Quality Assurance Manual

Department of Physics

Bachelor of Science in Physics

English Version | Academic Year 2024-2025

Program Information:

Program	Physics	**Level**	Bachelor
Department	Physics		
Faculty	Science	**Date**	2024-2025
Program Coordinator			

QA Manual Approval:

Council / Committee	Department of Physics Council
Reference No.	
Date:	

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Introduction

Quality Declaration: The Department of Physics affirms its commitment to academic quality, continuous improvement, and alignment with national and institutional standards.

To ensure the successful achievement of objectives in academic departments and programs, an internal quality management system is necessary. This system manages all procedures related to the establishment, approval, implementation, and development of quality policies and objectives. The quality management system aims to coordinate and direct the administrative and academic efforts of the department, ensuring excellence in teaching, research, and societal impact in the field of physics.

This manual establishes a structured framework for planning, implementing, monitoring, and improving all program activities in alignment with the University of Tabuk's strategic plan (2023-2027).

This section of the manual outlines the steps involved in establishing and maintaining the quality management system.

Organizational Structure and Responsibilities

To ensure the successful achievement of objectives in academic departments and programs, an internal quality management system is necessary. This system manages all procedures related to the establishment, approval, implementation, and development of quality policies and objectives. The quality management system aims to coordinate and direct the administrative and academic efforts of the department, ensuring excellence in teaching, research, and societal impact in the field of physics.

This section of the manual outlines the steps involved in establishing and maintaining the quality management system.

- Develop a clear organizational chart for the department, listing all committees responsible for implementing program activities and their relationships with subordinate agencies.
- Define the terms of reference, roles, and responsibilities of committees, councils, and academic and administrative leadership to avoid overlaps in responsibilities.
- Ensure that the organizational structure complies with the governance requirements of the University of Tabuk and the National Center for Academic Accreditation and Assessment (NCAAA).

Processes and Procedures

The department adopts clearly defined and systematic processes to ensure consistency, compliance, and continuous improvement in all administrative and academic activities. These processes are documented, monitored, and periodically reviewed to ensure alignment with institutional and national quality assurance requirements.

- Determine all processes and procedures followed by the department in its administrative and academic activities and establish mechanisms for tracking and documenting them.
- Specify procedures related to the work of the department, including governance, teaching

and learning, assessment, reporting, and student support.

- Include all approved updates and changes to the content of this manual to ensure that all stakeholders operate according to the latest quality standards and procedures.
- Adopt standardized documentation tools and reporting templates consistent with university-wide quality assurance policies to ensure uniformity, accuracy, and effective monitoring.

Review Cycle

Annual Review Cycle

The department conducts an annual review cycle that includes analyzing Program Learning Outcomes results, Key Performance Indicators, stakeholder survey findings, and the implementation status of improvement plans. The outcomes of this review are documented and used to guide program enhancements for the following academic year.

Four-Year Periodic Review Cycle

A comprehensive periodic program review is carried out every four years to evaluate curriculum relevance, resource adequacy, governance effectiveness, and the alignment of assessment tools with learning outcomes. The results of this evaluation inform major program revisions and long-term improvement initiatives.

Evidence Documentation and Mapping Mechanism

All program processes and quality assurance activities are supported by documented evidence. Required evidence is stored in a centralized repository to ensure accessibility, consistency, and traceability. Evidence mapping enables systematic verification of compliance during internal and external evaluations.

Alignment with Quality Standards

- The program's Vision and Mission have been fully rewritten to align with the University of Tabuk's Third Strategic Plan (2023-2027) and national development priorities.
- Ensure compliance with the program quality standards requirements of the National Center for Academic Accreditation and Assessment system.
- Adhere to the general guidelines, regulations, organizational guidelines and internal regulations approved by The University of Tabuk and the College of Science.
- Follow the quality circle (planning - implementation - measurement - improvement) for all processes and procedures in administrative and academic activities.
- Involve stakeholders (students, graduates, faculty members, employees, employers, and others) in planning and evaluation processes, seeking their observations and different points of view.
- Align program activities with the institutional commitments of the University of Tabuk's Third Strategic Plan, including enriching the student journey, promoting research and innovation, building effective partnerships, enhancing resource efficiency, and supporting sustainability initiatives.

Alignment with the University of Tabuk's Third Strategic Plan (2023-2027)

The Physics Program is aligned with the University's strategic priorities, including:

- Enhancing the student learning journey.
- Promoting research, innovation, and interdisciplinary collaboration.
- Strengthening societal partnership and community engagement.
- Supporting digital transformation and operational efficiency.
- Advancing sustainability in education and laboratory operations.

Strategic Alignment with UT 2023-2027 Strategy

The Physics Program aligns its academic and administrative processes with the University of Tabuk Strategic Plan 2023-2027. This alignment supports the strategic commitments of the University, which include the following:

Commitment 1. Enriching the Student Journey: Integrating experiential learning opportunities, undergraduate research, and career readiness initiatives into the curriculum.

Commitment 2. Societal Innovation: Ensuring that program research activities contribute to sustainability, regional development, and national priorities.

Commitment 3. Strategic Partnerships: Expanding collaborations with industry partners, NEOM, research centers, and national development programs to enhance the program's impact.

Commitment 4. Excellence in Resource Management: Streamlining QA data collection, documentation, and evidence mapping to ensure efficient monitoring of program performance.

Commitment 5. A Sustainable Future: Embedding green laboratory practices, environmental responsibility, and climate resilience concepts into teaching, research, and community engagement activities.

Review and Evaluation

- The Quality Management System Procedures Manual is approved by the Departmental and University Councils.
- The manual is reviewed annually and incorporates changes affecting the quality policy and objectives.
- Consider proposals for further development suggested by faculty members.
- Submit the manual for review and evaluation by management, referees, and experts in the field of quality and academic accreditation.
- The Development and Quality Committee is responsible for following up on changes, distributing the manual, and providing clarifications.
- All revisions must follow a documented version-control process to ensure transparency, traceability, and accessibility of current and archived versions.

- Annual and periodic reviews must incorporate data from program KPIs, stakeholder surveys, external reviews, and program evaluation cycles.

Stakeholder Engagement Policy

The program incorporates feedback from students, alumni, employers, and faculty through structured surveys, consultation meetings, and advisory committees. Stakeholder input informs program review, curriculum development, and improvement planning.

To ensure systematic and meaningful engagement, the Department of Physics has established the following mechanisms:

1. **Student Feedback Mechanisms**
    - End-of-course and instructor evaluation surveys are administered each semester.
    - Exit surveys are conducted for graduating students to assess satisfaction with curriculum, teaching quality, and career readiness.
    - Student representatives may be invited to participate in relevant departmental committees to provide input on academic and extracurricular aspects.
2. **Alumni and Employer Input**
    - Alumni tracer studies are periodically conducted to evaluate the career trajectories, further education, and satisfaction levels of graduates.
    - Employer satisfaction surveys are administered to assess graduate performance in the workplace and identify potential gaps in competencies.
    - Stakeholder consultation meetings and advisory panels are held with alumni and employer representatives to ensure curriculum relevance and to keep pace with evolving industry and academic expectations.
3. **Academic and Peer Review Processes**
    - The department benchmarks its curriculum and program outcomes against similar accredited programs at national and international institutions.
    - Peer reviewers and subject-matter experts may be invited to evaluate program quality and alignment with academic and labor market trends.
4. **Quality Assurance Integration**
    - Data collected from stakeholder instruments are analyzed by the Quality Assurance Committee and presented to the Department Council.
    - The resulting insights guide decisions related to curriculum revision, course offerings, learning outcomes, and strategic planning.

These structured and cyclical engagement practices reflect the department’s commitment to continuous improvement, alignment with institutional goals, and responsiveness to societal and labor market needs.

Version Control Policy

All revisions to this manual must be recorded using a version-control system that includes the version number, revision date, description of changes, and the responsible committee. Previous versions are securely archived.

Establishment and Evolution of the Physics Program at the University of Tabuk

The College of Science at the University of Tabuk, including the Department of Physics, was established by the agreement issued by the Custodian of the Two Holy Mosques, Prime Minister, and President of the Council of Higher Education, King Abdullah bin Abdulaziz Al Saud, based on the recommendations of the Council of Higher Education No. 15/37/1426e. The establishment of the College of Science, comprising five academic departments including Physics, was formalized through Royal Directive No. 54727 dated 18/11/1432. The Department of Physics offers the Bachelor of Physics Program at the undergraduate level.

The evolution of the program has been shaped by national higher education priorities, quality assurance practices, and the institutional strategies of the University of Tabuk. Major developmental milestones include updates to the study plan, expansion of laboratory infrastructure, enhancement of instructional approaches, and alignment with institutional strategic plans.

Strategic Planning and Mission

Since its inception, the Department of Physics has worked to ensure that its academic and administrative processes are aligned with the mission, vision, and strategic priorities of the University of Tabuk. Earlier strategic plans centered on academic excellence and research capacity building. Recent development cycles have emphasized NCAAA standards, competency-based education, and continuous improvement mechanisms.

In accordance with the University's Third Strategic Plan (2023-2027), the Physics Program now prioritizes enriching the student experience, strengthening research output, expanding community engagement, fostering innovation, and supporting sustainability initiatives across departmental operations.

Vision, Mission, Goals, and Program Learning Outcomes (PLOs)

Department of Physics Vision:

To be a leading academic department recognized for excellence in physics education, research, innovation, and community impact, contributing to national development and global scientific advancement.

Department of Physics Mission:

To provide high-quality, student-centered physics education supported by outstanding teaching, modern laboratories, and innovative learning environments; to advance impactful scientific research aligned with national priorities; and to foster partnerships and community engagement that promote societal development and sustainability.

Department of Physics Objectives:

- Deliver a rigorous and modern physics curriculum that supports student success and aligns with national and international standards.

- Equip graduates with strong analytical, computational, and laboratory skills that prepare them for careers, research, and further studies.
- Promote a culture of research, innovation, and interdisciplinary collaboration among faculty and students.
- Strengthening community engagement through outreach programs, partnerships, and scientific services that support societal needs.
- Enhance operational efficiency, governance, and resource utilization within the department in line with UT strategic objectives.
- Support professional development of faculty and staff to ensure excellence in teaching, research, and academic leadership.
- Foster sustainability and environmental responsibility within departmental activities and program operations.

Physics Program Mission:

To develop competent physics graduates through high-quality education, experiential learning, and research-informed instruction; to nurture scientific inquiry, innovation, and problem-solving skills; and to contribute to national priorities through community engagement, partnerships, and impactful research aligned with the University of Tabuk's strategic direction.

Physics Program Goals:

Education Excellence:

- Deliver a comprehensive and coherent physics curriculum that integrates theoretical, experimental, and computational competencies.

Graduate Skills and Employability:

- Prepare graduates with strong scientific reasoning, effective communication, teamwork, and lifelong learning skills required for diverse career paths and advanced studies.

Research and Innovation:

- Encourage research activities for faculty and undergraduate students that contribute to national scientific challenges and global knowledge.

Community Engagement:

- Strengthening the program's role in serving society through outreach, training, and partnerships addressing community needs.

Operational Efficiency and Sustainability:

- Enhance program effectiveness through continuous improvement, data-driven decision making, quality assurance practices, and alignment with sustainability initiatives.

The continued evolution of the program is shaped by structured quality assurance cycles, benchmarking, stakeholder engagement, and alignment with the University of Tabuk's institutional strategic plan, ensuring sustainable excellence and long-term impact.

Program Learning Outcomes (PLOs)

The Program Learning Outcomes (PLOs) are clearly defined in accordance with the National Qualifications Framework (NQF) for Level 7. The outcomes are organized across the three NQF learning domains, which are Knowledge, Skills, and Values and Responsibilities. These learning outcomes form the basis for curriculum design, teaching and learning strategies, assessment methods, and continuous program improvement. The PLOs ensure that graduates achieve the competencies expected of a nationally accredited undergraduate physics program and support the mission and goals of the Department and the University.

Updated Program Learning Outcomes (Aligned with NQF Level 7):

K1 Explain fundamental physics principles; K2 Demonstrate comprehensive knowledge; S1 Apply physics theories; S2 Solve physics problems; S3 Prepare scientific reports; S4 Evaluate models; S5 Communicate physics concepts; V1 Demonstrate ethics and teamwork; V2 Manage academic and professional development.

Knowledge (**K1**): Explain fundamental laws, principles, and theorems of physics, and the related sciences underlying these concepts.

Knowledge (**K2**): Demonstrate a comprehensive knowledge of the processes, techniques, and professional practices applied across different branches of physics.

Skills (**S1**): Apply integrated physics theories, tools and techniques in diverse and complex physics contexts.

Skills (**S2**): Solve problems in diverse physics context using appropriate tools and techniques to develop creative solutions.

Skills (**S3**): Organize research reports in the field of physics using a structured process of inquiry and scientific research principles.

Skills (**S4**): Evaluate physical models analytically and computationally, taking into account the assumptions and limitations of different approaches.

Skills (**S5**): Communicate complex physics concepts clearly and effectively to diverse audiences and stakeholders to promote understanding and collaboration.

Values (**V1**): Commitment to positive interaction and teamwork, upholding ethical values and professional standards in physics, and engaging responsibly as an active citizen.

Values (**V2**): Demonstrate the ability to manage academic and professional development, make independent decisions, oversee disciplinary tasks, collaborate in diverse teams, and contribute to physics field and community.

Organizational Structure of the Physics Department

Introduction

This document outlines the organizational structure of the Department of Physics, aligned with the policies, regulations, and governance framework of the University of Tabuk. It defines roles, responsibilities, committees, and mechanisms supporting academic, administrative, and quality assurance processes for the Bachelor of Science in Physics Program.

