, urban planning, construction methods and materials, etc.

#### **c. Relevance to Institution/ College Mission**

The mission of the university emphasises the teaching of programmes to support the economic development of Saudi Arabia and the skills needed by graduates for useful employment. ([UQU-06](#))

This programme is very important in:

- Achieving the university mission, where the mission of the Islamic Architecture programme agrees with the mission of the university.
- Correlating between teaching, research and community services.
- Enhancing the university's mission of offering quality education for students.
- Conducting scientific research and serving the local community in the KSA.

## **1.2 Learning Outcomes of the Programme**

### **1.2.1 Design expertise**

1. Have the ability to think creatively & to control & integrate the activities of other parties involved in the planning
2. Have the ability to collect information, to define problems, to apply analysis, to judge critically & to formulate strategies for action.
3. Have the ability to think in three dimensions & to develop plans methodically, scientifically & artistically.
4. Have the ability to bring divergent factors in accordance to each other, to integrate knowledge & to apply skills when creating a design solution. Knowledge & skills (knowledge & understanding)

### **1.2.2 Cultural & arts sciences**

5. Can apply their knowledge of historical & cultural references in the field of international architecture.
6. Can apply their knowledge concerning the influence of visual arts to the quality of architectural design.
7. Have developed an understanding of the heritage of built environment & of topics relating monument protection.
8. Have developed an awareness of the connections between arch. & philosophy, & political trends & cultural movement of other creative disciplines.

### **1.2.3 Social & human sciences**

9. Have the ability to develop programmes for construction projects & thereby to define the needs of developers, users & the public.
10. Have understanding of the social context of a construction project.
11. Have an understanding of the ergonomic & spatial requirements of the working environment.
12. Have knowledge of relevant laws, rules & standards for planning, design, construction, health, safety & the handling of built environment.
13. Have knowledge of architecture-related content of philosophy, political science & ethics.
14. Can apply their knowledge to society, clients & users.
15. Can identify & define functional requirements for different sectors of environment.



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### **1.2.4 Environmental Sciences**

16. Have an understanding of topics such as environmental sustainability, plans to reduce energy consumption, impact on the environment & an understanding of passive systems & their control.
17. Have an awareness of technology & technological consequences.
18. Have a sense of history & practice of landscape architecture, urban planning, regional & national planning.
19. Can apply their knowledge on natural systems & built environment.

### **1.2.5 Science & Engineering**

20. Can apply their knowledge of bearing structure, materials, supply & disposal.
21. Have an understanding of the processes in technical design & the integration of bearing structure, civil engineering, industrial expansion into a functionally meaningful ensemble.
22. Have an understanding of infrastructure & how to develop related communications, maintenance & security systems.
23. Have an awareness of the importance of tech. infrastructure for design & implementation & are alert to the planning & control of construction cost.
24. Have knowledge of physical problems & technologies associated with the function of a building to create protection against influence of weather.

### **1.2.6 Design methods**

25. Can apply knowledge of design theory & design methods.
26. Have an understanding of design techniques & design processes as well as knowledge in analysis & interpretation of framework.
27. Have information on the history of design & architecture criticism.

### **1.2.7 Construction Economics/ construction management**

28. Can apply knowledge of professional, business, financial & legal requirements.
29. Have an appreciation on how the real estate business does work, have awareness of financial relationships, real estate investment, & alternative methods of procurement & facility management.
30. Have an awareness of the potential roles of architects in new & already familiar fields of action as well as in international context.
31. Have an understanding of market mechanisms & their effect on the development of built environment, an understanding of project management, project development & client consulting.
32. Have an understanding of professional ethics & codes of conduct relating to the exercise of profession & an understanding of legal obligations regarding the registration of an architect.
33. Can plan & coordinate the construction process.
34. Can organize processes involved in building construction & its economic management.

### **1.2.8 Skills**

35. Have the ability to work in teams & communicate ideas by means of speech, text, drawings, models & statistics.
36. Have the ability to apply analogue & digital, graphical & model making skills to analyze & develop a construction plan & to convey this vividly.
37. Have an understanding of evaluation systems, which utilize manual and/ or electronic means for the diagnosis of built environment.
38. Students should acquire appropriate knowledge, skills & abilities in all study schemes that aim at the licensing to work as an architect

### **1.2.9 UQU**

39. Have awareness of Ethics & Islamic Behaviour & its Impact on Islamic Architectural personality.

### **1.2.10 Preparatory Year**

40. Demonstrate understanding of concepts & theories of mathematics & sciences appropriate to architecture.
41. Demonstrate understanding of basics of information & communication technology (ICT).
42. Demonstrate understanding of characteristics of engineering materials related to architecture.
43. Select appropriate mathematical tools & computing methods for modelling & analyzing engineering problems.
44. Assess & evaluate the characteristics & performance of components, systems & processes.
45. Analyze results of numerical models & appreciate their limitations.
46. Maintain a systematic & methodical approach in dealing with new & advancing technology.
47. Select & appraise appropriate ICT tools to a variety of engineering problems.
48. Use computational tools & software packages pertaining to the discipline & develop required computer programs.
49. Integrate knowledge of math., science, information technology, design, business context & engineering practice to solve engineering problems.
50. Employ computational facilities, measuring instruments, workshops & lab. equipment to design experiments & collect, analyze & interpret results.
51. Use a wide range of analytical & technical tools, techniques & equipment, including pertinent software.
52. Apply numerical modelling methods and/or appropriate computational techniques to engineering problems.



### 1.3 Learning Outcomes of the Courses

#### Programme Learning Outcome Mapping Matrix

The learning outcomes of the programme are taught in the individual courses of the programme. The learning outcomes for individual courses are defined in the course handbook, which is available on the DIA website. [\(DIA-03\)](#)

The descriptions of learning outcomes of courses are written by courses teaching staff. The contribution of the individual course in learning outcomes of the programme is shown in the Programme Specification. [\(DIA-01\)](#)

This matrix identifies the courses that are required to teach the programme learning outcomes. The programme learning outcomes were inserted, according to the level of instruction, and we have indicated the courses and levels that are required to teach each one; we used our programme's course numbers across the top and the following level scale. Levels: I = Introduction, P = Proficient, and A = Advanced. Teachers of the courses participate in the description and classification work.

Table 1.1, Percentage of Courses

Requirements	Credit Hours	ECTS (CH)
<b>University</b>	27	44
<b>College</b>	32	48
<b>Department:</b>		
Architectural Studios	40	105
Building Technology & Construction	16	23
Theories of Planning	10	14
Theories of Architecture	16	23
Complementary Courses	20	37
Elective Courses	4	6
<b>Total</b>	<b>165</b>	<b>300</b>

The Bachelor's degree in KSA is considered as a step to higher studies, introducing students to the scientific way of thinking and methodology. The bachelor's degree starts with preparatory studies such as: Computer Skills, Mathematics, Physics and English Language, which is an important study in the first year of study.

### 1.4 Job Market Perspectives

The fields of education of the KSA universities are defined by the Ministry of Education. The Board of UQU decides the total number of new entrants after receiving the opinion of the departments via the College. The contents of the degree programme are decided by the Department of Islamic Architecture, then submitted and discussed with the College Council.



The content of the Bachelor's Degree Programme in the Department of Islamic Architecture is determined on the basis of the general requirements concerning the teaching of architecture, and the needs and expectations of the local and national market. The market cooperation carried out in the courses of Architectural Design 7, Summer Training 2 and Graduation Research Project provides a forum for information exchange about the needs and expectations of the market regarding the education of architecture. The amount of employees within the architectural field is increasing in the next decade as a result a massive development ongoing in the KSA. The proportion of university graduates will also increase, because of an increasing demand for market and academic as well as educational fields.

The courses in the Bachelor's Degree Programme in the Department of Islamic Architecture involve field visits, training, laboratory and graduation project work. The courses of Architectural Design 7, Summer Training 2 and Graduation Research Project include training in order to provide an adequate link to the professional practice and to prepare the students to commence work with existing or foreseeable professional fields. The courses are also closely linked to the research conducted in the department and provide a path to postgraduate studies, particularly the Architectural Design Studio and Building Construction courses.

The most likely professions for Islamic Architecture graduates in the Saudi Arabia kingdom include:

- Working in governmental and private sectors, e.g., municipalities, project administration in all governmental authorities, especially the Ministries of Housing, Health, Defence, Interior, Education, etc.
- Working in industry, particularly in building materials and prefabricated buildings factories and companies, etc.
- Working in governmental and private research centres.
- Teaching architecture and urban planning at governmental and private higher institutes.
- Graduates can proceed to be academic staff.

#### **1.4.1 Entry Requirements for Bachelor's Degrees**

- Saudi Universities Act no. (M/8) /1414, (2685/23) in 1994 is pertaining the rules and the entry requirements for the Bachelor's degree. According to the KSA Universities Act, the board of the university decides the number of new students to be selected each year. ([UQU-01](#))
- Rector takes decisions annually pertaining the selection process and on the basis of the selection criteria for the prospective students after hearing the opinion of the colleges. In practice, students' selections into the Bachelor's programme from (KSA) secondary school examination graduates are mainly organised by joint universities application system.
- Prospective students applying in the Bachelor's degree programmes in universities are expected to have the following qualifications:
  1. The student should have obtained a general high school certificate or its



equivalent from within or outside the Kingdom of Saudi Arabia.

2. His/her high school certificate or its equivalent should not be older than five years. The university council may make some exceptions if convincing reasons are provided.
  3. He should be of a good conductor.
  4. He should successfully pass any test or interview assigned by the University Council.
  5. He should be medically fit.
  6. He should provide permission for study from the employer, if he works in government or the private sector
  7. He should satisfy any other conditions the University Council determines necessary, as announced during the beginning of the application process.
  8. He should not have been dismissed from any other university for disciplinary or academic reasons. If it becomes clear after his admission that he has been previously dismissed from another university, his acceptance shall be deemed cancelled from the day of his admission.
  9. A student dismissed from the University for Academic Reasons may be enrolled in some programmes that do not award a Bachelor's degree, as decided by the University Council, or whoever it delegates. This shall not be allowed for the transitional programme.
  10. Those who already have had obtained a Bachelor's degree or its equivalent shall not be admitted to obtain another Bachelor's degree. The University Rector has the right to grant exceptions.
  11. A student registered for another university degree, shall not be admitted in another programme, in the same university or another.
- The KSA Universities applicants have two different criteria whereby they can be selected into the programme:
    1. Success in secondary school examinations; and
    2. Success in the university entrance examinations.
  - The entrance examinations are organised by the joint application procedure. The entrance examination is based on the KSA secondary school curriculum in basic sciences. There are three separate examinations. Prospective students must pass the entrance examination to be selected even if there are fewer applicants than places available. This guarantees a minimum knowledge level in science of all the selected students. There are no extra aptitude tests required for admission to the Bachelor's degree.
  - Students applying in the Bachelor's Programme are not supposed to have any former work experience or industrial placements; neither will they get any help in the application process for the Bachelor's Programme.
  - In the Architecture Bachelor's Programme courses are taught in Arabic and English languages, and English skills, therefore, are required in the university and department courses. Moreover, in the new plan of study, Islamic Architecture Bachelor's Programme courses will also be taught in Arabic and English languages and, thus, good English skills will be required. [\(DIA-20\)](#)



## 1.5 Curriculum/ Content

The target of the curriculum development process is the production of a good curriculum in terms of both content and communication. The curriculum lays the foundation for teaching and planning (individual study plans) and the implementation of the study plan. [\(DIA-03\)](#)

The vice-rector for education and the Heads of the degree programmes are responsible for the curriculum work. The curriculum work ensures the delivery of high-quality qualifications. The expertise and knowledge obtained from the studies would be based on current and key research-based knowledge in the field of science in question and on the development of competencies and skills as a part of the degree. The curriculum work takes into account the expertise required in the increasingly diverse and globalised world of work and in the perspective of lifelong learning. Degree programmes collaborate in curriculum work in order to secure synergy benefits as extensively as possible.

The objectives of degree programmes and courses are defined as learning outcomes. The learning outcomes courses are based on the mission of a given degree programme. Descriptions regarding instruction (e.g. learning outcomes and number of ECTS credits) must follow the regulations and are required to be realistic. [\(DIA-01\)](#)

The quality of the process is evaluated by examining the curriculum and the degree programme development. The quality indicators in the curriculum process are: continuous development and professional relevance of curricula and degree structures, true-to-life course descriptions that follow guidelines and the publication of the study guide on schedule. Changes to study guide are handled by the college councils.

Table 1.2, Curriculum of Study Plan 30 of the Islamic Architecture Programme

### First Year - First Semester

Level	Code	Courses	CH	Department/ College	Prerequisites
1	4800140-4	Introduction to Mathematics 1	4	Preparatory Year, CEIA	None
1	4800170-6	English Language	6	English Language Centre, Social Sciences	None
1	4800152-2	Computer Skills1	2	Computer Engineering, Computer and Information Systems	None
1	4800130-4	General Physics 1	4	Physics, Applied Sciences	None
			<b>16</b>		

### First Year - Second Semester

Level	Code	Courses	CH	Department/ College	Prerequisites
2	4800171-4	Technical English Language	4	English Language Centre, Social Sciences	English Language
2	4800141-4	Introduction to Mathematics 2	4	Preparatory Year, CEIA	Introduction to Math-1
2	4800153-3	Basic Computer Programing Skills	3	Computer Engineering, Computer and Information Systems	None
2	4800104-3	Learning and Study Skills	3	Preparatory Year, CEIA	None
			<b>14</b>		



**Second Year-First Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
3	801171-5	Architectural Design 1	5	Islamic Architecture, CEIA	None
3	801115-2	History of Architecture	2	Islamic Architecture, CEIA	None
3	605101-2	The Holy Qur'aan1	2	Qera'at, Da'wah and Usul-ud-Din	None
3	601101-2	Islamic Culture 1	2	Da'wah and Islamic Culture, Da'wah and Usul-ud-Din	None
3	501101-2	Arabic Language	2	Arabic Language, Arabic Language	None
3	801103-2	Shadow and Perspective	2	Islamic Architecture, CEIA	None
3	801112-2	Design Processes and Methods	2	Islamic Architecture, CEIA	None
			<b>17</b>		

**Second Year-Second Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
4	801172-5	Architectural Design 2	5	Islamic Architecture, CEIA	Architectural Design 1
4	801128-2	Building Construction 1	2	Islamic Architecture, CEIA	Architectural Design 1
4	605201-2	The Holy Qur'an 2	2	Qera'at, Da'wah and Usul-ud-Din	The Holy Qur'aan1
4	601201-2	Islamic Culture 2	2	Da'wah and Islamic Culture, Da'wah and Usul-ud-Din	Islamic Culture 1
4	801117-2	Theories of Architecture 1	2	Islamic Architecture, CEIA	History of Architecture
4	801141-2	Computer Applications 1	2	Islamic Architecture, CEIA	Architectural Design 1
4	801116-2	Islamic Architecture	2	Islamic Architecture, CEIA	History of Architecture
			<b>17</b>		

