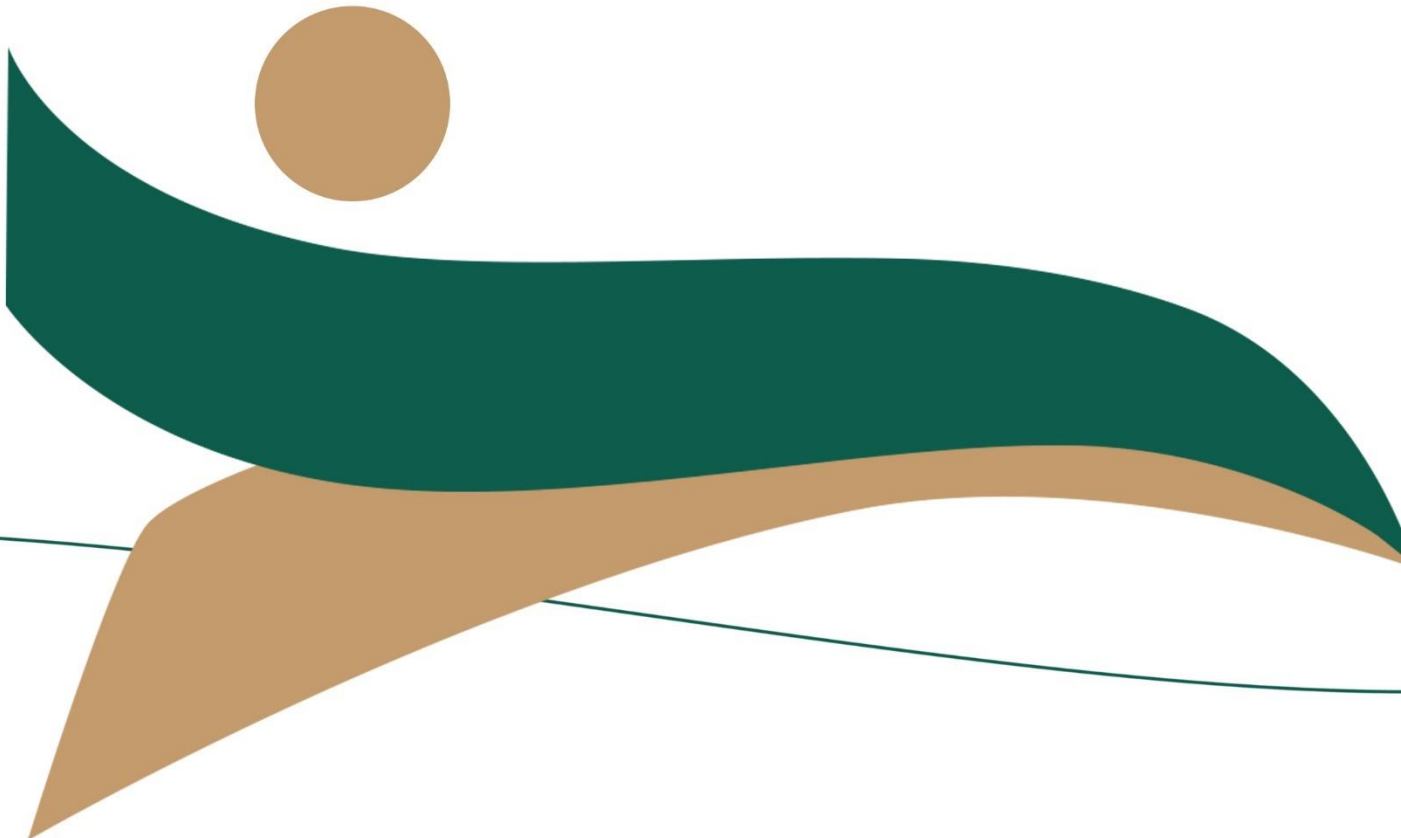


*This directory is subject to review and amendment



Assessment and Exams Directory for Departments and Faculty Members

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Introduction

Student evaluation processes at Shaqra University are subject to a comprehensive plan in which priorities, means, tools and operational steps are defined, the purpose of each evaluation is determined, and the appropriate tool is selected impartially and used in its service. To avoid any causes of conflict of interest between the evaluator and the student; adopting clear, honest, consistent and fair policies and procedures for the evaluation process so that they are announced to both faculty members and students.

The evaluation process must be characterized by its objectivity, transparency and fairness, as well as the appropriate number of evaluation times and the timing of its conduct. The interest of the university to implement the above, this guide came to contribute in guiding departments and faculty members in the evaluation process procedures throughout the semester for each course.

Guide Terms

Measurement: Putting an object in a quantitative form using cognitive, skill and psychological tests and measures (quantitative description).

Valuation: Estimating the value of things and making a judgment about them (diagnostics).

Evaluation: fixing weaknesses, maintaining and strengthening strengths (treatment).

Test: It is defined as measuring and evaluating all the work carried out by the teacher, in order to judge the level of students' achievement, their comprehension of what they receive, and their understanding of the topics they studied, it is a basic tool that helps in achieving the desired educational goals of the course, and it is also an effective force that reveals the effectiveness of the methods and teaching techniques used, curricula, and textbooks.

