



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Islamic Architecture

Provided by
Umm Al Qura University

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
بكالوريوس العمارة الإسلامية (العمارة)	Ba Islamic Architecture	ASIIN	--	TC 03
<p>Date of the contract: 14.03.2017</p> <p>Submission of the final version of the self-assessment report: 06.10.2017</p> <p>Date of the onsite visit: 21.-22.02. February</p> <p>at: Makkah</p>				
<p>Peer panel:</p> <p>Prof. Dr. Ralf Weber, Technical University of Dresden</p> <p>Dipl.-Ing. Heinrich Pfeffer, Free Architect, Chairman of the Association of German Architects</p> <p>Dr. Thomas Voellmar, Free Architect, Lecturer Hafen City University Hamburg (due to illness contributed written report only)</p>				
<p>Representative of the ASIIN headquarter: Dr. Michael Meyer</p>				
<p>Responsible decision-making committee: Accreditation Commission for Degree Programmes</p>				
<p>Criteria used:</p> <p>European Standards and Guidelines as of 15.05.2015</p>				

¹ ASIIN Seal for degree programmes;

² TC: Technical Committee for the following subject areas: TC 01 - Mechanical Engineering/Process Engineering; TC 02 - Electrical Engineering/Information Technology; TC 03 - Civil Engineering, Geodesy and Architecture; TC 04 - Informatics/Computer Science; TC 05 - Physical Technologies, Materials and Processes; TC 06 - Industrial Engineering; TC 07 - Business Informatics/Information Systems; TC 08 - Agriculture, Nutritional Sciences and Landscape Architecture; TC 09 - Chemistry; TC 10 - Life Sciences; TC 11 - Geosciences; TC 12 - Mathematics; TC 13 - Physics.

B Characteristics of the Degree Programme

ASIIN General Criteria, as of 10.12.2015	
Subject-Specific Criteria of Technical Committee 03 – Civil Engineering, Geodesy, Architecture as of 2012-09-28	

B Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Studiengang 1/	Bachelor of Islamic Architecture		Level 6	Full time	--	10 Semester	300 ECTS/165 UQU CP	

For the Bachelor's degree programme the institution has presented the following profile in the self-assessment report:

The programme's graduates have a wide range of professional opportunities in the public and private sectors, particularly in the field of architecture and urban planning.

The programme provides qualified researchers capable to generate solutions to architecture and urban planning issues in the KSA.

The Islamic Architecture programme educates graduates with practical and theoretical knowledge and a deep understanding of architecture and urban planning concepts. Graduates acquire the knowledge of the architectural design process and to manage building construction sites..

Graduates acquire the interpersonal skills required for working in the social services.

The programme has attained a high level of recognition with international achievements; international architectural competitions and other distinguished international and national prizes.

³ EQF = The European Qualifications Framework for lifelong learning

The programme expands the knowledge and awareness of national and international activities and development in the fields of architecture, urban planning, construction methods and materials, etc.

Design expertise

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

Cultural & arts sciences

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

Social & human sciences

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

- Can identify & define functional requirements for different sectors of the environment.

Environmental Sciences

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

Science & Engineering

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

Design methods

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

Construction Economics/ Construction Management

- Can apply knowledge of professional, business, financial & legal requirements.
- Have an appreciation of how the real estate business works, have awareness of financial relationships, real estate investment & alternative methods of procurement & facility management.
- Have an awareness of the potential roles of architects in new & already familiar fields of action as well as in international context.

B Characteristics of the Degree Programme

- Have an understanding of market mechanisms & their effect on the development of the built environment, an understanding of project management, project development & client consulting.
- Have an understanding of professional ethics & codes of conduct relating to the exercise of the profession & an understanding of legal obligations regarding the registration of an architect.
- Can plan & coordinate the construction process.
- Can organize processes involved in building construction & its economic management.

Skills

- Have the ability to work in teams & communicate ideas by means of speech, text, drawings, models & statistics.
- Have the ability to apply analogue & digital, graphical & model making skills to analyse & develop a construction plan & to convey this vividly.
- Have an understanding of evaluation systems, which utilize manual and/or electronic means for the analysis of the built environment.
- Students should acquire appropriate knowledge, skills & abilities in all study schemes that prepare them to become licensed architects

Preparatory Year

- Demonstrate understanding of concepts & theories of mathematics & sciences appropriate to architecture.
- Demonstrate understanding of basics of information & communication technology (ICT).
- Demonstrate understanding of characteristics of engineering materials related to architecture.
- Select appropriate mathematical tools & computing methods for modelling & analysing engineering problems.
- Assess & evaluate the characteristics & performance of components, systems & processes.
- Analyse results of numerical models & understand their limitations.
- Maintain a systematic & methodical approach to dealing with new & advancing technology.
- Select & appraise appropriate ICT tools to a variety of engineering problems.
- Use computational tools & software packages pertaining to the discipline & develop required computer programs.