**Third Year-First Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
5	801271-5	Architectural Design 3	5	Islamic Architecture, CEIA	Architectural Design 2
5	801222-2	Building Construction 2	2	Islamic Architecture, CEIA	Building Construction 1
5	605301-2	The Holy Qur'aan 3	2	Qera'at, Da'wah and Usul-ud-Din	The Holy Qur'aan 2
5	801223-3	Building Sciences 1	2	Islamic Architecture, CEIA	Building Construction 1
5	601301-3	Islamic Culture 3	3	Da'wah and Islamic Culture, Da'wah and Usul-ud-Din	Islamic Culture 2
5	801316-2	Theories of Architecture 2	2	Islamic Architecture, CEIA	Theories of Architecture 1
5	801244-2	Computer Applications 2	2	Islamic Architecture, CEIA	computer Applications 1
5	801216-2	Islamic Sciences for Architecture	2	Islamic Architecture, CEIA	Architectural Design 2
			<b>20</b>		

**Third Year-Second Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
6	801272-5	Architectural Design 4	5	Islamic Architecture, CEIA	Architectural Design 3
6	801224-2	Building Construction 3	2	Islamic Architecture, CEIA	Building Construction 2
6	803227-2	Structure in Architecture 1	2	Civil Engineering, CEIA	None
6	801232-2	Urban Planning 1	2	Islamic Architecture, CEIA	Architectural Design 3
6	801225-2	Building Sciences 2	2	Islamic Architecture, CEIA	Building Construction 2
6	801231-2	Housing	2	Islamic Architecture, CEIA	Architectural Design 3



6	605401-2	The Holy Qur'aan 4	2	Qera'at, Da'wah and Usul-ud-Din	The Holy Qur'aan 3
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**Third Year-Second Semester (Continued)**

Level	Code	Courses	CH	Department/ College	Prerequisites
6	601401-2	Islamic Culture 4	2	Da'wah and Islamic Culture, Da'wah and Usul-ud-Din	Islamic Culture 3
6	801256-2	Summer Training 1	2	Islamic Architecture, CEIA	Architectural Design 3
			<b>21</b>		

**Fourth Year- First Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
7	801371-5	Architectural Design 5	5	Islamic Architecture, CEIA	Architectural Design 4
7	801327-2	Building Construction 4	2	Islamic Architecture, CEIA	Building Construction 3
7	803327-2	Structure in Architecture 2	2	Civil Engineering, CEIA	Structure in Architecture 1
7	803312-2	Surveying	2	Civil Engineering, CEIA	Architectural Design 4
7	801326-2	Properties of Materials	2	Islamic Architecture, CEIA	Building Construction 2
7	102101-2	The Biography of Prophet Mohammad (pbuh)	2	History, Sharia'h and Islamic Studies	None
7	801333-2	Urban Planning 2	2	Islamic Architecture, CEIA	Urban Planning 1
7	801317-2	Theories of Architecture 3	2	Islamic Architecture, CEIA	Theories of Architecture 2
			<b>19</b>		

**Fourth Year- Second Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
8	801372-5	Architectural Design 6	5	Islamic Architecture, CEIA	Architectural Design 5
8	801361-2	Interior Space Design	2	Islamic Architecture, CEIA	Architectural Design 5
8	801357-2	Working Drawings	2	Islamic Architecture, CEIA	Building Construction 4
8	803427-2	Structure in Architecture 3	2	Civil Engineering, CEIA	Structure in Architecture 2
8	801334-2	Outdoor Space Design	2	Islamic Architecture, CEIA	Architectural Design 5
8	801335-2	Landscape Architecture	2	Islamic Architecture, CEIA	Architectural Design 5
8	801352-2	Summer Training 2	2	Islamic Architecture, CEIA	Architectural Design 5
			<b>17</b>		

**Fifth Year- First Semester**

Level	Code	Courses	CH	Department/ College	Prerequisites
9	801471-5	Architectural Design 7	5	Islamic Architecture, CEIA	Architectural Design 6
9	801418-2	Graduation Research Project	2	Islamic Architecture, CEIA	Architectural Design 6
9	801443-2	Islamic Sciences: Applications in Environment	2	Islamic Architecture, CEIA	Architectural Design 6
9	801454-2	Construction Management	2	Islamic Architecture, CEIA	Architectural Design 6
9	0	* Elective (1)	2	Islamic Architecture, CEIA	None
			<b>13</b>		





**Fifth Year- Second Semester**

Level I	Code	Courses	CH	Department/ College	Prerequisites
10	801472-5	Architectural Design 8	5	Islamic Architecture, CEIA	Architectural Design 7
10	801444-2	Contemporary Human Ecology	2	Islamic Architecture, CEIA	Architectural Design 7
10	801458-2	Building Economy	2	Islamic Architecture, CEIA	Architectural Design 6
10	0	* Elective (2)	2	Islamic Architecture, CEIA	None
			<b>11</b>		

**\* Electives**

801801-2	Urban Heritage and Experience of KSA
801802-2	Modern Technologies in Construction Buildings
801803-2	Mega Structure Buildings
801804-2	Sustainability and Green Architecture

## Conclusion

According to the key performance indicators and programme evaluation of current survey for students, graduates and staff; reformulation and restructuring of the current programme courses (plan 30), therefore, is found essential to build a coherent programme (plan 37) ([DIA-20](#)) that depends on the following:

- Development of the Department of Islamic architecture programme by developing a more interactive plan that expected to yield quality outcomes with high rates achievement and utilizing what has been learned from the current programme limitations on increasing the capabilities and performance of the graduates,
- According to the specialty of the Department of the Islamic Architecture, the ILOs required few modifications to make them relevant to the Mission and Vision of the department. These modifications, in fact, are applied to certain ILOs and consider the Islamic architecture theoretical and practical principles concerned with environmental, pattern, character and building construction details,
- Increasing the number of the architectural design studios from eight to ten.
- Increasing awareness of construction techniques,
- Improving and unified the levels of exam results,
- Understanding the basics of architectural project management,
- Improving urban planning courses by adding studio,
- Adding course for improving capabilities of preparing and writing reports and researches,
- Increasing the scientific research resources,
- Developing assessment and teaching methods to match the current changes and modernization proposed by scientific studies,
- Assessing student performance, and extent of students', graduates 'and employers' satisfactions with the program,
- Developing and modernizing building and construction laboratories,
- Increasing the capacity and diversity of the department library, and
- Employing technicians and raising their technical capabilities.



## Appendices

- [\(UQU-01\)](#) Regulations of Study and Examinations of UQU
- [\(UQU-02\)](#) List of Students' Discipline
- [\(UQU-04\)](#) Guide Student Handbook (Department)
- [\(UQU-06\)](#) Admission Guide in Umm Al Qura University for the Academic Year 2015/2016
- [\(DIA-01\)](#) Programme Specification (Programme Handbook)  
(Study Plan 30&Assessment of Study Plan 30)
- [\(DIA-03\)](#) Course Description (Course Handbook)
- [\(DIA-11\)](#) Contracting Procedures Manual in Umm Al-Qura University
- [\(DIA-13\)](#) Alumni Survey
- [\(DIA-20\)](#) New Study Plan 37



UQU



CEIA



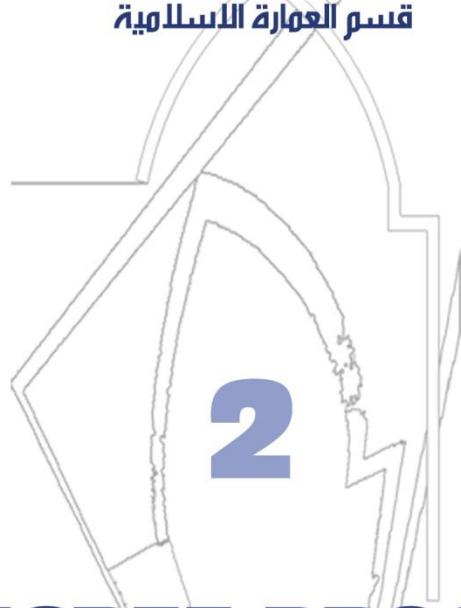
DIA

Umm AlQura University  
College of Engineering and Islamic Architecture  
Department of Islamic Architecture

جامعة أم القرى  
كلية الهندسة والعمارة الإسلامية  
قسم العمارة الإسلامية



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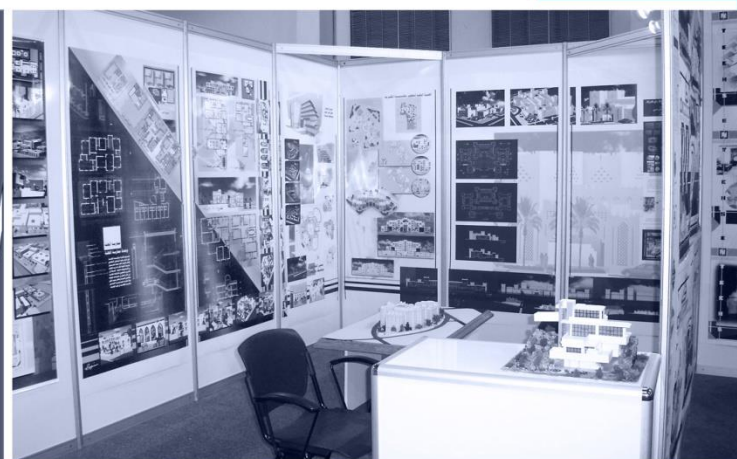
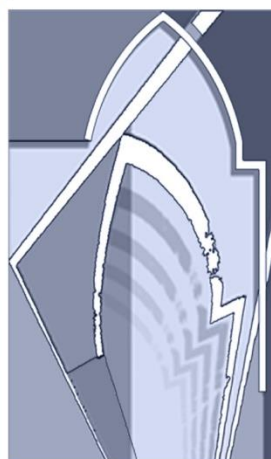
# THE DEGREE PROGRAMME

## STRUCTURES, METHODS AND IMPLEMENTATION

UQU

DIA

2



2016/2017 – 1437/1438 H



## 2. Degree Programme: Structures, Methods and Implementation

### 2.1 Structure and Courses

The standard duration of the programme is 5 academic years (10 levels). The Bachelor's degree programme of Islamic architecture (Major: Architecture) is divided into modules (called courses). Each course is a sum of teaching and learning whose contents are concerted. The sequence of courses is organised so as to ensure that it is possible to commence the programme in every semester when admissions take place.

The degree programme is divided into;

- University requirements
- College requirements
- Department requirements

According to the requirement of UQU, there are a series of courses concern Islamic culture. These courses are delivered from Da'wa 'Islamic Call' and Islamic Culture department and Qira'at department in College of Da'wa and Fundamentals of Religion. On the other hand, internationalisation is the dominant direction for undergraduate education in KSA, so there is a compulsory English language course in the first level. All English courses are delivered from English Language Centre.

According to the requirement of CEIA, the first year should focus on Basic and Applied Science fundamental knowledge such as mathematics and physics. Therefore, some courses offered in the degree programme are delivered under the supervision of the department of the Preparatory Year. Furthermore, some other courses are imported from other departments like Civil Engineering and Computer Engineering.

The programme structure provides great flexibility in course selection and offers a broad scientific and architectural base by containing a sequence of specialised courses like Architectural Design Studios, Building Technology and Construction, Theories of Architecture, Theories of Planning, Complementary Courses, etc. The 10th level contains graduation project. Students are supervised by a group of distinct professors to complete the project properly.

These courses are accompanied by two architectural elective courses in 9th and 10th level. Furthermore, all working practice intervals or internships are well-integrated into the curriculum. The programme includes two summer training courses. The two summers between 6th and 9th level are arranged as practices on professional skills. That means all students are required to take part in each practice for 8 weeks before the graduation project. The student acquires a job for practical training in an architectural firm and at the university. The following figure illustrates the requirements of UQU, CEIA and DIA.



University Requirements	College Requirements	Department Requirements					
English Language The Holy Qur'aan 1 Islamic Culture 1 Arabic Language The Holy Qur'aan 2 Islamic Culture 2 The Holy Qur'aan 3 Islamic Culture 3 The Holy Qur'aan 4 Islamic Culture 4 The Biography of Prophet Mohammad (pbuh) 102101-2	Introduction to Mathematics 1 Computer Skills General Physics 1 Technical English Language Introduction to Mathematics 2 4800041-4 Basic Computer Programming Skills Learning and Study Skills Structure in Architecture 1 Structure in Architecture 2 Structure in Architecture 3 803427-2	<b>Architectural Design Studios</b> Architectural Design 1 Architectural Design 2 Architectural Design 3 Architectural Design 4 Architectural Design 5 Architectural Design 6 Architectural Design 7 Architectural Design 8	<b>Building Tech. &amp; Construction</b> Building Construction 1 Building Construction 2 Building Science 1 Building Construction 3 Building Science 2 Building Science 2 Building Construction 4 Properties of Materials Working Drawings	<b>Theories of Planning</b> Urban Planning 1 Housing Urban Planning 2 Urban Space Design Outdoor Space Design Landscape Architecture	<b>Theories of Architecture</b> History of Architecture Design Processes and Methods Theories of Architecture 1 Islamic Architecture Theories of Architecture 2 Islamic Sciences for Architecture Theories of Architecture 3 Graduation Research Project	<b>Complementary Courses</b> Shadow & perspective computer Applications 1 computer Applications 2 Summer Training 1 Interior Space Design Summer Training 2 Islamic Sciences: Application in Environment Construction Management Summer Training 2 Contemporary Human Ecology Building Economy	<b>Electives</b> Urban Heritage and Experience of KSA Modern Technologies in Construction Buildings Mega Structure Buildings Sustainability and Green Architecture

Figure 2.1, Requirements of UQU, CEIA and DIA

The curriculum is structured in a way to allow students to complete the degree without exceeding the regular course duration. The general structure of the curricular content of the Bachelor's degree programme is illustrated in the following figure.

The procedure regarding the possibility to spend some time at another university without loss of time has already been taken into account. Studies in other domestic or foreign higher education institutions can be included in the degree by application approved by the Head of Degree Programme.

The transfer of a student from outside the UQU may be accepted under the following conditions:

- The student should have studied at a recognised college or university.
- The student must not have been dismissed from that university for disciplinary reasons.
- The student must satisfy the transfer conditions, as determined by the University Council.

More detailed description of inclusion of studies in other institutions has been presented in [\(UQU-01\)](#).



