



Program Specification

Program Name:	Bachelor of Sciences in Accounting
Qualification Level :	Bachelor of Science
Department:	Management Sciences
College:	Yanbu University College
Institution:	Education Division - Colleges and Institutes

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A. Program Identification and General Information

1. Program Main Location:		
Yanbu Industrial City, Yanbu Governorate, Almadinah, Kingdom of Saudi Arabia.		
2. Branches Offering the Program:		
Yanbu University College - Men's Campus		
Yanbu University College - Women's Campus		
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
To meet the needs for job market, community, and national development		
4. Total Credit Hours for Completing the Program: (124 Credit Hours)		
124 credit hours		
5. Learning Hours: (4960 hours) The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)		
4960 hours		
6. Professional Occupations/Jobs:		
Financial Accountant, Cost and Management Accountant, External Auditor, Internal Auditor, Actuary Specialist, Financial Controller, Insurance advisers, Insurance claims underwriter/adjuster/investigator, Risk Controller, Risk Analyst, Forensic Accountant/Auditor, Cashier/Bank-Teller/Bookkeeper		
7. Major Tracks/Pathways (if any):		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
Bachelor of Sciences in Accounting	124	
8. Intermediate Exit Points/Awarded Degree (if any):		
Intermediate exit points/awarded degree	Credit hours	
1.		
2.		
3.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

To contribute to community prosperity through applied education, training and community service, adhering to the values of commitment, balance and distinction.

2. Program Goals:

G 1: Benchmark Accounting program nationally and internationally to empower graduates.


G 2: Continuous program improvement and alignment with the professional bodies through collaboration with academia and industry experts.

G 3: Explore possibilities to intensify community development in teaching and learning.


G 4: Support learning activities that focus on applying business theory to real practices.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

Mission Alignment: Institution/College/Department/Program

Alignment Matrix 	
MISSION	
Organization/ Institution	ALIGNMENT KEYWORDS
EDCI	preparing skilled graduates, serve our industry stakeholders
YUC	prepare skillful and professional graduates, to the stakeholders

Alignment Matrix	
MISSION	
Organization/ Institution	ALIGNMENT KEYWORDS
YUC	prepare skillful and professional graduates, to the stakeholders
MSD	To produce employment ready business graduates

Alignment Matrix 	
MISSION	
Organization/ Institution	ALIGNMENT KEYWORDS
MSD	To produce employment ready business graduates
ACCOUNTING	To contribute to community prosperity through applied education, training and community service, adhering to the values of commitment, balance and distinction

Goals Alignment:

1) Institution: EDCI

- G 1: Provide high quality competitive, differentiated educational offerings to empower industries of RCJY cities
- G 2: Drive applied Research & development and innovation through active collaboration with industry & academia
- G 3: Strive for the financial sustainability of the colleges and institutes' education offerings
- G 4: Proactively engage with the community and to contribute to socio-economic development
- G 5: Cultivate a sustainable culture of operational excellence that fosters RCYCI values

2) College: YUC

- G 1: Provide accredited programs to empower the industries
- G 2: Ascertain continuous improvement through active collaboration with the industries
- G 3: Ensure effective and sustainable operation
- G 4: Strengthen collaborative partnerships for community development

3) Department: MSD

- G 1: Benchmark programs nationally and internationally to empower graduates
- G 2: Continuous program improvement through collaboration with academia and industry experts
- G 3: Ensure effective and sustainable operation in teaching and learning
- G 4: Promote learning activities that focus on the application of theoretical concepts into the workplace.

4) Program: BS in Accounting

- G 1: Benchmark Accounting program nationally and internationally to empower graduates
- G 2: Continuous program improvement and alignment with the professional bodies through collaboration with academia and industry experts
- G 3: Explore possibilities to intensify community development in teaching and learning
- G 4: Support learning activities that focus on applying business theory to real practices

Alignment Matrix					
GOALS - ALIGNMENT KEYWORDS					
	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
GOAL 1	X				
GOAL 2		X			
GOAL 3			X		X
GOAL 4				X	

Alignment Matrix

GOALS - ALIGNMENT KEYWORDS

<small>MSD</small> <small>YUC</small>	GOAL 1	GOAL 2	GOAL 3	GOAL 4
GOAL 1	X			
GOAL 2		X		
GOAL 3			X	
GOAL 4				X

Alignment Matrix

GOALS - Accounting

<small>MSD</small> <small>ACCT</small>	GOAL 1	GOAL 2	GOAL 3	GOAL 4
GOAL 1	X			
GOAL 2		X		
GOAL 3			X	
GOAL 4				X

4. Graduate Attributes:

GA 1: Lifelong Learning: the ability to use life-long learning skills to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning.

