Qassim University
جامعة القصيم
كلية الأعمال و الاقتصاد

MBA Program
Quality Manual
2025

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Master of Business Administration (MBA) program Overview

The Master of Business Administration (MBA) Program offered by the College of Business and Economics (CBE) is one of the pioneer programs at Qassim University. The program started in the academic year 2004-2005 (1425-1426H). This program is designed to prepare competent professionals for the emerging competitive business landscape at the national and international levels. This program empowers ambitious learners to become high-impact business leaders through a powerful blend of advanced knowledge, cutting-edge research and emerging technologies. With a strong focus on critical thinking, strategic thinking, and leadership the program equips graduates with a broad range of opportunities for personal and professional growth in line with Vision 2030 of the Saudi Arabia.

The program is delivered in English during evening sessions held twice a week, providing flexibility for aspiring professionals from both the public and private sectors. The program was among the early recipients of international accreditation in Saudi Arabia from the prestigious Association to Advance Collegiate Schools of Business (AACSB) in 2015 and successfully achieved reaccreditation in 2021. Moreover, the program is conditionally accredited by the National Center for Academic Accreditation and Evaluation (NCAAA). The program is also ranked 2nd in Saudi Arabia, 11th in the region, and 201–250 globally, by the QS Rankings reflecting its strong commitment to high academic and professional standards.

The program is distinguished by its diverse tracks (General Management, Marketing, Finance, Human Resources, Management Information Systems, Entrepreneurship and Innovation) and is implemented over two academic years (24 months), with a total of 42 academic hours.

MBA program Mission

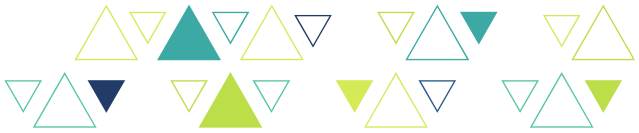
Providing educational and research services to prepare competitive leadership competencies in business administration and contribute to achieving sustainable national development, in an academic environment that promotes research, innovation, technology and partnership

Program Goals

1. Ensure quality of education to compete nationally and internationally.
2. Develop students' knowledge and capabilities in business administration, and prepare leadership competencies.
3. Encourage Research and Innovation to promote sustainable development.

Graduate Criteria

1. Our graduates will be distinguished by their knowledge and application of theories in addressing contemporary business issues.
2. Our graduates will possess advanced communication skills that enable them to present, interpret, and exchange information effectively in professional business environments.
3. Our graduates will be able to identify business problems, apply appropriate analytical tools and techniques, and propose effective alternative solutions.
4. Our graduates will be able to synthesize relevant data and develop effective strategies



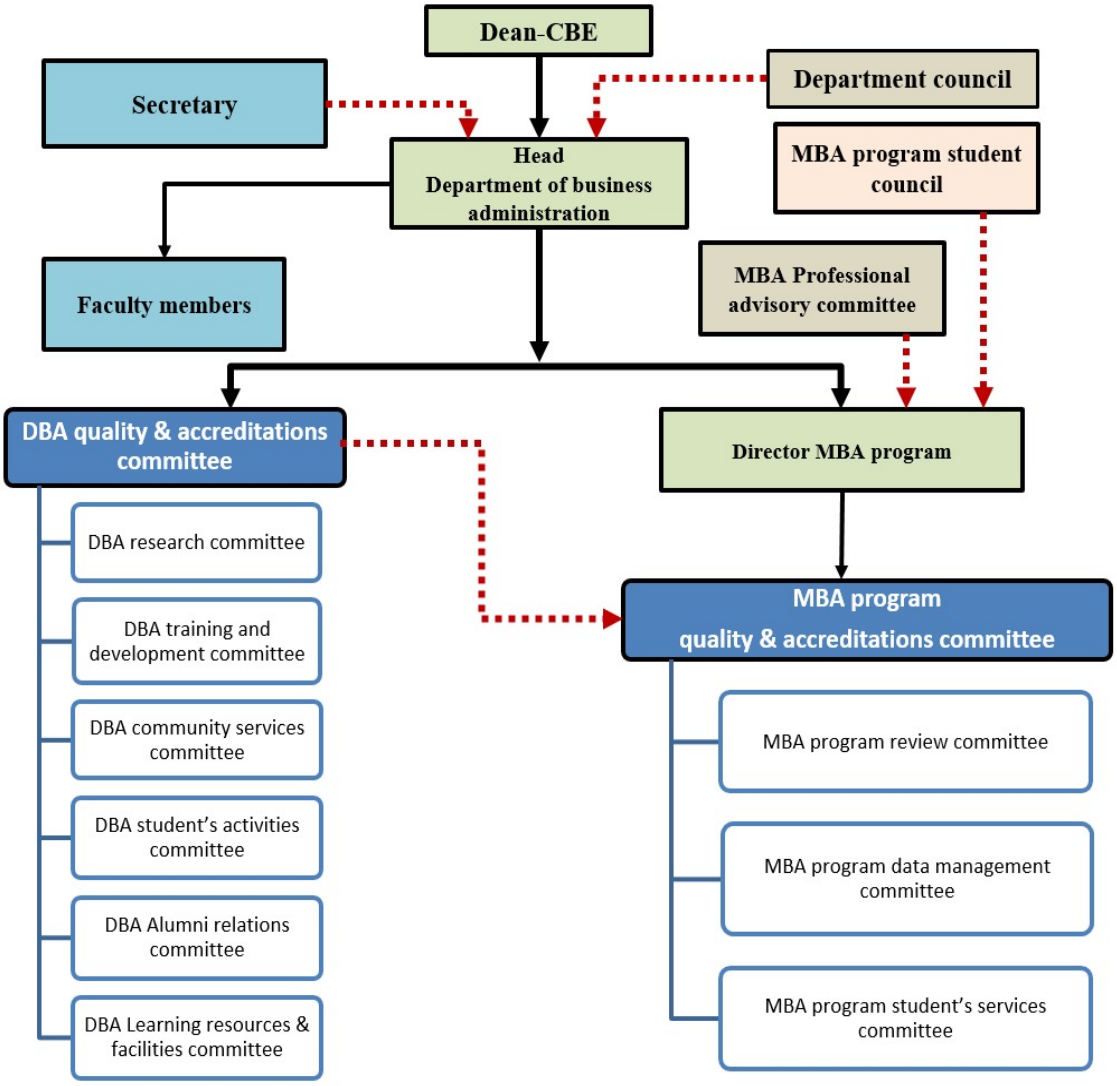
or solutions to address business problems.