Year (1)	Level (1)	4800130-4 General Physics 1 Pr. None 4800104-3 Learning and Study Skills Pr. None	4800140-4 Introduction to Mathematics 1 Pr. None 4800141-4 Introduction to Mathematics 2 Pr. None	4800170-6 English Language Pr. None 4800171-4 Technical English Language Pr. None	601101-2 Islamic Culture 1 Pr. None 601201-2 Islamic Culture 2 Pr. None	4800152-2 Computer Skills 1 Pr. None 4800153-3 Basic Computer Programming Skills Pr. None	801103-2 Shadow and Perspective Pr. None 801141-2 Computer Applications 1 Pr. None		
Year (2)	Level (3)	801171-5 Architectural Design 1 Pr. None 801172-5 Architectural Design 2 Pr. None	801115-2 History of Architecture Pr. None 801116-2 Islamic Architecture Pr. None	801101-2 Arabic Language Pr. None	605201-2 The Holy Qur'aan Pr. None	605101-2 The Holy Qur'aan Pr. None	801103-2 Shadow and Perspective Pr. None 801141-2 Computer Applications 1 Pr. None		
	Level (4)	801171-5 Architectural Design 1 Pr. None 801172-5 Architectural Design 2 Pr. None	801115-2 History of Architecture Pr. None 801116-2 Islamic Architecture Pr. None	801101-2 Arabic Language Pr. None	605201-2 The Holy Qur'aan Pr. None	605101-2 The Holy Qur'aan Pr. None	801103-2 Shadow and Perspective Pr. None 801141-2 Computer Applications 1 Pr. None		
Year (3)	Level (5)	801271-5 Architectural Design 3 Pr. None 801272-5 Architectural Design 4 Pr. None	801223-3 Building Sciences 1 Pr. None 801222-2 Building Construction 2 Pr. None	801216-2 Islamic Sciences for Architecture Pr. None	605301-2 The Holy Qur'aan 3 Pr. None	605301-2 The Holy Qur'aan 3 Pr. None	801244-2 Computer Applications 2 Pr. None		
	Level (6)	801271-5 Architectural Design 3 Pr. None 801272-5 Architectural Design 4 Pr. None	801223-3 Building Sciences 1 Pr. None 801222-2 Building Construction 2 Pr. None	801216-2 Islamic Sciences for Architecture Pr. None	605301-2 The Holy Qur'aan 3 Pr. None	605301-2 The Holy Qur'aan 3 Pr. None	801244-2 Computer Applications 2 Pr. None		
Year (4)	Level (7)	801371-5 Architectural Design 5 Pr. None 801372-5 Architectural Design 6 Pr. None	801222-2 Building Construction 3 Pr. None 801221-1 Building Sciences 2 Pr. None	801232-2 Urban Planning 1 Pr. None	601401-2 The Holy Qur'aan 4 Pr. None	601401-2 The Holy Qur'aan 4 Pr. None	801256-2 Structure in Architecture 1 Pr. None		
	Level (8)	801371-5 Architectural Design 5 Pr. None 801372-5 Architectural Design 6 Pr. None	801222-2 Building Construction 3 Pr. None 801221-1 Building Sciences 2 Pr. None	801232-2 Urban Planning 1 Pr. None	601401-2 The Holy Qur'aan 4 Pr. None	601401-2 The Holy Qur'aan 4 Pr. None	801256-2 Structure in Architecture 1 Pr. None		
Year (5)	Level (9)	801471-5 Architectural Design 7 Pr. None 801472-5 Architectural Design 8 Pr. None	801418-2 Graduation Research Project Pr. None	801443-2 Islamic Sciences: Applications in Environment Pr. None	* Elective (1) Pr. None	* Elective (1) Pr. None	801352-2 Structure in Architecture 3 Pr. None		
	Level (10)	801471-5 Architectural Design 7 Pr. None 801472-5 Architectural Design 8 Pr. None	801418-2 Graduation Research Project Pr. None	801443-2 Islamic Sciences: Applications in Environment Pr. None	* Elective (1) Pr. None	* Elective (1) Pr. None	801352-2 Structure in Architecture 3 Pr. None		

\* Electives  
801801-2 Urban Heritage and Experience of KSA  
801802-2 Modern Technologies in Construction Buildings  
801803-2 Mega Structures Buildings  
801804-2 Sustainability and Green Architecture

Theories of Architecture	Architectural Studios	Theories of Architecture
Complementary Courses	Building Tech. & Construction	Complementary Courses
Electives	Theories of Planning	Electives

Figure 2.2, Curriculum of the Bachelor's Degree Programme of Islamic Architecture (Major:



## 2.2 Workload and Credits

The Degree Programme has a credit hour system (CH). CH calculations are based on the followings:

- Lecture: each CH unit equals 50 minutes over a 15-week teaching semester. Lectures are held in groups of between 10 and 30, with one lecturer responsible for each course.
- Practical: workshop/lab: performing experiments and training, each CH unit equals 100 min.
- Studio: specialised drawing for architecture students each CH unit equals 100 minutes.
- Project: scientific research projects each CH unit equals 50 minutes.
- Training: special training for architecture students, each CH unit equals 5 daily working (hrs) for 4 weeks.

However, ECTS points were calculated for all compulsory and compulsory elective subjects of the programme.

Table 2.1, Comparison between CH System and ECTS in 10 Levels

Level	CH	Contact Hours /week					Total Contact Hours /week	Total Contact Hours /term	Average of Self-Study Hours /term	Total work-load /term	ECTS (CH)
		Lecture	Practical	Studio	Training*	Project					
1	16	29	0	0	0	0	29	435	510	945	36
2	14	14	0	0	0	0	14	210	420	630	24
3	17	11	2	10	0	0	23	345	465	810	30
4	17	11	2	10	0	0	23	345	450	795	30
5	20	14	2	10	0	0	26	390	420	810	29
6	19	14	0	10	0	0	24	360	480	840	31
7	21	14	0	10	2 **	0	26	376	528	904	33
8	15	8	0	14	0	0	22	330	420	750	27
9	15	6	0	10	***	2	18	270	695	965	35
10	11	6	0	10	0	0	16	240	435	675	25
<b>Total</b>	<b>165</b>	<b>127</b>	<b>6</b>	<b>84</b>	<b>42</b>	<b>2</b>	<b>221</b>	<b>3301</b>	<b>4823</b>	<b>8124</b>	<b>300</b>

\*Summer training workloads have been transferred to the next levels to balance ECTS

\*\*Training at the Department of Islamic Architecture

\*\*\* Practical training in architectural firms



A detailed comparison between CH and ECTS is illustrated in [\(DIA-02.1\)](#). A number of questionnaires were conducted to assess the suggested workload, and these points were modified accordingly [\(DIA-02.2\)](#). This process ensures that the allocation of credit points to courses is transparent and logical. Furthermore, it makes certain that the student workload is set at a level that avoids structural pressure on requirements for the level of study. In addition, it ensures that projected time budgets are realistic, so that the programme can be studied within the standard period of study for the degree.

The basic unit to evaluate the workload of the studies is one credit point. To complete the studies of one academic year requires on average 1625 hours, which corresponds to 60 ECTS credits. One credit point equals approximately 27 hours workload, including face-to-face teaching hours, individual studying, as well as preparation for and taking part in the examinations.

One credit point is divided into 11 hours for teaching and 16 hours of self-study on average. The detailed workload required from the students is presented in [\(DIA-02.3\)](#).

The following is the statistics table for all credit points in 5 years.

Table 2.2, Statistics for Contact and Self-study Hours in 5 Years

Year	Contact hours	Self-study hours	Total	ECTS
First year	645	930	1575	60
Second year	690	915	1605	60
Third year	750	900	1650	60
Fourth year	706	948	1654	60
Fifth year	510	1130	1640	60
<b>Total</b>	<b>3301</b>	<b>4823</b>	<b>8124</b>	<b>300</b>

Table 2.3, Relation between Self-study and Contact Hours

	Hours	Percent	One ECTS
Self-study	4823	59	16
Contact teaching	3301	41	11
<b>Total</b>	<b>8124</b>	<b>100</b>	<b>27</b>

The following table explains that deviations in any level period do not exceed +/- 10% of the credit points.





Table 2.4, Deviations in Levels

Year	Level	ECTS	Percent %	Deviation
1	First level	36	60	10
	Second level	24	40	-10
2	Third level	30	50	0
	Fourth level	30	50	0
3	Fifth level	29	48	-2
	Sixth level	31	52	2
4	Seventh level	33	55	5
	Eighth level	27	45	-5
5	Ninth level	35	58	8
	Tenth level	25	42	-8

The following table illustrates workload according to varies requirements.

Table 2.5, Workload According to Varies Requirements

	Total contact hours	Contact hours Percent.	Independent study hours	Total work-load [h]	ECTS	Percent %
University Requirements	585	18	615	1200	44	15
College Requirements	495	15	795	1290	48	16
Department Requirements	2221	67	3413	5634	208	69
<b>Total</b>	<b>3301</b>	<b>100</b>	<b>4823</b>	<b>8124</b>	<b>300</b>	<b>100</b>

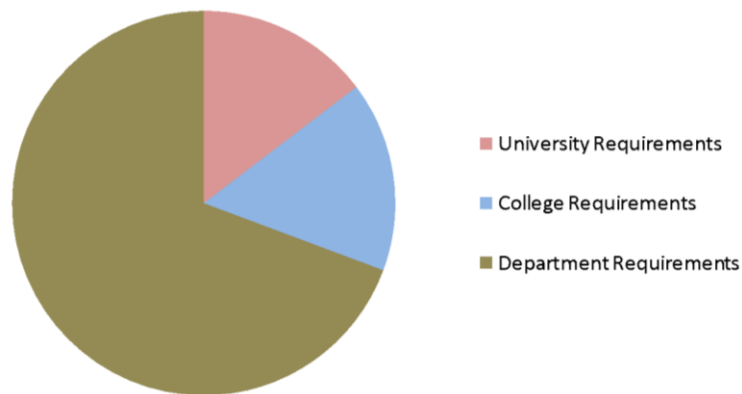


Figure 2.3, Percentage of University (UQU), College (CEIA), and Department (DIA) Requirements



## 2.3 Teaching Methodology

The Bachelor's programme is full-time, on-campus programme. The teaching methods and instruments used in the Bachelor's Degree Programme of Islamic Architecture (Major: Architecture) support the students in achieving the learning outcomes. The applied teaching methods include lectures, class activities, laboratory exercises, seminars and discussions, and field trips. The courses also involve group and project work which train the social competencies of the students. Educational methods for all courses are presented in [\(DIA-21\)](#).

Large class is applied in some theoretical courses, as students will be distributed into small groups with about 10-30 students in each class. For design studios and laboratory, students are always divided into small groups to ensure a better teaching effect. However, classrooms are the main home for teaching theoretical courses, but it is not the only one, as studios are also essential places for our undergraduate architectural education. Each year level has their design studios.

Faculty members are available to help and advice students, encourage questions and respond to suggestions. All faculty members have office hours in each week for undergraduate students [\(DIA-22\)](#). The communication between teachers and students through internet chat tools such as WhatsApp is also common these days.

The student has a possibility to impact the content of his studies by choosing the subjects of elective courses and the graduate project according to his interests. The topic of the Bachelor's project in Architectural Design 8 course can be acquired by the student himself or from a topic given by the supervisor choice.

The degree programme is designed to be well-balanced between attendance-based learning and self-study. Therefore, the teaching methods are chosen so that the student has time for self-study. The ratio of contact hours to self-study has been designed to ensure the achievement of the defined goals. The available time allows students sufficient opportunity to carry out independent academic work.

The following table presents a summary of contact teaching hours and the amount of self-study on courses in Architecture programme, as well as the calculated self-study proportion of the total workload on the courses. On average, 59% of the course workload (1 ECTS cr = 27 h) are on the students' independent work.

The contact teaching hours and the amounts of self-study in each course in Architecture programme, as well as the calculated self-study proportion of the total workload in all courses in details could be found in [\(DIA-02.3\)](#).

The following table illustrates the high percentage of self-study. This percentage explains itself by the variety of seminar assignments and exercises which develop the student's knowledge, as well as the skills for design, critical thinking, written communication,



data acquisition, problem solving, lifelong learning, project management, and presentation. Various seminar assignments and exercises improve the student's knowledge, along with the improvement of his personal skills. Many assignments also develop the students' skills in team-work, negotiation, and organisation and coordination.

Table 2.6, Percentage of Self-study

Type	Percent
Self-study	59%
Contact teaching	41%
Total Workload	100%

In addition, familiarising the students with independent academic research and writing plays a vital role in the Islamic Architecture programme. The research activities follow the Uniform Rules for Research in Universities. ([ME-03](#))

The required academic research in the academic year 2016/2017 can be found in ([DIA-23](#)).

## 2.4 Support and Assistance

There are available resources to provide individual assistance, advice and support for all students. The allocated academic advice and guidance (both academically and personally) offer assists for the students to achieve the learning outcomes and complete the courses within the scheduled time. In the DIA, we strive to make prospective and existing students feel welcome, and to provide the most up-to-date information leading those students to success.

UQU, CEIA and DIA offer academic guidance actions that together cover the entire span of studies and efficiently support studies and learning. ([UQU-04](#)), ([DIA-04](#))

With this guidance, students are able to complete their studies by following an appropriate study plan that they have prepared themselves and to graduate within the desired time.



Table 2.6, the Roles and Duties of Study Guidance Personnel and Units

Vice Dean for educational affairs and academic development	Is responsible for organising study guidance in the college. He is responsible for administration of studies and partly for study guidance related to administrative affairs. Furthermore, he supervises the work of student committees, and non-academic activities and supervises induction meetings, orientation programmes, and academic advising.
Vice-Deans for Training and Industrial Relations	Is responsible for training activities provided for students, in coordination with the college's departments, as far as admission, follow-up, reporting and results are concerned. He establishes cooperative, constructive relationships and offers training opportunities for the students.
The student counsellor	Student counsellor's job is to help creating a vibrant environment in order to facilitate students to gain different skills and to help students effectively complete their studies. Thus, the head of the department plays the role of counsellor.
Head of the degree programme	Besides his role as a student counsellor, head of the degree programme is in charge of evaluating and developing study guidance.
Professors	In addition to their roles in teaching, they provide guidance in the graduation project, and in preparing final theses for postgraduate studies.
Teachers/tutors	Responsible for study guidance related to the completion of the courses they are responsible for. Help students prepare their individual study plan and follow its progress. Students may turn to them with any issues involving studies. Through consulting with them during office hours, students are guided to develop their own skills. Faculty members can give students constructive suggestions when they encounter difficulties, whether in study or in life. They are available at the university mainly during office hours, but students may have guidance and individual supervision also out of these hours by fixing the time with the teacher.
Course Coordinators	Coordinate study guidance for students. They are responsible for supervision concerning contents of a group of courses.