GA 2: Communication and Social Skills: the ability to communicate and collaborate with individuals, and within teams, in professional and community settings.

GA 3: Ethical Practice: the ability to be ethical, professional, and accountable in the execution of the job and to show a commitment to sustainability and high ethical standards in social and professional practices.

GA 4: Teamwork and Collaboration: the ability to work in teams and effectively collaborate and communicate with others.

GA 5: Independence: the ability to work independently and professionally.

GA 6: Job-readiness: the ability to be dynamic and prepared for employment in complex, ever-changing environments.

5. Program learning Outcomes*

Knowledge:

K1	Demonstrate knowledge of all major functional areas of business.
K2	Demonstrate intense knowledge of Accounting environment and Accounting tools and able to express and use those knowledges in their professional careers.
K3	Develop the diverse knowledge areas of contemporary significance.

Skills

S1	Develop skills of critical thinking, analysis and apply the knowledge and understanding of concepts and theories related to all functional areas of business.
S2	Demonstrate the ability to critically assess and analyze issues in Accounting leading to informed problem-solving.
Competence	
C1	Demonstrate interpersonal, communication, teamwork and leadership skills.
C2	Apply ethical, social skills and abide by legal responsibilities in management practices both in business and community services.
C3	Demonstrate ability to use Information Technology tools effectively in business settings.
C4	Communicate business ideas effectively through speaking, writing, and listening.

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

BS-ACCT (20202)

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	0	0	0%
	Elective	0	0	0%
College Requirements	Required	15	36	29.03%
	Elective	0	0	0%
Program Requirements	Required	27	81	65.32%
	Elective	0	0	0%
Capstone Course/Project	Required	1	3	2.42%
Field Experience/Internship	Required	1	4	3.23%
Others				
Total		44	124	100%

* Add a table for each track (if any)

2. Program Study Plan

BS-ACCT (20202)

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours	Type of requirements (Institution, College or Program)
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1	ECON 101	Microeconomics	Required	NA	3	Program
1	ENGL 101	English Composition I	Required	NA	3	College
1	ISLM 101	Islamic Ideology and Thought	Required	NA	2	College
1	MATH 111	Calculus for Management	Required	NA	4	College
1	MGT 211	Principles of Management	Required	NA	3	Program
1	PE 101	Physical Education I	Required	NA	1	College
1	ACCT 110	Financial Accounting I	Required	MATH 111	3	Program
1	ENGL 102	English Composition II	Required	ENGL 101	3	College
1	ISLM 201	Human Rights in Islam	Required	ISLM 101	2	College
1	MIS 203	Principles of Management Information Systems	Required	NA	3	Program
1	ECON 102	Macroeconomics	Required	ECON 101	3	Program
1	ARAB 101	Functional Grammar	Required	NA	2	College
1	PE 102	Physical Education II	Required	PE 101	1	College
2	ACCT 211	Financial Accounting II	Required	ACCT 110	3	Program
2	ACCT 212	Managerial Accounting	Required	ACCT 110	3	Program
2	MKT 211	Principles of Marketing	Required	NA	3	Program
2	ENGL 211	Business Report Writing	Required	ENGL 102	3	College
2	ARAB 201	Objective Writing	Required	ARAB 101	2	College
2	STAT 211	Statistics for Management I	Required	MATH 111	3	College
2	ACCT 214	Intermediate Accounting	Required	ACCT 211	3	Program
2	FIN 220	Principles of Finance	Required	ACCT 110	3	Program
2	MGT 212	Quantitative Analysis for Management	Required	MATH 111	3	Program

2	MGT 214	Operations Management	Required	MGT 211	3	Program
2	ENGL 212	Business Communication	Required	ENGL 211	3	College
2	STAT 311	Statistics for Management II	Required	STAT 211	3	College
3	ACCT 315	Cost Accounting	Required	ACCT 212	3	Program
3	FIN 312	Corporate Finance	Required	FIN 220	3	Program
3	ACCT 316	Oil and Gas Accounting	Required	ACCT 214	3	Program
3	ACCT 322	Accounting Information Systems	Required	MIS 203	3	Program
3	MGT 315	Business Law	Required	MGT 211	3	Program
3	ISLM 301	Work Ethics in Islam	Required	ISLM 201	2	College
3	ACCT 317	Forensic Accounting	Required	ACCT 214	3	Program
3	ACCT 319	International Accounting	Required	ACCT 214	3	Program
3	ACCT 323	Accounting for Governmental and Nonprofit Organizations	Required	70 Credit Hours	3	Program
3	ACCT XXX	Major Elective 1	Required	70 Credit Hours	3	Program
3	XXX	General Elective 1	Required	70 Credit Hours	3	Program
3	ARAB 301	Arabic Communication	Required	ARAB 201	2	College
4	ACCT 413	Auditing and Assurance Services	Required	ACCT 214	3	Program
4	ACCT XXX	Major Elective 2	Required	70 Credit Hours	3	Program
4	ACCT XXX	Major Elective 3	Required	70 Credit Hours	3	Program
4	XXX	General Elective 2	Required	70 Credit Hours	3	Program
4	XXX	General Elective 3	Required	70 Credit Hours	3	Program
4	MGT 418	Business Policy	Required	70 Credit Hours	3	Program
4	ACCT 490 OR ACCT 491	Cooperative Training OR Senior Project	Required	120 Credit Hours OR 114 Credit Hours	4	Program