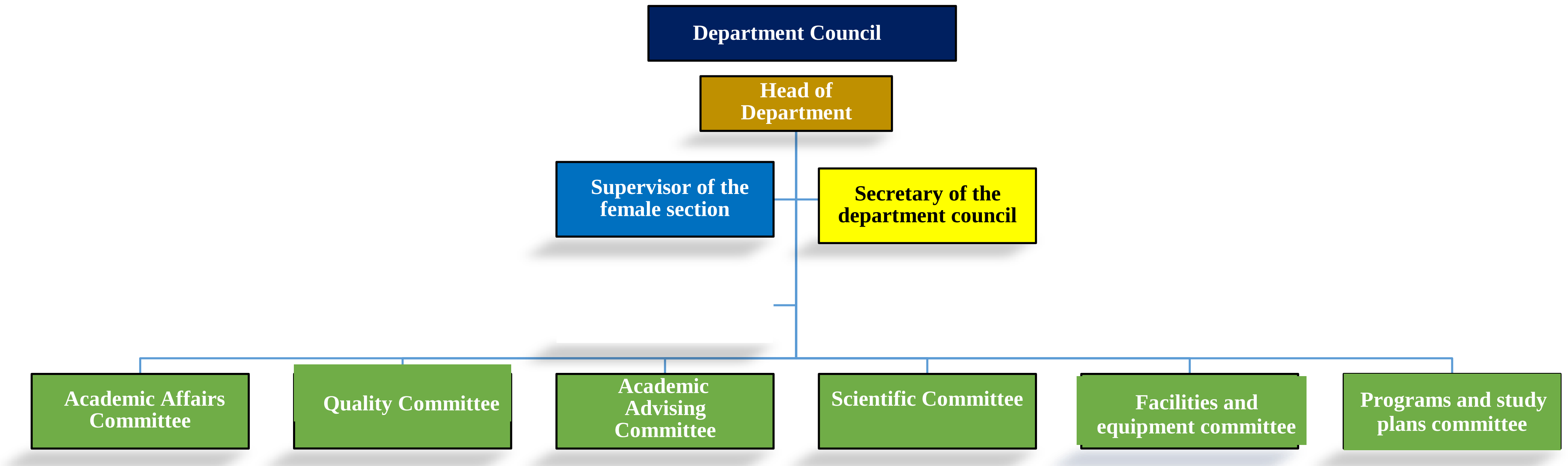
Organizational Structure Procedures: Steps include identifying academic tasks, mapping reporting lines, and alignment with university organizational guides.

Committee Formation Procedures: Define committee purpose, select qualified members, and obtain Department Council approval.

Roles of Committee Members: Chairperson oversees implementation, Rapporteur manages documentation, Coordinator ensures alignment.

The organizational structure of the Department of Physics is illustrated in Figure 1.

Figure 1: The Department of Physics organization chart



Program Governance and Reporting Lines

The Physics Program operates under a governance framework aligned with the University of Tabuk's organizational structure. The Program Coordinator reports directly to the Head of Department, who reports to the Dean of the College. Department committees submit recommendations to the Department Council, which escalates approved items to the College Council and then to higher university bodies as required.

Objectives

- Ensure compatibility between the department's tasks and university structures.
- Ensure all department members participate in decision-making and workflow management.

Standards for Building the Organizational Structure

1. Alignment with the university mission and strategic goals.
2. Adherence to academic and administrative regulations.
3. Meeting accreditation and quality assurance requirements.
4. Responsiveness to stakeholders' needs.
5. Clarity regarding roles, responsibilities, and reporting lines.
6. Flexibility and adaptability to program needs.

Department Council

The Department Council serves as the primary academic and administrative body responsible for decision-making within the Physics Department. It oversees academic planning, program development, quality improvement, and student affairs at the departmental level. The Council is chaired by the Head of Department and includes all full-time faculty members. It reports directly to the Dean of the College and ensures alignment with college and university strategic directions. The composition of the Department Council is as follows:

1. **Chairperson:** Head of Department
2. **Members:** All full-time faculty members in the department
3. **Student Representatives:** Two students
4. **Secretary:** A faculty member assigned to manage minutes and documentation
5. **Reporting Line:** Reports to the Dean of the College

Responsibilities:

1. Propose study plans, course updates, textbooks, and references.
2. Recommend the appointment and promotion of faculty members.
3. Review and support scientific research activities.
4. Distribute academic loads and teaching duties.

5. Oversee assessment and examination procedures.
6. Form permanent and temporary committees.
7. Consider issues referred by the Dean or College Council.

Duties and Authorities of Department Leaders

Head of Department:

- Supervise academic, administrative, and financial matters.
- Ensure implementation of university regulations and departmental decisions.
- Monitor quality of teaching and course delivery.
- Support faculty professional development and research activities.
- Ensure fulfillment of quality assurance requirements.
- Represent the department internally and externally.
- Prepare and submit periodic reports to the Dean.

Supervisor of the Female Section:

- Supervise academic and administrative activities in the female section.
- Ensure implementation of departmental policies and quality procedures.
- Resolve academic and administrative issues in coordination with the Head of Department.
- Support students and faculty in the female section.

Secretary of the Department Council:

- Organize meetings, agendas, and minutes.
- Follow up on decisions and maintain council records.

Department Secretary:

- Manage correspondence and administrative communication.
- Maintain departmental documentation and filing systems.

Course Coordinator

- Prepare the course file and ensure its completeness.
- Guide faculty in preparing course reports and documentation.
- Ensure adherence to approved teaching and assessment strategies.
- Prepare the unified report for multi-section courses.
- Coordinate meetings to discuss course development and issues.

Academic Advisor

- Support students academically and guide them on study plans.
- Identify struggling or outstanding students and provide assistance.

- Maintain student advising records and documentation.
- Guide students regarding academic regulations.

Department Permanent Committees

Quality Committee:

- Review course and program reports.
- Monitor implementation of improvement plans.
- Ensure timely submission of quality reports.
- Coordinate with the College Quality Unit.

Scientific Committee:

- Support research activities in the department.
- Review requests for attending conferences and workshops.
- Update and track the department's research database.
- Promote research collaboration and scientific output.

Programs and Study Plans Committee:

- Develop and update the Bachelor of Physics curriculum.
- Review course descriptions and learning outcomes.
- Evaluate study plans based on stakeholder feedback.
- Recommend external reviewers and benchmarking sources.

Academic Affairs Committee:

- Prepare academic schedules.
- Manage student registration and exam schedules.
- Monitor exam and invigilation procedures.
- Provide academic statistics for departmental reports.

Academic Advising Committee:

- Supervise academic advising within the department.
- Support outstanding and struggling students.
- Coordinate with alumni and training units.
- Strengthen alumni engagement.

Facilities and Equipment Committee:

- Develop and maintain teaching laboratories.
- Approve and inspect laboratory equipment.
- Monitor maintenance and laboratory inventory.
- Prepare procurement request for laboratory needs.

Duties, Responsibilities, and Powers of Department Employees

Department Management - Head of Department

- **Description**: The head of the department is a distinguished faculty member with scientific and administrative competences. They are appointed by the Rector of the University, upon the proposal of the Dean of the Faculty, for a two-year term, with the possibility of reappointment.
- **Main Objective**: Oversee the academic, financial, and administrative affairs of the department and enforce the rules and regulations of the University Council and related decisions.

Overall Objectives

1. Fulfillment of the mission and objectives of the department.
2. Realize the objectives and policies of the university.
3. Chair the Departmental Council and oversee the organization and its affairs.
4. Communicate minutes of Council meetings to the Dean and ensure the application and implementation of Council decisions and recommendations.
5. Oversee the implementation of the decisions of the University Council concerning the department.
6. Oversee the operational plan of the department and follow up on its implementation.
7. Oversee the work of the departmental committees and monitor the implementation of their work.
8. Work on meeting the academic, research, and administrative needs of the department.
9. Oversee the preparation of the academic plan for the department and the implementation of academic changes following the capacity of the electronic registration portal.
10. Monitor the progress of the educational process within the department, implement curricula, and work on their further development.
11. Work on the academic development of the department and research.
12. Monitor compliance with quality requirements and academic accreditation in relation to the department.
13. Represent the department in activities and meetings related to the department within and outside the university within the scope of authority.
14. Coordinate the Department's partnership relations with relevant authorities within and outside the University within the limits of delegated authority.
15. Submit reports to the Dean on the progress of work in the department and on any academic

or behavioral problems or breaches of job duties by any member of the department and follow up on the implementation of Dean's instructions in this regard.

16. Prepare and submit to the Dean a comprehensive annual report on the development of the academic, research, and administrative performance of the Department.
17. Carry out any other tasks assigned by the Dean within the scope of their mandate.

Authorities and Capacities

1. Allocation of academic load among faculty members.
2. Assignment of academic advisors.
3. Assignment of a faculty member to serve as a course coordinator for each course taught in the degree program.
4. Approval of course grades.
5. Recommendation to involve other faculty members in grading final exam questions or assigning others to assist with grading.
6. Preparation of performance reports for faculty members.
7. Recommendation for faculty members' participation in continuing education courses within and outside the university.
8. Assignment of a faculty member who is not teaching the course to prepare final examination questions for the course, if necessary.

Documentation

Reports, correspondence letters, data.

Department Management - Chief of Department at Female Section

- **Description**: The supervisor of the department at the female section is a distinguished faculty member with scientific and administrative competences. They are appointed by the Rector of the University, upon the proposal of the Dean of the University, the Vice-Dean of the University, and the Head of the Department. The assignment is for a two-year term and may be renewed.
- **Main Objective**: Oversee the academic, financial, and administrative affairs of the department in the Women's Section in consultation with the Vice Deanship and the Department Head and enforce the rules and regulations of the Council of Higher Education and the decisions issued accordingly.

Overall Objectives

1. Fulfillment of the mission and objectives of the department.

2. Realization of the university's goals and policies.
3. Implementing the decisions of the Department Council and the University Council in relation to the department.
4. Oversee the operational plan of the department and follow its implementation in the female department.
5. Oversee the management of the educational, research, administrative, financial, and cultural affairs of the department in the female division in consultation with the female Vice-Dean and the Head of the Department.
6. Submit a regular report to the Vice-Dean of the University and the Head of the Department on the progress of the work of the female department.
7. Monitoring the department's examination performance in the female section.
8. Receiving complaints from female students, providing guidance and counseling, and resolving related issues in accordance with university policies and regulations.
9. Overseeing the processes of admission, registration, academic advising, and equivalency of courses in the department in the female division.
10. Prepare and submit to the Vice Faculty and Head of the Department a comprehensive annual report on the progress of the academic, administrative, and research performance of the Department in the Female Section.

Authorities and Capacities

1. Recommend that final exam questions be graded by another faculty member or that others be assigned to grade them.
2. Approval of course grades.
3. Distribution of course and academic loads to female faculty members.
4. Recommend that department personnel participate in continuing education courses within the university.

Documentation

Periodic reports on the progress of academic, administrative, and research performance, correspondence.

Department Management - Council Secretary

- **Description**: The secretary of the council is a distinguished faculty member with scientific and administrative competences. They are appointed by the Rector of the University, upon the proposal of the Dean of the University, the Vice-Dean of the University, and the Head of the

Department. The assignment is for a two-year term and may be renewed.

- **Main Objective**: Organize and document the work of the Departmental Council and be responsible for enforcing the Council system.

Overall Objectives

1. Preparation of the Council's agenda.
2. Coordinate with committees involved with the Council agenda to gather necessary documents and records.
3. Prepare and send invitations to the members of the Council and take necessary measures to hold the meetings.
4. Edit minutes and submit them for voting in the Council system, along with all documentation.

Authorities and Capacities

- Vote

Documentation

Correspondence, minutes of meetings.

Department Management - Department Secretariat

- **Description**: An employee of the college administration who is assigned by the department head to perform secretarial work for the department head.
- **Main Objective**: Performing department secretarial work.

Overall Objectives

1. Coordinate and track preparation for meetings of departmental councils and committees and ensure readiness of facilities at designated meeting locations.
2. Print meeting schedules, write and document meeting minutes.
3. Archive minutes of councils and committees, both on paper and electronically.
4. Ensure that all minutes, letters, and correspondence related to council and committee minutes are printed, reviewed, and forwarded to the appropriate college and university offices.

Authorities and Capacities

- None

Documentation

Correspondence, inventory, and related reports.

Department Employees - Academic Advisor

- **Job Title**: Academic Advisor

- **Main Goal**: Supporting and assisting the Academic Affairs and Student Counseling Committee.

Objectives

1. Assisting students in their academic activities.
2. Identifying the students' interests and suggesting various programs offered by the department's Academic Affairs and Academic Advising Committee and the college's Academic Advising Department to teach them relevant skills.
3. Recognizing the problems of weak students and providing academic support by nominating them for various programs offered by the Academic Affairs and Academic Advising Committee in the department and the Academic Advising Unit at the college.

Documentation

- Minutes of meetings
- Files related to weak and gifted students

Department Employees - Course Coordinator

- **Job Title**: Course Coordinator
- **Main Goal**: Supporting and assisting the development and quality committee.

Objectives

1. Elaboration of the course description.
2. Assist new faculty with documentation processes, course report preparation, and file requirements to document quality work in the course.
3. Monitor the progress of the academic process and faculty engagement in teaching strategies and course evaluation.
4. Preparation of the combined course report.
5. Coordinate meetings with course members to discuss issues related to course quality assurance management.

Documentation

- Meeting minutes
- The combined course reports
- Attachments to the course quality file

Multi-Section Coordination Procedures

For courses with multiple sections, the Course Coordinator ensures consistency in:

1. Course files
2. CLO-PLO mapping
3. Assessment instruments
4. Exam difficulty level
5. Moderation of student performance across sections

Formation of Main Committees in the Department

Domain All aspects of work that have a direct impact on the implementation, management, and follow-up of the main tasks of the department.

Objective Ensure the participation of a large group of department members according to their competence in the management and execution of the work/task.

Implementation Responsibility Department Head, Department Chief at the female section.

Reference In accordance with the requirements of the standards of the National Center for Academic Accreditation and Assessment and the Guide for the organizational structure of higher education institutions at the college level.

Policies The program is committed to implementing the general policies and regulations that govern work in Saudi universities, as well as the following organizational policies and internal regulations approved by the college/college. The main committees are formed with the following considerations:

1. Committees are formed according to the interests, credentials, and experience of the members.
2. Each faculty member can be a member of a maximum of two committees.
3. College decision-makers cannot be members of committees.
4. The organizational structure of the committee is based on the college unit to which it belongs.
5. Appoint a chair and a rapporteur for the committee, the higher education unit coordinators, and the subcommittees that serve the various functions of the committee.
6. Responsibilities and duties are distributed among the committee members.

Procedures The head of the department shall form departmental committees by an internal resolution that shall specify the duties of the committee, its tasks, its members, and the duration of its work.
Departmental committees are formed with the approval of the Departmental Council at the beginning of the academic year, and the Departmental Council may add its needs, provided its duties are specified.

Output Administrative decisions for assignments are approved by the Council.

Regulating and Following Up the Work of Main Committees in the Department

Domain All work aspects that directly affect the implementation, management, and follow-up of the department's main tasks.

Objective

- Implementing the department's study and work plans, which are the guarantor of achieving the department's goals and mission.
- Ensuring the participation of many faculty members of the department, each according to their competence, in the management and execution of the work.
- Carrying out corrective and preventive actions as quickly as necessary to produce quality work.

Implementation Responsibility Head of the department, Chief of the department at the female section, chair of the committee.

References Requirements for the standards of the National Center for Academic Accreditation and Assessment Quality guide.

Policies

- All program employees agree to implement the study and operational plans approved for the program, as well as the policies, rules, and regulations, without modification.
- If there are developments that require extraordinary action or a change in the implementation of the approved plans for the program, staff or program executive committee heads may present the proposed change and their rationale to program leadership. They may NOT begin implementing the change prior to receiving approval from authorities at either level, such as the department or college (depending on the level of the proposed change and according to the job description in the approved program/college organizational handbook).
- All program staff and program executive committees are responsible for creating and maintaining files and records documenting the performance of their assigned duties and activities in both paper and electronic formats.
- All documents will be maintained in the department's electronic cloud.