Academic advisors	<p>All academic advisors in the programme are faculty members. Their key roles can be summarised in the following tasks:</p> <p>The academic advisor provides academic information to students and introduces them to study systems and regulations.</p> <p>He helps students in preparing their individual study plan (including the recognition of prior learning and studies outside, e.g. through the flexible right to study) and provides guidance in administrative issues related to graduation.</p> <p>Furthermore, the academic advisor provides guidance in the selection of major and minor subjects from the viewpoint of career guidance.</p> <p>He encourages students to exercise a positive role in the educational process and to participate in extracurricular activities. <a href="#">(UQU-04)</a>, <a href="#">(DIA-05)</a>.</p>
The Librarian (King Abdullah University Library and College Library)	<p>Provides guidance in information retrieval and instruction in information literacy.</p>
Student Council	<p>Supports educational decisions and participate in them.</p> <p>Refines the student's talents and develop their abilities and skills.</p> <p>Prepares plans for the students' activities.</p> <p>Creates a permanent and a renewed link between faculty members, administrators and students. <a href="#">(CEIA-02)</a></p>

## Appendices

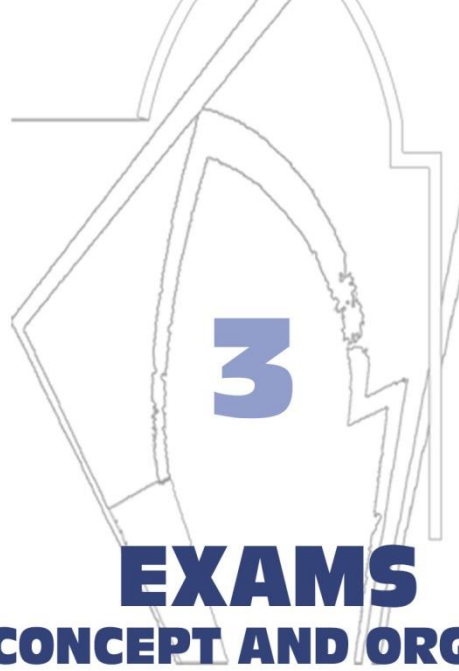
- [\(UQU-01\)](#) Regulation and Implementation Rules of Undergraduate Study and Examinations in Umm Al-Qura University
- [\(UQU-04\)](#) Rights and Duties of the Student Regulation in UQU
- [\(ME-03\)](#) Regulations Governing the Financial Affairs in the Universities
- [\(DIA-02.1\)](#) Comparison between CH and ECTS in the Architecture programme (arranged according to UQU, CEIA and DIA requirements)
- [\(DIA-02.2\)](#) Questionnaires that were conducted to assess the suggested workload
- [\(DIA-02.3\)](#) A detailed workload for all courses
- [\(DIA-04\)](#) Student Handbook
- [\(DIA-05\)](#) Academic Advising
- [\(DIA-21\)](#) Educational methods for all courses
- [\(DIA-22\)](#) Office hours (Academic year 2016/2017)
- [\(DIA-23\)](#) Required academic research for all courses (Academic year 2016/2017)
- [\(UQU-04\)](#) Rights and Duties of the Student Regulation in Umm Al-Qura University
- [\(CEIA-02\)](#) Student Council Regulation



**Umm AlQura University**  
**College of Engineering and Islamic Architecture**  
**Department of Islamic Architecture**



جامعة أم القرى  
كلية الهندسة والعمارة الإسلامية  
قسم العمارة الإسلامية



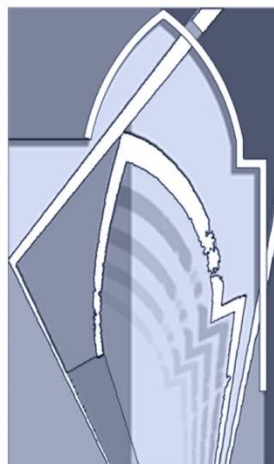
# **EXAMS**

## **SYSTEM, CONCEPT AND ORGANISATION**

**UQU**

**DIA**

**3**



**2016/2017 – 1437/1438 H**



### **3 Examinations: System, Concept and Organisation**

The purpose of this section is to draw together key documents concerning examinations: system, concept and organisation. The UQU's website provides access to the suite of policy documents, Regulations and guidance that colleges, academic faculty members, and students need to follow in order to meet University requirements. The website also provides access to a range of resources that can help support effective practice within different disciplines and links to the evidence and resources that have informed the University's approach.

#### **3.1 Examination System**

The role that exam plays in supporting and shaping learning cannot be underestimated. Its importance has increased, particularly at a time when more students are adopting strategic approaches to learning. This guidance has been put together to help faculty members develop and/or revise assessment strategies within and across modular programmes of study. Following the Guidance will benefit student learning and help ensure that students can develop the high level knowledge, understanding, and skills from engagement with their studies (ILOs). It will further help the Department develops more consistent practice in assessment and enhance the ways in which assessment is managed across programmes of study.

The examination system in the DIA is based on an evaluation system that tests the logical and conceptual understanding of the students' performance on different parameters. All courses of the DIA are based on semester system except wherever the University authorities and statutory bodies decide otherwise. The DIA believes in the comprehensive and continuous evaluation system, hence it conducts mid semester examinations during each semester in order to prepare the students for their final exams.

#### **3.2 Examination Concept**

The DIA seeks to ensure that there is alignment within the programme of study between what is taught, what students are expected to learn (the learning outcomes), and what is assessed (how students demonstrate achievement of the learning outcomes). Clearly aligned curriculum help students to adopt deep approaches to learning and ensure they better understand what is expected of them. Faculty members are recognising that the nature of the alignment will change over time, as unintended learning outcomes emerge, curriculum content development, and assessment methods change. Alignment needs to be reviewed on an ongoing basis as to:

- Courses are designed so that there is a clear alignment between teaching, learning and assessment.
- Courses are designed so that the volume of assessment is appropriate for both faculty members and students.
- The courses provide a balance between formative and summative assessment.
- The courses provide a range of different learning experiences.



However, the DIA adapts the examination concepts of the UQU which protect the students' rights to:

- Course evaluation and assessment by students to improve the teaching quality.
- Students must be able to know their midterm grades and model answers.
- Students' ability to review their marks based on colleges regulations.
- The students' ability to know their midterm and final exam grades.
- Inform the students about their midterm grades before final exam.
- Adoption of the electronic system to monitor student's grades and absences and not be delayed more than a week.

### 3.3 Exam Methods

The DIA Programme offers a range of different summative assessment methods that are suited to the programme learning outcomes (ILOs). This helps ensure that no student groups are disadvantaged unfairly, given that different assessment methods result in variations in attainment across different student groups. Faculty members are designing alternative assessment strategies that meet the needs of different learners through curriculum design processes. Doing so helps ensure curricula anticipate and providing for a range of student learning needs. Therefore, various types of evaluation methods are widely used in the DIA. Courses are not often evaluated only by the written examination.

The examination system of the DIA in UQU includes written and oral examinations as well as evaluated written works and various types of coursework (e.g. project work, research, quiz, etc.), which contribute to the final grade of a course. The concept is oriented on the precepts of fairness, transparency, demanding performance and differentiated evaluation. For instance, students are required to complete a midterm exam as a part of the assessment process, so that improvements are possible and performance on one single day is not the sole evaluator of success.

There are assessments and evaluation processes that periodically documents and demonstrates the degree to which the Student Outcomes are attained. These various evaluation methods are used in different courses in the DIA, as all examination forms are used, whether were written, oral, or projects work in accordance with UQU examination regulations for full time undergraduate students.

Therefore, the methods of examination are closely related to the ILOs, and in consistent with the UQU regulations of study and examinations. [\(UQU-01\)](#).

The methods applied for achievement assessment of the expected programme learning outcomes for the entire programme of the DIA are shown below and those for the individual course units are given in the relevant section of the course description with their contribution to the final Grades.





- Midterm Exam
- Final Exam
- Make-up Exam
- Short Exam (quiz)
- Homework Assessment
- Presentation of a Report
- Computer Based Presentation
- Presentation of a Project (Oral Exam).



Different Exam Methods

### 3.4 Exams Regulations

The study and the exams regulations for undergraduate students are based on the Higher Education Council resolution No. (5/2) of the second meeting of the Council of Higher Education, held on 06/11/1416 AH.



- Crowned with the consent of the Custodian of the Two Holy Mosques, head of the Higher Education Council Directive wire Decree No. 7 / B / 9045 and the date of 06/27/1416 AH.
- The Higher Education Council Resolution (5/2) on 06/11/1416 AH.
- The Higher Education Council based on the provisions of paragraph (6) of Article (XV) of the Higher Education Council and the university system, which imposes that the terms of reference of the Council for Higher Education issued common regulations for universities.
- As the list of the study and tests, undergraduate of common regulations will lead to the unification of approval and the organisation of work study and tests in the universities and the creation of better coordination between universities in this regard.
- Having considered the note by the Secretariat of the Council of Higher Education on the subject, and a copy of the list of the study, and tests undergraduate attached to this memorandum Council decided as follows:
  - "The approval of the list of the study, tests undergraduate according to annex to the resolution."
  - The implementing rules for this regulation UQU has been approved by Resolution No. 13 of the Council of the League in the fourth session on 10/15/1417 AH. ([ME-01](#))

### **3.5 Examinations**

The DIA faculty members seek to ensure that deadlines for summative assessments are, where possible, spread across courses to ensure that the assessment load is spread more evenly for both faculty members and students.

Setting all coursework deadlines at the end of courses are undesirable as it will make it more difficult for students to submit work that accurately represents all their knowledge, understanding, and skills.

The success of students in achieving the expected learning outcomes of each course unit within the curriculum of Architecture programme is evaluated via assessments of in-term activities and final examination which takes place at the end of each semester.

Students undertake a wide range of summative assessments whilst at the department depending on their level of study and the different learning outcomes they need to demonstrate. Forms of summative assessment fall into one of three groups; Written examinations (both those organised by the University and by the department), Coursework (including essays, reports, portfolios, and project work) and Practical Assessments (including presentations).

Assessment of in-term activities includes a minimum number of a midterm examination, homework and a short-exam (quiz) as compulsory assessment methods for all the course units within all degree programmes defined by the Regulations.



The programmes are encouraged to define more assessment methods for the in-term activities depending on their needs for measuring the achievements of the outcomes of the programme, and course unit levels in order to ensure the educational aims and objectives.

The nature and number of the assessment methods used for each course unit together with their contribution, the final grades are given under the title of “Assessment and Grading” in the sections of course descriptions. These arrangements are announced in advance, at the beginning of each semester and published in the sections of the course descriptions on this web site.

Midterm and final examinations are conducted on dates, places and times are determined and announced by the University. The student’s final semester grade is given by their instructors based on midterm examination, homework evaluation, short-examinations, final examination and, if there is any other assessment results taking into account the student's compliance with attendance to the course activities.

The contributions of the grades of the in-term activities and final exam grade to the final success grade of a course are determined by the course instructor and announced to students within the first two weeks of the semester. Moreover, the contribution of the final exam cannot be less than 40 % and higher than 60% for all the courses within all the degree programmes defined by the Regulations.

### **3.6 Exam Organisation**

There is a complete learning and examination management system in UQU. A list of related documents for learning rules and examination regulations in UQU is shown in [\(UQU-01\)](#).

### **3.7 Attendance and Withdrawal**

Attendance is defined by physical attendance in lectures and/or participation in academic activities such as submission of assignments, examinations, or participation in a class working group.

Each department member will set a total number of absences tolerated before absences begin to affect a student’s participation and final course grade. This number of total absences allowed includes absences due to illness. The department member’s specific policy will be announced at the beginning of each course and included in the course syllabus. A student who, for no valid reason, remains absent from campus or from classes for an excessive length of time during a semester may be withdrawn from the University. To be eligible to appear in the final examination a student should have a minimum of 75% attendance in the semester classes.



### **3.8 Withdrawal from a Course**

Students may change their course registration without penalty up until the published Course Change (add/drop) deadline online or by completing a Course Change Request Form and obtaining the signature of their academic advisor and the professors in the courses involved. Students may voluntarily withdraw from a course at any time up to the published withdrawal deadline provided it does not affect their full-time status. A student who withdraws from a course will receive a W on his transcript, which will not affect the grade point average.

### **3.9 Graduation**

A student is eligible for the award of University degree if he has undergone the regular course of studies, completed the project report specified in the course curriculum within the stipulated time and have secured the minimum credits and percentage of marks needed for the award of the concerned degree as per the University ordinances. For details relating to examinations the students are advised to go through the University Ordinance available at University website.

Students officially graduate and may receive their certificates on the degree conferral date following the completion of all degree requirements. In order to be eligible to graduate, students must have [\(UQU-01\)](#).

### **3.10 Dismissal**

Dismissal rules are contingent on the total number of CH a student has attempted while enrolled at UQU. Dismissal from the University will occur in the following circumstances [\(UQU-01\)](#).

### **3.11 Examination and Grading System**

The student performance is evaluated in each course by the instructor through graded student work throughout the term (semester) (e.g., homework assignments, quizzes, major exams), and a final exam. Success in a course is usually based on the combination of grades awarded to term work and final examination.

Each course has a total of 100 points. Out of this, the instructor may allocate 40% to 60% marks to the term work consisting of quizzes, homework, term projects and mid-term or other periodic assessments while the remainder is allocated to the final examination.



The rubric used for the grading system of UQU is shown in Table 3–1. The instructor awards the grade as marks out of 100. The marks are converted to a letter grade and grade points as shown in Table 3–1. Table 3–2 shows a sample of the student's grade report for six subjects in a typical semester. Examinations are arranged according to the curriculum. Examinations outside the schedule can also be arranged. Courses are usually evaluated on the scale as in the following table:

Table 3.1, Grading System at UQU

Marks out of 100	Description	Description	Grade Points
95-100	Excellent +	A+	4.0
90-95	Excellent	A	3.75
85-90	Very good +	B+	3.5
80-85	Very good	B	3.0
75-80	Good +	C+	2.5
70-75	Good	C	2.0
65-70	Satisfactory +	D+	1.5
60-65	Satisfactory	D	1.0
Less than 60	Fail	E	0

The maximum score for each course is 100 points; thereby 60 points are required to pass the course. Grades obtained in courses are listed in the University portal database system, and transferred to the student portal, which is used to enrol for the courses and examinations. Students can view their grades and the weighted average of their course grades at any time. Grades included in the degree, and their GPA (weighted average), is listed in the report that complements the degree.

A graduation project is required to complete the Bachelor's degree programme. The graduation project is an independent work of the student, and its topic and contents are discussed with the supervisor before starting the work. A peer committee is required to assess the graduation project.

The examiners and supervisor of the graduation project must have the degree of M.Sc. at least. The graduation project is graded on a scale of 0-100. Supervisor and examiners are responsible for the graduation project evaluation. The scores of graduation project are divided equally between the supervisor and the peer committee.

The student who performs well in their studies are recognised and granted First Honour or Second Honour. First Honour is granted to the student who acquires a cumulative grade point average from 3.75 to 4.00 out of 4.00 at the time of graduation.

Second Honour is granted to the students who acquire cumulative grade point average from 3.25 to 3.75 out of 4.00 at the time of graduation. For the student to acquire the first or the second honour the following conditions are required:

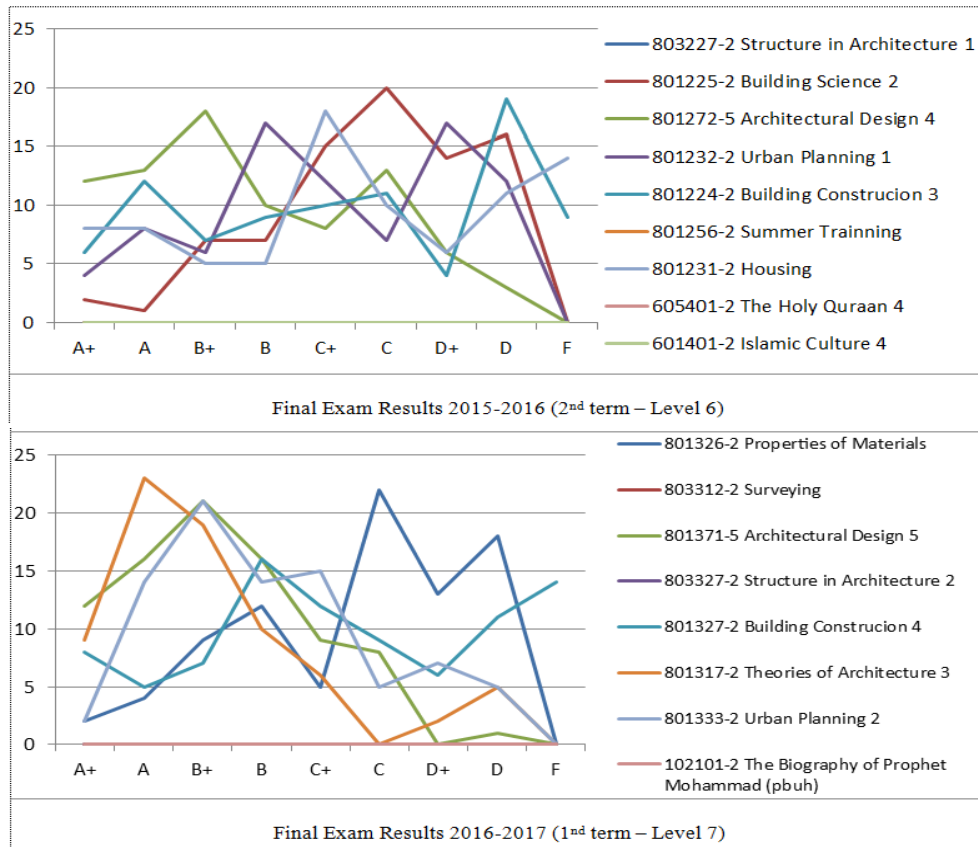


- Student should not fail in any course taken at the UQU University or ANY other university.
- The student must fulfil the graduation requirements during a period its maximum is the average between the minimum limit and the maximum limit of being in his college.
- The student study in the university who will graduate from at least (60%) of the graduation requirement.