- * Include additional levels if needed
- ** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

<https://docs.google.com/spreadsheets/d/1d6kpavPpEQNbeMH4jJweNt7AfxaOFbiV1a69GFeDPlo/edit#gid=0>

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced P = Practiced M = Mastered**)

BS-ACCT (2020) - Core Courses

Course Code & No.	Program Learning Outcomes								
	Knowledge			Skills		Competence			
	K.1	K.2	K.3	S.1	S.2	C.1	C.2	C.3	C.4
ECON 101	I			I					
ENGL 101						I			I
ISLM 101							I		
MATH 111				I					
MGT 211	I			I			I		
PE 101						I			
ACCT 110	I	I		I	I				
ENGL 102						I			I
ISLM 201							P		
MIS 203	I			I				I	
ECON 102	I			I					
ARAB 101						I			I
PE 102						I			
ACCT 211		I			I				
ACCT 212	P			P					
MKT 211	I			I					
ENGL 211						P			P
ARAB 201						P			P
STAT 211				I				I	
ACCT 214		P			P				
FIN 220	P			P					
MGT 212	I			I					
MGT 214	I			I					
ENGL 212						P			P
STAT 311					P			P	
ACCT 315		P			P				
FIN 312		P			P				
ACCT 316		P			P				

ACCT 322		P			P			P	
MGT 315	P			P					
ISLM 301							P		
ACCT 317		P			P				
ACCT 319		P			P				
ACCT 323		P			P				
ARAB 301						P			P
ACCT 413		M			M				
MGT 418	M			M					
ACCT 490	M	M	M	M	M	M	M	M	M
ACCT 491	M	M	M	M	M	M	M	M	M

BS-ACCT (20202) - Major Elective Courses

Course Code & No.	Program Learning Outcomes								
	Knowledge			Skills		Competence			
	K.1	K.2	K.3	S.1	S.2	C.1	C.2	C.3	C.4
ACCT 325		P			P				
ACCT 412		M			M				
ACCT 414		M			M				
ACCT 415		M			M				
ACCT 418		M			M				
ACCT 419		M			M			M	

BS-ACCT (20202) - General Elective Courses

Course Code & No.	Program Learning Outcomes								
	Knowledge			Skills		Competence			
	K.1	K.2	K.3	S.1	S.2	C.1	C.2	C.3	C.4
SOSC 101	I		I	I					
MGT 213			I						
MGT 300			P						
MGT 317			P						
HRM 321			P						
MKT 321			P						
SCM 321			P						
HRM 322			P						
MKT 322			P						
SCM 322			P						
HRM 323			P						
SCM 323			P						
MGT 324			P						
MKT 324			P						
SCM 324			P						
SCM 325			P						
MGT 341			P						

MIS 341			P						
MIS 343			P						
MIS 348			P						
MGT 355			P						
MIS 356			P						
MIS 372			P						
ECON 401			M						
MGT 443			M						
MGT 444			M						
MGT 445			M						
MIS 445			M						
MIS 446			M						
XE 451			M						
MGT 462			M						

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extracurricular activities, to achieve the program learning outcomes.

All teaching and learning strategies, activities, and experiences employed by the program are designed to help achieve the program learning outcomes (PLOs). As outlined in the Institution's Academic Program Manual (MAN-CI-PQ-01-02), this constructive alignment ensures the coherence between the PLOs, the teaching and learning activities, as well as the assessment of learning. Teachers foster teaching styles which will offer and encourage a variety of relevant learning opportunities, including lectures, practical and laboratory work, discussion, problem-based learning, project work, online research, collaborative learning using technology, and other active learning methods and field work.