Procedures

1. The work of the Department's committees is related to the implementation of the various tasks assigned to them by the head of the Department, as well as to the initiatives of the operational plan and the work assigned to them.
2. Each committee receives the identified initiatives of its work plan, as well as the work assigned to it that is consistent with the tasks assigned to it.
3. Committees develop a work plan for operational initiatives and for all types of work assigned to

them.

4. Responsibilities and a timeline are distributed for each process in the plan, and the participation of all faculty members in the implementation of the plan is considered.
5. The committee's business plan is presented to the departmental council for discussion and recommendation for approval and is forwarded to the college council.
6. The plan is communicated to all members of the department and supporting units of the college.
7. Each unit coordinator manages the work plan initiatives assigned to them. The committee chair manages the remaining tasks assigned to them, each according to the approved work plan.
8. The Unit Coordinator meets with the Support Unit at the College level to appropriately coordinate the implementation of operational initiatives. The Committee Chair meets with the relevant college to obtain technical support and assistance necessary to complete assigned tasks according to the established schedule.
9. The committee chair and department head monitor the good functioning of processes and procedures through reports on a weekly basis.
10. An integrated report on the progress of the work plans, especially the operational plan, is submitted monthly to the Department Council.
11. At the end of the academic year, each of the unit coordinators and committee chairs conducts a self-assessment of the proper implementation of the action plans by comparing the performance indicator to the target.
12. After the initial self-assessment, the committee develops an improvement plan to address the aspects that need improvement to meet the performance requirements.
13. The strategic planning unit coordinator in the department prepares the final report for the operational plan based on the self-assessment reports of the proposed initiatives and improvement plans with supporting evidence.
14. The Development and Quality Committee undertakes a review of the report in its annual form to assess the extent to which the requirements of the performance report are being met and the quality of the supporting documentation.
15. The Departmental Development and Quality Committee reviews the evidence and testimony of accomplishments collected at the level of each initiative by all committees of the program.
16. The report is presented to the Department Council, and the head of each committee explains the obstacles that may have hindered the implementation process and presents for discussion the improvement plans developed by their committee.
17. The department council submits the performance report and improvement plans with recommendations to the college council for approval and inclusion in next year's work plan and forwards them to the appropriate funding agencies.

Output Minutes of Meetings / completion reports / improvement plans

Department's Organizational Structure

Domain The organizational environment of the department.

Objective

- Provide an administrative description for all activities in the department.
- Determine tasks, responsibilities, capacities, and procedures that will lead to the achievement of the objectives of the organizational environment of the department.
- Ensure compatibility between the department's tasks and activities and the university's tasks and activities.
- Ensure that all members of the department are involved in the management, implementation of work, and decision-making.

Implementation Responsibility Head of Department, Quality and Development Committee.

References

- Organizational structure of the university.
- Requirements of the National Center for Academic Evaluation and Accreditation.
- Guide to the governance structure of University of Tabuk.
- University of Tabuk organizational structure guide for the colleges.
- University of Tabuk College and Dean's Office Duties and Responsibilities Documents.

Procedures

1. Prepare a detailed list of academic and administrative activities in the department.
2. Determine the organizational relationships of these activities with the various departments and units of the college at different levels.
3. Determine a network that allows for consistency with the organizational structure of the university to align information sharing, implementation of plans, and decision-making without overlapping or duplication.
4. Distribute tasks, responsibilities, assignments, and implementation mechanisms.
5. Determine the follow-up mechanism through the departmental council.
6. Create maps with job descriptions.

Outcomes

Minutes of the approvals of the organizational structure. Maps with job descriptions. The

Following scheme shows the organizational structure of the department

Chairman of the Committee

- **Organizational Relationship:** Head of the administrative department and the technical support agency
- **Target:** Consider and discuss matters related to the functions of the Committee and make appropriate recommendations to the Division Council regarding decisions and necessary procedures for the progress of the work.

Appointment and Tasks:

- Appointed from among faculty members in good standing, possessing scholarly and administrative expertise relevant to the committee's scope, based on the recommendation of the department head.
- Term of office is one year, renewable.

Tasks include:

- Appointing coordinators of higher education units affiliated with the Committee.
- Receiving documents forwarded to the committee by the department head for submission.
- Distributing tasks among the members of the Committee.
- Proposing necessary plans for carrying out related work and considering the participation of all faculty members of the department.
- Considering requests made by the Department Chair, the Department Council, or the Vice President of the College.

Inputs:

- Unit coordinator reports/reports or correspondence referenced by the department head.

Outputs:

- Work plans of the committees.
- Reports on the activities of the committees.
- Minutes of the meetings.

Committee Rapporteur

Organizational Relationship The committee rapporteur has an organizational relationship with the head of the department and the head of the concerned technical committee.

Target is to control, monitor, and document the committee's work procedures.

Committee Rapporteur The committee rapporteur is assigned by the department head, and the assignment is for one year, subject to renewal.

Tasks The mission of the committee rapporteur includes:

- Preparing the committee's agenda.
- Preparing the minutes of committee meetings.

Input The input for the committee rapporteur includes reports of unit coordinators, records, or correspondences that are referenced by the department head.

Outputs The outputs of the committee rapporteur include committee activities reports and minutes of the meetings.

Unit Coordinator

Organizational Relationship The unit coordinator has an organizational relationship with the head of the administrative department and the head of the concerned unit at the college level.

Target The target is to ensure the functioning and documentation of units at the college level.

Unit Coordinator The unit coordinator is assigned by the decision of the dean of the college on the proposal of the head of the department. The assignment is for one year and is renewable. The unit coordinator also serves as a member of the departmental committee.

Tasks The tasks of the unit coordinator include:

- Developing a proposal for an operational plan for the assigned tasks, considering the participation of all faculty members of the department.
- Coordinating with the committee responsible for the implementation of the work plan and activities related to the assigned tasks.
- Preparing reports on the progress of operational activities.

Input The input for the unit coordinator includes reports of unit coordinators, records, or correspondence that are referenced by the department head or college agencies.

Outputs The outputs of the unit coordinator include committee activity reports and minutes of the meetings.

Experts Committee

Organizational Relationship The committee is administratively under the direction of the head of the department.

Target The target is to develop the course of study and the curriculum according to the latest standards, professional developments, and labor market requirements.

Committee Members

- Head of Department
- Committee Members
- Department Supervisor
- Representatives from the public sector, whose competencies, academic degree, and activity align with the scientific department and its study programs.
- Male and female graduates of the scientific department and its study programs.
- Representatives of employers and employment agencies with significant professional experience who wish to hire graduates from the department and its degree programs.

Reference The committee follows the procedural guide for university consultants.

Tasks The tasks of the committee include:

- Submitting proposals for the development of the operational plan and execution plans for the academic programs of the Department of Science, focusing on academic training, scientific research, and service to the community to achieve the National Vision 2030.
- Submitting proposals for the development and improvement of academic programs and their curricula, considering professional standards, labor market aspirations, and evaluation results.
- Discussing the annual report of the academic programs, beneficiary surveys, measurement of learning outcomes, teaching strategies, assessment methods, baseline performance indicators, improvement opportunities, and implementation plans.
- Discussing testimonials and suggesting solutions for improvement opportunities in the profession.
- Assessing the skills acquired by graduates of academic programs and their alignment with the needs of various employment sectors.
- Building relationships with employers and employees to provide students with work experience and part-time employment opportunities.
- Contributing to defining the capabilities of the department and its academic programs in terms of academic, scholarly research, and community service.

Committee Input The committee receives data, recommendations, or reports from the committee chairperson.

Committee Outputs The committee produces minutes of meetings that are submitted to the departmental council or the college council.

Development and Quality Committee

Updated Responsibilities of the Quality Committee

- Ensure full alignment of quality practices with the University of Tabuk Third Strategic Plan 2023-2027.
- Implement, monitor, and update the Quality Assurance Manual for the Physics Program.
- Coordinate department-wide training workshops on quality assurance documentation, reporting tools, and evidence standards.
- Supervise periodic program reviews, stakeholder surveys, internal audits, benchmarking activities, and follow-up improvement plans.
- Prepare improvement reports based on internal reviews, data analysis, stakeholder feedback, and recommendations from external evaluators.

Organizational Relationship The committee reports administratively to the head of the department and professionally to the associate dean for development and quality at the college.

Target is to establish procedures related to quality, development plans, and the preparation of strategies and methods in accordance with the policies of the Department of Quality Assurance of the College.

Committee Members

- Chairman of the Development and Quality Committee
- Website Coordinator
- Measurement and Evaluation Coordinator
- Committee Rapporteur
- Committee Members

Reference The committee follows the task guide for leadership positions in colleges and supporting deanships at University of Tabuk, as well as the appointment letter from the department council and the college and university quality guide.

Tasks The tasks of the committee include:

1. Drawing up the general policy for development and quality, aligning with the requirements of the Deanship of Development and Quality at the college and university level.
2. Contributing with the Vice Deanship of Development and Quality in the College to spread the culture of quality and academic accreditation, organizing educational lectures and workshops, and motivating faculty members to attend these events.

3. Participating in the preparation and implementation of the operational plan of the program related to the committee's tasks.
4. Supervising the activities of academic evaluation and accreditation in the department.
5. Supervising the preparation and processing of course files and course reports, reviewing them, and submitting them to the Vice Deanship of Development and Quality in the College for each semester.
6. Following up on the implementation of continuous improvement recommendations referred to the department by the Vice Deanship of Development and Quality in the College.
7. Supervising the preparation of the annual report and collecting and updating its data and statistics from the relevant authorities.
8. Supervising the website and ensuring that it is periodically updated with all developments in the department.
9. Spreading awareness among the beneficiaries to introduce the program and its achievements.
10. Coordinating with the Statistics and Information Unit in the college to analyze test results, extract related reports, and implement and follow up on the activities issued by the measurement and evaluation unit at the university.
11. Implementing opinion polls, analyzing them, and submitting a detailed report on them periodically.
12. Supervising the preparation of programs for students and new faculty members.
13. Submitting a periodic report on the activities of the committee to the department head.
14. Deciding on the tasks entrusted to the committee.

Committee Input The committee receives records or correspondence from the department head or the department council.

Committee Outputs The committee produces minutes of meetings that are submitted to the department head or the college council.

Operational Plans Committee and Performance Indicators Measurement

Operational Plan Cycle

The operational plan follows an annual cycle of:

1. Planning
2. Implementation
3. Mid-year review
4. Final evaluation
5. Improvement planning

Organizational Relationship The committee reports administratively to the head of the department.

Target The target of the committee is to deal with the operational plan and formulate policies towards the measurement of performance indicators and the development of methodologies in accordance with the policies of the Department of Quality Assurance in the college.

Committee Members

- President of the Committee
- Chairmen of the department committees

Reference The committee follows the task guide for leadership positions in colleges and supporting deanships at University of Tabuk, as well as the appointment letter from the department council and the college and university quality guide.

Tasks The tasks of the committee include:

1. Building the operational plan according to the program's objectives and improvement priorities mentioned in the reports, performance indicators, and beneficiary surveys.
2. Building a community service plan for the program.
3. Following up on the implementation of continuous improvement recommendations.
4. Documenting the achievements of the units and committees concerned with the operational plan.
5. Preparing the operational plan for the physics program at the undergraduate level and studying the proposed recommendations and improvements before submitting them to the department council.
6. Supervising and following up on the implementation of the department's operational proposals, plans, initiatives, and any other work.
7. Submitting a report before the start of the academic year to clarify the plans expected to be accomplished, the progress achieved, and improvements in previous plans, and submitting a final

report on the achievements and recommendations for improvement according to the approved models.

8. Preparing a performance indicator report, discussing the results, and making recommendations for improvement within the approved timeframes.
9. Supervising all procedures for appointing new faculty members, starting from the process of announcing and setting conditions and guidelines for the appointment.
10. Preparing periodic reports and records on the committee's work and achievements and approving them through the department council.
11. Preparing a quarterly executive plan for the committee's work and the tasks of the members and submitting a final report on the achievements and recommendations for improvement according to the approved models.
12. Submitting a periodic report on the activities of the committee to the department head.
13. Deciding on the tasks entrusted to the committee.

Committee Input The committee receives records or correspondence from the department head or the department council.

Committee Outputs The committee produces minutes of meetings that are submitted to the department head or the college council.

Programs and Plans Committee

Organizational Relationship The committee reports administratively to the department head and technically to the college programs and plans committee.

Target The committee is responsible for reviewing and developing the structure of the program in accordance with the standards of the university's programs and study plans committee, in coordination with the faculty's programs and study plans committee.

Committee Members

- Chairman of the Programs and Plans Committee
- Committee Rapporteur
- Committee Members

Reference The committee follows the task guide for leadership positions in colleges and supporting deanships at University of Tabuk, the appointment letter from the department council, and the procedural guide for programs and plans at the University of Tabuk.

Tasks The tasks of the committee include:

1. Developing the study plan for the program in accordance with the standards of the university's program and study plans committee, in coordination with the college's program and study plans committee.

2. Reviewing the course development of the program.
3. Reviewing and auditing program specifications and course specifications.
4. Reviewing graduate characteristics and program learning outcomes.
5. Suggesting arbitrators, external reviewers, and benchmarks for the program and benefiting from their observations in developing the program.
6. Participating in the preparation and implementation of the operational plan of the program related to the tasks of the committee.
7. Periodic evaluation of study plans through feedback and recommendations drawn by faculty members, arbitrators, residents, and alumni, and submitting proposals for appropriate procedures in accordance with university regulations.
8. Considering referrals of equivalency requests for program courses in accordance with equivalency controls and regulations in force at the university and submitting a report to the Head of Department.
9. Submitting a periodic report on the activities of the committee to the department head.
10. Deciding on the tasks entrusted to the committee.

Committee Input The committee receives records or correspondence from the department head or the department council.

Committee Outputs The committee produces minutes of meetings that are submitted to the department head or the college council.

Scientific Committee

Organizational Relationship The committee reports administratively to the head of the department and technically to the Vice Deanship for Scientific Research and Postgraduate Studies in the college.

Target The target of the committee is to strengthen scientific research activities to develop the educational process and solve community problems.

Committee Members

- Chairman of the Scientific Committee
- Committee Rapporteur
- Committee Members

Reference The committee follows the task guide for leadership positions in colleges and supporting deanships at University of Tabuk, as well as the appointment letter from the department council.