The Deanship of Admission and Registration monitors the progress, evaluates, updates the academic record and takes appropriate action for each student at the end of each term (Table 3.2). The updated academic record demonstrates the student's achievement during his study at the University and is made available to each student online.

Table 3.2, Sample Calculation of GPA

Course	Credit Hours (CH)	Points (Marks) (out of 100)	Letter Grade	Grade Points Per Credit Hour (GP)	Total Grade Points (CH) X (GP)
Course 1	2	92	A	3.75	7.50
Course 2	3	97	A+	4.00	12.00
Course 3	3	81	B	3.00	9.00
Course 4	4	86	B+	3.50	14.00
Course 5	4	74	C	2.00	8.00
Course 6	2	76	C+	2.50	5.00
Total	18				55.50
<b>Computed GPA = Total Grade Points / CH = 55.5 / 18 = 3.08</b>					



### 3.12 Grade of “Incomplete” (IC)

A grade of “Incomplete” (IC) is given to the student if the course requirements are not completed by the student. This is usually allowed in courses that require a project to be completed by the students. It is awarded only on the recommendation of the instructor and approval of the Department Council. The student getting IC must complete the requirements during the next semester; otherwise the IC automatically changes to “E”. Some courses need more than one term to complete the requirements, particularly the Graduation Project. For these courses, the student gets “In Progress” (IP) grade. IP grade does not require the approval of the departmental council. A student getting an IP is required to continue the work and appear in the assessment when the work is completed.

UQU requires that students do not miss more than 25% of the total number of lectures, labs and tutorials. Students failing to meet this requirement in any of the courses are prohibited from attending the final examination of that course and earn a DN (Denied) grade in that course. A student who is absent in the final examination of a course(s) for a valid reason accepted by the department council and the Dean of the college is allowed to take the examination at a later date.



### 3.13 Minimum GPA

According to the regulations of UQU all students are required to maintain a grade point average of at least 1.0 out of 4.0. A student failing to maintain the GPA of 1.0 will be placed on “academic probation” and is given two semesters to improve. After this period the student may be removed from the programme. The Dean of the College of Engineering and Islamic Architecture has requested the University Council to raise the minimum GPA requirement to 2.00. The University Council sent it to the UQU Legal Advisory Council to complete the procedure. Recently, this recommendation was approved by the UQU Legal Advisory Council. Now the recommendation has to be scheduled for presentation for a formal approval of the “University Council”.

### 3.14 Academic Probation

At the beginning of each term, the Deanship of Admission and Registration provides each student with his full academic advising record showing the results of all the courses that have been studied from the study plan as well as the number of academic warnings that have been issued. The student gets a warning if his CGPA is below 1.0 out of 4.0 in a term. The student is suspended if he gets a maximum of three (3) such consecutive warnings. After the third warning, being suspended for one term, College Council, in coordination with the Deanship of Admission and Registration, may recommend to the University Council to give a fourth chance to those students who can raise their CGPA by taking courses according to the rules of registration. The student will also be suspended if he is not able to complete the graduation requirements within a period of 15 terms. The academic suspension is governed by the Article #20 of the Policy on Regulations of Study and Examinations. The English translation of implementation rules of Article #20 is documented in [\(UQU-01\)](#).

### 3.15 Transfer Credits

Students can transfer CH that has been studied in other universities. The maximum allowable percentage of CH that could be transferred by students from other universities is 40% of the total CH in the curriculum. These courses are evaluated by the Department Academic Committee and faculties who teach these courses, and approved by the department chairman. Transferred credits are not included in the GPA and a pass grade is assigned to those courses.

Students who want to study courses in other universities must do the following:

- a. Fill in a course transfer form and submit it to the chairman of the department.
- b. The chairman consults the college who teaches the course.
- c. The college reviews the syllabus of the transfer course in light of the departmental course syllabus checking the equivalency of the syllabus and credits.
- d. The chairman approves the equivalency and signs the form.
- e. The student should then get the approval of the vice dean.





- f. The student hands in the form to the university registrar office and gets an official acceptance letter to study the course at the specified university.
- g. After studying the course, the student should get an official completion letter and the transcript from the registrar office of the university where the transfer course was completed.
- h. Finally the student should hand the official completion letter to the UQU registrar office.

### 3.16 Mid-Term and Class Examination Procedures

#### 3.16.1 Arrangement and Notifications

- Notice to students - students should be given at least three weeks written notice of the date of a class test.
- Venue - the class test should be held in a venue that allows for adequate spacing of students, preferably with rows of seating in between each row of students. The room should be quiet and accessible.
- Invigilation Ratio - departments need to arrange appropriate invigilation for the class test. There will need to be a minimum of 2 invigilators per class test, in order to ensure adequate supervision and deal with any emergencies. Should the class test be large, there will need to be an additional invigilator for every 50 students over 100.



Mid Term Exam



- e.g.
- |           |                     |
|-----------|---------------------|
| 1-100 =   | 2 invigilators      |
| 101-150 = | 3 invigilators      |
| 151-200 = | 4 invigilators etc. |

- Attendance Registers - it is extremely important to record the names and numbers of all the students sitting the class test.



An example of best practice is that each candidate is asked to complete an attendance slip, which is then handed in to the Invigilator, who should tick off each student in attendance on the class list. Attendance registers should be kept separate from the students' completed scripts. This way, if scripts are misplaced the attendance registers can be used to determine presence at the class test.

### **3.17 Exam Rules**

- Late arrivals – no student will be permitted to enter a class test venue thirty minutes or more following the commencement of the class test, and no additional time will be granted to a student starting a class test later than its commencement.
- Personal belongings and equipment – all students should be required to leave all bags and mobile phones in a designated place in the class test venue. Any pencil cases or other receptacles should not be taken to desks unless they are made from a transparent material which permits the contents of the receptacle to be seen. Each student must place his University identification card on his desk for the duration of the test.
- Use of electronic aids – the use of calculators is permitted in all tests unless a Head of department has indicated otherwise to the students in writing at the beginning of the session. No other electronic aids are permitted in a test unless agreed by the course instructor in writing. Calculators permitted must be noiseless, battery- or solar-powered and must not be pre-programmed or have an alphabetic keyboard. Students may be required to demonstrate to an invigilator that calculators have not been pre-programmed.
- Test stationery – each student shall be required to complete the appropriate examination stationery in accordance with the instruction of the Senior Invigilator prior to the commencement of the test. All answers and any rough work must be completed in the stationary provided and written legibly. No student may turn over the first page of a class test paper until permitted to do so by the Senior Invigilator.
- Communication – no student will be permitted to communicate with any other student in a test venue, prior to, during, or at the end of a test on any matter or in any way whatsoever.
- End of the Test – when the Senior Invigilator announces the end of the test, the students will be required to stop writing immediately, and to remain seated in silence until permitted to leave the venue by the Senior Invigilator.
- Leaving the Class Test venue – no student shall be permitted to leave the class test venue during the first 60 minutes or last 30 minutes of a class test.

This means that for tests of 1.5 hours duration or less, no students may be permitted to leave the venue at all.



### **3.18 Examination Timetables**

Prior to the announcement of the examination timetable, efforts are usually taken in response to requests from students, and after discussions with the Students' Union, to publish the examination timetable as early as possible on a regular basis. The baseline for publication has been moved forward to four weeks prior to the start of the autumn or spring examination periods with the aim of publishing up to a further week earlier than this, whenever possible.

At present the timetabling takes into account the requirement that a department examination should be scheduled over a minimum four week period during the spring examination period, whilst meeting individual student requests for bespoke scheduling wherever possible. It is proposed that this approach continues, thereby balancing the wishes of all parties.

### **3.19 Final Examination Procedures**

For courses in which a final exam is required, the time and location are determined by the college council based upon departmental requests submitted by the end of the regular drop/add period for the semester. Procedures for publishing the final exam schedule vary among campuses and the department and include:

- Publication of final exam schedule on the campus registrar's web page
- Access to individualised student and college final exam schedules on e-gate

The Faculty members should make appropriate announcements in class, and/or use electronic sources to help make students aware of the final exam location and time.

### **3.20 Examination and Academic Offences Regulations**

It is an unfair practice to commit any act whereby a person might obtain for himself or for another, an unpermitted advantage or a higher mark or grade than his abilities would otherwise secure. Therefore, the UQU recognises the following (including any attempt to carry out the actions described) as exam. offences, regardless of intent: [\(UQU-02\)](#)

- a. Introducing or using in an examination or test any crib sheet, revision or other notes, books, paper, mobile phone, smart watch or electronic device of any kind other than those specifically permitted in the rubric of the examination paper. The offence lies in the introduction of the material and does not depend on whether there was any intention to use the material.
- b. Obtaining access to an unseen examination or test material prior to the start of the examination/test.



- 
- c. Failing to comply with the legitimate instructions of an invigilator or examiner, or with the instructions for candidates (including signage, written instructions, on-line information etc.).
  - d. Removing from an examination or test any script, paper, working notes or other official stationery (whether or not completed) or any electronic records provided as part of the examination unless specifically authorised by an invigilator or examiner.
  - e. Being party to any arrangement where a person fraudulently represents, or intends to represent, a candidate in an examination or test (personation).
  - f. Communicating with another student or with any third party, other than an invigilator or examiner whilst in the examination/test room.
  - g. Copying the work of another student, whether by overlooking their work, asking them for information, or by any other means, or knowingly allow their own work to be copied.
  - h. Making false declarations in an attempt to obtain either modified assessment provisions or special consideration, e.g. of extenuating circumstances.
  - i. Attempting to persuade another member of the University (student, faculty members, or invigilator) to participate in any actions which would be in breach of these regulations.
  - j. Being party to any arrangement which would constitute a breach of these regulations.
  - k. Undertake any other activity not described above which could confer an unfair advantage to any candidate(s) taking an examination or test.

### **3.21 Conclusion:**

#### **Relationship of Examination Systems to Curriculum Development in the DIA**

Examination systems interact with curriculum development in a variety of ways: some effects could be described as positive; others could be described as negative. In order for examinations to have a positive effect on curriculum development it would appear that several conditions have to be met. These conditions are, that: the curriculum development is perceived as generally beneficial ([Please refer to Plan 37](#)), (for example by giving emphasis to skills previously ignored, or making better provision for students of all capabilities); academic staff are motivated to accept the changes and are not overburdened;

- the examination is valid and reliable, and does not exert undue influence on teaching methods;
- there is good articulation between the curriculum development and the examinations;
- The distribution of influence between bodies responsible for the curriculum and for the examinations is equitable. This would mean, for example, that the examination could not hinder or subvert curriculum innovation or ILOs.



DIA is keen that all of these conditions are met, and then the positive effects of examinations on curriculum development were considerable. These positive effects include:

- Providing new courses or studios ([eg; urban planning studio, Plan 37](#))
- Ensuring reform of the total curriculum or a sector of the curriculum;
- Ensuring the uptake of new subjects, or new subject matter within an existing curricular structure;
- Ensuring the introduction of new teaching methodologies (site visits);
- Elevating the status of a subject which previously may have been non-examined (perhaps non-academic). Legitimising particular knowledge or skills;
- Clarifying a curriculum innovation: describing clearly what is expected; providing feedback on attainment on individual students and groups of students and consequently helping to raise standards.

## Appendices

- [\(ME-01\)](#) The Statutes & Regulations of the Higher Education Council & Universities
- [\(UQU-01\)](#) Regulations of Study and Examinations of UQU
- [\(UQU-02\)](#) List of Students' Discipline



UQU



CEIA



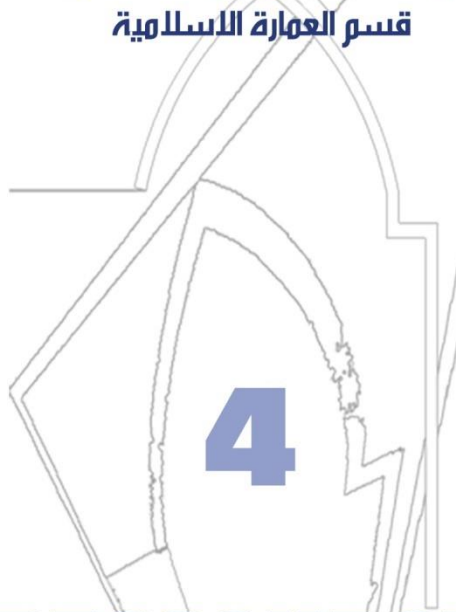
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DIA

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Department of Islamic Architecture

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قسم العمارة الإسلامية



ASIIN Accreditation



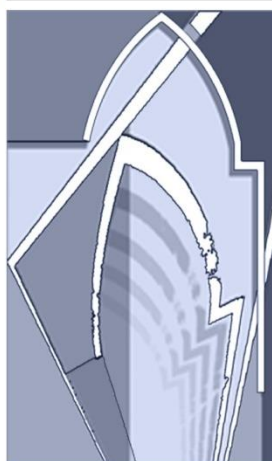
## RESSOURCES

Staff, Staff development, Funds and equipment

UQU

DIA

4



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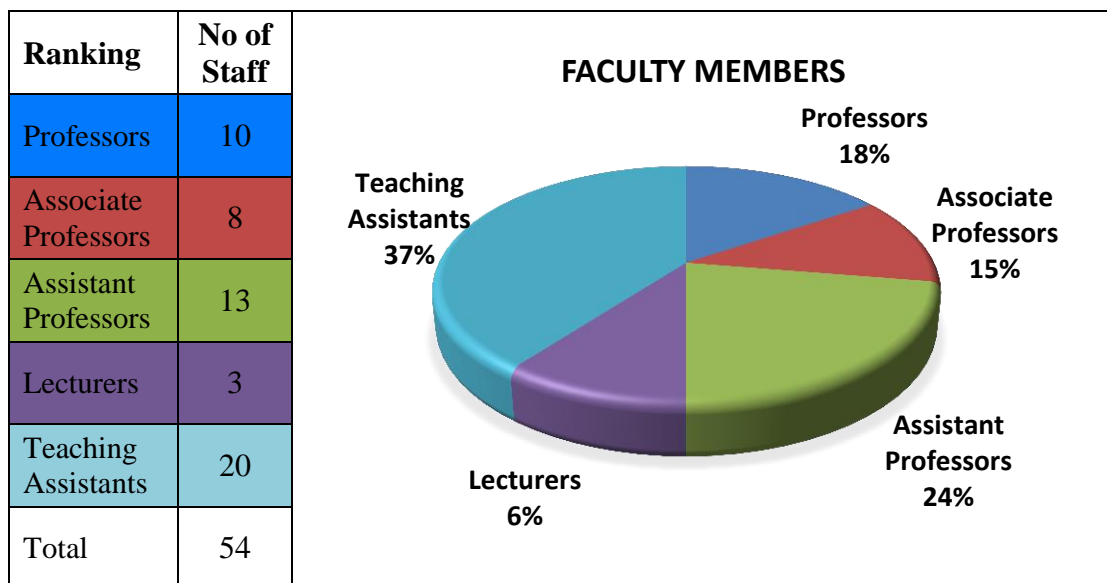
## 4 Resources

### 4.1 Staff Involved

DIA employs 34 teaching faculty members. The department proves keen to consolidate its human resources to broaden its scientific research basis, committee work, teaching of fundamentals, and student support, resulting in demand mostly high expert faculty members. The faculty members involved were invited to work at the DIA from different countries and different graduation institutions.