In addition to the formal teaching and learning strategies, extra-curricular activities are integrated into the program to ensure the personal, academic, and professional development of the students. These activities are mandated by the Curriculum Policy (POL-CI-AA-01-01) and the Extracurricular Activities Policy (POL-CI-AA-01-04). These activities contribute to the achievement of the PLOs by promoting soft-skills and professional competencies (e.g. teamwork, leadership, and professional values and ethics).

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Two assessment methods are used to evaluate its student outcomes which are direct and indirect. The sources of input come from the course assessments, alumni, employers, faculty and students. Direct measures of assessment are those in which products of student work are evaluated in the light of course learning outcomes and their contribution to program learning outcomes. Students` performance is continuously monitored through both formative and summative assessment.

In the indirect method, the level of achievement of program learning is based on the survey responses obtained from the program constituents. Our overall strategy is to gather different kinds of information from all constituencies and confirm that our students are achieving the desired goals.

D. Student Admission and Support:

1. Student Admission Requirements

The admission to EDCI Institutes and Colleges is categorized as:

- Standard Student Admission Category
- Self-Sponsored Student Admission Category

Regular Student Admission Category

The regular student category admission to the colleges and institutes is governed by the EDCI bylaw on Learning and Examinations. Article two of the said bylaw specifically details the Admission Policy.

Self-Sponsored Student Admission Category

The institution provides an opportunity to high school graduates who are not eligible or cannot attain admission through the regular admission category process through an alternative self-sponsored category. Such students pay for their tuition fees and expenses. The admission under this category is governed by the EDCI bylaw on Self-Sponsored Students

After successfully completing the Foundation Year Program, the students are assigned their programs as per article 15 of the EDCI bylaw on Learning and Examinations. The program allocation is based on the availability of academic places in each major and in accordance with students' preferences, their GPA and on meeting the program specific requirements.

Details or the relevant bylaws can be found [here](#):

<https://sites.google.com/rcyci.edu.sa/qmsreference/bylaws>

2. Guidance and Orientation Programs for New Students

All new students in the Institution are required to attend the orientation program. The purpose of this program is to introduce students to the services and facilities provided by the Institution, as well as to their rights and responsibilities. The orientation program is conducted by the Student Affairs Directorate at the beginning of each semester. A student guidebook containing key information about the Institution and its programs and services is also provided to all incoming students.

Information covered in the orientation sessions and guidebook include:

- The college regulations for the preparatory year program
- The college's Student Affairs Department, its employees, and their roles
- The services and resources that are available to the students
- The student activities and clubs
- Health and safety regulation
- College life and how to be successful in university

3. Student Counseling Services

(academic, career, psychological and social)

The institution offers guidance and counselling on two levels: (1) academic and career, and (2) personal. Academic and career advising is part of the routine academic practices of the Institution students who have successfully completed the requirements of the Foundation Year Program are assigned an advisor to guide and counsel them on academic matters throughout their study.

Academic and career Counselling service:

- Advising related to successful completion of the degree program
- Advising related to the transferability of credits earned at the College/Institute
- Advising related to future career
- Academic support for students with disabilities and other learning needs (as mandated by the [Equality, Diversity, and Inclusion Policy](#) (POL-CI-PQ-00-03) and outlined in the [Accommodating Students with Special Needs Procedure](#) (IC-ED-SA-02-10))

Besides the academic counseling services provided by the Academic Advisor, the Institution also dedicates specific positions for more general guidance and counseling titled Student Counselors. The Institution requires that the post-holders are qualified in these areas.

4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

Students with special physical needs

The Institution and hence the program make certain to provide all necessary facilities to ensure that students with special physical needs could realize their full potential.

EDCI policy, Reasonable Accommodation for Students with Special Needs (POL-CI-SA-02-02) serve to safeguard and preserve rights of students with such special needs and provide them with necessary help and resources. As per the policy The Institution strives to provide an accessible, supportive, safe, and inclusive learning environment for students with special needs. The Institution works to ensure that prospective and current students with special needs are afforded appropriate opportunities to enter and participate fully in its Colleges/Institutes. It

ensures that reasonable accommodations are provided for access, participation, retention, and success of students with special needs.

In order to obtain support and reasonable accommodation, students shall provide documentation from a qualified and relevant health professional regarding their special needs. Staff will respect students' rights to confidentiality and the decision to disclose personal information. However, students will allow the staff who are asked to make reasonable accommodation to discuss the effect of their disability/needs on their learning. The Institution takes all necessary steps to foster positive informed and unprejudiced attitudes towards students with special needs among its staff and students.