B Characteristics of the Degree Programme

- Integrate knowledge of mathematics, science, information technology, design, business context & engineering practice to solve engineering problems.
- Employ computational tools, measuring instruments, workshops & lab. equipment to design experiments & collect, analyse & interpret results.
- Use a wide range of analytical & technical tools, techniques & equipment, including pertinent software.
- Apply numerical modelling methods and/or appropriate computational techniques to engineering problems.

C Peer Report for the ASIIN Seal⁴

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Self-assessment report
- Website of the department
- Discussions with representatives of MUST management, programme coordinators, lecturers, business representatives, students

Preliminary assessment and analysis of the peers:

The study aims and intended learning outcomes of the programme at a level of higher education, defined by the university, correspond to learning outcomes relevant to level 7 of the European Qualifications Framework. Learning outcomes are accessible to students, staff members, and all the other stakeholders on the faculty web site. These objectives were discussed in staff meetings with the faculty team. The department consults with private companies and governmental institutions in the development of the programmes through a special council. Additionally, selected professionals are involved in the further development of the programme via annual workshops with the programme coordinators.

From the peers point of view, the programme's aims correspond with the general European requirements for the accreditation of architects. In detail, the aims met the requirements of the subject specific criteria of the Technical Committee for civil engineering, geodesy and architecture regarding design expertise, knowledge of cultural and arts sciences, of social and human sciences and of environmental sciences. The students should earn a basic understanding of the integration of load bearing structures and of civil engineering and they should be able to apply design methods and learn economic and management skills. The peers welcomed that the more general content of the preparatory year and the general

⁴ This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

courses of the university now also integrate aspects specific to the discipline of architecture.

During the discussion, the programme coordinators explained that, in contrast to general architecture education, the programme at this university targets specific aspects of an Islamic identity in architecture. The intension of the Islamic Architecture programme is to integrate general Islamic cultural aspects in architectural design complemented by regional/national form specifications. The programme at UQU should teach students to interpret Islamic architecture with Arabian forms and specifications. An additional orientation of the programme lies on Makkah and the holy mosque with the special needs of the Hajj.

As this understanding is not described within the study aims, the peers advised that the profile of the programme become more transparent to external stakeholders.

The intended profile of the programme offers students excellent opportunities in the labour market in the construction industry or in architectural offices. Most of the graduates get a job after completing the bachelor's degree. After finishing their studies graduates must complete four years of practical experiences to become a member of the national architecture association.

Criterion 1.2 Name of the degree programme

Evidence:

- Websites of the degree programmes
- Self-Assessment Report

Preliminary assessment and analysis of the peers:

The title of the programme is published on the subject specific webpages. The information about the programme is published in Arabic and English. Keeping in mind the discussion about the meaning of Islamic Architecture (see Chapter 1.1, above) the panel confirmed that the name of the programme reflects the intended aims and learning outcomes.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans of all degree programmes
- Module descriptions

- Discussions with representatives of UQU management, programme coordinators, lecturers, business representatives, students

Preliminary assessment and analysis of the peers:

In general, the peers came away with a good impression of the curriculum, and that its structure and content conform to the aims of the programme. c.Until 2016, the curriculum included a preparatory year for all students of UQU that includes general subjects of natural sciences, computer skills, communication skills and English language skills. The preparatory year should introduce students to the university's culture, with the benefit that attain a comparable level of knowledge. Study Plan 37, which began in 2016/17, ended the compulsory preparatory year.. The panel and the programme coordinators agreed that it was beneficial for the programme to concentrate more intensively on the needs of architecture. For example, the fundamentals in Mathematics and Physics now are taught in special modules for architects.

Nevertheless, still included in the curriculum are modules for "soft skills" like English language or communication skills. The governmental requirements for cultural and religious studies are covered in modules about Islamic culture and the Holy Quran. The committee looked at a number of examples of module descriptions and gained the impression that the modules deal with cultural topics of Islam, which does not contradict the basic principles of scientific research.

The curriculum includes up to 10 architectural design studios with a combination of structured work within 10 contact hours and in some of the studios additional independent student works. The peers noted that the name "studio" leads to some confusion about modules, which teach preparatory design skills but are not real design studios. They recommended that the names of the modules should better reflect their content.

The theoretical background is given in modules about Architecture in Ancient Civilizations and History and Theory of Architecture 1-4. The modules: Building Materials, Building Construction 1-4, Structure 1-3, Technical Building Installation and Surveying contain technical aspects. Artistic elements are included in the modules: Descriptive Geometry and Architectural Drawing, Design Process and Methods. Practical design aspects are handled in the modules: Architectural Models as well as Shadow, Perspective and Architectural Presentation.