According to the competence, faculty members' resources are suited to conduct the architecture programmes. The staff expertise is sufficiently supportive of the structure and curriculum of the architecture programme. Table 4.1 shows the distribution of the faculty members according to their academic ranking in 2017. Out of 54 members, 31 hold a Ph.D. in the field of Architecture, Landscape Design, Urban Design, and Planning. More details about the Ph.D. faculty members in the DIA and their specialty and graduation institutions are given in [\(DIA-14\)](#). It should be noted that the number of faculty members growth through the period 2016-2017 from 29 to 36 Ph.D. faculty members. The structure of faculty members in the DIA based on five categories all are highly qualified in teaching and research areas; Professor, Associate Professor, Assistant Professor, Lecturer, and Assistant (Table 4.1). Out of 54 members, 15 are Non-Saudi (professors, associate professors, and assistant professors). They are coming from different countries and universities with great experience in both research and teaching fields. The curriculum vitae of the department faculty members participating in teaching are presented in the staff CVs. [\(DIA-10\)](#)

Table 4.1, Faculty Members in the Department of Islamic Architecture (2015-2017)



<sup>1</sup> Personnel with teaching responsibility



The research activities conducted by the faculty members are spanned on all aspects of architecture. Although of a mostly highly workload of faculty members, the research activities of them are distinguished. In 2010, there were 26 published papers, and in 2016 there are 12 published papers. (Figure 4.1)

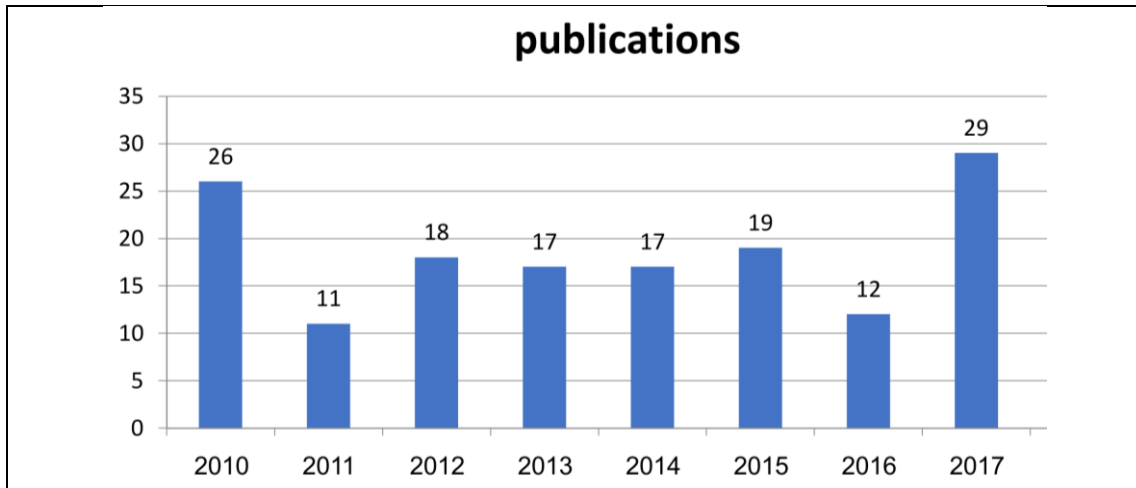


Figure 4.1, The Progress of Peer Reviewed Publications of the DIA over the last 7 years (Last updated October2017)

As the research strength of the department is good, we keen to improve the research activities through the increase of the scientific projects, increase the number of postgraduate students and developing more cooperation between the Faculty members themselves and other members in other institutes. (Figure 4.2)

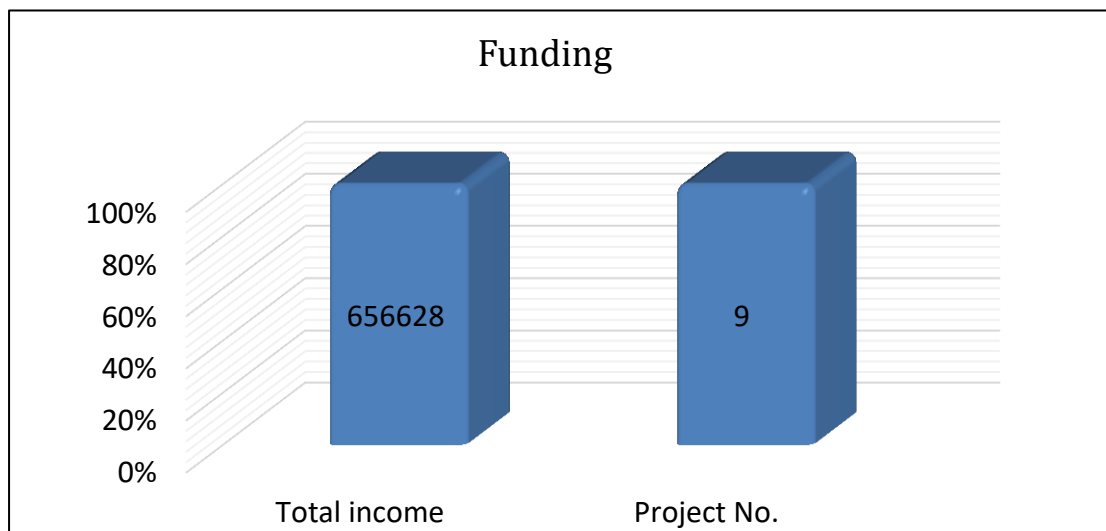


Figure 4.2, A Schematic Diagram Representing the Amount of Funding over the last 6 Years (Last updated October 2017)





## 4.2 Staff Development

The University of Umm Al-Qura offers a lot of learning programs and workshops to develop and improve the ability of the staff in the field of teaching and research.

Learning programs and workshops are available on the website of the Deanship of Academic Development and Quality Assurance.

<https://uqu.edu.sa/en/App/Events/all/67>

The faculty members have a high degree of professionalism, experience and highly skilled in general and specific area of specialisation. Furthermore, the Deanship of Scientific Research offers workshops learning courses to develop the research activity of the staff. The staff members have the opportunity to attend any of them. For that reason, the university ensure that the faculty members have the appropriate qualifications and experiences. <https://uqu.edu.sa/en/App/Events/1934>

Faculty members are working a full-time, with good moral character, good reputation, scientific and practical efficiency, and working with the spirit of teamwork.

## 4.3 Fund and Equipment

### 4.3.1 Institutional Environment

The institutional environment (facilities, equipment's, and infrastructure) at the DIA, include appropriate space and the technology which allow the department to deliver effective and efficient learning process. The instructional methods and approaches in a conducive learning environment will be more effective by a good use of these facilities and equipment that enable students to take responsibility for their own learning. The use of these facilities and equipment are assessed regularly in terms of their suitability for all stakeholders, i.e. students, and staff. In the DIA, there is routine maintenance for Studio's, classroom, laboratory's and laboratory's equipment.

The DIA has 10 studios. Classrooms are obtainable on demand from the college; all teaching spaces are prepared with effective technical tools such as Data show. Therefore, there are 5 Labs and workshops, one of them is a computer Lab, which equipped with 30 computers. The faculty building has a restaurant and café for students, staff and others. There is also a common room for the DIA staff, where they socially meet and take their breaks. There are also an academic supervision room for students, which equipped with a copy machine, a computer, a printer, and fax machine. On the other hand, they are a DIA meeting room, an accreditation room and an auditorium, which is used for events of the DIA and for defence of Masters theses. Table 4.4 shows the distribution of the classrooms and the laboratories in Department. [\(DIA-14\)](#)



Table 4.2, TheClassrooms and Laboratories at the DIA

Item	No. of Item Available
Studios	10
Classrooms	Obtainable on demand
Computer Labs	1
Labs and Workshops	5

**Notes:** The DIA aspire in the foreseeable future to provide 20 studios, and equipping the existing laboratories and workshops with required equipment. [\(DIA-14\)](#)

### 4.3.2 Prince Khalid Al-Faisal Research Chair for Upgrading Informal Areas

His Highness Prince Khalid Al-Faisal, Prince of Makkah Region, approved the research chair establishment under the name of Prince Khalid Al-Faisal Research Chair for Upgrading Informal Areas in Makkah City; which sponsored by the Saudi Bin Laden Group (Saudi Binladin Group is a Saudi construction conglomerate and is headquartered in Jeddah, Saudi Arabia). The Prince approval reflects a clear vision about the importance of upgrading Makkah City according to the Ten-Year Plan. This plan reflect his Highness beliefs that academic research is the main and suitable way for developing and managing the informal areas in Makkah City.

Prince Khalid Research Chair schedule is a five- year program that aims at solving the security issue in informal areas, and is having a social, human, and urban perspective. The objectives of the research chair is organising and holding workshops, seminars and lectures to show the informal areas' disadvantages and the advantages of developing such areas. [\(DIA-14\)](#)

### 4.3.3 Computer Facilities

UQU provides all their faculty members a personal desktop computer. In the DIA, laptops, colour copy machine, laser printers and scanners are also available in the common room. The personal computers are preinstalled with licensed software such as Windows, MS Office, Oracle, email, back-up support; and web services, which can be used in research and teaching purposes.

Students can use computers in common areas, e.g., in the library. The university's information services and technology (IT) Unit is responsible for the computers, software and data systems. Centralised services, such as e-learning can be accessed also from outside the campus.



The university offers free Wi-Fi internet services for students and faculty members to enable them using their own computers and other devices at the campus. Faculty member has in addition WLAN in their own rooms. Students enrolled on courses can check their credit points online; also they can get course information's, learning materials and assignments, etc.

<https://uqu.edu.sa/en/studaff>

The UQU provide a free copy of Microsoft Office 365 for registered student.

<https://uqu.edu.sa/en>



**Notice:** The DIA aspire in the expected future to supplying and upgrading the existing laboratories and workshops with required software's and equipment's. [\(DIA-14\)](#)

#### 4.3.4 Information Technology

The main goal of the deanship of the information technology is to provide the support systems for smart and advance research, provide the Integrated and Effective Educational Systems, and provide the Comprehensive Financial and Administrative e-Services. Therefore, they are willing to enable information resources and tools to be made accessible and well integrated to facilitate the processes of Education, learning and teaching, Research, and Management for all stakeholders. From the other hand, the deanship of E-learning offers continuous workshops to enable the staff and the students to use these facilities to enhance the teaching process.

<https://uqu.edu.sa/en/elearn>

<https://uqu.edu.sa/en/quality>

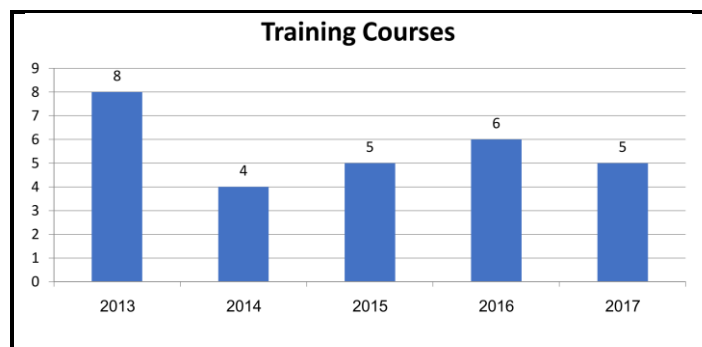


Figure 4.3, A Schematic Diagram Representing the number of Faculty member attended to Training Course over the last 5 Years (Last updated October 2017)



### **4.3.5. Library**

#### **4.3.5.1 King Abdullah bin Abdul Aziz Library**

King Abdullah bin Abdul Aziz Library at UQU is the central library of the UQU. It is an institution of scientific, cultural, educational, and social activities. It aims to collect information sources and development of different ways (buying and gifting, exchange and deposit), organise, and retrieve the shortest time possible, and submitted to the community of beneficiaries on their differences through a range of traditional services, as services loan, references and periodicals, photography and modern services as services take ongoing, and broadcast selective information, and other services calculated by means of qualified manpower scientifically and artistically and technically in the field of library and information science. The objectives of the library in the following:

- Provide sources of human knowledge to serve the various scientific disciplines at the university.
- Systems development office in line with recent developments in the field of library and information services.
- Provision of information services and office to facilitate search and retrieval through to the decisions of publications, catalogues, guides, lights, and etc..
- Exchange of publications and university publications deanship with universities and scientific institutions at home and abroad, and cooperation and coordination with the similar.
- Induction programs for students and faculty members and the services provided by training how to maintain an edge using available sources of information, and how to take advantage of the assets of the deanship.
- Provide services by responding to inquiries and requests to meet as soon as possible. Create the right climate inside the library for study and research.

Central Library includes material and software appropriate to serve the attendances the library. Sections of the Central Library include:

1. Library Management
2. Services beneficiaries
3. The electronic catalogue
4. Hall of free viewing and reading
5. Periodicals
6. References and foreign books

#### **4.3.5.2 Saudi Digital Library (SDL)**

It is the largest academic gathering of information sources in the Arab world, with more than (310·000) scientific reference, covering all academic disciplines, and the continuous updating of the content in this. Library has contracted with more than 300 global publishers. It also provides a digital environment for various Saudi universities, and research organisations in common with it.



This environment has the following advantages:

- One central management- manages this huge content, and it is constantly updated.
- Common share by one University would benefit other universities in any scientific field.
- Enhance the status of universities when evaluating, for Academic Accreditation, and through sources rich, modern, and publish the best Global Publishers.
- Bridging the gap between Saudi universities, where emerging universities can get the same service as available in major Saudi universities.

#### **4.3.5.3 College of Engineering and Islamic Architecture Library**

The Library exists on the Ground Floor of the College. It consists of two floors; the ground floor has a space of approximate 300 square meters.

##### **Library Departments:**

- Library Administration
- Beneficiary Services
- Electronic Index

##### **Library's Possessions:**

Library possess a range of various information sources estimated with a number of titles, copies and volumes in architecture, civil engineering, electrical engineering, and mechanical engineering. It contains about 5151 books in native language (Arabic) and in foreign language (English).

##### **Library Systems:**

Management of the library and its indexes is done through its coding system which is considered to be among the modern systems used in the library management.

##### **Library Services:**

The database includes information about both printed and electronic books as well as the storage information of printed journals. Electronic books can be accessed via a link to the Library catalogue. The Library provides its customers with library and information services both on-site and online. Information literacy education for the entire University is also arranged and given by the Library personnel. The Library is open to faculty staff, students, and general public during terms on workdays. There are computers and workstations available for the customers.



#### 4.3.5.4DIA Library

In 2005, the department initiated its own library to serve the academic life alongside with main library of the university (King Abdulla Library). Most of the references in this library were donated by staff members, community figures and local professional firms. The running and maintenance of the library is managed by the department .