The concerned policy also requires that a student must be able to demonstrate fundamental knowledge, skills, and capabilities in order to achieve the essential learning outcomes required by the academic program while maintaining the academic integrity of that program. A student must be able to fulfill these inherent requirements to undertake a course of study unless their inability/need can be overcome by making a reasonable accommodation.

Provision of Reasonable Accommodations

According to the said policy, accommodation may include adjustments to course content, delivery, and assessment methods, without compromising the academic standards or giving undue advantage to students with special needs. Whenever possible, necessary, or reasonable to do, the accommodation will be varied to meet the needs of the student.

Confidentiality

Information provided regarding the nature of a student's disability will not be disclosed unless:

- the Institution has reasonable grounds for concern about the health or safety of the student or other persons;
- the student gives express consent;
- disclosure of the information is required by law; or
- it is necessary for the Institution to obtain legal advice.

Student services department of the Directorate of Student Affairs maintains a list of students with special needs and updates it every semester as per EDCI procedure, Accommodating Students with Special Needs (IC-ED-SA-02-10).

Gifted and Talented Students

The [Curriculum Policy](#) (POL-CI-AA-01-01) mandates that curriculum should inspire and challenge all learners, including gifted and talented and underachieving students. Motivation and support for gifted and talented students are mainly regulated through the Student Activities Club. As per Article 15 of the Bylaw, scientific clubs are created to focus on field-specific projects including:

- scientific and innovative projects
- scientific research
- field trips to geological or historical sites, governmental establishment, or companies relevant to the students' field of study
- scientific lectures, short courses, and computer programs
- national and international scientific fairs

To encourage the talented students, at the end of each semester, Directorate of Student Affairs includes the honored students' names in the honors list based on their GPA and the points they have obtained as further illustrated below:

- First honor: GPA is between 3.75 -4.00 and the quality points are no less than 60 points.
- Second honor: GPA is 3.50 or more and the quality points are no less than 56 quality points.

Both honors can be received under the following conditions:

- Students must not have failed any course in the college/institute or in any other college.
- Students should complete all graduation requirements within a time period between the minimum and the maximum period of completing the program.
- The student should have studied in and graduated from the college/institute, with no less than 60% of the credit hour required for graduation.

Low achievers

The institution provides two procedures to help low achieving students to improve their performance:

1. [Academic Advising Procedure](#): This procedure requires all Academic Advisors to monitor the performance of their student advisees and identify those with low academic performance (i.e. F Grades). The advisors are to hold meetings with the low achievers and provide them with guidance to improve their performance.

[Studying Cases of Students with Difficulties Procedure](#): The directorate of Student affairs has several positions for Counseling and Advisory specialists who act as counselors for low performing students. Their major responsibility is to identify students who are facing difficulties (academic or otherwise) and provide appropriate counseling. If deemed necessary, they can refer the matter to the appropriate authorities. Students having academic difficulties may be referred to the Academic Advisor or the Department Academic Support committee (DASC) where they will receive remedial classes, peer tutoring, additional teaching during office hours, or any other support. Students with severe psychological problems may be referred to RC medical center for counselling and treatment.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialization		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Accounting			1	1	2
Associate Professors	Accounting			1	1	2
Assistant Professors	Accounting			1	1	2
	Finance			1	1	2
	Business Management			1	1	2
Lecturers	Accounting			1	1	2
	Economics			1	1	2
	Business Management			1	1	2
Teaching Assistants	Accounting			1	1	2
	Finance			1	1	2
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The institution provides effective programs to orient and train new teaching staff. The Institutional policy for Orientation of New Staff (POL-CI-AF-01-02) explains that all newly appointed staff are provided with orientation programs to assist them in understanding institutional values and culture, and as a result, encourage commitment to the institution. The policy also explains that orientation continues as needed throughout the individual's probation period (and beyond, if required).

As stated in the policy, responsibility for the initial orientation process is shared among the employing unit (e.g., the academic department), and the new employee, with Employing

units being required to make any reasonable accommodations in order to facilitate the orientation process.

The policy explains that line managers assume primary responsibility for assuring that each new employee is familiar with the role that the employing unit plays in the functioning of the Institution and how his or her position contributes to the functioning of the unit. It also lists a number of subjects that supervisors should review with each new employee, these are:

- the employee's job duties and responsibilities;
- the operational policies and procedures of the department (e.g., lunch hours and reporting of absences including the use of sick and vacation time);
- the functions and activities of the department;
- the quality of services that the department is expected to provide to its clients (students, visitors, and the public);
- the physical layout of the office, the building and immediate vicinity, and all other relevant work areas;
- the Institutional information management systems;
- environmental health and safety training; and
- other applicable departmental policies.