About Shaqra University

Shaqra University is one of the most recent Saudi universities whose establishment was issued by the Royal Decree, whereas the Noble Royal Decree No. (7305/M.B. dated 3/9/1430 AH) was issued to establish Shaqra University.

The headquarters of the university is located in the city of Shaqra. The university currently includes more than twenty colleges distributed in several governorates and centers, namely: Shaqra, Al-Quway'iyah, Dawadmi, Sajer, Dharma, Afif, Al-Muzahimiyah, Thadiq and Al-Mahmal, these colleges include many academic departments, which award various scientific degrees studies in higher education for theoretical, applied, engineering, medical and technical disciplines; These majors cover the city of Shaqra and its affiliated governorates, and the campus area of the university city is (13,707,436) square meters. The number of university students reached 28,112 thousand students, the number of faculty members and the like was 1,337, and the number of employees was 987. An administrative system was also formed in the university in addition to the integrated academic system, in which there are (5) agencies, in addition to the supporting deanships, which are (10), in addition to departments and units such as the Department of International Cooperation, the Intellectual Awareness Unit, and the Academic and Psychological Guidance Unit, all of which focus on their basic functions on Supporting the educational process provided by the university to male and female students at all levels of study, and serving the university and society in all its categories and members, to meet the needs of the Saudi labor market in the public and private sectors.

The first phase of the university infrastructure of faculties and deanships, as well as housing for faculty members, was completed, and a number of buildings for female students' colleges were operated in a number of university faculties in various governorates, such as: Thadiq, Dharma, Al-Quway'iyah, Shaqra, Dawadmi, and Afif colleges, and work is still in progress, on equipping college buildings for students. The university has built many lectures rooms and temporary facilities to meet the needs of the various academic departments, faculties, and the various administrations of colleges.

Shaqra University's vision, mission and goals

Vision

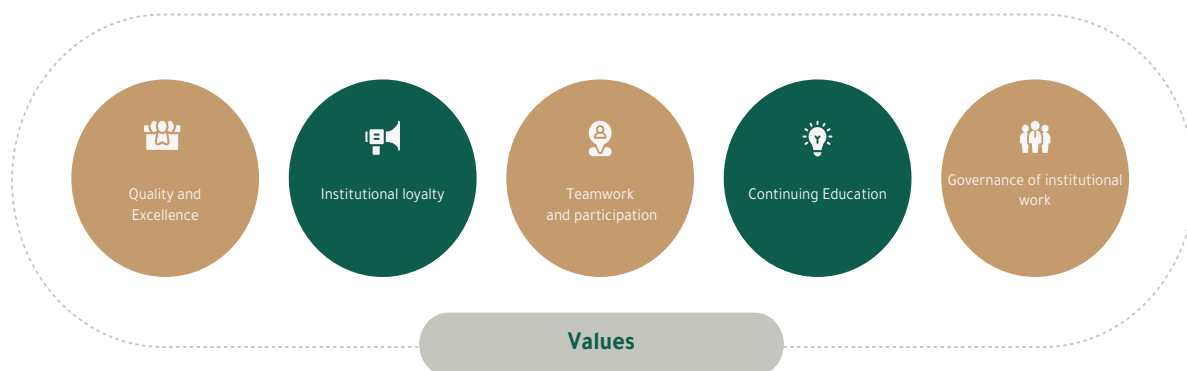
Outstanding Education, Influential Scientific Research, Vital Society.

Message

Building specialized and distinguished competencies that keep pace with labor market changes through competitive educational programs, qualified cadres in an attractive academic and research environment, effective systems, and fruitful community partnerships.

Values

The University is committed to the following values:



Strategic Goals

1-Raising the efficiency and effectiveness of the organizational, administrative and financial environment.

2-Improving the efficiency and effectiveness of academic and administrative human resources.

3-Achieving competitive educational outcomes that keep pace with labor market changes.

4-Providing scientific research according to developmental and societal priorities.

5-Strengthening partnership with the community and actively contributing to its development and service.

6-Improving infrastructure, technology and support services.

Evaluation of educational process

Evaluation occupies a great place in the educational system in all its dimensions and aspects due to its importance in determining the amount of the desired educational goals that are expected to reflect positively on the student and the educational process equally.

Evaluation may use tests, observational tools, rating scales, trend measures, or subjective assessment methods. The achievement tests are one of the most important tools for measuring the cognitive achievement of the learner.

The final degree of the undergraduate course consists of the following parts:

- 1-The degree of term activity.
- 2-One or two regular exams.
- 3-A practical test (for the applied sections), if any.
- 4-A final written test in the subjects in which there is a final exam, and the highest score out of the total scores is calculated for it.

With the necessity of clarifying the criteria for tests and assessment (Scoring Rubrics) for students with regard to the grades of the semester work, and this is followed by feedback.

The time for the final exam shall not be less than two hours and not more than three hours.

Announcing the dates and times of the final exams schedules officially no less than 4 weeks from the date of taking them, on the (university website, the university system, the college building and the department).

Among the most important weaknesses that should be avoided or improved when preparing the tests are the following:

- 1-Lack of skill in formulating the substantive paragraphs of the tests and resorting to essay tests.
- 2-The test paragraphs did not cover the aspects of the course that was prepared to measure the student's cognitive achievement in it.

3-Lack of interest in preparing specification tables for tests.