##### **ROLE:**

The library serves different types of users. The library assigned team main concern was to bring the text books and most needed references to the undergraduate students within the department in encouraging casual environment. Moreover, the library gives a good support to the graduation students with its huge number of researches and project samples accumulated through the last decade. In addition to the undergraduate students, the library has a good references and for research students through the available PhD, Masters and published papers of the professors and staff members of the department .

##### **FACILITIES:**

The Library presents a quite clean and yet casual environment for the users. It contains quit places for studying, it is consisted of the following spaces:

The reading area is organized as an open stacks hall. This reading hall is equipped with computers linked to the main library and its academic search facilities. Photocopying service is available for students on demand.

The seminar area can accommodate up to 15 persons. It is equipped with the required digital projection and printing facilities.

Quite area with an open stack system is dedicated for researchers and postgraduate students. The area is equipped also with computers linked to main library digital resources and printing facilities.



Figure 4.3, Photos show the DIA library with its facilities, the reading room and the lecture room, as the exhibition room is located behind. (Last updated October 2017)

## Appendices

[\(DIA-10\)](#)

Staff Handbook

[\(DIA-14\)](#)

Facilities and Equipment & Cooperation Agreements



Umm AlQura University  
College of Engineering and Islamic Architecture  
Department of Islamic Architecture



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قسم العمارة الإسلامية



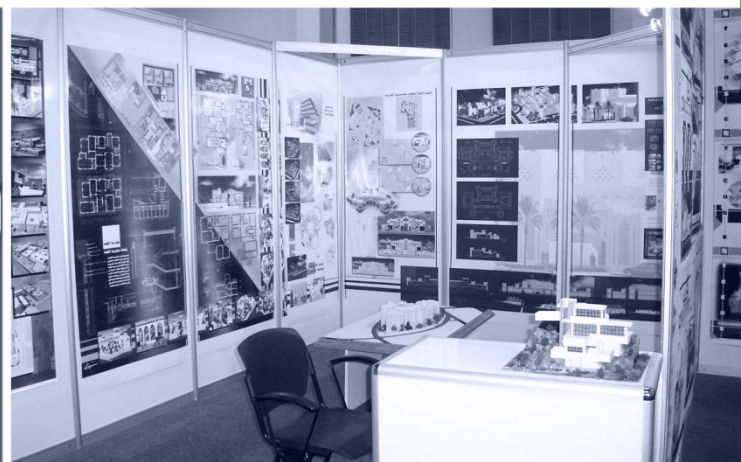
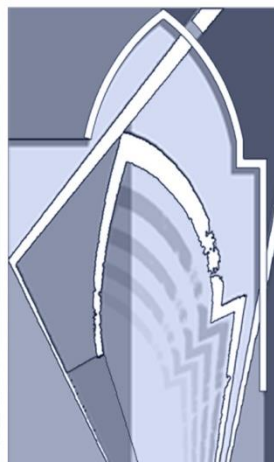
# TRANSPARENCY AND DOCUMENTATION

## Module descriptions & Diploma Supplement

UQU

DIA

5





## 5. Transparency and Documentation

### 5.1 Course Description

The course descriptions are available on the Department's Website to all students and teaching staff and contain the following: [\(DIA-03\)](#)

- Course identification code
- Person(s) responsible for each course
- Teaching method(s) and workload
- Credit points
- Intended learning outcomes (ILOs), which are based on international standards and local needs.
- Course content
- Planned use/applicability
- Admission and examination requirements
- Form(s) of assessment and details explaining how the course mark is calculated
- Recommended literature
- Date of last amendment made
- Students overall rating and surveys for almost all modules which are conducted for the quality of their programme and individual courses.

### 5.2 Diploma and Diploma Supplement

A diploma supplement will be formulated and attached to the degree certificate along with the transcript of records. It includes the information about the description of higher education system in KSA, courses included in the degree, as well as the grades of the courses and the structure of the Bachelor's degree. [\(DIA-11\)](#)

Compulsory and elective courses are given an overall grade. The overall grade is the average of all the courses completed by the student in the subjects according to the CH of each course. The detailed calculation of the overall grade and its equivalent weight to the CH of each course is calculated systematically by the College of Engineering and Islamic Architecture for each student. [\(DIA-12\)](#)

### 5.3 Relevant Rules

The regulations for study-relevant issues are in place and made available. These regulations include all the information necessary about the admission, courses and completion of the degree.

The rights and duties of both the higher education institution and students are clearly defined and binding. All relevant course-related information is available in Arabic and English and accessible for anyone involved. <https://uqu.edu.sa/en/isarch.dep>





All CH from the total credits (165 CH) must be completed to obtain the Bachelor's Degree in Islamic Architecture (Architecture) from College of Engineering and Islamic Architecture at UQU. These CHs include summer training and elective courses.

The detailed regulations of the degree are given in the Regulation and Implementation Rules of Undergraduate Study and Examinations in UQU. ([UQU-01](#))

## **Appendices**

- [\(UQU-01\)](#) Regulation and Implementation Rules of Undergraduate Study and Examinations in Umm Al-Qura University
- [\(DIA-03\)](#) Course Descriptions (Course Handbook)
- [\(DIA-11\)](#) Diploma supplement (Example)
- [\(DIA-12\)](#) Certificate of academic degrees (Samples)



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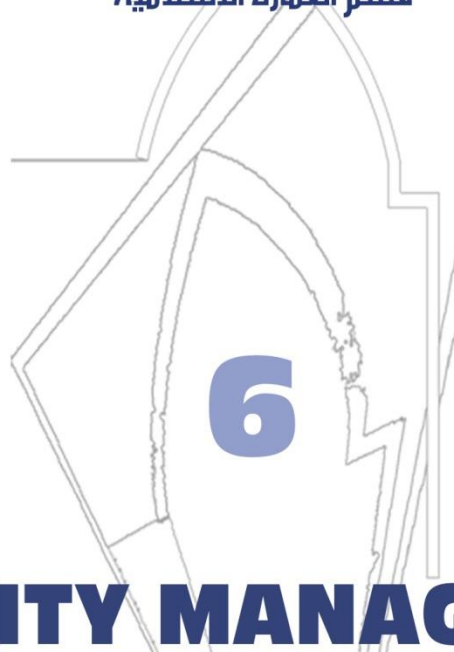
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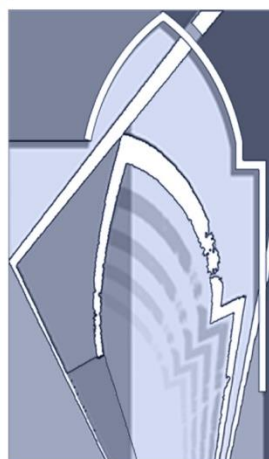


# QUALITY MANAGEMENT QUALITY ASSESSMENT AND DEVELOPMENT

UQU

DIA

6





## **6. Quality Management: Quality Assessment and Development**

### **6.1 The Aim of the Quality Management and Development**

The key aim of the quality management and development is to incorporate quality management into the normal activity of the university, with the underlying idea of continuous improvement. ([DIA-18](#))

The quality targets have been derived from the university strategy. The university's quality management system covers the entire range of education provided by the university (undergraduate education), research, societal and regional interaction, and support services.

The Quality Management Unit (QMU) has been established and developed by the DIA in continuously University's mission of improving of its programmes. ([DIA-25](#))

To manage and develop quality assurance, the unit with its committees accomplish the following:

- Evaluation of the documents and evidence of quality assurance and development.
- A proposal of unfinished requirements plan.
- Submit a report to assess the standard requirements.

### **6.2 Comments and General Description of Quality Assurance**

- A high quality institution should regard itself as a learning organisation, one that systematically studies the quality of its own activities on a continuing basis and uses what it learns from that study to improve its operations.
- The central focus in these assessments should be the quality and extent of students' learning considered as outcomes; what students understand and can do as a result of their studies whether that learning is appropriate to their field, and how well has it been learned. Other important outcomes are research and broader contributions to the community.
- A wide range of other activities that provide supporting infrastructure must also be evaluated and progressively improved. The relative emphasis on these will vary over time in response to the institution's mission, the circumstances in which it finds itself, and its strategic priorities for development.
- A senior member of the College should be given responsibility for leading the quality assurance processes, and a committee drawn from all parts of the organisation should be appointed to provide advice and assistance, and oversee what is done. An office should be established within the central administration to coordinate and lead quality assurance activities. Self-assessment and planning for improvement should occur regularly in all parts of the institution, with benchmarks for comparisons of performance selected for the various



programmes and administrative units. The objectives for each administrative unit should be demanding, but appropriate and achievable.

- Quality improvement should be integrated into the institution's normal planning processes in a continuing cycle of planning, implementation, evaluation and review. The system should involve continuous monitoring of evidence about performance and independent advice on interpretations of that evidence, with adjustments made in activities to ensure that the quality of performance meets the benchmarks that have been established. Internal reporting of performance and adjustments in strategies should take place at regular times, normally at least once each year, with more extensive reviews of programmes and broader institutional activities at least once every five years.
- While rigorous standards should be applied, the institution should have an atmosphere of encouragement and support in which weaknesses are openly acknowledged and assistance provided to overcome them.

### 6.3 The QMU Tasks

#### A. The Core Tasks of the Unit are:

1. Determine the nature and sources of information.
2. Inventory of components, measurement instruments and associated subsidiary criteria.
3. Preparation of action plan to achieve the objectives referred to above.
4. Design and collect information forms from different sources.
5. Check the practice field which related to the third standard requirements.
6. Collect the information from Responsible authorities and analysis.
7. Introduce the evidence of finished requirements.
8. Restriction on the unfinished requirements.
9. Introduce the plan process which enables the institute to finish the requirements.
10. Preparation of the reports.
11. Follow-up the implementation of the recommendations of unfinished requirements and collect the evidence.

#### B. Contact Officials and Information Sources

- The Rector managements of the University.
- The Deans of faculties.
- Heads of departments.
- Deans of deanships and specialised centres.
- Managers and staff.
- Faculty members.
- Quality faculties units.
- Students.



## 6.4 The Nature of the Data and Information

The committee gathers information and documents for assessing response to quality management standard.

### 6.4.1 Methods and Tools to Collect Data and Information

This will be done through:

- Interviews
- Questionnaires
- Collection of reports

### 6.4.2 Key Performance Indicators (KPIs) Involved

The following key performance indicators are used for the purpose of assessing performance, to verify quality interpretations:

- Students overall evaluation on the quality of their learning experiences.
- Proportion of courses in which student evaluations were conducted during the year.

## 6.5 Quality Assurance and Further Development

The university quality management system is described in the quality handbook and the regulations of organisational units (e.g. support services). These quality regulations include also process descriptions and procedures for key processes. The quality management documents and other related material are available on the website. [\(DIA-28\)](#)

The main quality manual depicts the quality policies and goals, key resources, the university's management practices, the university's key processes and their quality management, and practices related to the assessment, measurement and development of activities. The main quality handbook lays a foundation for describing the entire quality management system of the university and gives both internal and external stakeholders a comprehensive picture of the quality management of the university's different activities.

The DIA has also set quality targets, which have been derived from the College strategy. [\(CEIA-01\)](#)

The following quality targets apply to the academic education.

- Students at the QMU will get the abnormal state scholastic expertise, including master abilities of his field and transferable aptitudes expected to use the authority abilities.
- The University's understudies and managers of the graduates are fulfilled by the substance and execution of the studies. The teaching staff is fulfilled by the conditions given by the university to teach.



- The conceivable outcomes of deep rooted learning are differing and adaptable; and instruction is delivered by the requirements of the objective gatherings.

The university has also published UQU Teacher's Quality handbook in order to guide teachers to good teaching, as well as Quality Guide for Studying and Learning in UQU to strengthen the student's role in the quality of education. ([UQU-03](#)), ([DIA-18](#))

### **6.5.1 Quality Assurance in DIA Programme**

The Dean is in charge of education at the College. He manages the educational affairs and development of education of the university in cooperation with the heads of degree programmes and steering and development committee for teaching.

The Dean and the heads of programmes have regular meetings to evaluate and discuss about the different procedures concerned with education and needs towards further development.

In the DIA programme, there is an advisory steering committee. It supports the head of the programme in producing, assessing and developing the programme. The advisory steering committee of the DIA programme meets regularly and handles issues related to the degree programme's teaching, research, and economy, as well as the development of the programme.

### **6.5.2 Further Development of the Programme**

The key areas in terms of developing the quality of education at the DIA are accompanied by following:

- Development ventures for teaching and research.
- Quality of education.
- Support administrations for teaching and research.

The DIA is actively involved in several educational tools for teaching. The Dean settles on advancement ventures which the DIA takes part in and begins to advance.

The training and community service unit is a one of the basic building blocks upon where the College Since its establishment has been to consolidate the meaning of the development and continuing education through that unit.

As the college attaches great importance to providing services to the community through this unit in line with the University's vision and mission to be an academic environment of high quality to create a future competitor for its graduates to achieve the goals of sustainable development through the provision of educational services and cutting-edge research across the Academy system competitive in the context of professional responsibility community Partnership of effective. ([DIA-17](#))



The university grants quality bonuses for the development of education for a year at a time for non-academic staff. The quality bonus is a reward for development measures taken and an incentive for the further development of education and teaching. The steering and Excellence unit for education makes the preparations for the application procedure and the decision to grant a quality bonus, and the dean appoints the recipients of the bonus. [\(DIA-16\)](#)

The university annually offers its teaching staff a study course worth 28 CH. At the moment one faculty member has participated in e-learning training. The teaching staff also offered other training that supports their teaching and its development, such as training in the use of information and communication technology in instruction, just training is coordinated by personnel services.

The employment of the teaching staff is based on scientific qualifications and their development, the development of teaching skills and the variety of teaching duties, and responsibility for one's field of architecture and its development.

The support services for education allow teachers to focus on actual teaching and study guidance. The support services provide administrative services related to instruction, as well as technological support e.g. in setting up web-based instruction.

The responsibility for these support services is shared by Student Services and Information Services and Technology, which operate within the context of University Services, and by college support services. (LEARNING), a web-based learning environment is in use by nearly all courses of the DIA (<https://elearn.uqu.edu.sa/>). Deanship of eLearning & Distance Education is responsible for the implementation of the new learning environment and training of the staff (<https://uqu.edu.sa/en/elearn>).

The recognition of teaching qualifications and the adoption of teaching portfolios in the appointment of teaching personnel support the development of teaching. For teaching positions, the university recruits professionals with not only strong scientific expertise in the field in question, but with teaching skills, as well. To this end, applicants for teaching positions must also submit a teaching portfolio or another report on their teaching qualifications. Instructions for compiling a teaching portfolio are available on the Web site.