Tasks The tasks of the committee include:

1. Examining the requests for promotion of faculty members in the department in accordance with the executive and procedural rules established by the Scientific Council of the University.
2. Studying the validity of research papers and books authored by faculty members in the department.
3. Participating in the preparation and implementation of the operational plan of the program in the field of scientific research and graduate studies.
4. Studying the applications submitted by the faculty members of the department to attend seminars and scientific conferences in accordance with the executive rules, regulations, and procedures established by the Scientific Council of the University.
5. Organizing and coordinating conferences, workshops, seminars, scientific and cultural events, and scientific competitions in the department.
6. Creating a scientific research database and updating it periodically.
7. Determining the needs of faculty members and examining applications for their jobs in the department in partnership with the operational plans committee and performance indicators measurement.
8. Following up on scholarship requests for teaching assistants and lecturers.
9. Submitting a periodic report on the activities of the committee to the department head.
10. Deciding on the tasks entrusted to the committee.

Committee Input The committee receives records or correspondence from the department head or the department council.

Committee Outputs The committee produces minutes of meetings that are submitted to the department head or the college council.

Academic Affairs and Student Counseling Committee

Organizational Relationship

The committee reports administratively to the head of the department and technically to the Vice Deanship of the college.

Target

The committee's target is to provide academic support for students.

Committee Members

- Chairman of the Academic Affairs and Student Counseling Committee
- Committee Rapporteur
- Coordinator of the Academic Advising Unit
- Committee Members

Reference

The committee follows the Academic Student Guide at University of Tabuk, Guide to admission and registration at the University of Tabuk, Regulations of study and examinations at the University of Tabuk, University student rights and duties, Executive Rules for student grievance at University of Tabuk, and College academic advising portfolio.

Tasks

The tasks of the committee include:

1. Preparing and reviewing the study schedules in coordination with the Academic Affairs Unit of the College.
2. Supervising student registration procedures, including additions and deletions.
3. Preparing a schedule of tests and exam supervision for each semester.
4. Following up on the procedures of visiting and transferring students to and from the department's programs and course equivalent.
5. Providing and analyzing statistics related to the preparation of the annual report of the department's programs.
6. Participating in the preparation and implementation of the operational plan for the department's programs related to alumni and student activities.
7. Preparing a plan for academic advising at the beginning of each academic year.
8. Preparing students and introducing them to all the rules and instructions of the department, college, and university.
9. Considering students' academic problems raised by advisors and seeking to resolve them with the department's management.
10. Considering students' complaints and grievances and contributing towards resolving them.
11. Coordinating and following up with the Cooperative Training Unit in the college to enable students of the program to obtain training facilities suitable for achieving the specific learning outcomes of the course.

12. Building a database of gifted and non-talented students in the department and preparing special programs for them.
13. Submitting a quarterly report to the department council on the activities of the committee.
14. Deciding on the tasks entrusted to it.

Committee Input

The committee receives records or correspondence from the department head or the department council.

Committee Outputs

The committee produces minutes of meetings that are submitted to the department head or the department council.

Community Services and Student Activities Committee

Community Engagement Framework

The undergraduate physics program is committed to strengthening its role in serving society through outreach activities, training initiatives, and partnerships that address community needs and promote scientific awareness. Community engagement supports the mission of the Department by enhancing scientific literacy, contributing to regional development, and fostering collaboration with schools, institutions, and community organizations.

To ensure that community activities are purposeful, well-structured, and aligned with program objectives, each activity must include the following elements:

1. Clear objectives that define the purpose of the activity and its intended contribution to the community.
2. Target beneficiaries who are identified to ensure that the activity reaches the appropriate audience and fulfills its intended purpose.
3. Expected societal impact that outlines the anticipated outcomes and the broader value of the activity.
4. Evidence of implementation such as attendance lists, event materials, photographs, or activity reports to confirm that the activity was carried out as planned.
5. Evaluation report and recommendations summarizing the effectiveness of the activity, identifying strengths and improvement opportunities, and providing guidance for future initiatives.

This structured framework ensures that all community engagement activities are properly planned, documented, and evaluated. The results and lessons learned from these activities contribute to continuous program improvement and help reinforce the program’s commitment to meaningful societal impact.

Organizational Relationship

The committee reports administratively to the head of the department and technically to the Vice Deanship for Academic Affairs.

Target

The target of the committee is to contribute to increasing the efficiency of graduates and students and teaching their skills through a series of training programs and workshops.

Committee Members

- Chair of the Alumni and Student Activities Committee
- Rapporteur of the Committee
- Coordinator for Alumni
- Coordinator for Student Activities
- Community Services Coordinator
- Outstanding graduates, considering the annual renewal of their names

Reference

The committee follows the Academic guide for students at University of Tabuk, Guide for students of the Faculty of Physics, Regulations of study and examinations at the University of Tabuk, University student rights and duties, Executive Rules for student grievance at University of Tabuk, College academic advising portfolio, and College Cooperative Training units.

Tasks

The tasks of the committee include:

1. Participating in the development and implementation of the operational plan related to graduates and student activities.
2. Contributing to the preparation of graduates for the labor market by increasing their efficiency and refining their skills through a series of training programs and workshops.
3. Contributing to the construction of a database of graduates and updating it regularly in coordination with the college's alumni department.
4. Listing the problems faced by the graduates of the department in coordination with the alumni unit of the college.
5. Contributing to the creation of employment opportunities for graduates of the department's programs by listing companies and institutions in the public and private sectors related to the specialization, in coordination with the college's alumni unit.
6. Inviting the graduates to various events of the department and motivating them to participate in

the various activities of the department.

7. Developing a plan for student activities in accordance with the initiatives of the operational plan and following up on its implementation in coordination with the student activities unit of the college.
8. Integrating students with special needs into the activities and supervising them in coordination with the departments.
9. Motivating students of the department to participate in the various activities of the college.
10. Improving communication between program management and students to support and achieve success in the educational process.
11. Obtaining students' opinions about the activities offered to them in various fields under the program and increasing the percentage of students' participation in the various activities of the program.
12. Establishing discussion protocols on relevant issues among students, especially on mission criteria, and checking their fairness.
13. Disseminating the program mission, goals, organizational decisions, and achievements among male and female beneficiaries.
14. Submitting a regular report to the department head on the activities of the committee.
15. Adopting resolutions on the tasks assigned to the committee.

Committee Input

The committee receives records or correspondence from the department head or the department council.

Committee Outputs

The committee produces minutes of meetings that are submitted to the department head or the department council.

Facilities and Equipment Committee

Organizational Relationship

The committee reports officially to the head of the department.

Target

The target of the committee is the management of the need for facilities and equipment in the department.

Committee Members

- Head of the Committee for Facilities and Equipment

- Rapporteur of the Committee
- Committee members including the technicians and the technical department

Reference

The committee follows the Guide to leadership positions in higher education and supporting deanships at University of Tabuk, the appointment letter from the faculty council, and the Quality Guide for Colleges and Universities.

Tasks

The tasks of the committee include:

1. Outlining development plans for laboratories and research laboratories in the department.
2. Reviewing and receiving incoming equipment after ensuring that it meets required specifications.
3. Preparing RFQs for the annual selection of equipment and chemicals and reviewing bids for laboratory equipment.
4. Organizing the maintenance and repair of laboratory instruments, laboratories, and technical equipment.
5. Preparing annual and quarterly inventory reports on department facilities and equipment.
6. Participating in the development and implementation of the program's operational plan related to the committee's responsibilities.
7. Preparing a quarterly executive plan for the work of the Committee and the duties of its members and submitting a final report on the results achieved and recommendations for improvement in accordance with the approved models.
8. Submitting a periodic report to the Department Head on the activities and work of the Committee and its results.
9. Adopting resolutions on the tasks assigned to the Committee.

Committee Input

The committee receives records or correspondence from the department head or the department council.

Committee Outputs

The committee produces minutes of meetings that are submitted to the department head or the college council.

Duties of unit coordinators in the committee Coordinator of the Strategic Planning Unit

Description

The head of the committee for Development and Quality is charged with coordinating with the college's strategic planning unit, of which he or she is a professional member, to support the activities and procedures of the department's operational plan, mandated by resolution of the department head in accordance with the formation of the committee.

General Goals

- Establish the operational plan and monitor its implementation and measurement, achievement, review, and development of the various activities.

Tasks

1. Monitor the development, implementation, and refinement of the operational plan in accordance with program goals and priorities for improvement as indicated by reports, performance indicators, and beneficiary opinion surveys.
2. Document the performance of units and committees involved with the operational plan.

Settings and Documentation

- Operational plan and completion reports

Internal Relations

- Head of the department and supervisor of the strategic planning unit at the college

Coordinator of the Statistics and Information Unit Description

The head of the Measurement and Evaluation Committee is charged with coordinating with the College's Statistics and Information Unit, to which he is technically affiliated, to support statistics and information activities and procedures in the department. The coordinator is charged with making decisions by the head of the department in accordance with the formation of the committee.

General Goals

- Measuring the academic performance of the program

Tasks

1. Coordinate with the College's Statistics and Information Unit in the analysis of test results and preparation of related reports, and in the implementation and follow-up of all orders issued by the College Measurement and Evaluation Office.
2. Oversee the preparation of test question banks to program standards.
3. Review examinations.
4. Conduct and analyze public opinion surveys and submit a detailed report on these surveys on a regular basis.

Settings and Documentation

- Periodic reports on various tasks

Internal Relations

- Head of the department and Supervisor of the Statistics and Information Unit in the college

Coordinator of the Community Service and Partnerships Unit Description

A member of the Graduate and Student Activities Committee shall be responsible for coordinating the Community Services and Partnerships Unit in the college, of which he or she is a professional member, to support community services and partnerships activities and procedures in the department. The appointment is made by the decision of the department chair and based on nomination by the committee chair, in accordance with the composition of the committee.

General Goals

- Create an academic mentoring plan and follow up, implement, and measure the success of the various activities and review and develop it.

Tasks

1. Oversee the preparation of the community service plan for the program.
2. Coordinate implementation with the community service unit supervisor.
3. Prepare a progress report, identify improvement priorities, and propose improvement plans.

Settings and Documentation

- Action plans and completion reports

Internal Relations

- Head of the department, Chairman of the Committee for Development and Quality, Supervisor of the Service Unit for College community and partnerships.

Coordinator of the Academic Advising Unit Description

The head of the Academic Affairs and Academic Advising Committee is charged with coordinating with the academic advising office of the college, to which he or she is professionally affiliated, to support academic advising activities and procedures in the department. The appointment is made by the decision of the department chair and based on the recommendation of the head of the committee, in accordance with the composition of the committee.

General Goals

- Enabling program students to access appropriate training facilities.

Tasks

1. Oversee the creation of a plan for academic advising at the beginning of each academic year.
2. Oversee student activities and events and introduce students to all departments, university, and university rules and instructions.
3. Follow up with academic advisors on the implementation of academic advising activities and procedures.
4. Compile and follow up on responses to solve students' problems.
5. Prepare a progress report, identify improvement priorities, and propose improvement plans.

Settings and Documentation

- Action plans and completion reports

Internal Relations

- Head of the department and Chairman of the Academic Affairs and Academic Advising Committee
- Supervisor for the academic advising unit in the college

Coordinator of the Cooperative Training Unit Description

Members of the Academic Affairs and Academic Advising Committee are charged with coordinating with the Cooperative Education Department at the college, to which they are professionally affiliated, to support cooperative education activities and procedures in the department. The appointment is made by the decision of the head of the department, on the recommendation of the committee chair, in accordance with the composition of the committee.

General Goals

- Achieving course-specific learning outcomes

Tasks

- Coordinate and follow up with the Cooperative teaching unit at the college to provide program students with training facilities appropriate for achieving the specific learning outcomes of the course.

Settings and Documentation

- Action plans and completion reports

Internal Relations

- Head of the department and Chairman of the Academic Affairs and Academic Advising Committee
- Supervisor of the cooperative training unit in the college

Alumni Coordinator Description

A member of the Measurement and Evaluation Committee is responsible for coordinating with the alumni department of the college, to which he or she belongs, to provide technical support for alumni activities in the department. The appointment is made by the decision of the department head, according to the composition of the committee.

General Goals

- Achievement, review, and development of various activities.

Tasks

1. Oversee the creation of the program's graduate plan.
2. Coordinate the implementation of the plan with the alumni office supervisor.
3. Prepare a progress report, identify improvement priorities, and propose improvement plans.

Settings and Documentation

- Action plans and completion reports

Internal Relations

- The Head of Department and the Supervisor of the alumni unit in the college

Student Activities Coordinator

The head of the Graduate and Student Activities Committee is responsible for coordinating with the Student Activities Unit at the college, to which he or she belongs, to provide technical support for student activities in the department. The assignment is made by the decision of the department head, upon the recommendation of the committee head, and coincides with the formation of the committee.

General Goals

- Creating a plan for student activities, tracking its implementation, and measuring the results of various activities, reviewing and refining the plan.

Tasks

1. Oversee the development of the student activities plan for the program.
2. Coordinate with the Director of Student Activities in the implementation and preparation of a progress report.
3. Identify improvement priorities and submit proposals for improvement plans.

Settings and Documentation

- Action plans and completion reports

Internal Relations

- The head of the department who is the head of the alumni and student activities committee
- Supervisor of the Student Activities Unit in the college

Physics Program Quality Assurance Management Scheme

The quality assurance management scheme for the undergraduate physics program follows a set of procedures to ensure the program's quality. This scheme encompasses various stages, including planning, implementation, performance measurement, evaluation, and review for continuous improvement.

Annual Meeting for Quality Assurance

The program conducts an annual meeting within a specific timeframe to ensure its quality. This meeting involves several practical steps to achieve the program's mission and objectives. The steps include:

1. Development of Plans: The program develops plans to achieve its mission and objectives.
2. Implementation Processes: The program implements the plans according to defined roles, responsibilities, tasks, and authorities.
3. Performance Evaluation: Various data from different activities are used to evaluate the program's performance.
4. Review and Development: Based on the evaluation results, the program identifies improvement priorities and proposes plans for further development.

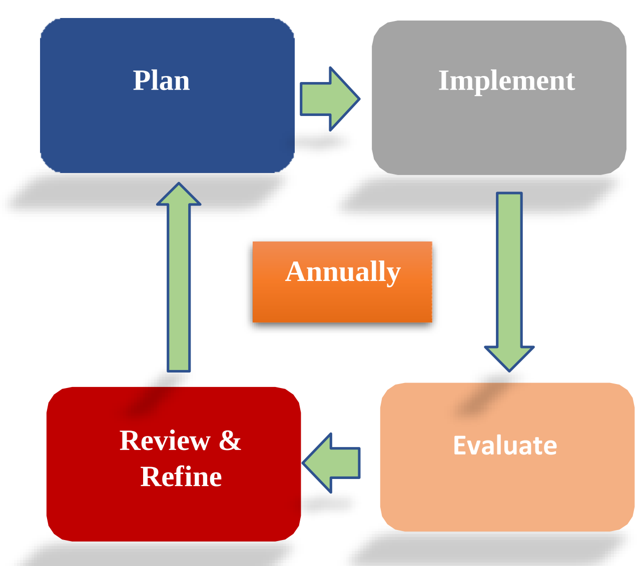


Figure 2: Closing the quality loop.