All orientation of new teaching staff is conducted according to the approved procedure for New Faculty Orientation and Probation (PRC-CI-AA-031-00)

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

The institution ensures the continuous participation of faculty in the scientific, research, and professional activities via its Continuous Professional Development Policy and Framework. These documents outline the expectation placed upon faculty and other staff regarding professional development and professional activities.

The Continuous Professional Development policy (POL-CI-PQ-01-03) states that all employees (including those in senior management positions) are required to complete a minimum number of hours of continuous professional development (CPD) activity per academic year as determined by the Higher Quality Committee (HQC). The threshold defined by the HQC is periodically reviewed to ensure it is commensurate with the CPD needs of the Institution and its staff. The policy also states that all staff members are required to ensure that the CPD undertaken reflects:

- a balance between the institutional academic needs and their individual professional development goals;
- a range of CPD activities;
- a balance between Institutional-directed and self-directed CPD

According to the policy, employees have a professional responsibility to develop their skills and knowledge in order to enhance their individual performance and the achievement of their students. As such, each individual staff member is responsible for the completion of their required CPD hours. While the Institution provides CPD opportunities, it is not responsible for the completion of individual CPD requirements.

As part of the policy, employees are required to complete an Annual Professional Development Report which will identify both their personal professional development aims and goals (including recommendations made as part of previous performance appraisals) and the activities carried out to achieve said aims. While the Institution aims to aid and facilitate the achievement of these aims, responsibility for their completion lies with the individual teacher.

Responsibility of the Institution

According to POL-CI-PQ-01-03, The Institution - and each of its sub-entities - should identify general professional development aims based upon the needs of its staff and can develop training initiatives pertinent to these as per the stated procedures. These initiatives are aimed at aiding staff in the performance of their duties and responsibilities with respect to accepted standards of teaching practice and the specific needs of their field of expertise and to the specific needs of the Institution/sub-entity.

In alignment with the Institution's general belief that decisions are best made at the lowest possible organizational level, decisions regarding CPD needs and planning are primarily made at the department level. Responsibility for this is assigned to the Academic Affairs Committee as per their Terms of Reference.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

The first mechanism that the Institution implements to ensure adequate provision of learning resources is its strategic plan. As the [Strategic and Operational Planning Policy](#) (POL-CI-PQ-01-02) states, the strategic plan directs the activities of the Institution and ensures that the allocation and utilization of resources and supporting services are directed toward the Institution's core business and the achievement of its mission. The policy requires that the strategic plan is evidence-based and incorporates a wide range of data, including needs analysis of the learning resources based on stakeholders' feedback (e.g., students, staff, alumni, RCJY, community, and employers). As such, regular surveys are conducted to assess the suitability and sufficiency of learning resources. Any identified shortcomings on the provision of the learning resources are incorporated into improvement plans.

The second mechanism to ensure adequate provision of learning resources is through the procurement of the needed resources. The [Learning Resources Policy](#) (POL-CI-EL-01-01) requires that the Institution provide sufficient teaching and learning resources for the effective delivery of academic programs. Teaching and learning resources are defined here as texts, videos, software, and other materials that staff use to assist students to meet the expectations for learning defined by the [Curriculum Policy](#) (POL-CI-AA-01-01). These includes, but are not limited to:

- textbooks;
- reference books;
- audio and visual recordings;
- multimedia;
- software including similarity check and reference management

- digital learning resources including video, audio, text, animations and images;
- journals and periodicals (accessed online or via hardcopy);
- lectures and speeches

The specific procedures for planning, procuring and managing all these resources are detailed in the [Annual Budget Plan Procedure](#) (IC-ED-PQ-01-26), [Learning Resource Procurement Procedure](#) (IC-ED-01-02) and [Learning Resource Management and Organization Procedure](#) (IC-ED-01-03).

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

- Library that provides many books and textbooks for students
- Computer lab for courses that required access to computers
- Study room in the library
- Health clinic in campus provide services for the students for free
- Classrooms equipped with projectors and speakers
- Computer Labs with the following packages
 - Pearson-Education Online Learning Resources (My Accounting and Finance Labs).
 - Accounting Software Packages: AccountEdge Pro, QuickBooks, Sage 50, etc...

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

- Periodic maintenance check for classes and equipment
- Periodic safety check by Security and safety department

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)

The Education Division – Colleges and Institutes operates according to a structure mandated by the Royal Commission for Jubail and Yanbu. This structure is common between the industrial cities of Jubail and Yanbu. Furthermore, Colleges and Institutes are overseen by a set of governing councils and standing committees. Finally, each academic department is organized around a department council allowing a proper and identical governance model.