Beginning with the fourth semester, students also deal with urban planning in the modules: Introduction of Urban Environment, History and Theories of Urban Planning, Urban Design, Urban Planning and Urban Planning Studio as well as Regulations of Urbanism comple-

mented in the 8th semester by Landscape Architecture, Interior Design and Heritage. Additionally, the curriculum includes modules about environmental aspects as well as law and economics. Finally, two internships are required..

Keeping in mind the importance of Islamic architecture for the programme, the peers wondered that the modules about architectural theory seemed to be focused primarily on international/western architectural contents while aspects of Islamic culture receive only rudimentary coverage. Although those aspects are involved in the summer school as the programme coordinators explained, the peers recommended to strengthen Islamic aspects within the modules of architectural theory. The peers remarked positively, that students also design religious buildings during their studies.

Further on, the peers encourage that heritage or historic preservation be considered much earlier in the curriculum. As students can learn the nature of Islamic architecture by analysing historic buildings and towns, they should become familiar with them before they develop a personal style without knowing aspects of this heritage. The peers recognize that while heritage is included in the summer school programmes, according to the module description, it only pertains to the *survey* of historic monuments.

In addition, the eighth semester is quite late in the curriculum to address interior design for the first time, as students should have a fundamental understanding of the spatial qualities that make up the interior of a building.

The peers have a similar impression regarding urban planning and landscape architecture. From their point of view, students should beware as soon as possible that buildings should never be considered in isolation from the context of their urban environment or landscape. Therefore, the peers recommended that fundamental aspects of heritage, urban planning, landscape and interior architecture be included earlier in the programme.

With regard to the qualifications of the graduates, the peers noted that the focus lies on technical aspects. They also noted that these aspects are mostly covered in a theoretical manner, not related to actual design projects. Therefore, they recommended to strengthen the focus on building construction within the design studios..

On the other hand, by reviewing the exhibition of design studios and graduation projects, the peers noted a certain lack of artistic skills probably due to the higher concentration on technical aspects. Delineation and geometry are covered in one module, but the peers found little evidence about teaching proportion, design theory or the composition of architectural forms and facades. Therefore, they recommended to offer more opportunities for students to gain experiences in design fundamentals.

Regarding the two internships, the peers remarked that students are not required to do one mandatory internship at a building or construction site and another in an architectural office as mandated by the international UIA criteria. The peers also could follow the suggestions of the industry representatives that students should get more practical experiences either by extending the duration of the internships or the graduation project, which most students plan in cooperation with companies in any case.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Webpage Umm Al-Qura: <https://uqu.edu.sa/en>

Preliminary assessment and analysis of the peers:

The requirements and procedures are mandatory, transparent and the same for all applicants. They are based on the final grade of the high school degree. Until 2016 the admission was based also on the results of the preparatory year. The auditors consider the requirements suitable for assuring subject-specific qualifications of high school graduates for being admitted to higher education at UQU.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:

The peers thanked for the detailed comment of the university. They have seen already that the study aims are published on the website. But the description of the aims does not explain most clearly the topic “Islamic” in architecture for example in contrast to Arabic architecture. They suggested a recommendation to make this aspect of the study aims more transparent to external stakeholders.

The auditors knew that the department will not be able to change the mandatory modules defined by the university. But from their point of view there are no changes needed in this modules. All their remarks belong to the specific architectural modules of the programme.

They understood out of the comment of the university that there is more theoretical background about Islamic architecture than visible in the module description. Keeping in mind the title of the programme and its general aims this background is still little comparing to other aspects given about architectural theory. Therefore, the peers suggested a recommendation, to offer a still stronger focus on aspects of traditional Islamic architectural principles within architectural theory and history. Perhaps it would be sufficient to rewrite the module descriptions regarding this topic.

The panel had no doubts that there are included aspects of historic preservation and heritage, urban planning, landscape and interior architecture within the programme. They welcomed the announcement of the university to change the named modules with non-specific courses within the curriculum. As these changes are still not established the peers suggested an appropriate recommendation.

Additionally, the panel suggested three more recommendations: to strengthen the students' abilities in building construction within the design studios, to offer more courses in architectural design fundamentals (compositional principles of form, space, color, light) and to extend the opportunities for students to gain more professional experiences.

Nevertheless, in general the peers assessed the criterion as fulfilled.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules

Evidence:

- Self Assessment Report
- Module descriptions
- Examination regulations
- Study plan
- Discussions with representatives of UQU management, programme coordinators, lecturers, students

Preliminary assessment and analysis of the peers:

The peers acknowledged that the degree programme under review is divided into modules and their structure is clearly outlined on the subject specific website. Each module is a summation of teaching and learning. With its choice of modules, the structure ensures that the learning outcomes can be reached. The peers learned that because of national requirements there are only a few elective courses defined in the programme, but from the point of view of the peers students still have sufficient opportunities to define an individual focus especially during the design projects. Das steht im Widerspruch zu dem vorher Gesagtem, ich würde den Teil des Satzes rauslassen, weil wir ja eine Empfehlung für mehr Electives haben.