Study Program Planning

Benchmarking

The department benchmarks its curriculum, learning outcomes, and assessment practices with internationally recognized physics programs. Benchmarking sources include accredited study plans, global ranking universities, and international accreditation bodies. Results guide curriculum updates and ensure global competitiveness**.**

Benchmarking Procedures

Benchmarking is an essential component of the quality assurance system for the undergraduate physics program. The purpose of benchmarking is to ensure that the program remains competitive, aligned with national expectations, and consistent with international best practices in physics education. Benchmarking supports informed planning and evidence-based decision-making across curriculum development, teaching and learning, and assessment processes.

The benchmarking process includes gathering information, data, and performance indicators from comparable local, national, and international physics programs. These comparisons allow the department to evaluate the relevance, rigor, and effectiveness of its own curriculum and learning outcomes. Benchmarking findings are used to identify strengths, address gaps, and guide the continuous improvement of the program.

The primary responsibility for implementing benchmarking procedures lies with the Committee on Programs and Plans and the Committee on Development and Quality within the department. These committees collect and analyze benchmarking data, prepare summary reports, and propose revisions as needed. The Head of the Department oversees the follow-up to ensure that recommended improvements are incorporated into program planning and curriculum review cycles.

Comparative benchmarking must include curriculum structure, program learning outcomes, course learning outcomes, assessment practices, laboratory components, and student skill development models. Benchmarking results are incorporated into annual program reviews and the four-year periodic program evaluation to ensure alignment with recognized academic standards.

Determinants for Benchmarking

To ensure effective benchmarking, several determinants are considered, including:

- Mission and Goals: The benchmarking process aligns with the mission and goals of the college and department.
- Practical and Functional Reality: The practical and functional reality of the specialization degree program is considered.
- Corporate Agreements and Memoranda of Cooperation: Existing collaborative agreements and memoranda are reviewed to determine suitable programs for benchmarking.

Input

The benchmarking procedures rely on a guide for comparison and independent opinion at the university.

Implementation Measures

The benchmarking procedures involve the following measures:

1. Identification of Information Needs: The departmental committees identify the needs for information, data, and indicators in the education and research process for comparative programs, serving as a basis for benchmarking.
2. Proposal Preparation: The Committee on Programs and Plans, in conjunction with the Committee on Development and Quality, prepares a proposal for comparison and clarifies the rationale for its selection.
3. Review of Collaborative Agreements: The committees review existing collaborative agreements, undertakings, and memoranda to determine appropriate programs for benchmarking.
4. Review, Discussion, and Approval: The proposals of the Development and Quality Committee and the Programs and Plans Committee are reviewed, discussed, and approved by the relevant authorities.
5. Communication with Comparative Bodies: The head of the department and the dean of the college communicate with the comparative bodies of each committee to facilitate the benchmarking process.
6. Data Submission: If approved, the institution submits the necessary data and information, which is then distributed as needed to prepare the appropriate comparison reports.
7. Action on Development and Improvement: The benchmarking reports are submitted to the departmental council for necessary action on development and improvement.

Output

The outputs of the benchmarking procedures include approved data and information documents, along with minutes of the approving descriptions of the competent councils and authorities.

Reference

Procedural guidelines for comparisons and independent opinions at the College.

Procedures for Formulating or Revising the Mission and Objectives

The quality assurance manual for the undergraduate physics program includes procedures for formulating or revising the mission and objectives of the program. These procedures aim to provide a clear description of the program's present state and outline the actions to be taken to achieve the strategic direction. The formulation of the mission and objectives helps answer important questions such as "Who are we?", "What are we doing?", "For whom are we doing it?", and "How?" These procedures support planning, set the path and direction of development, and guide decision-making to ensure the program's goals are achieved.

Determinants for Formulating or Revising the Mission and Objectives

Several determinants are considered in the process of formulating or revising the mission and objectives:

- Consistency with the mission of the college and university.
- Compatibility with the needs of society and national trends.
- Involvement of all beneficiaries in the formulation of the mission.

Input

The formulation or revision of the mission and objectives of the program takes into account the following inputs:

- Mission and goals of the college and university.
- Benchmarking information.
- Comprehensive calendar reports and results.

Implementation Measures

The following measures are taken to formulate or revise the mission and objectives:

1. Development of Proposed Mission Wording: The Programs and Plans Committee, in collaboration with the Development and Quality Committee, develops a proposed wording for the program's mission that aligns with the mission of the college.
2. Presentation to Beneficiaries: The proposed mission statement is presented to the program's beneficiaries, including faculty members, students, alumni, and employers, to gather their input and feedback.
3. Review and Revision: The Committees on Programs and Plans and Development and Quality review the mission statement in light of the results of opinion surveys conducted by the Committee on Measurement and Assessment.
4. Workshop and Revision: A workshop is coordinated by the Programs and Plans Committee and the Development and Quality Committee with the Department Council. The proposed wording for the program's mission statement is reviewed and revised based on input from beneficiaries, including the program advisory committee, employers, faculty members, students, and alumni.
5. Approval Process: The revised proposed mission statement is presented to the Department Council for discussion and approval. If changes are made, they are noted in the outcomes and curriculum.
6. Approval by College Council: The Department Council makes a recommendation

approving the formulation of the mission statement and submits it to the College Council.

7. Publication and Publicity: The mission and goals of the program are published and publicized through various channels, such as department publications, introductory handbooks, activities, and events.

Output

The outputs of the procedures for formulating or revising the mission and objectives include reports on opinion polls and minutes of approval of descriptions by the relevant councils and authorities.

Formulating Program and Course Learning Outcomes

The process of formulating the program and course learning outcomes is a crucial aspect of study program planning. It involves providing descriptive information about what is expected of the student in terms of knowledge, understanding, and skills. The existence of clear learning outcomes, in terms of knowledge, skills, and values, supports the achievement of the program's goals and objectives. The responsibility for implementing this process lies with the Programs and Plans Committee of the department, with the Chairman of the Programs and Plans Committee being responsible for follow-up.

Determinants for Formulating Learning Outcomes

The formulation of learning outcomes is guided by several determinants, including:

- Distribution across all learning areas required by the National Qualifications Framework.
- Consistency with the learning outcome specifications for the sixth level of the National Qualifications Framework.

Input

The formulation of program and course learning outcomes takes into account the mission and objectives of the program, benchmarking information, and the National Qualifications Framework.

Implementation Measures

The process of formulating program and course learning outcomes involves the following measures:

1. Identification of Work Team Members: The Programs and Plans Committee, with the approval of the Department Head, identifies work team members and assigns roles, models, and implementation deadlines.
2. Consideration of Program Mission, Goals, and Graduate Characteristics: The committee studies the program's mission, goals, and graduate characteristics to ensure alignment with the learning outcomes.
3. Study of National Framework and Related Documents: The committee reviews the national framework and related documents of the National Center for Assessment and

Accreditation, as well as academic and professional standards.

4. Review of Peer Experiences and Labor Market Needs: The committee reviews the experiences of peers at reference universities, developments in the field, and the needs of the labor market to inform the formulation of learning outcomes.
5. Presentation and Modification: The formulated results are presented to the departmental council for discussion, and feedback from the panel is incorporated by the working team.
6. Proposal of Teaching Strategies and Assessment Methods: Appropriate teaching strategies and assessment methods are proposed in accordance with the formulated learning outcomes.
7. Training Faculty Members: Faculty members are trained to proceed appropriately in formulating learning outcomes for academic courses.
8. Formulation of Course Learning Outcomes: Course learning outcomes are formulated in accordance with program learning outcomes.
9. Approval and Announcement: The learning outcomes are included in the course description and submitted to the departmental council for approval. Subsequently, the learning outcomes are announced to students.

Output

The outputs of the process include minutes of approval of specifications by the competent councils and authorities.

Preparing, Developing, or Amending the Study Plan for the Program

The process of preparing, developing, or amending the study plan for a program involves creating a detailed plan that includes the courses, their classification and sequence, the number of approved and actual study hours, as well as their prior and concomitant requirements. This plan also encompasses the division of courses according to their enrollment (mandatory, optional, free) and their division (university, college, department). The primary target of this process is to support planning and monitoring processes within the program. The responsibility for implementing this process lies with the Programs and Plans Committee of the department, with the Chairman of the Programs and Plans Committee being responsible for follow-up.

Determinants for Preparing, Developing, or Amending the Study Plan

Several determinants guide the preparation, development, or amendment of the study plan, including:

- Commitment to meet the minimum number of credit hours required for the qualification sought.
- Commitment to enroll in courses based on graduate characteristics and learning outcomes.
- Commitment to adhere to the University's policies and authority to create, modify, and enhance the curriculum.

- Commitment to comply with the coding system for courses at the university.
- Commitment to adhering to the course sequence and identifying current or past requirements for each course.
- Consideration of reducing past requirements as much as possible.
- Inclusion of the practical aspect and skill development.
- Inclusion of a cooperative education program.

Input

The preparation, development, or amendment of the study plan takes into account the mission and goals of the program and characteristics of graduates, learning outcomes of the program and courses, benchmarking information, and the committee's rationale for proposed modification, modernization, or establishment. Additionally, the National Qualifications Framework and the national framework for academic qualifications are considered.

Implementation Measures

The process involves the following measures:

1. Identification of Work Team Members: The Programs and Plans Committee, with the approval of the Department Head, identifies work team members and distributes roles, models, and timeframes for implementation, as well as justifications for the proposed modification, upgrade, or construction.
2. Development of the Study Plan: The committee develops the updated/modified/new study plan.
3. Presentation and Modification: The plan is presented for discussion by the department council, and feedback from the advisory committee is incorporated by the working team. The plan is then presented to the advisory committee, and modifications are made in accordance with the comments received.
4. Approval Process: The plan is presented to the department council for discussion, then forwarded to the College's Programs and Plans Committee. After modification based on the comments received, it is submitted to the College Council for discussion. The plan is amended according to the Council's comments and submitted to the College Vice Chancellor's Office for Academic Affairs via the "Banna" electronic system.
5. Review and Submission: The plan is reviewed by the College Vice-Rector's Office for Academic Affairs and submitted to external arbitration. Modifications are made in accordance with the comments in the report of the Vice-Rectorate for Academic Affairs of the College and in the report of the external arbitration of the program.
6. Completion of Approval Procedures: The plan is submitted to the College Vice-Rectorate for Academic Affairs for completion of the approval procedures and forwarding to the Department of Admissions and Enrollment for installation in the system.
7. Announcement to Students: The plan is announced to students.

Output

The outputs of the process include minutes of the teams meeting and minutes of meetings of the councils and the competent authorities.

Performing the Preparation, Modification, or Development of the Program Specification

The process of performing the preparation, modification, or development of the program specification involves creating descriptive information about the program and its learning outcomes. This information is crucial for supporting planning, monitoring the academic program, and evaluating its effectiveness. The responsibility for implementing this process lies with the Programs and Plans Committee of the department, with the Chairman of the Programs and Plans Committee being responsible for follow-up.

Determinants for Performing the Preparation, Modification, or Development of the Program Specification

Several determinants guide the preparation, modification, or development of the program specification, including:

- Participation of all faculty members in the development of the program specification.
- Commitment of the modification authority to the determinants of the program.

Input

The preparation, modification, or development of the program specification takes into account various inputs, including the mission and goals of the program, learning outcomes and graduate characteristics, a detailed plan of study showing the courses and their requirements, a detailed plan for each course, internal and external modifications, opinion surveys, annual program reports, benchmarking information, and practical manuals and procedural guides related to quality management and programs.

Implementation Measures

The process involves the following measures:

1. Preparation of Documents: The Committee on Programs and Plans prepares the necessary documents indicated as input for this procedure.
2. Work Plan and Team Identification: The committee determines the work plan for preparing the description and identifies the work team members, with the approval of the department head, distributing roles, forms, and timeframes for implementation.
3. Completion or Modification of the Description: The team responsible for preparing the description completes, modifies, or develops it according to the forms prepared by the National Center for Accreditation and Evaluation of Programs, taking into account all the inputs of the procedure.
4. Presentation and Modification: The prepared documents are presented and discussed at

the Departmental Council, and feedback from the committee is incorporated by the preparation team.

5. Submission and Review: The documents are submitted to the advisory committee, and modifications are made in accordance with the comments received. Subsequently, the documents are submitted to the departmental council for discussion and then to the College Programs and Plans Committee for review.
6. Approval Process: After modification based on the comments received, the documents are submitted to the College Council for approval. In the event of significant changes, the program specification is submitted to the College Vice Chancellor for Academic Affairs.
7. Completion of Approval Procedures: The program specification is reviewed and forwarded to external arbitration. After receiving comments on the program for amendment, the program specification is modified in light of the comments and submitted to the Department Council for approval. It is then submitted to the College Council for approval and referred to the College Vice Chancellor's Office of Academic Affairs to complete the approval procedures and confirm the amended program specification in the Admission and Registration System.
8. Announcement to Students: Upon approval, the program specification is announced to students.

Output

The outputs of the process include the approval of the program specification and minutes of approval from the competent councils and authorities.

Procedures for preparing, modifying, or developing the course specification and the field experience specification.

Description: Descriptive information about the course and learning outcomes.

Target: Support planning, monitor the course, and evaluate its effectiveness.

Implementation responsibility: Course coordinator.

Follow-up responsibility: Chairman of the Programs and Plans Committee in the department.

Reference:

- Program specification.
- Program study plan.
- Procedural guide for programs and study plans.
- Cooperative training portfolio (to describe field experience).

Determinants:

- Commitment to comply with all conditions of the description prepared by the National Center for Quality and Academic Accreditation and the Procedural Guide for Programs and Plans at the university.

Input:

- Program mission and goals.
- Learning outcomes and graduate attributes.
- Description of the program.
- Plan of study of the degree program.
- A detailed study plan showing the courses, their classification and sequence, the number of approved and actual hours of study, their prior and concurrent requirements, and the breakdown of courses by their enrollment (required, optional, free) and department (university, college, department).
- A detailed plan for each course that includes a general description of the course, language of instruction, objectives, learning strategies, assessment methods, and learning resources.
- Matrix linking the course learning outcomes to the program learning outcomes.
- Internal and external changes.
- Opinion surveys, annual program reports, program and course reports.
- Benchmarking.
- Procedures manual for quality.
- Procedures manual for programs and curricula.
- Authority matrix.

Measures:

- The Programs and Plans Committee is responsible for:
- Establishing the timeline for implementation, collecting input documents, and uploading them to the department's electronic cloud for the benefit of all participants in the development of the descriptions with the approval of the department head.