4-Decreased levels of knowledge that the test items are intended to measure among students.

5-Not carrying out statistical adjustments to the tests, in order to determine their validity and reliability.

The concept of measurement, evaluation and evaluation:

Measurement refers to the numerical value (quantity) that the student obtains in the exam (test). Therefore, measurement becomes a process that means a quantitative description of behavior or performance, and evaluation is the process that is used in the measurement results or is the setting of a quantitative value for things.

In order not to overlap in the understanding and definition of both valuation and evaluation, valuation is defined as determining value and quantity, while evaluation means modification, improvement and development.

Measurement: Putting an object in a quantitative form using cognitive, skill and psychological tests and measures (quantitative description).

Valuation: Estimating the value of things and making a judgment about them (diagnostics).

Evaluation: fixing weaknesses, maintaining and strengthening strengths (treatment).

Within the framework of this concept, it should not be limited to judging the student with success or failure through the traditional examination system, but rather the teacher's task and role is closer to the task of the doctor, not limited to merely reading the thermometer or sphygmomanometer, but rather that goes beyond diagnosis to treatment.

Therefore, it can be said that the valuation is just making judgments, while the evaluation includes the issuance of judgments coupled with plans to modify the course and correct the direction in the light of the information resulting from the data. Most study programs suffer from being limited to assessment, as represented in the traditional

final exams. It is more correct to seek to convert the destination to assessment in its comprehensive sense and to be interested in intervention for treatment, development and improvement.

In light of this, we can define evaluation as a planning process to obtain information, data or facts to make a judgment in order to arrive at quantitative estimates and qualitative evidence that contribute to making or choosing the best decision for development and improvement.

Some practical features of evaluation

Among the most important foundations and principles of the evaluation process that should be referred to are the following:

- 1-Evaluation is a means to an end and not an end in itself.
- 2-There is no evaluation without information, data or facts because it is a process through which a judgment will be made and an improvement plan is built.
- 3-It is a planned process and not a random process that is based on determining a value for something in the light of certain criteria, and it depends on the multiplicity of methods and the diversity of the tools used, and it adheres to the characteristics of honesty, stability and objectivity.
- 4-A continuous process throughout the educational year for the purpose of development and improvement of performance.
- 5-The results depend on the quality and accuracy of the tools used.
- 6-It deals with all the activities practiced by the learner and includes the various aspects of his growth.

Evaluation foundations

Students' evaluation should be based on a set of foundations and principles:

- 1-The evaluation should be fair and comprehensive.
- 2-It should be based on distributing tasks and assuming responsibilities.
- 3-It should be based on normative references that achieve quality standards, academic accreditation, accreditation requirements, and the National Qualifications Framework.

4-Evaluation operations are subject to a comprehensive plan in which priorities, means, tools and operational steps are defined, the purpose of each evaluation is determined, and the appropriate tool is selected and employed in its service.

5-Avoiding any causes of conflict of interest between the evaluator and the student.

6-Adopting clear, honest, consistent and fair policies and procedures for the evaluation process so that they are announced to both faculty members and students.

7-The objectivity, transparency and fairness of the evaluation process, as well as the appropriateness of the number of evaluation times and the timing of its conduct. Assessment requires a variety of tools: a specific educational purpose may need more than one tool to achieve.

8-The appropriate use of evaluation tools requires knowledge of their strengths and weaknesses, and attention to potential sources of error in them.

9-The evaluation process standards and outputs meet the requirements of Education Evaluation Commission and local and international professional bodies.

10-Evaluation is a comprehensive process that is not limited to the student and his/her various aspects of his/her development, but rather includes the educational process with all its elements and components, starting with the student, passing through the curriculum, the course, methods and means of teaching, and ending with the professor and the university.

11-Evaluation is a continuous process that keeps pace with the educational process in all its stages and steps, and is an integral part of it, and one of its important tools.

12-Encouraging students to have good behavior and scientific honesty while performing tests and preparing research, projects and assignments.

13-Establish clear mechanisms for students' grievances and complaints about the results of the evaluation processes.

14-Verify the efficiency and safety of the assessment process, as well as the criteria for students' achievement.

15-Ensuring the efficiency of the participants in evaluating students and providing the appropriate mechanisms to ensure that and the existence of binding procedures for them.

16-Defining clear roles and responsibilities for those in charge of the evaluation process that are transparent and fair.

17-Employing feedback as a tool to improve students' performance and increase learning effectiveness.

Roles and responsibilities related to the evaluation process

1-It includes everyone involved in the evaluation process, starting with the students and up to the dean of the college, and it is linked to all relevant authorities at the university.

The role of the student is as follows:

Actively and positively participates in all tasks and activities of the assessment process.

Complete all assignments and evaluation requirements faithfully and reliably and deliver them in accordance with the predetermined and announced schedule.

Abide by the dates and times of exams and abide by all the ordinal systems and controls related thereto. Adhering to the instructions and guidance of the observers in the testing room or laboratory and respecting the rules of conduct regulating this.

Participate in expressing an opinion about the evaluation tasks with reliability and credibility by responding to the questionnaires prepared for this.

The role of the faculty member in the evaluation process

The role of a faculty member is as follows:

1-Defining the course content framework according to the description and objectives.