In general, the module structure with its elective courses allows students to absolve studies abroad without any loss of time. To facilitate the mobility of the students the university has defined rules for the recognition of credits acquired at other higher education institutions based on the competences of the students. Nevertheless, only 5% of the students are studying at universities abroad.

The panel pointed out that the option to study abroad at other higher education institutions should be more strongly supported by the department and the university. Exchange agreements should be established with foreign universities and the possibility to study abroad should be actively promoted.

Criterion 2.2 Work load and credits

Evidence:

- Self-Assessment Report
- Module Handbooks for both degree programmes
- Discussions with representatives of the management of the university, programme coordinators, lecturers, students

Preliminary assessment and analysis of the peers:

The peers understood that the university uses on the one side a national credit point system based on contact hours and on the other side ECTS credit points based on the student workload. The transfer from contact hours of UQU to ECTS is not formally standardised but the university calculated the workload for each module/course. The university defined the curricula with 30 ECTS points per semester on average and 30 hours of student workload per ECTS point.

Considering the named ECTS points for the single modules the peers assessed the estimated time budgets as realistic to enable students to complete the degree without exceeding the regular course duration. Workload peaks have thus been avoided by the university. The students confirmed this assessment of the peers.

In general, the degree programmes under review are designed to be completed within four academic years. As the intake for Study Plan 37 started in fall semester 2016/2017, assessing the fraction of students able to complete the programme within the required timeframe was only possible for the auditors by looking at statistical data referring to previous study plans. These data showed no indicating that the workload would not be within the estimated hours for the students to reach the expected study goals.

Criterion 2.3 Teaching methodology

Evidence:

- Self Assessment Report
- Module descriptions:
- Discussions with representatives of MUST management, programme coordinators, lecturers, business representatives, students

Preliminary assessment and analysis of the peers:

The programme under review is a full-time programme with classroom, structured and self-study activities. The staff members apply various teaching and learning methods (such as lectures, computer training, classroom exercises or excursions, individual and group assignments, seminars and project works). Structured activities include tutorial, homework, assignment and practical activities.

Several courses in the Bachelor's Degree Programme in the Department of Islamic Architecture involve field visits, training, laboratory and graduation project work. Additionally, some modules include internships in order to provide an adequate link to the professional practice and to prepare the students to commence work in existing or foreseeable professional fields. The courses are also linked to the research conducted in the department and provide a path to postgraduate studies, particularly the Architectural Design Studio and Building Construction courses. An important function of the programme's didactical concept is shown by students' exchanging ideas in the studios where all semesters come together to work on their projects.

In total, the peers found that the teaching methods and instrumentssupport the students in achieving the learning outcomes. From their point of view the programme is well-balanced between attendance-based learning and self-study. There is evidence that students have practice developing skills in academic research and writing.

Criterion 2.4 Support and assistance

Evidence:

- Self Assessment Report
- Discussions with representatives of management of the university, programme coordinators, lecturers, business representatives, students

Preliminary assessment and analysis of the peers:

Students receive much support in study and interpersonal-related situations at UQU. Resources and infrastructure for an effective support and assistance system are clearly visible and are used by the students.

For guidance and assistance in planning their programme, students are assigned an academic advisor at the beginning of their studies. Programme coordinators, teaching staff, and members of the Careers and Employment Service are also involved in support and assistance.. The teaching staff offers office hours for meeting students. The department's course coordinator and the Vice Dean for Academic Affairs have overall responsibility for student guidance, problem solving, and academic/ non-academic counselling.

Both staff and students seem highly involved in the academic activities. Good relationships evidently exist between students and staff members. Reportedly, the teaching staff is highly responsive towards the students' needs and complaints as well. All students met by the peers expressed a general and sometimes deep satisfaction with teachers' responsiveness to their needs.

The auditors are impressed by the dedication of the teaching staff for supporting and assisting students. This strong engagement is directly reflected by dedication, contentment, and respect of the students towards their teachers, as expressed in conversations the peers had during the audit.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:

As the university did not give any comment on this criterion, the peers confirmed their former assessments. They see the criterion completely fulfilled.

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation
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Evidence:

- Self Assessment Report
- Examination Regulations
- Study plan
- Module descriptions
- Discussions with representatives of management of the university, programme coordinators, lecturers, students

Preliminary assessment and analysis of the peers:

The peers noted that each module has a midterm, an end-of-term and a final examination. Exams are module-related and offer students continuous feedback on their progress in

developing competences. Midterm and end-of-term examinations are held in the form of quizzes, tests, presentations, essays, class discussions, roundtables, simulations and other assignments. The exact form of regular and interim examinations is determined by the module's lecturer depending on the specifics of a specific module; these are described in the syllabi students get at the beginning of the semester. Final examinations can be oral, written, in the form of tests, or as a combined form. The form of a final examination is suggested by a lecturer and must be approved by the department's Academic Board.