- The Development and Quality Committee conducts:
  - A training workshop to explain the mechanism for completing the program specification form created by the National Center for Quality and Academic Accreditation.
- The program coordinator assigned by the department council:
  - Reviews the submissions and prepares the program specification to coordinate.
  - Completes or modifies or develops the program specification form prepared by the National Center for Academic Accreditation and Evaluation in accordance with updated forms.

Approval Process:

- The description is submitted to the departmental council for approval if the requested changes are not substantial (returned to the authority responsible for program changes).
- If the changes are to modify the degree program or add a new degree program, it is submitted to the Advisory Committee for comment.
- The description is amended to reflect the comments and submitted to the Department Council.
- It is submitted to the College's Programs and Plans Committee for review.
- The description is amended to reflect the committee's comments.
- It is submitted to College Council for approval.
- The Vice President for Academic Affairs of the College becomes involved.
- The agency makes the observations and sends them to external arbitration.
- Send feedback to the program of study for modification.
- The program coordinator modifies its program specifications in light of the feedback.
- The report is approved by the department council.
- It is submitted to the College Council for approval.
- It is forwarded to the College Vice Chancellor's Office of Academic Affairs to complete the procedures for approval of the description with the modified degree plan and confirmation in the Admission and Registration System.

Outputs:

- The approved course descriptions.
- Minutes of approval of the descriptions by the competent councils and authorities.

Procedures for preparing, implementing and developing the operational plan

Description:

- Involves descriptive information about the program and learning outcomes.

Target:

- Aims to support planning, monitor the academic program, and evaluate its effectiveness.

Implementation Responsibility:

- Handled by a committee for measuring the operational plan and performance indicators.

Follow-up Responsibility:

- Falls under the jurisdiction of the head of the committee for measuring the operational plan and performance indicators.

Reference:

- Template (program specification) prepared by the National Center for Academic Accreditation and Evaluation.
- National Qualifications Framework.
- The procedural guide for the quality management system.
- The guide for programs and plans at the university.
- Authority Matrix.

Determinants:

- In developing the operational plan, consideration shall be given to the participation of all committees and the consistency of the operational plan of the college and the university strategic plan.

Inputs:

- Program mission and goals.
- College Strategic Plan.
- Improvement priorities included in previous operational plan final reports.
- Improvement plans related to priorities for improving implementation of the operational plan submitted by the various committees of the department.

- Improvement plans and improvement priorities included in the annual report and course reports.
- Improvement priorities from KPI reports and benchmarks.

- Survey reports.
- Reports on graduate characteristics and learning outcomes.
- Improvement priorities included in self-evaluation scales and self-study report, if available.

Measures:

- The Department Development and Quality Committee Head and the Associate Committee on Operating Plan and Performance Measures (Strategic Plan Unit Coordinator) link all improvement priorities received from the various reports to program goals and the program operating plan by completing a form that links the improvement priorities to the operating plan goals. This achieves alignment with the college's strategic plan initiatives.
- The various initiatives and improvement priorities are distributed to the various committees formed within the department, each according to their area of expertise, while a timeline is established for the development of improvement plans for those priorities.
- Each committee reviews improvement initiatives and priorities. A proposed improvement plan is developed, including a procedural plan for its implementation that includes the timeframe, responsibility for implementation, performance indicators, target, and resources needed.
- The Department Strategic Plan Coordinator collects the proposed plans and completes the Operational Plan Development Form, which includes the timeframe, responsibility for implementation, performance indicators, and target.

Approval Process:

- The operational plan is presented to the department council for discussion.
- The strategic planning unit coordinator in the department adjusts according to comments received.
- The operational plan is submitted to the Associate Dean for Development and Quality in the College for review.
- The departmental strategic plan coordinator adjusts according to comments received.
- The plan is submitted to the Division Council and College Council for approval.

Outputs:

- Include the approved operational plan, performance report, and record of approval of description by appropriate councils and authorities.

Performance Measurement Procedures

Description:

- Involves the preparation of a performance measurement report.

Target:

- Aims to analyze performance results.

Responsibilities:

- **Implementation Responsibility**: Operational plan and performance measure committee.
- **Follow-up Responsibility**: Coordinator of the Department of Statistics and Information (Chair of the Measurement and Evaluation Committee).

Reference:

- Referring to the procedural guide for the quality management system.

Determinants:

- Adherence to the mechanisms for creating performance measurement maps in the National Center forms in the case of performance indicators.

Inputs:

- Measurement of output.
- Surveys.
- Key performance indicators.

Measures:

- The Program Operational Plan and Performance Indicators Committee prepares and updates an action plan to prepare a performance measure in a specific time frame that takes into account the sub-mission dates of the periodic calendar reports.
- The program's Operational Plan and Performance Indicators Committee reviews the results of the annual program report and tracks the effectiveness of the implementation of the improvement plan in relation to the improvement priorities of the previous performance measurement reports.
- The Coordinator of the Statistics and Information Unit (Chair of the Measurement and Evaluation Committee) is responsible for following up on the implementation of measurement procedures, the collection of results, and the various improvement priorities of the competent authorities.
- The Operational Plan and Performance Indicators Committee discusses the results collected with the unit coordinators responsible for the various activities in the

department to determine priorities for improvement.

- The Operational Plan and Performance Indicators Committee is responsible for presenting the results of the reports to the Department Council, the various beneficiaries, and the advisory committees.
- The Operational Plan and Performance Indicators Committee is responsible for considering the opinions of the various parties that have been consulted.
- The report is presented to the Department Council to recommend approval of the various reports and the improvement priorities they contain, and to use them to improve performance.

Outputs:

- Performance Measurement Report.
- Minutes of Approval of Councils' Report.
- Minutes of Working Group Meetings.

Measuring Learning Outcomes at the Course Level

Assessment Method:

- The program relies on a direct assessment method, which is reflected in the results of written tests taken by students and in the use of verbal rating scales (Rubric) to assess student activities.

Customized Forms:

- The Development and Quality Committee has developed customized forms to facilitate the linking of outcomes to questions, and appropriate objectives were defined for each outcome based on the measurement results of the previous chapters.

Unified Model for Measurement:

- A unified model for measuring outcomes at the course level was created to facilitate the measurement process without compromising the quality of the measurement.

Assessment Procedures:

1. Use the following assessment procedures to prepare for measuring identified learning outcomes, beginning the first week of the semester.
2. Determine the performance indicator and target level, teaching strategies, and assessment methods for each learning outcome. These will be prepared in the course coordinator's protocol and approved by the Quality Committee and the Department Council.

3. Create a matrix for the correlation of learning outcomes in the course and determine the relative weight of each learning outcome.
4. Distribute grades across domains and content elements and determine the relative weight for each unit of assessment and course content.
5. Distribute grades for learning outcomes according to the assessment method, considering the integration of students' oral assessment with assignments to focus on quality while reducing attention to errors in performance details.
6. Apply the Excel tool to measure learning outcomes by completing the Excel form accordingly after all assessments are completed (form attached to the guide).
7. The Excel application extracts the results and presents them in a simple and understandable way, comparing the students' results at each output with the performance levels expected for them, exporting an explanatory chart for it and determining whether the output was achieved or not.
8. The course instructor and report writer analyze and interpret the results and write recommendations in the report. If the result is not achieved, they list the procedures needed to correct the deficiency.

Processing and Utilizing Evaluation Results:

- Based on these findings, recommendations, suggestions, and statements are made to improve program performance and increase its effectiveness, and these recommendations are included in the course report.

Role of the Development and Quality Committee:

1. The Quality Development Committee evaluates the true nature of these recommendations and suggestions, their applicability, and their relevance to assessment outcomes.
2. It follows up on the implementation of the recommendations and proposals in practice within the program and submits them to the concerned authorities.

Measuring learning outcomes at the program level

When measuring learning outcomes at the program level, it is important to ensure that assessments are aligned with program goals, provide intrinsic value, and effectively measure the attainment of learning outcomes. Additionally, the use of appropriate evaluation metrics and measurement tools can contribute to the comprehensive assessment of program-level learning outcomes.

Program Learning Outcomes	Measurement Method	Measurement Means	Responsible for the Measurement	Measurement Date of the Year	Target Performance Level
Describe fundamental laws and principles of physics theorems.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	80% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Recognize how the physical sciences govern technological advancements and their impact in our lives.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	75% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Calculate the solution of theoretical and practical physical problems.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	75% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Apply the methods to solve physics phenomena with proper tool.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	75% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Organize research reports on physics fields using a structured process of inquiry and scientifically-based research.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	75% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Evaluate physical models both analytically	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	65% of students achieve 70% or more

and computationally considering the limitations of different approaches	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Communicate comprehensive physics ideas, both orally and in writing.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	65% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Participate in a wide range of scientific tasks, duties and joint work.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	90% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)
Demonstrate academic values and ethical code of conduct.	Directly	PLO Assessment Method	Quality and Development Committee	The end of academic year	90% of students achieve 70% or more
	Indirectly	Survey	Measurement and Evaluation Committee		Minimum 80% (4.00 out of 5)

Questionnaires are distributed to employers, graduates, faculty members, and students to assess the program's learning outcomes and gather feedback on the program's effectiveness. The responses from these stakeholders provide a comprehensive evaluation of the program, encompassing perspectives from employers on graduates' performance in the labor market, graduates' satisfaction with their educational experience, faculty members' insights on curriculum design and program delivery, and students' perspectives on instruction and overall educational experience. This feedback helps identify areas for improvement and ensures the program remains relevant and responsive to the needs of all beneficiaries involved.

Survey	**Responsible for the evaluation and Measurement**	**Measurement Date of the Year**	**Target Level**	
Alumni questionnaire			**Domain for all beneficiaries**	**Target**

Students	Measurement and Evaluation Committee	The end of academic year	**Knowledge**	Minimum 80% (4.00 out of 5)
Faculty members			**Skills**	Minimum 80% (4.00 out of 5)
Employers survey			**Values**	Minimum 80% (4.00 out of 5)

Program Key performance indicators Framework

Each KPI is defined as the following elements:

- KPI definition
- Responsible unit or committee
- Data source
- Measurement frequency
- Target value

Key performance indicators measurement plan

Performance indicators are crucial for evaluating the quality and performance of Academic Programs. They support continuous development processes and decision-making. The National Centre for Academic Accreditation and Evaluation has established 11 key performance indicators at the program level, aligned with the Program Accreditation Standards version 2022. These indicators are the minimum requirements for periodic measurement to ensure program quality.

The academic program is expected to measure these key performance indicators using appropriate tools like surveys and statistical data. Each indicator should be assessed based on actual performance, targeted performance level, internal reference (internal benchmark), external reference (external benchmark), and new target performance level.

A report should be prepared, analyzing the results of each indicator, including performance changes and comparisons based on sites and gender. The report should provide an objective assessment of strengths and areas that require improvement.

Code	performance indicators	Implementation mechanism	Measurement timing	Measurement responsibility	Measurement Methods
KPI-P-01	Students' Evaluation of Quality of Learning experience in the Program	Distributing the questionnaire in the specified period of each semester. Extracting and analyzing the results in each semester	The end of academic year	Measurement and Evaluation Committee	Surveys

KPI-P-02	Students' evaluation of the quality of the courses	Distributing the questionnaire in the specified period of each semester. Extracting and analyzing the results in each semester	The end of each semester	Measurement and Evaluation Committee	Surveys
KPI-P-03	Completion rate	Collect cohort and tracking data Processing the results to extract the percentage from each batch	The end of academic year	Academic Affairs Committe e	Reports on Academic System
KPI-P-04	First-year students retention rate	Collecting the data of the students accepted in the last academic year with the current academic year and the data of students who continued from the last year at the university from the Academic Affairs Unit and then processing the results to extract the ratio	The end of academic year	Academic Affairs Committee	Reports on Academic System

KPI-P-05	Students' performance in the professional and/or national examinations	Collecting the results of the professional and national exams that the students took, then calculating the percentage	The end of academic year	HOD	Reports on Standardized tests
KPI-P-06	Graduates' employability and enrolment in postgraduate programs	Applying the graduate survey questionnaire and calculating the ratio	The end of academic year	Development and Quality Committee	Reports from Alumni Unit
KPI-P-07	Employers' evaluation of the program graduate's proficiency	Application of a questionnaire of the opinion of employers/training agencies on male/female students of the Physics Department of the Faculty of Science	The end of academic year	Measurement and Evaluation Committee	Surveys
KPI-P-08	Ratio of students to teaching staff	Collecting data on the numbers of students and faculty members in the program and calculating the ratio	The end of academic year	Academic Affairs Committee	Reports of Academic
KPI-P-09	Percentage of publications of faculty members	Collecting data through the faculty members' electronic data form and extracting results	The end of academic year	Scientific Committee	Scientific Research Unit
KPI-P-10	Rate of published research per Faculty member	Collecting data through the faculty members' electronic data form and extracting results	The end of academic year	Scientific Committee	Scientific Research Unit
KPI-P-11	Citations rate in referred journals per Faculty member	Collecting data through the faculty members'	The end of academic year	Scientific Committee	Scientific Research Unit

		electronic data form and extracting results			

Beneficiary survey plan

Essential surveys are conducted to gather feedback from all program beneficiaries including alumni, students, faculty members, employees, and employers, covering various aspects of the program. These surveys are carried out on an annual basis, and the results are carefully analyzed. Based on the findings, improvement plans are formulated and approved to address any identified areas for enhancement. The progress and success of these improvement initiatives are closely monitored and documented in the reports, ensuring a systematic approach to program development and continuous improvement.

Survey name	Survey topic	Target group	distribution responsibility	distribution timing	Survey uses	The target of the response
Students Survey						
Course Evaluation Survey	Course quality	students	Teacher	Before the end of each semester of the academic year	KPI Course Quality Assessment	Application for all courses of the program with a response rate of no less than 50% of the sample
Evaluation of student experience	The student's academic life and experience	Students who have passed half of the program duration	Teacher	Before the end of each semester of the academic year	KPI Program Experience Quality Assessment	A response rate not less than 50% of the sample
Program Evaluation	Final year students' satisfaction with services, support, and program management	Final year students of the program	Teacher	Before the end of each semester of the academic year	Program Quality Assessment	A response rate not less than 50% of the sample

Alumni Survey						
Alumni Survey	Alumni satisfaction with the program	Graduate students	Alumni Coordinator	At least 3 months before the end of academic year	Alumni satisfaction with the program	A response rate not less than 50% of the sample
Employers survey						
Employers survey	Employers' satisfaction with the program's outputs	Employer	Alumni Coordinator	Annually	KPI Employers' assessment of the competency of the program's graduates	A response rate not less than 50% of the sample
Employees survey						
Employees survey	Employees' satisfaction with the program's services	Employees	Measurement and Evaluation Committee	Annually	Employees' assessment of the competency of the program's services	A response rate not less than 50% of the sample
Faculty members						
Faculty survey	Measuring Faculty's satisfaction in all aspects.	Faculty members	Measurement and Evaluation Committee	Annually	Program Quality Assessment	A response rate not less than 100% of the sample

Periodic Evaluations:

Evaluating Faculty Members

- **Regular Evaluation Procedures**

Faculty members undergo regular evaluations to assess their performance against established criteria. These evaluations are conducted annually and involve the following procedures:

- **Utilizing Multiple Evaluation Methods**

To provide a comprehensive assessment of faculty performance, multiple evaluation methods are employed. These methods include self-assessment, supervisor evaluations, and student feedback.