2-Designing and implementing assessment tasks and activities that achieve the targeted learning outcomes.

3-Setting clear criteria for each task or activity assigned to the students and informing them of that.

4-Categorizing questions according to units (topics) or targeted learning outcomes, evaluating questions according to pre-exam criteria, and making preliminary estimates of the difficulty level of each question.

5-Granting grades fairly and transparently, and reviewing the correction process.

6-Keeping the details of students' performance in all assessment tasks and activities in specified records.

7-Apply the testing mechanisms in force in the department and college.

8-Preparing the appropriate feedback for the evaluation process and providing it to the students.

9-Review the evaluation results annually and invest them in improving and developing the educational process.

10-In the final exams, the faculty member must print two recent copies of the student lists through his website on the portal, and write the word "denied entry" in front of the "denied entry students" box, attach one of them to the backup copy of his questions, and take the other to the committee for students to sign.

11-Each professor who has multiple final exams at one time, must coordinate with the examination committee, and his task is to have a look at the committees for his exams.

12-The faculty member must speed up the correction, enter the grades and save them in the system, and deliver the answer sheets to the department's control committee or the department head.

The department head's role in the evaluation process:

Among the duties of the head of the department related to student evaluation are the following:

1-Ensure that the evaluation plan for each course contributes to achieving the learning outcomes of the academic program as a whole.

2-Supervising the preparation of lists of faculty members charged with reviewing the questions and tables of test specifications and ensuring that they are reviewed in accordance with the controls and standards approved by the department council.

3-Supervising the management of test vocabulary banks for courses and ensuring the application of mechanisms to benefit from the statistical analysis of test vocabulary.

4-Ensure that the test questions are prepared and unified at the level of the divisions or branches of the program to ensure their confidentiality and accuracy of preparation to comply with all the content and skills approved in the course description.

5-Preparing lists of external examiners for practical, clinical and oral exams in colleges that use the external examiner system.

6-Ensuring the quality of the evaluation process in colleges, in accordance with the controls and standards approved by the concerned college council.

7-Making decisions that are related to the results of students' evaluation and affect their academic progress.

8-Supervising the entry of the types and weights of assignments for each course in the student records system according to the course description form.

9-Reporting to the Dean of the evaluation process activities and the problems encountered and requesting approval of any exceptions outside the framework of these policies before submitting them to the competent authority of the university.

The role of the competent department in the process of evaluating students

1-The competent department shall make all the necessary equipment for the final exams and prepare the tables of the observers well in advance, provided that the number of observers is calculated by the number of students in the examination halls, at the rate of one observer for each (25 students), if the number of the students is more than that it requires more observers, the observer must not watch his/her educational section.

2-Care must be taken to inform the selected observers no less than (one week) before the test date, and to set up a backup list to benefit from in the event that one of the observers is absent.

3-In the event that one of the observers is unable to attend, the concerned department must be informed and the inability to attend has a convincing reason in sufficient time to work on placing a replacement observer, and the competent department has the right to take the appropriate measures with the absent and late observers.

The role of the Vice Dean for Educational Affairs in evaluating students

Among the duties of the Vice Dean with regard to student evaluation are the following:

1-Ensure the implementation of the university's evaluation and examination policies and procedures in all college programs.

2-Supervising the examination, measurement and evaluation units and committees of the college and all its academic departments.

3-Supervising the Examination Process Committee at the college and supervising the preparation of lists of observers and committee supervisors charged with monitoring work.

4-Distribute monitoring work fairly and equally in cooperation with academic departments.

5-Supervising the preparation of lists of deprivation from entering exams, signing students with knowledge before the exams period, and informing

the course professors and the head of the Examination Committee of their names in the last week of the semester.

6-Requests for special arrangements for final exams for students with special needs are received and approved.

7-Cooperating with department heads in preparing lists of external examiners for practical, clinical and oral exams in colleges that require this.

8-Supervising the conduct of the final exams and the formation of its committees in coordination with the academic departments.

9-Publishing the deadlines for exams no later than two weeks before the final exams in coordination with the concerned departments, taking into account the distribution of exam dates for the courses offered by the department in a balanced way so that students are not tested in more than two courses of the same level per day, taking into account the distribution of courses in an appropriate manner, provided that the tests are on weekly working days (as possible).

10-Announcing the results in coordination and cooperation with the Deanship of Admission and Registration.

The role of the Dean of the College in evaluating students

Among the duties of the Dean in evaluating students are the following:

1-Supervising the student evaluation process and ensuring its quality.

2-Supervising the application of evaluation policies and examinations in all college programs in accordance with the evaluation policies and procedures approved at the university, as stated in this guide.

3-Approving the final results of the students.

4-Approval of external examiners or arbitrators for the quality of student assessment in the college in its various programs.

Evaluation and quality assurance in education

The concept of quality in education is characterized by three interrelated and linked tracks:

1-Efficiency and mastery in achieving its objectives.

2-Paying attention to human needs and the surrounding environmental conditions.

3-Explore new ideas, strive for excellence and encourage creativity.