In addition, the appointment of professors requires a trial lecture from the applicant. The college in question supplies the applicant with instructions regarding the trial lecture. Instructions are also available from the university registrar's office. [\(DIA-10\)](#)

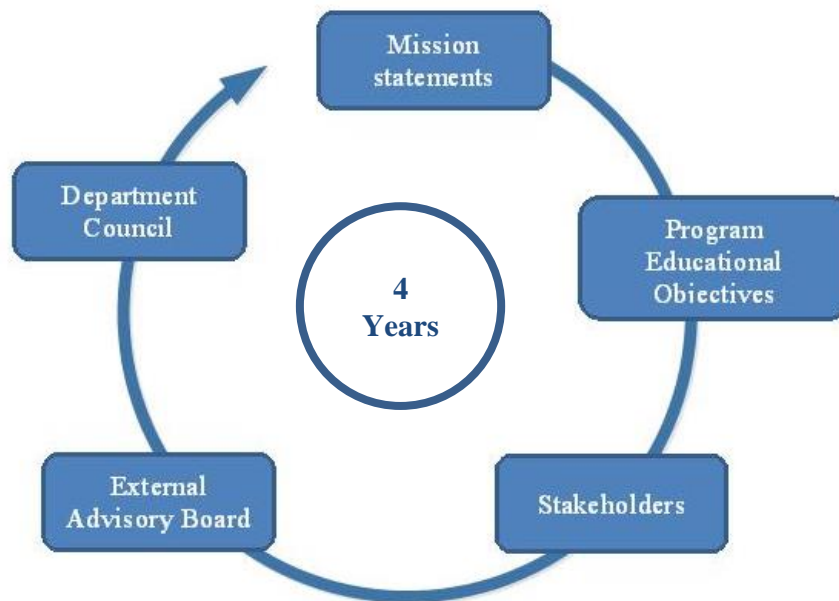


Figure 6.1, Process for Revision of the Programme Educational Objectives

## 6.6 Instruments, Methods and Data

During their studies, students fill in several questionnaires through which they can give feedback and give their opinions concerning the studies and conditions in the university (DIA-29). At the beginning of the studies, freshmen are asked to fill in a questionnaire concerning the progress of studies and tutoring of freshmen. A feedback questionnaire to students and peer tutors helps to evaluate whether the start of studies and initial study guide has been successful. The feedback survey is carried out annually by the Quality Unit. (DIA-26)

The feedback is discussed with the peer tutors and personnel in charge of study guidance. The feedback combined with practical experiences will be used to develop study guidance for new students and tutor training.

The DIA students compile feedback from each course. The feedback is published on the student's web page. The feedback is discussed with professors and course teachers and improvement suggestions are reviewed.

The quality committee also compiles student feedback regularly every other year. This questionnaire mainly concentrates on the well-being of the students, and it often points out some needs for development in teaching. The results of the questionnaire are further communicated to the university personnel.





### 6.6.1 Monitoring of Credits

A study plan is an important tool to evaluate the progress of studies of an individual student. All the DIA students prepare a study plan at the beginning of their studies. All individual study plans are evaluated by the study coordinator. Plans which are non-standard are confirmed by the head of the degree programme. The degree programme is designed and composed so that the completion of degrees is guaranteed within the standard periods of study (5 years). Examples of student study plans for Bachelor's degree are shown in [\(DIA-11\)](#).

### 6.6.2 Grade Point Average (GPA)

The courses are assessed within the framework of the University's regulations: (students must attain 60% in mid-term exams and other activities and 40% in the final exam).

Indirect assessment, through surveys and interviews, for example, asks students to reflect on their own learning in the classroom and the studio.

The assessment outcomes noted above are discussed in detail using the following specifications:

- Course syllabi.
- Course report samples for each of the courses taught at the DIA Department.

The Average and cumulative GPA are calculated every semester for all students automatically by the system. To know how to calculate the averages, you should follow the following steps: Calculating the Semester Average: The GPA is calculated considering the following points:

- Knowing the number of hours of the courses.
- Knowing the mark obtained in each course.
- Knowing the corresponding grade of each mark.
- Knowing the value of each grade.
- Knowing the points system = number of hours of the course × value of the grade.
- Determining the total points obtained in all courses of the semester.
- Determining the total number of hours registered in the semester.
- The average is calculated every semester according to the following equation:  
(The percentage of marks, grade and value obtained by the student in each course, which is used to calculate the points)

### 6.6.3 Courses Development

Student feedback for courses is collected for the courses in accordance with a College-wise procedure. Teachers together with the QMU are responsible for collecting student feedback. The electronic feedback questionnaire applies the same assessment criteria to the courses. The survey of assessment includes the expediency of the course and a general impression of the course Appendices [\(DIA-24\)](#), [\(DIA-27\)](#).



The following questions deal with the fulfilment of these criteria:

- The applied working methods were appropriate for the purposes of the course and they supported effective learning during the course. Answers on a scale of 1-5 (5 = Strongly Agree, 1 = strongly disagree completely).
- Overall evaluation of the course (scale of 1-5).
- Open feedback on the course.

An Example of a course feedback in the DIA programme is presented in table 6.1, for two semesters.

Table 6.1, an Example of a Course Feedback in the DIA Programme

Questionnaires	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Questions about the class room	76%	82.35%
Questions about the evaluation system	91%	82.7%
Questions about Evaluation of the lecturer	91%	90.2%
Questions about Evaluation of the lectures	89.13%	92.15%
Questions about the Learning outcomes	89.13%	86.3%
Overall Evaluating the course	93.47%	86.3%

The feedback system also allows teachers to add questions to the questionnaire, thus collecting feedback for their own purposes. This, combined with the open feedback field in all of the questionnaires, supports the teachers' own professional development. Students are motivated to give feedback by preparing course-specific questions in addition to the general ones.

The feedback for each course is recapitulated by the quality unit every semester with a general reporting form. The reports are forwarded to the heads of degree programme and to the quality manager, who then submits the reports to the Dean before the performance and development discussions between the university management and Colleges.

The units' performance target negotiations deal with student feedback, and if the average assessment for a course is very low (e.g. 2.5 or lower), the Dean shall intervene and discuss about the topic with the college concerned. In addition, the pass/fail record of each course is followed and discussed in the meeting between the heads of the degree programmes organised by the Dean.

The students of the programme make a summary of the open feedback for each course. A conversation of the feedback between the student and the teachers of the courses and the head of the programme is organised twice a year (DIA-24). Also the university teaching studies and the Teacher's Quality Manual provide the teachers with methods to develop their courses.



## 6.7 Evaluation of the Success of the Degree Programme

The university management, College management, heads of departments and heads of programmes shall ensure that the education provided by the university is efficient and of a high standard. The success of the degree programme is evaluated in many ways, which are described in the following:

### 6.7.1 Competence of Graduates

Skills and knowledge accumulated by students during the entire education process are demonstrated in a graduation project (Architectural Design 8) ([DIA-06](#)), which is as prepared by the entire Bachelors' level students. The distribution of the final GPA of the graduates between 2013 and 2017 is demonstrated in table 6.2.

Table 6.2, the Final GPA of the Bachelor's degree Graduates

(GPA)	3.5-4.00			2.75-less than 3.50			1.75-less than 2.75			1-less than 1.75			total
	Autumn	Spring	summer	Autumn	Spring	summer	Autumn	Spring	summer	Autumn	Spring	summer	
2013-2014	0	3	0	0	39	0	15	46	16	8	3	4	134
2014- 2015	0	0	0	0	11	2	8	44	11	3	2	3	84
2015-2016	1	5	0	1	34	3	1	11	3	1	4	2	66
2016- 2017	0	2	0	0	36	6	0	33	2	0	1	3	83

### 6.7.2 Quantitative Results of a Degree Programme

The first graduation of plan 30 was in 2013. Information on the number of graduates (plan 30) and the time in which their degree was completed are illustrated in (Table 6.4). The employment of graduates a year after graduation is generated by statistics.

Table 6.4, Graduates number (plan 30) in the last 4 years

Academic Year	2013/2014	2014/2015	2015/2016	2016/2017
Graduates Number	36	42	48	78

A year after the graduation, students were employed very well in 2014 and 2015. The graduate activities ratio was survived in the interval from 2014- 2015. It is as shown in the table 6.5 and diagram 6.1



Table 6.5, Graduate Activities a year after Graduation

Activity	2013/2014	Percentage	2014/2015	Percentage
Employed	36	100%	42	100%
Unemployed	0	0%	0	0%
Employed with part-time studies	0	0%	0	0%

### 6.7.3 Staff/Student Ratio

The table 6.9 below presents the teaching staff ratios for the Bachelor's degree programme in the DIA. The teaching staff comprises of professors, associate professors, assistant professors, lecturers, and demonstrators.

Table 6.6, Students / Teaching Staff Ratio in the DIA Programme

Academic Year	2013-2014	2014-2015
Student/staff ratio	13.2	12.4

### 6.7.4 Satisfaction with the Education in the DIA

As part of this self-assessment report, student feedback of the degree programmes is in (DIA-24). Satisfaction with the DIA education is surveyed among the DIA graduates at the time of Graduation, after five years in their field of work, and among their employees.

Graduates feedback is collected from all the DIA students at the time of their graduation (Table, 6.7). The feedback is gathered together annually and the results are reported on the university level on the website. Quality manager is responsible for this process together with Student Services.

Table 6.7, Graduates Feedback in the Academic Year 2013/2014 and 2014/2015

Satisfaction of the graduate on:	2013/2014 (%)	2014/2015 (%)
Course content	90	92
Professional abilities	88	93
Transformable skills	90	96
Knowledge of my own field	75	80
The ability to apply the theoretical knowledge into practice	83	93
Study guidance and atmosphere in the department	85	89



## Appendices

<a href="#">(UQU-03)</a>	Teacher's Quality Manual
<a href="#">(CEIA-01)</a>	Strategic Plan 2011/2016 (in Arabic)
<a href="#">(DIA-06)</a>	Graduation Project Handbook
<a href="#">(DIA-10)</a>	Staff Handbook (Staff descriptions)
<a href="#">(DIA-11)</a>	Diploma Supplement
<a href="#">(DIA-16)</a>	Excellence Awards for employee
<a href="#">(DIA-17)</a>	Training and Community Service Unit
<a href="#">(DIA-18)</a>	Quality Guide for Studying and Learning
<a href="#">(DIA-24)</a>	Statement of the Students
<a href="#">(DIA-25)</a>	Quality Manual Handbook
<a href="#">(DIA-26)</a>	Course Feedback
<a href="#">(DIA-27)</a>	Students' Satisfaction
<a href="#">(DIA-28)</a>	Quality Unit Member's Decision
<a href="#">(DIA-29)</a>	Samples of Student Questionnaires



## 7. Appendices

### **Ministry of Education (ME)**

- [\(ME-01\)](#) The Statute of the Higher Education & Universities
- [\(ME-02\)](#) Rules of Study and Examinations of Higher Education
- [\(ME-03\)](#) Regulations Governing the Financial Affairs in the Universities
- [\(ME-04\)](#) Uniform Rules for Scientific Research in Universities
- [\(ME-05\)](#) The Employment Regulations of Saudis in Saudi Universities
- [\(ME-06\)](#) The Employment Regulations of Non-Saudis in Saudi Universities
- [\(ME-07\)](#) Rules Executive and Enforcement Actions of Uniform Regulations of Graduate Studies in Saudi Universities

### **Umm Al-Qura University (UQU)**

- [\(UQU-01\)](#) Regulations of Study and Examinations of UQU
- [\(UQU-02\)](#) List of Students' Discipline
- [\(UQU-03\)](#) Teacher's Quality Manual
- [\(UQU-04\)](#) Rights and Duties of the Student Regulation in UQU
- [\(UQU-05\)](#) Strategic Plan for Umm Al Qura University
- [\(UQU-06\)](#) Admission Guide in Umm Al Qura University for the Academic Year 2015/2016
- [\(UQU-07\)](#) University Development and Quality Unit in Umm Al-Qura University (Present and Future)
- [\(UQU-08\)](#) Strategic Plan for Deanship of University Development and Quality
- [\(UQU-09\)](#) Strategic and Operational Plan of the Agency of the University for Academic Development and Community Service
- [\(UQU-10\)](#) The Organised Regulations and Implementation Rules of the Employees of the Saudi Universities Faculty Members and the Like Bases in UQU
- [\(UQU-11\)](#) Contracting Procedures Manual in Umm Al-Qura University
- [\(UQU-12\)](#) The Rights and Obligations of Non-Saudi Teaching Staff Guide in UQU

### **College of Engineering and Islamic Architecture (CEIA)**

- [\(CEIA-01\)](#) Strategic Plan for College of Engineering and Islamic Architecture
- [\(CEIA-02\)](#) Students Council

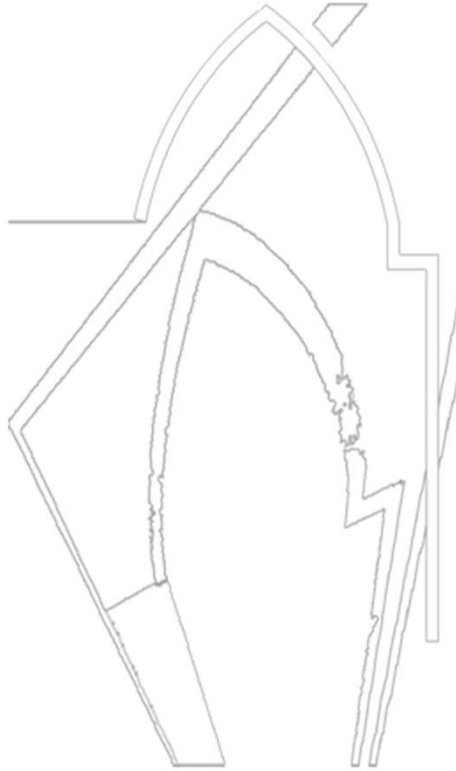
### **Department of Islamic Architecture (DIA)**

- [\(DIA-01\)](#) Programme Specification (Programme Handbook)
- [\(DIA-01.1\)](#) Study Plan (30)
- [\(DIA-01.2\)](#) Assessment of study plan (30)
- [\(DIA-02\)](#) Workload surveys and analyses



- [\(DIA-02.1\)](#) Comparison between CH. and ECTS in the Architecture programme (Arranged according to UQU, CEIA and DIA requirements)
- [\(DIA-02.2\)](#) Questionnaires that were conducted to assess the suggested workload
- [\(DIA-02.3\)](#) A detailed workload for all courses
- [\(DIA-03\)](#) Module descriptions (Module Handbook)
- [\(DIA-04\)](#) Student Handbook
- [\(DIA-05\)](#) Academic Advising
- [\(DIA-06\)](#) Graduation Project Handbook
- [\(DIA-07\)](#) Objectives Matrix Models
- [\(DIA-08\)](#) Programme Learning Outcomes of the Degree PLO's
- [\(DIA-09\)](#) Curricular overview
- [\(DIA-10\)](#) Staff Handbook (Staff descriptions)
- [\(DIA-11\)](#) Diploma Supplement
- [\(DIA-12\)](#) Student Progression Statistics (Transcript of records)
- [\(DIA-13\)](#) Alumni surveys
- [\(DIA-14\)](#) Facilities and Equipment & Cooperation Agreements
- [\(DIA-15\)](#) Statistics of Enrolled and Graduated Students
- [\(DIA-16\)](#) Excellence Awards for Employee
- [\(DIA-17\)](#) Training and Community Service Unit
- [\(DIA-18\)](#) Quality Guide for Studying and Learning
- [\(DIA-19\)](#) External Arbitration of Programme sample (External Evaluations)
- [\(DIA-20\)](#) New Study Plan (37)
- [\(DIA-21\)](#) Educational Methods for all courses
- [\(DIA-22\)](#) Office Hours (Academic year 2016/2017)
- [\(DIA-23\)](#) Required Research Papers
- [\(DIA-24\)](#) Statement of the Students
- [\(DIA-25\)](#) Quality Manual Handbook
- [\(DIA-26\)](#) Samples of Questionnaires
- [\(DIA-27\)](#) Students Satisfaction
- [\(DIA-28\)](#) Models and forms of Courses registration
- [\(DIA-29\)](#) Samples of Student Questionnaires

**Umm AlQura University**  
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