The number and distribution of the exams ensure that both the exam load and preparation times are adequate. All exams are scheduled in order to avoid delays in students' academic progress caused by deadlines, exam correction times, re-cesses etc. All exams are marked using transparent criteria. There are mechanisms in place which ensure that exams marked by different examiners are comparable. Failed exams can be repeated as often as students require but they have to pay credit fees for the retaking..

As a result of the assessment of the final projects, the impression of the peers, that students are not quite familiar with different spatial and formal compositional design principles and that they also need to focus more attention on urban planning aspects for their building designs was confirmed (see chapter 1.3).

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:

As the university did not give any comment on this criterion, the peers confirmed their former assessments. They see the criterion completely fulfilled.

4. Resources

Criterion 4.1 Staff

Evidence:

- Self Assessment Report
- Staff handbook
- Discussions with representatives of management of the university, programme coordinators, lecturers,

Preliminary assessment and analysis of the peers:

The college of Islamic Architecture incorporates 10 full professors, 12 associate professors and 15 assistant professors with additional lecturers and tutors. The academic position of

every staff member depends on research activities, publications, academic education, supervision of students, and other supporting activities. To ensure the quality of the teaching staff the university defined as a requirement for a professor to have a doctorate and five years of practical experiences after graduation. The professors from Saudi Arabia have permanent contracts, foreign professors mostly time limited contracts.

The peers reviewed various research activities carried out in the last years. They welcomed that students were partly involved in these research projects. As most of the projects seen by the peers are more theoretically oriented, the peers advised that practical issues should also be considered more intensively.

Regarding teaching in general, the peers are impressed by the open-minded atmosphere among students and staff members. This interaction creates an atmosphere of understanding and implements a culture of open discussion.

Summarising, the peers noticed that the composition, scientific orientation and qualification of the teaching staff are suitable for sustaining the degree programme and that the quantity of the staff ensured a good professor student ratio with regard to the supervision of the students during their design projects.

Criterion 4.2 Staff development

Evidence:

- Self-Assessment Report
- Discussions with representatives of UQU management, programme coordinators, lecturers,

Preliminary assessment and analysis of the peers:

The university explained that there were several arrangements to enhance the didactical competences of the teaching staff. For the continuing improvement of teaching skills, a broad offer of special courses exists at the university. Staff members who wish to develop their professional skills as well can participate in international conferences; these costs are covered by the university. Additionally, every four years the professors can apply for a larger research project and a one year sabbatical.

In summary, the peers confirm that the university offers sufficient support mechanisms and opportunities for members of the teaching staff who wish to further develop their professional and teaching skills.

Criterion 4.3 Funds and equipment

Evidence:

- Self-Assessment Report
- On-site visit of the laboratories, lecture rooms, and the library

Preliminary assessment and analysis of the peers:

The peers learned that financial sources for UQU originated from tuition fees, government funding and private funding of companies. The operational funds were distributed to the Faculties and Colleges of the university based on a specific formula depending on the number of students. The peers were convinced that the financial sources were sufficient and secured for the timeframe of the accreditation.

Research activities are financed by special governmental research funds and by international or national private projects. These funds are not given directly to the faculty but to the scientific department of the university.

The peers determined that the department of Islamic Architecture is integrated in the College of Engineering. From their point of view it would be more appropriate to combine architecture, design and urban planning in a separate college with regard to the content of the programmes and for organisational reasons.

The peers inspected the classrooms, library and laboratories in order to assess the quality of the infrastructure and the technical equipment. They found that students have access to international literature via online databases..

During their inspection of the institution, the peers saw very good studio spaces for the students. All students have their own workplaces where they could discuss their projects, and work on their models. These work areas provide a good atmosphere for the students. Therefore, most students build their models in the department and not at home. But with regard to the number of students, the peers determined that the capacity and the equipment of the technical workshops is quite poor. They doubted that the students are given adequate support for the preparation of their models. Therefore, the peers find it necessary to improve the quantity and quality of the equipment of the workshops.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:

The peers welcomed the decision of the department to improve the equipment of the workshops. As the improvement could not be implemented yet, they still suggested an appropriate requirement.

Regarding the institutional structure to subsume architecture, design and urban planning into one college, they suggested an recommendation although the department is already

in discussion with the university. Finally, they suggested a recommendation about the research activities.

Summarising their assessment the peers saw the criterion mainly fulfilled besides the equipment of the workshops.