Additionally, if the traditional concept of evaluation means to many people that it is the process by which an individual's grade is evaluated or ranked among his colleagues, then its meaning from the perspective of quality goes beyond this simple concept. It is one of the basic elements in the overall quality of the educational system in general and higher education in particular, and that it focuses on evaluating educational outcomes or outcomes as well as educational processes in addition to studying the inputs. It is a mechanism for providing information that helps judge and make decisions about many areas in the educational institution and the educational system, including:

Student learning quality

The quality of learning does not mean reviewing what the individual has stored in his portfolio at the end of the class or obtaining high grades as a result. Rather, it means:

1-The extent of his mastery of the material and how to employ it in his daily professional life.

2-The ability to make decisions and solve problems.

3-Helping the student to be more effective and capable of self-assessment and self-direction and more integrating, participating and effective in the teaching and learning process.

4-The extent to which he acquires the values and trends that support his learning and adaptation in social life in general and in professional life in particular.

5-The extent of its contribution to the development of society.

The quality of the educational process

The extent of the dynamics of the educational process in the lecture room and the extent to which it achieves the objectives of the program in terms of the scientific level, the method of performance, the methods used and the levels of thinking that it develops. Evaluating the student's

results gives indications about the extent of the need to activate the educational process and the aspects that should be developed, starting with defining the objectives of the subject in a procedural manner as educational outcomes, passing through the teaching and learning methods and the means employed in them, to choose the appropriate evaluation tools that can judge the extent to which the desired goals are achieved.

Quality of the used evaluation:

The recent reforms in the quality of education focus on the processes and learning outcomes, and this is a basic and important indicator for judging not only the quality of the learning process or the outcomes represented by the student, but also the educational institution in general. Accordingly, the concept of evaluation from the perspective of quality and accreditation goes beyond just conducting tests that include written questions that measure simple knowledge and skills that are conducted in specific periods, to a more comprehensive concept. It is a transition from simple written tests to the multiple assessment and from measuring simple knowledge and skills to measuring higher levels of thinking. And from measuring the level of knowledge to how to employ it in professional and public life, as well as evaluating emotional aspects such as values and attitudes.

Evaluation based on qualifications and academic accreditation criteria

Standards of the Saudi Qualifications Framework: It is a comprehensive and unified national system for the process of building and developing qualifications that contributes to improving the quality of national qualifications and dwelling them at levels based on learning outcomes and enabling opportunities for advancement and transition between the education, training and employment sectors in line with the requirements of economic and social development.

The Saudi Qualifications Framework aims to:

- 1-Unifying the processes of designing and developing qualifications in the education and training sectors in the Kingdom.
- 2-Contribute to the improvement of the quality of national qualifications.

3-Defining levels and descriptions of learning outcomes based on knowledge, skills and competencies.

4-Determining unified criteria for the registration and inclusion of donors and criteria for the registration and placement of qualifications.

5-Recognition of qualifications at the national and international level.

6-Bridging progress and transition between education, training and employment tracks.

7-Finding a common language to ensure transparency and ease of understanding.

8-Comparing the types of educational and training qualifications in the Kingdom and linking them to each other to ensure the accuracy and consistency of qualifications.

Academic Accreditation Standards:

Academic accreditation is defined as the process by which programs and an educational institution's policy are evaluated to check whether they conform to certain standards usually set by an external institution called an accrediting body. If the educational institution achieves these minimum standards, it will be granted accreditation and its certificates will be recognized by other academic and professional institutions. All Saudi universities are subject to accreditation standards from the National Commission, both institutional and programmatic. As we note from this definition, accreditation is granted based on the evaluation of all the facilities and programs of the institution, the most important of which is the level of student learning. In evaluating the student, the accreditation body focuses on a comprehensive evaluation of the knowledge, skills, values and attitudes that he has acquired, which are represented in educational outcomes, i.e., the various achievements he has achieved. Multiple measures are used, including written tests, educational packages, and other types of performance. Emphasis is also placed on the skills acquired by students that meet the needs of the labor market, which is reflected through the evaluation through various means, including feedback from various parties related to the student and the concerned program.

Important rules and policies in the process of evaluating students and exams:

The following are a number of general rules and policies in the process of evaluating students and exams, which are taken from the regulations of the Ministry of Education in evaluating students:

- | The assessment methods, procedures, practices, tools, and results should enhance the learning process, and not be a source of fear, anxiety or punishment that negatively affects the student and his/her results.
- | The assessment tools are honest and similar to what students are expected to acquire in terms of knowledge and skills, indicating the extent to which the student is able to study the subject, and what he can perform in light of what he has learned from it.
- | The evaluation of performance includes several levels of questions, so as to measure the student's cognitive, absorptive, applied, analytical, synthetic and evaluation ability (all areas of learning stipulated in the National Qualifications Framework and the National Accreditation Authority).
- | The assessment tools provide information on the processes by which learning occurs, such as: the extent to which the student benefits from using learning plans to solve problems and reach the correct answers, self-monitoring and modification of the level of progress, in addition to information that will help professors and curriculum developers to improve student learning, and raise the adequacy of the student's learning. Teaching methods, especially with regard to clarifying and defining the skills and knowledge that the teaching process should focus on.
- | Considering the results of the assessment tools, within a comprehensive assessment of the learning conditions and environment, and these tools provide continuous information on the level of students' progress, which can be used in developing curricula and teaching methods, and motivating students to make more effort, to benefit from the educational experiences.
- | Should have equal opportunities in evaluation methods, tools, conditions of application, and decisions resulting from its results.