- **Feedback and Guidance**

Constructive feedback is provided to faculty members based on the evaluation results, highlighting their strengths and areas for improvement. Additionally, guidance and support for professional development and growth are offered.

- **Documenting Evaluation Outcomes**

Records of faculty evaluations are maintained, documenting the evaluation results, feedback, and any action plans for improvement. These records serve as a reference for future decision-making.

- **Considering External Evaluations**

External evaluations, such as external peer reviews or evaluations by accrediting bodies, may be incorporated into the faculty performance evaluation process.

- **Ensuring Fairness and Transparency**

The evaluation process adheres to established policies and procedures, ensuring fairness, transparency, and consistency for all faculty members.

- **Supporting Ongoing Improvement**

Faculty members are encouraged to engage in continuous improvement by providing them with resources, opportunities for professional development, and mentoring.

Procedures for Preparing the Course Report and Accompanying Documents

Description: The course report aims to assess the quality of the educational process for the course. It focuses on ensuring the quality of teaching by verifying the effectiveness of teaching strategies in achieving the intended learning outcomes. The report also identifies administrative difficulties faced by the course instructor and examines the distribution of grades among different divisions. The ultimate goal is to determine priorities for improvement and develop an improvement plan based on the recommendations derived from the report.

Implementation Responsibility: The faculty member is responsible for preparing the course report.

Follow-up Responsibility: The Development and Quality Committee, along with the Course Coordinator, is responsible for monitoring the progress and implementation of the improvement plans.

Determinants: The faculty members must adhere to the course description and follow up on the course improvement plan. They are also responsible for measuring the achievement of intended learning outcomes using approved measurement mechanisms.

Inputs:

- Course description
- Course report from the previous semester
- Students' evaluation of course quality
- Reports on learning outcomes
- Statistical analysis of the distribution of scores

Procedures:

1. Consider all input available, including reports from different sections of the course.
2. The course faculty member prepares the report based on the information gathered.
3. The course coordinator also prepares a report based on the available information.
4. The course coordinator presents the report to the teaching staff of the combined course for discussion and to determine appropriate improvement plans.
5. The combined report is uploaded to the department's cloud storage.
6. The Development and Quality Committee monitors the fulfillment of course report requirements and tracks the progress of improvement plans in combined courses.
7. The committee provides feedback to the course coordinators on the quality of the reports.
8. The course coordinator adjusts the report based on the committee's notes and submits it within the specified timeframe.

9. The Development and Quality Committee meets with the Programs and Plans Committee in the department to review the proposed improvement plans in the collected reports.
10. The committee ensures the consistency of the plans with the course amendment policies, if any.
11. The committee notifies the coordinators of any observations made on the improvement plans.
12. The course coordinator adjusts according to the comments received.
13. The course reports are submitted to the department council for review and discussion.
14. The reports are uploaded to the electronic cloud of the College's Vice Deanship for Development and Quality.
15. The Vice Deanship of Development and Quality reviews the Combined Course Report, assesses the fulfillment of all report items, and submits a report to the College Council.
16. The Development and Quality Committee informs the coordinators of any observations and sets a timeframe for completion.
17. The course coordinator adjusts the report based on the comments received.
18. The course reports are submitted to the department council for review and recommendation for approval.
19. The improvement plans are presented to the College Council for approval if substantial improvement recommendations are identified.
20. The Vice Deanship of Development and Quality at the College submits reports to the University's Deanship of Development and Quality via the electronic cloud for evaluation and follow-up on the completion of previous improvement plans.
21. Recommendations for improving the report are submitted to the Vice Deanship of Academic Affairs based on approved amendment procedures.

Outputs: The outputs of this process include the course reports and minutes of approval from the relevant councils and authorities.

Procedures for Monitoring Quality of Courses Taught by other Departments

Description:

The procedures for monitoring the quality of courses taught by other departments in our undergraduate physics program are designed to ensure consistent and high-quality education across all departments. These procedures involve regular course evaluations, collaborative meetings, quality assurance reviews, and providing feedback and recommendations to the respective departments.

Follow-up Responsibility:

The responsibility for implementing and overseeing these procedures lies with the program coordinator and the designated quality assurance officer. They are responsible for coordinating course evaluations, organizing collaborative meetings, conducting quality assurance reviews, and providing feedback and recommendations to the relevant departments.

Determinants: The determinants for monitoring the quality of courses taught by other departments include:

1. Course evaluations - gathering feedback from students on course content, teaching methods, and overall satisfaction.
2. Collaborative meetings - exchanging ideas, sharing best practices, and addressing concerns related to course delivery.
3. Quality assurance reviews - assessing course materials, syllabi, assessments, and teaching methodologies.
4. Feedback and recommendations - providing suggestions for improvement and recognizing exemplary practices.

Inputs: The inputs for monitoring the quality of courses taught by other departments include:

1. Course evaluation surveys and feedback from students.
2. Collaboration and communication with faculty members from other departments.
3. Course materials, syllabi, and assessment methods.
4. Quality assurance guidelines and standards.

Procedures: The procedures for monitoring the quality of courses taught by other departments include:

1. Conducting course evaluations to gather feedback from students.
2. Organizing collaborative meetings with faculty members from other departments.
3. Performing quality assurance reviews of course materials, syllabi, and assessments.
4. Providing feedback and recommendations to the respective departments for improvement.

Outputs: The outputs of these procedures include:

1. An assessment of the quality of courses taught by other departments.
2. Feedback and recommendations provided to the respective departments.
3. Improved collaboration and communication among faculty members.
4. Continuous improvement in the quality of courses offered within the physics program.

Documentation of teaching quality assurance work

The documentation of teaching quality assurance work involves the creation of an electronic cloud by the development and quality committee of the department, utilizing Google Drive. This cloud serves as a repository for all quality-related files and facilitates access to these documents by all program members throughout each semester. The purpose of this documentation is to ensure consistent results, prevent errors, reduce costs, and establish defined and controlled processes.

The procedures for documenting teaching quality assurance work are as follows:

1. Faculty members of the department document all the requirements of the quality file for the course in the department's electronic cloud for quality files.
2. The electronic cloud is accessible to all faculty members in the department for viewing and utilization.
3. The development and quality committee organizes the files according to the study plan requirements.
4. Each faculty member addresses the requirements according to the designated work plan.
5. The course coordinator is responsible for monitoring the completion of files at the end of each semester.
6. The Development and Quality Committee prepares a report on the extent to which the requirements are met and submits it to the department head for necessary actions.

Required document	Content and Notes	Time	Data level and responsibility
Curriculum Vitae	The CV is updated and filled. Must be updated periodically	The first week of each semester	Faculty member
Course description	Description of the approved course according to the form of the National Center for Academic Accreditation. The description is periodically reviewed at the beginning of each semester, focusing on teaching strategies and based on the improvement plans identified in the course coordinator's report from the previous semester. This review process requires approval from the department council. Additionally, for other development reviews, it is important to adhere to the procedural guide for plans and programs. Once reviewed and approved, the specification is signed by both the course and program coordinators during a department meeting.		Course coordinator
Course Syllabus	Filled according to the approved form. The plan is announced among students and uploaded to the course quality file cloud.		Each section teacher
Coordinator Minute 1	The minutes contains table of content, teaching strategies, evaluation methods, and grades for the course learning outcomes that are agreed upon within the course sections teachers. The forms are signed by all course sections teachers, and collected at the department level, approved by the department council, and included in the course file. The agreed upon grade distribution across course learning outcomes are filled in the approved and announced excel sheet.		Course coordinator
Coordinator Minute 2	The minutes contain discussion of the previous course report improvement plans, assessing them, and agree upon an action plan to enforce it.	The second week of each semester	Course coordinator
Exams samples	A sample test containing the correct answers	At the end of each exam period	Course coordinator
Samples of students' work	Corrected forms of student tests for each section distributed according to performance (highest, average, and lowest score) for each section.		Course coordinator
Samples of all academic and extra-curricular work for students	Corrected forms of all academic and extra-curricular work for students	At the end of each activity	Each section teacher

Coordinator Minute 3	The minutes contain discussion to the progress of implemented plans and students' performances, with immediate corrections with short time plans before the end of semester.	The weeks after examinations	Course coordinator
Coordinator Minute 4	The final minutes contain discussion about overall results and plans outcomes, with the proposed recommendations for next year course delivery	The end of the semester	Course coordinator
Excel Sheet	The sheet contains the course learning outcomes that were started filling during the first coordinator meeting minute setting all grades across the course learning outcomes	The end of the semester	Course coordinator
Survey Results	The survey results are obtained when the course instructor sends the link for the course evaluation questionnaire to all students of the course section.		Course teacher
Final grade results signed by program leaders and course instructor	The transcript is an official document that is downloaded from the academic system portal. It must contain the signatures of one of the program leaders.	The end of the semester	Each section teacher
Combined course report	The course report, signed by the course coordinator and program supervisor, and attached to the minutes of the course coordinator's meeting with the course instructors and in which all the topics discussed are indicated. Filled in according to the form of the National Center for Academic Accreditation and Evaluation		Course coordinator

Annual Program Report Preparation Procedures

Description The annual program report (focuses on evaluating the quality of program performance. Its purpose is to measure and assess the program's effectiveness and utilize the evaluation results for development and improvement.

Annual Program Report Workflow

1. Collect all course reports from faculty members.
2. Extract KPI data from relevant units.
3. Committees submit summary reports.
4. Program Coordinator compiles the APR.
5. Development & Quality Committee verifies the evidence.
6. Submit APR to Department → College Council.
7. Prepare an Improvement Plan based on APR findings.

Implementation Responsibility: The Development and Quality Committee is responsible for preparing the annual program report.

Follow-up Responsibility: The Chairman of the Development and Quality Committee is responsible for monitoring the progress and completion of the annual program report.

References The annual program report is prepared using the form provided by the National Center for Academic Accreditation and Evaluation. The procedural guide to the quality management system is also mentioned.

Determinants The program's mission and objectives serve as the foundation for the report.

Input

- Program specification
- Course reports
- Output measurement data
- Committee meetings minutes
- Polls
- Key Performance Indicators (KPIs)
- Annual program report from the previous year
- Report on completion of the operational plan for the previous year

Procedures

1. The Program Development and Quality Committee collaborates with faculty members to create an action plan for preparing the annual program report. Tasks are assigned to faculty members based on a designated timeframe provided by the Deanship of

Development and Quality.

2. The Program Development and Quality Committee coordinates meetings of the team responsible for preparing the annual program report. During these meetings, the report is reviewed, the effectiveness of the previous year's development plan is assessed, relevant sections are discussed, and improvement priorities are identified.
3. The Program Development and Quality Committee ensures coordination and standardization of the final version of the annual program report.
4. The Development and Quality Committee engages in discussions with unit coordinators responsible for various activities within the department to develop a proposal for a development plan based on improvement recommendations.
5. The Development and Quality Committee presents the report to the department council, relevant beneficiaries, and advisory committees.
6. The Development and Quality Committee considers the opinions of various stakeholders who participated in polls.
7. Reports are submitted to the College's Vice Deanship for Development and Quality for quality monitoring, reviewing, and verification of the fulfillment of the program's annual report items.
8. The Development and Quality Committee incorporates notes received from the Agency for Development and Quality into the report and makes necessary adjustments.
9. The report is submitted to the Department Council for approval.
10. The report is presented to the College Council for review and discussion of improvement and accreditation plans. The various college bodies are directed to support the implementation of improvement plans.
11. The report is submitted to the Deanship of Development and Quality for further quality evaluation.
12. If substantial modifications are required for improvement, the report is submitted to the Vice Deanship of Academic Affairs.

Outputs The annual program report is approved, and minutes of approval are obtained from the relevant councils and authorities. Minutes of working group meetings are also generated.

Quality Assurance Management: Utilizing Periodic Evaluations

The quality assurance system in the program aims to leverage course evaluations for continuous improvement and enhancing performance quality. This process operates within the authority matrix, allowing for modifications to the program or courses based on program and course descriptions. The planning and review process follows a specific sequence.

1. Utilizing Course Evaluations: The quality system enables various entities in the program to benefit from course evaluations. The evaluations are used to achieve continuous improvement and raise the quality of performance. Any modifications to the program or courses are made in accordance with the authority matrix, with reasons for these modifications clearly stated.

2. Planning and Review Process: The planning and review process involves the following steps:

   a. Program Evaluation:

   - The Development and Quality Committee prepares an action plan for the annual program report, involving the participation of faculty members.
   - Tasks for preparing the program report are distributed among faculty members based on specified timeframes.
   - The Program Development and Quality Committee coordinates meetings of the team responsible for preparing the program report.
   - The team reviews the annual program report and assesses the effectiveness of the previous year's development plan.
   - Discussions are held to identify improvement priorities.

   b. Standardization and Coordination:

   - The Program Development and Quality Committee ensures coordination and standardization of the final version of the annual program report.

   c. Improvement Recommendations:

   - The Development and Quality Committee discusses improvement recommendations with the unit coordinators responsible for various activities in the department.
   - A proposal for a development plan is developed based on these recommendations.

   d. Report Presentation and Approval:

   - The Development and Quality Committee presents the report to the department council, relevant beneficiaries, and advisory committees.

- The views of various stakeholders who participated in polls are taken into consideration.
- Reports are submitted to the College's Vice Deanship for Development and Quality for quality monitoring and verification of report items.
- The Development and Quality Committee incorporates notes received from the Agency for Development and Quality into the report and makes necessary adjustments.
- The report is submitted to the Department Council for approval.
- The report is presented to the College Council for review and discussion of improvement and accreditation plans.
- The report is submitted to the Deanship of Development and Quality for further quality evaluation.
- If substantial modifications are required, the report is submitted to the Vice Deanship of Academic Affairs.

3. Outputs: The annual program report is approved, and minutes of approval are obtained from the relevant councils. Minutes of working group meetings are also generated.

Procedures for Identifying and Nominating Training Needs

Domain: All business aspects that directly affect the implementation, management, and follow-up of the department's main business and tasks.

Target: To develop and improve the performance of the department's employees.

Implementation Responsibility:

- Department Head
- Department Supervisor

References:

- Training controls and standards at Tabuk University
- Procedural guide for the Department of Quality Assurance Department

Determinants:

- Course improvement plans and Course reports
- Improvement plans received from the program report
- Training needs specified in the operational plan of the program

- Improvement plans resulting from the evaluation of the faculty members
- Training needs of the staff of the various committees
- Training needs of the teaching staff

Measures:

1. Inventory of Training Needs:

- The program management sets a specific timeframe, corresponding to the official dates provided by higher authorities, to conduct an inventory of the department's training needs.
- All training needs identified in the improvement plans are reviewed by the program management and listed in the training needs form.