5. Transparency and documentation

Criterion 5.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module descriptions
- Webpage Umm Al-Qura: <https://uqu.edu.sa/en>

Preliminary assessment and analysis of the peers:

The peers positively noted that the college published the module descriptions for the degree programme under review. Hence, the module descriptions normally are available for all interested stakeholders but the peers determined that missing new modules of the study plan 37 has to be published yet. They examined the module descriptions and noted that the modules have comprehensible names and identification codes, that responsible persons are named, the teaching methods are specified and the workload is defined in connection with the credit points for each module. Additionally the contents and objectives of the modules are described, their admission and examination requirements as well as the forms of assessments. From their point of view such additional information would be helpful for the self studies of the students.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Transcript of Records for each degree programme
- Sample Diploma Certificate for each degree programme
- Sample Diploma for each degree programme

Preliminary assessment and analysis of the peers:

The peers approve from studying the documents provided for review that the students are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records.

The peers point out that the Diploma Supplement should inform about the structure and content of the respective degree programme, provide information about the individual performance as well as statistical data regarding the final grade, and include information about the composition of the final grade according to the ECTS-Users' guide. This allows the reader to categorise the individual result. The currently issued Diploma Supplement is more similar to a Transcript of Records and does not follow the internationally accepted standards for a Diploma Supplement.

In order to rate the level of academic education and qualification of a study programme, which is the common practice in countries UQU wishes to compete with, the peers expect that all graduates of the degree programmes must be provided with a standardised Diploma Supplement. This way academic qualification is comparable and raises chances for success in the job market or for applying for continuing studies abroad. The Diploma Supplement must include a description of the academic career, the competences acquired during the studies, explain the qualification gained including the achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Criterion 5.3 Relevant rules

Evidence:

- Rules and Regulations of Undergraduate Study and Examinations
- Rules__Executive_and_Enforcement_Actions_of_Uniform_Regulations_of_Graduate_Studies_in_Saudi_Universities
- The Employment Regulations of Saudis in Saudi Universities
- The Statue of the Higher Educations & Universities

Preliminary assessment and analysis of the peers:

The peers confirm that the rights and duties of both UQU and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in Arabic at the beginning of every semester.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:

The peers welcomed that the university has published already the descriptions of all modules of the new study plan (plan 37) on its website. They also welcomed that the department decided to hand out a diploma supplement to the graduates. With its comment to the report, the department provided an example of a diploma supplement, which contains

detailed information about the educational objectives, intended learning outcomes, the structure and the academic level of the degree programme as well as the individual performance of the student. Therefore, the panel did not see the need of appropriate requirements anymore.

The peers assessed the criterion as completely fulfilled.

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self Assessment Report
- University Development and Quality Unit in Umm Al-Qura University (Present and Future), 2016
- Discussions with representatives of management of universities, programme coordinators, lecturers, students

Preliminary assessment and analysis of the peers:

The peers note that quality management at UQU is understood as a continuous process for improving the quality of the degree programmes achieved through internal and external evaluation. Internal evaluation of the quality of the degree programmes is performed by surveys. A students' survey is organised by the university's office for evaluating didactical and professional performance of teachers. This evaluation takes place in every course and in every semester. The students are informed about evaluation results. In the case of negative feedback, the Dean talks to the respective teacher, discusses problems, and offers solutions. The peers gained the impression that the teaching staff take the students' feedback seriously and negative feedback has the potential to initiate changes for enhancing the quality of the degree programme.

Additionally, the department conducts a graduate survey with respect to the quality of the degree programmes. This type of feedback is designed to consider changes in the curriculum by the department for matching needs of graduates in terms of job perspectives and future plans.

Finally, employers are asked to give their feedback on the qualification profile and employability of graduates from the department. For this purpose, employers are also invited to

take part at annual workshops with the programme coordinators where the further development of the degree programme and the requirements of the job market are discussed.

External quality assessment of the degree programmes is provided by the National Commission for Academic Accreditation & Assessment (NCAAA) in Saudi Arabia. The degree programme under review has been accredited by NCAAA, certifying that the resources and facilities provided, processes of teaching, support services, and quality and scope of students' education in terms of knowledge, skills and abilities needed for scientific practice meets required standards.

A Student Council was recently established. The peers receive the information that students are not represented in other boards of the College, especially not in the Curriculum Committee or the Faculty Council. The peers point out that it is important to develop a culture of cooperation in which all stakeholders are involved in the processes of assessing, developing and improving the quality of study programmes.

The peers, in summary, consider the quality management system operative and suitable for identifying weaknesses and inappropriate trends, as well as implementing modifications for improving and strengthening the degree programmes. All stakeholders are involved in the process.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

As the university did not give any comment on this criterion, the peers confirmed their former assessments. They see the criterion fulfilled in general. But the panel suggested a recommendation that students will become involved in the processes of assessing, developing and improving the quality of study programmes, for example, through participation in the Curriculum Committee.

D Additional Documents

No additional documents needed

E Comment of the Higher Education Institution

Combined with a detailed comment on the report the department provided a link to the module descriptions of the new study plan 37 (<https://ugu.edu.sa/isarch.dep/App/FILES/6237>) and an example of a diploma supplement.