- | The student's result shall not be used for other than the assessment objectives specified in the Student Assessment Regulations.
- | The student's result in the assessment is a matter for him, his guardian, and those directly in charge of his education, and it may not be used in a way that leads to his/her treatment in a way that negatively affects his/her self-esteem or his/her interaction with others, it is also not permissible to use nicknames or descriptions that negatively predict his academic achievement when addressing or referring to him/her.
- | To build assessment tools according to the scientific followed foundations, and in light of national standards, from what is expected to be learned and acquired from learning objectives and outcomes.
- | Evaluation processes, procedures and methods are subject to continuous review to develop and modify them according to the analysis of strengths and weaknesses for each stage.
- | I Develop tools, methods, and arrangements for evaluating students with special needs.
- | I The head of the concerned department shall ensure that all faculty members involved in the teaching and assessment process have received sufficient training to enable them to carry out the assessment process appropriately.
- | The course professors document the evaluation plan in the course description and ensure that evaluation methods are consistent with teaching strategies to achieve the intended learning outcomes in the course.
- | Students are introduced and informed in advance of the assessment methods and tools for each course and how to award grades and correction in semester work and final exams in the course plan in the first meeting of the course professor with students.
- | The language used in the assessment process must be the same as the language used in the teaching.
- | Faculties may set a minimum pass for practical and clinical exams and final performance exams for courses of a theoretical and practical nature.

- | The final grade represents the sum of the semester work's grades plus the final exam score for each course, and the grade is calculated from one hundred, the distribution of marks of term work, final, practical, assignments and others are controlled by course specification which its distribution depends on the nature of each program.
- | Semester and final exams must be unified or equivalent test copies between multiple sections of the same course should be used.
- | The necessity of developing procedures to support assessment methods as a means of learning and not only to determine the student's level in achieving the targeted learning outcomes, such as the Student Portfolio in each course, and the use of student-centered learning strategies.
- | Course professors must adopt the use of modern assessment methods such as: (electronic assessment - self-assessment - peer assessment...etc) to ensure the achievement of effective learning and help achieve the targeted learning outcomes.
- | The use of many assessment tools which can include: reports and plans writing, solving exercises, answering questions and solve problems, research-based assignments, practical assignments, and quizzes.
- | Observation-based assessment and practice recording
- | Evaluate performance, and evaluate methods of presentation.
- | Evaluate research and projects.
- | Mechanisms must have found to provide feedback to students' work (tests, assignments, etc.), in addition to feedback to the course professor about the tests of his courses in terms of level and components, as well as their consistency with the agreed controls.
- | Practical and clinical courses must contain appropriate methods for assessing the practical aspect, such as OSPE objective-based practical exam, and OSCE objective-based clinical exam.
- | The exams should contain multiple questions of different styles, according to the nature of the course, such as: multiple-choice questions, pairing questions, true-false questions, preferably with their explanations, essay questions, and short-answer questions.

- | The test vocabulary that has been reused from the previous year should not exceed 30% of the total number of questions in the current test, provided that it is statistically analyzed and its characteristics are ascertained.
- | The number of multiple-choice questions in the written test must be proportional to the test time and the level of knowledge to be measured, and the degree of difficulty of the questions, so that it does not exceed 60% of the test scores..
- | The process of evaluating students with special needs should be based on the characteristics and needs of each student according to the type of his disability (physical handicap, or learning difficulties)
- | Review the evaluation process, so that each component of the course evaluation is reviewed and a report is submitted to the head of the department by the Measurement and Evaluation Committee and includes:
 - | Ensuring the consistency of assessment methods with teaching strategies and the intended learning outcomes of the course.
 - | Ensure that the time allotted for the evaluation process matches the level of the course and its number of credit hours - ensure that there are clear criteria for correction, such as: grade scales, verbal grade scales matrices.
 - | Reviewing the analysis of test vocabulary characteristics to ensure its validity and reliability.
 - | Reviewing the assessment plan annually to ensure that the learning outcomes targeted for the course are appropriate for the students, provided that this is documented in the course file and report.
 - | It must be taken into account that awarding the student's grades depends on his/her achievement of the learning outcomes and not on the assessment tasks themselves. Therefore, the course professor must set verbal performance rating scales for each grade, which explain to the student and the professor the reasons for giving the grade.
- | The criteria or levels required for each assessment must be explained to students, how the assessment criteria are used and

the possibility of achieving it, and help students to understand the assessment criteria and remind them of the learning outcomes.

- I Ensure the integrity and efficiency of the assessment process used, and the use of appropriate, honest and reliable mechanisms to check student achievement levels against relevant reference points, both internally and externally.

Conflict of interest policy

This item clarifies the policies that emphasize the necessity of not having any conflict of interests between those in charge of the evaluation process on the one hand, and between them and students on the other hand, according to the following:

- The member discloses, before the start of the exams, the existence of any kinship relationship between him and any student (up to the fourth degree) in the section for which he is grading, revising, monitoring, or examining.
- A person who is related to the student up to the fourth degree or who has a professional relationship or interest with the professor of the course or the student is not assigned to work on setting tests, correcting or revising (and this applies to the external examiner for oral, practical and clinical exams in the relevant faculties).
- The test scorer does not participate in the re-marking committee as a result of a student's grievance.
- The test observer must not be familiar with the content of the course he is observing or have participated in teaching it or setting test questions, and he may not, in any case, enter the examination hall to answer students' questions.
- Those who were a former member of the college or program are excluded from the list of candidates as external evaluators for the quality of the student evaluation process, unless five years have passed since he left the college or program and all the students, he taught have completed their graduation requirements from the program.