2. Identification of Individual Training Needs:

- All members of the program are given the opportunity to submit their training needs in various academic fields by accessing the department's electronic cloud link and completing the need identification form within a specific timeframe.

3. Committee Staff Training Needs:

- The program management determines the training needs of the committee staff based on their assigned tasks.

4. Submission of Training Needs:

- The department management submits its training needs to the Vice Deanship of Development and Quality in the college.
- The Vice Deanship of Development and Quality forwards the training needs to the authorized Deanship of Development and Quality, responsible for providing training programs to develop skills.

5. Attendance at Training Programs:

- Once the training programs are officially announced by the Deanship of Development and Quality, the program management directs and encourages all members to attend, especially those who require performance improvement.
- If the places are limited, the program management nominates members based on their tasks or specific needs for performance improvement.

Outputs:

- A letter is sent to the Agency for Development and Quality, accompanied by a needs inventory form, containing the various training needs of the department.

Comprehensive Evaluation Procedures for the Physics Program

Description: The comprehensive evaluation procedures involve preparing the environmental analysis file, self-evaluation standards, and the self-study report according to the standards set by the National Center for Academic Accreditation and Evaluation.

Target: The comprehensive evaluation aims to assess the program's success in graduating distinguished scientific competencies in the field of specialization. It also evaluates the appropriateness of educational practices in achieving the strategic direction of the program and the availability of appropriate resources and facilities. Additionally, it assesses the novelty, integration, and balance of the program's courses in meeting the requirements of the college, university, and the specialization's academic and professional developments from the perspective of beneficiaries.

Implementation Responsibility: Development and Quality Committee

Follow-up Responsibility: Chairman of the Development and Quality Committee

Determinants: The program's mission and objectives serve as the matrix of authorities for the comprehensive evaluation.

Input: The comprehensive evaluation takes into account various inputs, including:

- National trends according to the requirements of sustainable development in the Kingdom
- National Qualifications Framework
- Academic and professional standards in the field of specialization
- Statistical reports on students' quarterly results
- Periodic reports on academic programs and courses
- Results of implementing the operational plan of the program over the past three years and measuring the extent of deviation from its objectives
- Beneficiary surveys
- Academic expert arbitration
- Employer's opinion survey in the field of specialization

Measures:

1. The Quality Committee explores successful practices and pioneering experiences within and outside the college programs in preparing self-study reports for academic programs.
2. The Development and Quality Committee forms comprehensive evaluation committees and proposes an action plan with the approval of the department council.

3. The action plan includes all procedures and requirements for preparing comprehensive evaluation reports, such as the environmental analysis report, self-evaluation measures, and self-study report. It also defines responsibilities, implementation timelines, and required resources.
4. Committees and work teams are constituted to implement the plan, with the participation of all faculty members based on their academic and administrative expertise, tendencies, and desires.
5. The work plan proposal is discussed, and the procedures and organizational structure of the program's comprehensive evaluation committee are approved by the department council.
6. The constituted committees meet periodically to assess their performance in carrying out assigned tasks.
7. Each committee submits a periodic achievement report to the Development and Quality Committee, which includes progress, difficulties, and obstacles encountered.
8. The Development and Quality Committee, along with the Program Management Committee, ensures the proper implementation of the approved work plan, coordinates meetings, provides necessary support to various committees, and overcomes obstacles.
9. The Development and Quality Committee takes responsibility for the final coordination of the comprehensive evaluation reports, which determine priorities for improvement.
10. The reports are presented to an independent opinion, following the university's policies and procedures, which highlight strengths and areas for improvement.
11. The independent opinion is discussed within the comprehensive evaluation committee of the program, and the recommendations are distributed to the relevant sub-committees for their response or rejection with appropriate justifications.
12. The Development and Quality Committee collects all improvement priorities and presents them to the main committees of the department. Workshops organized by the Development and Quality Committee identify appropriate improvement plans.
13. Recommendations and improvement plans are presented to the department's councils for discussion and consideration of their views.
14. The plans are modified based on the received comments.
15. The plans are submitted to the department and college councils for approval.
16. The approved improvement plans are included in the operational plan of the department and linked to the objectives.

17. If the recommendations are essential, such as reviewing and developing the strategic direction or structural composition of the program, they are submitted to the Agency for Academic Affairs for further assistance through the College's Programs and Plans Committee.

Outputs: The outputs of the comprehensive evaluation process include approved evaluation reports, minutes of approving reports from the councils, minutes of work team meetings, and minutes of the improvement plan.

Procedures to Verify Students' Work

To ensure the integrity of students' work, faculty members within our program have implemented a series of actions and procedures to verify that the submitted assignments and projects are the original production of the students. The following steps are taken by faculty members as part of our quality assurance process:

1. **Comparative Analysis**: Faculty members compare the solutions and submissions across different class sections to identify any similarities or patterns that may indicate potential academic misconduct. This comparative analysis allows for a comprehensive examination of the work and helps to identify any inconsistencies or irregularities that may arise.

2. **Engagement and Discussion**: Faculty members engage in discussions with students to further verify the authenticity of their work. These interactions provide an opportunity for students to explain their thought processes, methodologies, and approaches in solving problems or completing assignments. By engaging in these discussions, faculty members gain insight into the students' understanding of the subject matter and can assess the originality of their work.

3. **Plagiarism Detection Software**: To supplement the manual verification process, faculty members utilize plagiarism detection software, such as Turnitin in Sahel platform, and SafeAssign in Blackboard platform. These software scans the submitted assignments and projects, comparing them against a vast database of academic sources and online content to identify any instances of plagiarism. The results from the plagiarism detection software provide additional evidence to support the verification process.

4. **Research Project Reports**: For research project courses or similar activities, faculty members emphasize the importance of original work through clear instructions and reminders to the students. In addition, faculty members require students to submit their work in stages, allowing for ongoing verification and feedback. This process ensures that the final project report is a genuine representation of the student's own research and analysis.

5. **Formal Email Confirmation**: Students send formal emails to faculty members, reiterating their work originality. This serves as acknowledgement from students to the expectations and requirements for maintaining academic integrity.

Through these actions and procedures, faculty members within our program diligently verify that students' work is their own production. The combination of manual verification, engagement with students, utilization of plagiarism detection software, and clear communication ensures that the integrity of the program is maintained and that students are held accountable for their own academic achievements.

Procedures for Supporting Gifted and Struggling Students

Domain:

Academic support and student success

Target:

To provide necessary support and resources to gifted and struggling undergraduate students in the physics program.

Implementation Responsibility:

• Head of Development and Quality Committee

• Physics Program Faculty and Staff

References:

• Best practices in supporting gifted and struggling students at the undergraduate level worldwide

• Quality assurance manuals from leading universities with successful support programs

Determinants:

• Academic performance records and evaluations

• Feedback from faculty members and advisors

• Identification through standardized tests or assessments

• Observations and recommendations from student support services

Measures:

1. Identification of Gifted and Struggling Students:
   - The faculty members, advisors, and student support services collaborate to identify gifted and struggling students within the physics program.
   - Academic performance records, evaluations, and standardized tests are considered in the identification process.
2. Individualized Academic Support Plans:
   - For gifted students, individualized academic support plans are developed to provide enrichment opportunities, research projects, and advanced coursework.

- For struggling students, individualized academic support plans are developed to provide additional tutoring, mentoring, and targeted interventions.

3. Tracking and Monitoring Progress:

- The faculty members and advisors track the progress of gifted and struggling students regularly.
- Feedback from faculty members, advisors, and student support services is used to assess the effectiveness of the support plans.

4. Collaboration with Student Support Services:

- The program collaborates with student support services to provide additional resources such as counseling, study skills workshops, and time management seminars.
- Regular meetings and communication between faculty members, advisors, and student support services ensure a holistic approach to student support.

5. Continuous Improvement:

- The Head of Development and Quality Committee regularly reviews and evaluates the effectiveness of the support programs.
- Feedback from faculty members, advisors, and students is collected and used to make necessary adjustments and improvements to the support procedures.

Outputs:

A comprehensive report is prepared by the Head of Development and Quality Committee, summarizing the support provided to gifted and struggling students in the physics program.

The report, along with individualized academic support plans, is submitted to relevant authorities for review and implementation.

Procedures for Encouraging Employee Ideas and Vision in Program Development Domain:

All aspects of program development and improvement

Target:

To foster a culture of innovation and collaboration among program employees

Implementation Responsibility:

- Head of Development and Quality Committee
- Department Head

References:

- Best practices in fostering employee engagement and idea generation
- Quality assurance manuals from leading universities with successful innovation programs
Determinants:
- Employee feedback and suggestions
- Identified areas for program development and improvement
- Strategic goals and objectives of the department

Measures:

1. Establishing an Idea Submission System:
    - The department establishes a formalized system for employees to submit their ideas and visions for program development.
    - A dedicated platform, such as an online portal or suggestion box, is made available for employees to submit their ideas.
2. Encouraging and Promoting Idea Generation:
    - Regular communication and awareness campaigns are conducted to encourage employees to share their ideas and visions for program development.
    - Department-wide meetings, workshops, or brainstorming sessions are held to promote idea generation and collaboration.
3. Evaluation and Selection of Ideas:
    - The Head of Development and Quality Committee, in collaboration with the Department Head, reviews and evaluates the submitted ideas.
    - Criteria for evaluation, such as alignment with program goals, feasibility, and potential impact, are established to guide the selection process.
4. Recognizing and Rewarding Employee Contributions:
    - Employees whose ideas are selected for implementation are recognized and rewarded for their contributions.
    - Recognition can include certificates, public acknowledgment, or monetary incentives, as deemed appropriate by the department.
5. Implementation and Follow-up:
    - Selected ideas and visions are implemented in collaboration with the relevant stakeholders.
    - Regular follow-up is conducted to monitor the progress and impact of

implemented ideas, and adjustments are made as necessary.

Outputs:

- A comprehensive report is prepared by the Head of Development and Quality Committee, summarizing the ideas and visions submitted by employees.
- Selected ideas, along with the corresponding implementation plans, are documented and added to the program development initiatives.
- A record is maintained to track the progress and outcomes of implemented ideas.

Requirements for Applying for Changes According to Modification Matrix

1. Adherence to Approved Regulations: Applicants must adhere to the regulations approved by the Vice Presidency for Academic Affairs regarding previous applications.

2. Required Documentation: All change requests must include the following documentation:

- Justifications for the request.
- Benchmarking with at least three universities.
- Self-study of challenges or difficulties that require change, including data collection, stakeholder interviews, questionnaires, and other data collection methods, along with the course and program report.
- Administration forms assigned to each previous application.

3. Updating Approved Changes: All previous requests, based on the validity of their approval, must be presented to the Department of Programs and Study Plans to update the approved course or program specification.

4. Time Limit for Submission: The Department of Programs and Study Plans sets a time limit for submitting all previous change requests.

5. Coordinating Updates: The Department of Programs and Study Plans, under the University's Vice Presidency for Academic Affairs, is responsible for coordinating with other relevant parties to update the approved changes. This includes updating the study plan on the student information system.

Modification Matrix

Execution level							The Task
Ministry of education	University Council	Programs and Study Plans Committee	Program management and study plans	College Council	College Programs and Plans Committee	Department Council	
Changes at the college level and scientific departments							
✓	✓	✓	✓				Create a new college
✓	✓	✓	✓	✓			Change the name of the college
✓	✓	✓	✓	✓	✓	✓	Create and modify the name of the scientific department
Changes to the academic program level							
	✓	✓	✓	✓	✓	✓	Creating a new program
	✓	✓	✓	✓	✓	✓	Add or remove a track for the program
	✓	✓	✓	✓	✓	✓	Change the Program admission requirements
	✓	✓	✓	✓	✓	✓	Change the name of the certificate or academic degree
	✓	✓	✓	✓	✓	✓	Update graduation requirements
		✓	✓	✓	✓	✓	Update the vision, Mission, and objectives of the

							program
		✓	✓	✓	✓	✓	Change the name of the academic program
		✓	✓	✓	✓	✓	Update total program hours

		✓	✓	✓	✓	✓	**Update program learning outcomes**
		✓	✓	✓	✓	✓	**Update program specification**
		✓	✓	✓	✓	✓	**Update the criteria for regularity in the study**
		✓	✓	✓	✓	✓	**Update points of entry or exit from the program**
		✓	✓	✓	✓	✓	**Add a prerequisite within the program**
		✓	✓	✓	✓	✓	**Add a concurrent requirement within the program**
			✓	✓	✓	✓	**Change the order of the output matrix**
			✓	✓	✓	✓	**Update the performance indicators of the program**
				✓	✓	✓	**Delete a previous requirement within the program**
				✓	✓	✓	**Delete a concurrent requirement within the program**
				✓	✓	✓	**Update the facilities and the program's operational plan**
Course level changes							
		✓	✓	✓	✓	✓	**Change the course name**

		✓	✓	✓	✓	✓	**Change in the number of taught or approved hours for a course**

		✓	✓	✓	✓	✓	**Change of semester within the program plan**
		✓	✓	✓	✓	✓	**Course Description Update: Changes affecting course outcomes by more than 25%**
		✓	✓	✓	✓	✓	**Update the teaching duration of the course**
		✓	✓	✓	✓	✓	**Update language teaching**
			✓	✓	✓	✓	**Change the course code**
						✓	**Update course References**
						✓	**Update the means and teaching methods for the course**
						✓	**Update the means and methodologies of measurement and evaluation of the course**
						✓	**Changes affecting course outcomes by less than 25%**
				✓	✓	✓	**Update course policies**

Gap Analysis: Updates Compared to Previous QA Manual

The following table summarizes the major enhancements and changes introduced in the 2025 version of the QA Manual for the Bachelor of Physics program, as compared to the original version (R701, Academic Year 2022). These changes reflect alignment with the UT Strategic Plan 2023-2027, NCAAA guidelines, and internal quality assurance updates.

Section	Original Version (2022)	Updated Version (2025)
Program Mission & Goals	Generic statement, loosely aligned to national strategy.	Fully revised to reflect UT 2023-2027 plan and Vision 2030.
Program Learning Outcomes (PLOs)	Not clearly aligned with NQF.	Updated and mapped to NQF Level 7 framework.
Quality Committee Responsibilities	Limited to routine review tasks.	Expanded to include strategic alignment, training, benchmarking.
Organizational Structure	General and lacking clear hierarchy.	New section added with defined roles, formation procedures, and structure.
Stakeholder Engagement	Minimal detail on surveys or feedback loops.	Included annual review plans, external benchmarking, and survey tools.
Documented Procedures	Scattered references, no dedicated section.	Dedicated section consolidating all QA operational procedures.