F Summary: Peer recommendations

The peers recommend the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Islamic Architecture	With requirements for one year	--	30.09.2023

Requirements

A 1. (ASIIN 4.3) Make a plan to improve the quantity and quality of the equipment of the workshops.

Recommendations

E 1. (ASIIN 1.1) It is recommended to make the programme's profile more transparent to external stakeholders.

E 2. (ASIIN 1.3) It is recommended to put a stronger focus on fundamental aspects of historic preservation and heritage, urban planning, landscape and interior architecture and to begin these courses earlier in the curriculum.

E 3. (ASIIN 1.3) It is recommended to strengthen the students' abilities in building construction within the design studios.

- E 4. (ASIIN 1.3) It is recommended to offer a stronger focus on aspects of traditional Islamic architectural principles within architectural theory and history.
- E 5. (ASIIN 1.3) It is recommended to offer more courses in architectural design fundamentals (compositional principles of form, space, color, light)
- E 6. (ASIIN 1.3) It is recommended to extend the opportunities for students to gain more professional experiences (e.g. by extending the graduation thesis project).
- E 7. (ASIIN 4.3) It is recommended to restructure the college organization to subsume architecture, design and urban planning into one college.
- E 8. (ASIIN 4.2) It is recommended to orient research activities more intensively on actual issues of architectural practice.
- E 9. (ASIIN 6) It is recommended, that students will become involved in the processes of assessing, developing and improving the quality of study programmes, for example, through participation in the Curriculum Committee.

G Comment of the Technical Committee 03- Civil Engineering, Geodesy, Architecture (18.06.2018)

The Technical Committee discussed the procedure and followed the assessment of the peers without any changes.

The Technical Committee 03 – Civil Engineering, Geodesy and Architecture recommends the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Islamic Architecture	With requirements for one year	--	30.09.2023

H Decision of the Accreditation Commission (29.06.2018)

The Accreditation Commission discussed the procedure and followed the assessment of the peers and of the Technical Committee without any changes.

The Accreditation Commission for Degree Programmes decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Islamic Architecture	With requirements for one year	--	30.09.2023

Requirements

- A 1. (ASIIN 4.3) Make a plan to improve the quantity and quality of the equipment of the workshops.

Recommendations

- E 1. (ASIIN 1.1) It is recommended to make the programme's profile more transparent to external stakeholders.
- E 2. (ASIIN 4.3) It is recommended to restructure the college organization to subsume architecture, design and urban planning into one college.
- E 3. (ASIIN 1.3) It is recommended to put a stronger focus on fundamental aspects of historic preservation and heritage, urban planning, landscape and interior architecture and to begin these courses earlier in the curriculum.
- E 4. (ASIIN 1.3) It is recommended to strengthen the students' abilities in building construction within the design studios.
- E 5. (ASIIN 1.3) It is recommended to offer a stronger focus on aspects of traditional Islamic architectural principles within architectural theory and history.
- E 6. (ASIIN 1.3) It is recommended to offer more courses in architectural design fundamentals (compositional principles of form, space, color, light)
- E 7. (ASIIN 1.3) It is recommended to extend the opportunities for students to gain more professional experiences (e.g. by extending the graduation thesis project).

- E 8. (ASIIN 4.2) It is recommended to orient research activities more intensively on actual issues of architectural practice.
- E 9. (ASIIN 6) It is recommended, that students will become involved in the processes of assessing, developing and improving the quality of study programmes, for example, through participation in the Curriculum Committee.

I Fulfilment of Requirements (29.03.2019)

Requirement

- A 1. (ASIIN 4.3) Make a plan to improve the quantity and quality of the equipment of the workshops.

Initial Treatment	
Peers	Fulfilled Vote: unanimous Justification: The university not only send a plan but improved the workshops already in a way that the peers assessed it as well equipped now.
TC 03	fulfilled Vote: unanimous Justification: The Technical Committee followed the assessment of the peers without any changes.

Decision of the AC Programmes on 29.03.2019:

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
Ba Islamic Architecture	All requirements fulfilled	--	30.09.2023

Appendix: Programme Learning Outcomes and Curricula

The following curriculum is presented:

**Table 1:
Courses of
Plan 37**

Curriculum Plan 37 - Islamic Architecture Department (Specialization of Architecture)							
First Level				Second Level			
Course Code	Course Name	Credit Hours	Contact Hours	Course Code	Course Name	Credit Hours	Contact Hours
08011101-5	Architectural Design Studio 1	5	10	08011106-5	Architectural Design Studio 2	5	10
08011401-2	Descriptive Geometry and Architectural Drawing	2	3	04032106-2	Physics For Architects	2	2
04041001-2	Mathematics for Architects	2	2	08011411-2	Architectural Models	2	2
08011406-2	Architecture of Ancient Civilizations	2	2	08011416-2	Shadow, Perspective and Architectural Presentation.	2	3
07000101-4	English Language	4	10	07000102-4	English Language for Architecture	4	8
08011201-2	Building Materials	2	2	08011111-2	Design Process and Methods	2	2
Total Credit Hours		17	29	Total Credit Hours		17	27
Third Level				Fourth Level			
Course Code	Course Name	Credit Hours	Contact Hours	Course Code	Course Name	Credit Hours	Contact Hours
08011116-5	Architectural Design Studio 3	5	10	08011121-5	Architectural Design Studio 4	5	10
08011206-2	Building Construction 1	2	3	08011216-2	Building Construction 2	2	3
08011421-2	History and Theories of Architecture 1	2	2	8032642-2	Structure 1	2	2
08011426-2	Computer Applications 1	2	3	08011431-2	History and Theories of Architecture 2	2	2
08011211-2	Environmental control	2	2	08011221-2	Buildings Technical Installation	2	2
01011244-2	Jurisprudence for Architects	2	2	08011301-2	Introduction to Urban Environment	2	2
8032840-2	Surveying	2	4	605101-2	The Holy Quran 1	2	2
Total Credit Hours		17	26	Total Credit Hours		17	23
Fifth Level				Sixth Level			
Course Code	Course Name	Credit Hours	Contact Hours	Course Code	Course Name	Credit Hours	Contact Hours
08012126-5	Architectural Design Studio 5	5	10	08012131-5	Architectural Design Studio 6	5	10
08012226-2	Building Construction 3	2	3	08012231-2	Building Construction 4	2	3
08012306-2	History and Theories of Urban Planning	2	2	08012316-3	Urban Planning Studio	3	6
08012436-2	History and Theories of Architecture 3	2	2	08012321-3	Urban Planning	2	2
08012311-2	Urban Design	2	2	08012446-2	History and Theories of Architecture 4	2	2
8033644-2	Structure 2	2	2	08012451-2	Rules And Regulations of Urbanism	2	2
08012441-2	Computer Applications 2	2	3			16	25
Total Credit Hours		17	24	Total Credit Hours		5	10
First Summer Semester (After Sixth Level)							
Course Code	Course Name	Credit Hours	Contact Hours				
08012501-2	Summer Training (I)	2	8 Weeks				
Total Credit Hours		2	8 Weeks				

0 Appendix: Programme Learning Outcomes and Curricula

Seventh Level				Eighth Level			
Course Code	Course Name	Credit Hours	Contact Hours	Course Code	Course Name	Credit Hours	Contact Hours
08013136-5	Architectural Design Studio 7	5	10	08013141-5	Architectural Design Studio 8	5	10
8033646-2	Structure in 3	2	2	08013331-2	Landscape Architecture	2	2
08013236-2	Execution Design Studio 1	2	4	08013146-2	Interior Design	2	2
08013326-2	Housing	2	2	08013241-2	Execution Design Studio 2	2	4
605301-2	The Holy Quran 2	2	2	102101-2	The Biography of Prophet Mohammad (pbuh)	2	2
601101-2	Islamic Culture 1	2	2	601201-2	Islamic Culture 2	2	2
08013456-2	Advanced Computer Applications	2	3				
Total Credit Hours		17	25	Total Credit Hours		15	22
Second Summer Semester (After Eighth Level)							
Course Code	Course Name	Credit Hours	Contact Hours				
08013506-2	Summer Training (2)	2	8 Weeks				
Total Credit Hours		2	8 Weeks				

Ninth Level				Tenth Level			
Course Code	Course Name	Credit Hours	Contact Hours	Course Code	Course Name	Credit Hours	Contact Hours
08014151-5	Architectural Design Studio 9	5	10	08014161-7	Architectural Design Studio 10	7	14
08014156-2	Graduation Research Project	2	2	08014251-2	Economics of Architectural Project	2	2
08014511-2	Elective Course 1	2	2	08014336-2	Human and Environment	2	2
08014246-2	Architectural Project Management	2	2	08014521-2	Elective Course 2	2	2
605301-2	The Holy Quran 3	2	2	605301-2	The Holy Quran 4	2	2
601301-3	Islamic Culture 3	3	3	601401-2	Islamic Culture 4	2	2
501101-2	Arabic Language	2	2				
Total Credit Hours		18	23	Total Credit Hours		17	24
Elective Courses Group – First Semester				Elective Courses Group – Second Semester			
Course Code	Course Name	Credit Hours	Contact Hours	Course Code	Course Name	Credit Hours	Contact Hours
08014511-2	Elective Course (1)	2	2	08014521-2	Elective Course (2)	2	2
08014514-2	Urban Heritage in KSA	2	2	08014524-2	Architectural criticism	2	2
08014516-2	High Tech in Building Construction	2	2	08014526-2	Vernacular Architecture	2	2
08014518-2	Mega Structure	2	2	08014528-2	Architecture of the Holy Mosque and the Prophet's Mosque	2	2
08014520-2	Sustainability and Green Architecture	2	2				