Details are provided in the [Academic Department Manual \(MAN-CI-PQ-01-03\)](#)

<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

The Stakeholders are grouped as follows:

- Faculty (maintain gender equality whenever possible)

- Employer
- Alumni (maintain gender equality whenever possible)
- Students (maintain gender equality whenever possible)

Periodic faculty meetings are organized to discuss program improvement strategies, where members provide valuable input. The faculty members submit required reports relating to courses delivered by them and suggest improvements. Faculty members are fully involved in updating the program curricula and laboratories. The faculty meetings are held on regular bases to discuss all the matters related to the program.

Alumni and Employer representatives from middle management level of industry and related organizations serve on the Department Advisory Board and provide direct input at the program level. Most of the industries and other employers serve the program by providing cooperative and summer training to the students. Periodical surveys are conducted to seek input of the Alumni and Employer to the program continuous improvement.

The students are involved through surveys and memberships in the Department Advisory Board. Moreover, they are always encouraged to provide their input to the program coordinator and head of the department.

The feedback gathered from the stakeholders through surveys and advisory board meetings is used in keeping the program current to their needs.

The details of the Department Advisory Board can be found at:

[MAN-CI-PQ-01-05 Advisory Board Handbook](https://sites.google.com/rcyci.edu.sa/qmsreference/manuals)
<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

Academic programs are governed by, and run according to, a set of bylaws, policies and procedures related to the admission of students, the recruitment of staff members, study and examinations, student and staff appeals and complaints etc. While these are centralized regulations, individual academic departments may develop their own complementary regulations to better respond to the uniqueness of their program.

These bylaws, policies and procedures may be accessed through:

<https://sites.google.com/rcyci.edu.sa/qmsreference>

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

[MAN-CI-PQ-01-01 Quality Manual](https://sites.google.com/rcyci.edu.sa/qmsreference/manuals)
<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

2. Program Quality Monitoring Procedures

[MAN-CI-PQ-01-02 Academic Program Manual](#)

<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

Group Assessment and Evaluation Committees (GAEC) in academic support departments are responsible for the Courses delivered and their quality and will coordinate with Academic departments as per their TOR.

For the course(s) offered by one academic department to another academic department, quality matters are the responsibility of the Program Assessment and Evaluation Committee (PAEC) of the program responsible for delivering such course(s).

The quality standing committees of each college/institute are responsible for quality assurance including monitoring quality of cross college/department courses. Quality Standing Committee of Yanbu English Language – Preparatory Year Institute is responsible for monitoring quality of courses delivered by the Academic Support departments (English Language Department and General Studies Department)

[MAN-CI-PQ-01-03 Academic Department Manual](#)

<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

The Institution ensures through proper implementation of the organizational structure and related policies and procedures that identical programs and hence courses are offered at both female and male campuses for the common programs.

In order to ensure parity across the different campuses, for cross-campus programs, the Organizational Structure Policy (POL-CI-PQ-02-03) requires that councils and committees whose work is directly related to the program(s) shall be joint bodies with representation from all offering departments and/or colleges/institutes.

The curriculum department of the college ensures that curriculum plans and programs and course descriptions offered at more than one site are unified. The Curriculum Standing Committee has representation from both campuses and ensures that modifications to curriculum plans and program and course descriptions offered at both sites are made uniformly and in the interest of both sites.

The Academic Department Manual describes the structure and working of the department along with the roles and responsibilities of each committee and position. For the entities offering cross-campus programs or courses, the department council has to be a joint department council among male and female campuses. The joint council will be chaired alternately by male and female heads of department. The chair for the first semester will be the female head of the department and for the second semester the male head of department.

Each Academic department is required to establish a permanent Program Assessment and Evaluation Committee (PAEC). For the cross-campus programs this must be a joint committee for male and female campuses, to be chaired alternately by male and female counterparts - First Semester-Male, Second Semester-Female.

Similarly, Academic Support departments are required to establish a permanent Group Assessment and Evaluation Committee (GAEC). This committee must be a joint committee for male and female campuses, to be chaired alternately by male and female counterparts - First Semester-Male, Second Semester-Female.

The department level Curriculum Committee is required to be a joint committee for male and female departments as needed, to be chaired alternately by male and female counterparts (First Semester-Male, Second Semester-Female). The curriculum coordinator is a common position among the male and female departments offering cross-campus courses or programs.

The duties and responsibilities of all the above-described Councils and Committees are provided in the Academic Department Manual. ([MAN-CI-PQ-01-03 Academic Department Manual](#)).