Monitoring cases of student delays in submitting homework and assignments before the final exam

For the purpose of fair evaluation in the semester work, as well as providing students with appropriate feedback that will benefit them in avoiding and improving weaknesses in the final exam, all assignments and assignments must be submitted well before the date of the final exam, and a system of penalties should be applied in the event of students delaying the delivery of their duties and assignments on the specified date. According to the schedule of tasks and assignments describing the course (taking into account acceptable excuses, and cases of students with special needs), the issue of penalties for this can be left to the faculties according to the nature of each faculty, provided that all the controls related to this are announced to the students in advance.

Cases of students' homework, assignments and tests missing

- In the event that the course professor loses one of the duties or assignments of a particular student after handing them over, appropriate corrective measures must be taken according to the nature of each case, and it is the responsibility of the course professor to inform the head of the department of the problem and the way to treat it
- One of the possible measures to solve this is to give the student the freedom to choose between re-delivery of the missing assessment tasks or giving him average grades (except in cases of missing the student's test in which the student is awarded the final grade) in all cases, it is the responsibility of the course professor to inform the student of the problem and the procedure) which was taken
- In the event that the student does not accept the result of this procedure, he/she can send a petition to the dean of the college or his representative within a week from its date. The review procedures are carried out in accordance with the university's grievance procedures.

Quarterly feedback:

- | The student must receive immediate feedback on his performance and the results of his assessment, accompanied by mechanisms for improving performance.
- | Each student has the right to review his assessment result, and discuss it with the course professor.
- | Course professors must provide students with feedback on their performance in all assessment tasks and activities, within a week of announcing the results to students, so that they can improve the following assessment tasks and avoid weaknesses.
- | In cases of compelling circumstances that prevent the prompt delivery of feedback to students on time, a clear explanation should be provided to students and an appropriate time to provide it to them.
- | Each student is given feedback on his performance in each assessment task separately, so that it is available and clear.
- | Feedback is provided individually or collectively by displaying a summary of comments for each question without indicating the names of the students to whom the comments were written.
- | In the case of people with large numbers of students, it is sufficient to review the correct answers and point out some general errors, and the students are allowed to discuss with the professor of the course individually.
- | Each student is allowed to obtain his grades only, excluding the grades of other students except for group assignments.

Procedures for performance tests, practical, oral examinations, research and projects

1- The department constitutes a discussion committee that distributes tasks, defines groups and discusses for each group, and a day is set for the discussion of projects and research.

2- Practical tests must be subject to the group test system and the test is carried out in the relevant laboratory for each course, and 2 to 3 observers are assigned in addition to the scientific course teacher.

3- In clinical exams, oral exams and performance tests, an external examiner may be hired.

Procedures followed (during the final exam)

1-It is forbidden to let any student who is late to enter after the start of the exam (half an hour), and no student is allowed to leave before (half of time) from the start of the exam, and the late student is not granted any additional time than the rest of the students.

2-Any real attempt to cheat or attempted cheating must be detected inside the examination hall, making sure to attach the evidence of cheating, if any, and to write a report to that case (see the appendixes). In the absence of a presumption of cheating, the attempt to cheat must be clearly confirmed by a number of at least (two observers) and fill out the necessary report for that. In this case, the student is summoned by the disciplinary committee to investigate him and take the necessary action.

3-A multiplicity of question forms must be worked on to reduce cheating, in addition to verifying the students' identity before entering the test.

Controls for objection to the final test score and re-marking

1-The student submits a request to object to the final exam score to the department submitted for a course through the university system and fill out the required form within a period not exceeding (two weeks) from the date of the announcement of the results, and no request will be accepted after that.

2-A student may not submit a request to object to the final exam score in more than one course during the semester and no more than (3 times) during the entire undergraduate studies, unless one of his previous requests is proven correct, and he is given an opportunity in return (and a special database is created at the level of colleges and departments).

3-A form is prepared that includes the following basic data (student name, university number, course number, code and name, section number, semester, percentage of absence, cumulative average, warnings, name of the course instructor, test date, justifications for re-correction, and the number of times it is submitted, it is subject to a previous objection and its status, whether by acceptance or rejection, and an undertaking by the student that the information he provided is correct).

4-The student may not see the final exam paper, and the process of re-marking the exam papers for any course (in case one of the requests for objection to the grade and re-correction is approved, or if there is a necessity, is justified by the head of the department submitting the course) through a committee from three specialized members, not including the professor of the course, it is formed by the head of the department, within a period not exceeding (two weeks) and the committee submits a report to the head of the department for decision, and the committee's opinion is considered final (see the regulations of studying and exams at Shaqra University).

Controls for dealing with denial of the test cases

1-The student that is denied of the test (at the end of the last term day) before the final exams cannot enter the exam in the denied course and he is not entitled to demand that.

2-The course professor must work to remove the denial of accepted students with their excuses before the final examination of his course, and he bears the responsibility for that.