<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

The course Lead Coordinator (CLC) is assigned for each course offered at multiple locations to ensure the synchronized delivery of the course. CLC coordinates the preparation of the course delivery plan and assessment blueprint ensuring alignment with the course specifications. In addition, CLC:

- Follows up on the adherence to the course delivery plan and assessment blueprints at all locations;
- Prepare a common course report and compile a common course file for all campuses and submit within the stipulated deadline;
- Assist PAEC in reviewing the course report and course file;

To ensure that the curriculum plans, program and course descriptions etc. are unified and any modification is made through an approved process, the institution has developed a Curriculum Management System (CMS). The CMS is the only system from where the officially approved version of curricular documents is available for access.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

Not Applicable (N/A)

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

Assessment plan for the Program Learning Outcomes is available hereunder.

<https://sites.google.com/rcyci.edu.sa/edci-pq/quality-department/plos-assessment-plan>

The assessment results and their analysis is presented in the Annual Program Report. The identified areas of improvement form an important basis for suggesting and prioritizing

Program improvements through the program improvement plan. The implementation of the improvement plan is monitored through Annual and Periodic reviews.

[MAN-CI-PQ-01-02 Academic Program Manual](#)

<https://sites.google.com/rcyci.edu.sa/qmsreference/manuals>

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Faculty	Survey	End of Semester
Teaching	Students	Survey	End of Semester
Teaching	Peer review	Visits	During the semester
Faculty Evaluation	HOD	Survey, interview, visits	End of Year
Learning Resources	Department Curriculum Committee	Surveys, visits, Course Files	End of Academic Year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target 2026 year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	85%	Direct	Annually
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	4	Survey	Annually
3	KPI-P-03	Students' evaluation of the quality of the courses	4	Survey	Semi-Annually

4	KPI-P-04	Completion rate	40%	Survey	Annually
5	KPI-P-05	First-year students retention rate	80%	Direct	Annually
6	KPI-P-06	Students' performance in the professional and/or national examinations	N.A.	N.A.	N.A.
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	65%	Survey	Annually
8	KPI-P-08	Average number of students in the class	20	Direct	Semi-Annually
9	KPI-P-09	Employers' evaluation of the program graduates proficiency	4	Survey	Annually
10	KPI-P-10	Students' satisfaction with the offered services	3.9	Survey	Annually
11	KPI-P-11	Ratio of students to teaching staff	16:1	Direct	Annually
12	KPI-P-12	Percentage of teaching staff distribution	Details below**	Direct	Annually
13	KPI-P-13	Proportion of teaching staff leaving the program	4%	Direct	Annually
14	KPI-P-14	Percentage of publications of faculty members	30%	Direct	Annually
15	KPI-P-15	Rate of published research per faculty member	0.8	Direct	Annually

16	KPI-P-16	Citations rate in refereed journals per faculty member	5	Direct	Annually
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	3.9	Survey	Annually

* including KPIs required by NCAAA

** KPI-12 Detailed Targets

Academic Rank	Required Numbers		
	Male	Female	Total
Professors	5%	5%	10%
Associate Professors	5%	5%	10%
Assistant Professors	15%	15%	30%
Lecturers	15%	15%	30%
Teaching Assistants	10%	10%	20%
Total	50%	50%	100%

I. Specification Approval Data

Council / Committee	<div style="border: 2px solid red; padding: 5px; text-align: center;"> <p>APPROVED</p> <p>By: <u>College Council # 60</u></p> <p>On: <u>17 03 2020 - Yanbu</u></p> <p>EDCI - Yanbu University College</p> </div>
Reference No.	
Date	

PLO_Code	Program : BSc ACCT
Knowledge	
K1	Demonstrate knowledge of all major functional areas of business
K2	Demonstrate intense knowledge of Accounting environment and Accounting tools and able to express and use those knowledge in their professional careers
K3	Develop the diverse knowledge areas of contemporary significance
Skills	
S1	Develop skills of critical thinking, analysis and apply the knowledge and understanding of concepts and theories related to all functional areas of business
S2	Demonstrate the ability to critically assess and analyse issues in Accounting leading to informed problem-solving
Competence	
C1	Demonstrate interpersonal, communication, teamwork and leadership skills
C2	Apply ethical, social skills and abide by legal responsibilities in management practices both in business and community services.
C3	Demonstrate ability to use Information Technology tools effectively in business settings
C4	Communicate business ideas effectively through speaking, writing, and listening.

GA-PLO MAPPING	GA-1	GA-2	GA-3	GA-4	GA-5	GA-6
K1						X
K2						X
K3					X	
S1	X					
S2	X					X
C1		X		X		
C2			X			
C3					X	X
C4		X		X	X	