Controls for handling alternative test requests

Students who have acceptable excuses that prevented them from entering the basic final exam are entitled to apply for an alternative exam whose date is set by the department presenting the course, within a period not exceeding (two weeks) from the date of holding the final exam, and the date of the alternative exam is announced on (website of the university, the university system, the college building and the department). The alternative test must be:

1-Different from the base test (different model).

2-Equal to the basic test in terms of coefficient of ease and difficulty.

3-A student who is absent from the alternative test is not entitled to apply for another test.

General instructions for the final exam's committees and their terms of reference

In each scientific department, a committee for the conduct of exams shall be constituted under the chairmanship of the department head. One of its general tasks is to ensure the regularity of the conduct of exams, and to provide the appropriate atmosphere for students to perform exams easily. Its functions are as follows:

1- Receiving the backup question papers from faculty members at least three days before the test date.

2- Preparing a table for observers and ensuring that an appropriate number is available in each committee according to these regulations.

3- Informing the faculty members of the rules of the examinations clearly and well in advance.

4- Preparing an attendance sheet for the observers in each committee; to sign it and make sure they are regular.

5- Preparing lists of the names of the students who took the tests, and making sure that the attending students sign them.

6- Preparing a report on the performance of each exam committee, and sending a copy of it to the college's exams unit.

7- Preparing forms for the delivery of answer sheets, which the course professor signs, indicating that they have been received immediately after completing the test.

8- Preparing a statement for replacement of controls; this is to be used in the event that there is replacement between observers to ensure the presence of a sufficient number of observers in each committee, and to inform the Chairman of that replacement.

9- Provide a statement of cheating cases, to be filled in by the observer and the head of the committee, in the event of cheating in the committee.

10- Ensure the availability of a sufficient number of seats in each examination committee according to the number of students, as well as to ensure that there are sufficient distances between seats, which prevents students from cheating, and facilitates the task of observers.

11-Constant presence at the headquarters of the examination committee; to solve any casual problem or answer any inquiry.

12-The Chairman of the Committee shall submit a final report on the conduct of the tests, including recommendations aimed at improving and developing the performance of the conduct of the tests in the future.

Appendixes

Cheating Report

Honorable Dean of the College of.....

May Allah's peace, mercy, and blessings be upon you

It is on..... Corresponding to / / at (.....) and during the exam time

Final Quarterly Supplementary Apology

For the course..... Course Code.....

Headquarters Semester () for the year ()

The student has been arrested

Student's Full Name		Department	
University Number		Level	
College		Mobile Number	

- 1-Cheating 2-Try cheating
- 3- Entry to the test on behalf of others
- 4-Violation of the test system and its procedures or the required calm for it
- 5-Other.....

Where he/she proceeded with the violation referred to above during the test and his/her tool of cheating in one of the following:

- 1-A paper clip
- 2- Mobile
- 3- Stickers
- 4- Other

Where you notice the following:

.....

.....

.....



With reference to the course professor, it was found that the cheating tool contains:

Scientific material related to the test subject

Scientific subject not related to the test

And that the student has benefited from the cheating tool

and that the student did not benefit from the cheating tool

So the following happened:

The student was expelled from the examination hall and denied the ability to complete the examination

The student did not leave the hall and completed the test

His actions were read to him/her, he/she approved them and signed the report

His actions were read out to him/her and he/she refused to sign the record

Based on the foregoing, it was signed:

Student Name:

Signature:

Committee Observer:

Name:

Signature

Course Professor:

Name:

Signature

Chairman of the Examinations Committee or Supervisor of the Committee:

Name:

Signature

Sample of record of absence from a final exam

Semester..... Academic semester.....

Course name: Course code:

Hall No.: Division No:

Day: Date:

Sequence	Student Name	University Number
1		
2		
3		
4		
5		

Total number of attendees: in number () in words ()

Total number of absentees: in number () in words ()

Observers:

Name: _____

Signature: _____

Name: _____

Signature: _____

Name: _____

Signature: _____

Committee supervisor:

Name: _____

Notice of attendance letter

Full Name		ID-Identification Number	
College		Department	
University Number		Mobile Number	

Day: Date: / /1443 AH Time:

Meeting Place.....

The aforementioned have been informed of the date of the meeting of the Standing Committee for the Disciplinary of Male and Female Students at the University.

First notification. Second notification. Third notification

Reporting method:

Via mobile number:

Notification letter by the committee chair (a copy of it to the permanent committee).

Faculty Member (Name:Signature.....)

Other:

Notification date	/ / 1443 AH	Time of notification	
The name of informer		Signature	

Dean of the College: Signature:.....
.....

Referral form to the investigation committee inside the college

Student data:

Full Name		ID Identification Number	
College		Department	
University Number		Mobile Number	
Parent's Mobile Number		Email	

His Excellency the Chairman of the Internal Investigation Committee,

May God grant him success

May Allah's peace, mercy, and blessings be upon you

Due to the violation of the student's data mentioned above to the university's rules and regulations, we would like you to take the necessary action in accordance with the regulations for disciplinary action for male and female students and based on what we have received from violation type.....Date.....

Attached Documents:

Academic Registration

Violation record

Other.....

Dean/ /Vice Dean of the college

Signature