5. Our graduates will demonstrate the ability to conduct systematic research, analyze data critically, and generate evidence-based insights to support effective decision-making in business contexts.
6. Our graduates will possess the skills necessary to use information communication technology effectively in business environments.
7. Our graduates will demonstrate strong leadership values that enable them to influence others and contribute effectively to organizational goals.
8. Our graduates will demonstrate commitment to ethical conduct, sustainability, and corporate social responsibility, making decisions that reflect integrity and contribute positively to society and the business environment.

Table 1: Program Learning Outcomes (PLOs)

Program Learning Outcomes		
Knowledge and Understanding	K1	**Demonstrate** in depth knowledge of theoretical models, principles, concepts, practices, and terminologies in the field of business administration
	K2	**Apply** advance knowledge and understanding of recent developments and research techniques to address business issues
Skills	S1	Students will be able to prepare and deliver a professional **presentation** on a business issue
	S2	Students will be able to **write** a logical, relevant, and well-organized report on a business issue
	S3	The students will be able to use **ICT tools** in the fields of business administration
	S4	The student has the ability to **conduct advanced scientific research** using specialized research techniques in the fields of business administration
	S5	Students will be able to demonstrate that they can identify and **analyze** the business problem and **present alternative solutions**
	S6	Students will demonstrate that they can synthesize the data and **develop strategies** or solutions to business problems
Values, Autonomy and Responsibility	V1	Students will **collaborate** and undertake **leadership** roles in the field of business administration
	V2	The students will be able to assess the potential impact of **sustainability factors** and recommend actions to address these issues
	V3	The students will demonstrate their ability to identify **ethical dilemmas**, and be able to recognize and evaluate alternative solutions
	V4	The student understands the importance of **corporate social responsibility**

Program Quality Management Structure

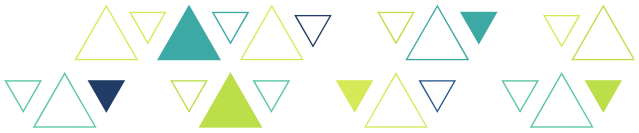


MBA = Master of Business Administration **DBA =** Department of Business administration
Professional advisory committee – each program has advisory committee which includes employers, experts, alumni, faculty members

Figure 1:MBA quality and accreditation structure

MBA program quality procedure

MBA program manages the quality procedures and practices on continuous basis. The above structure presents the overall management structure of the MBA program. The structure shows that the MBA program is in the department of business administration, in college of business and economics. The program is directly managed by the Director of the MBA program. The program has an approved structure to maintain quality in the program. The program manages quality through committees established for specific areas as shown the above figure. As shown



in the structure, the program implements quality in the program through following committees at the program level and the program level.

Management at the program level

- Director of MBA program
- MBA program quality and accreditations committee
- MBA program review committee
- MBA program data management committee
- MBA program student services committee

Management at the Department level

- Department Quality and Accreditations Committee
- DBA Research Committee
- DBA Training and development committee
- DBA Program community services committee
- DBA Student's activities committee
- DBA Alumni relations committee
- DBA Learning and facilities management

The following section explains the main activities, duties, and responsibilities of each of the above positions, units, and committees.

A brief description is provided for each of the committee in program quality and accreditation committee.

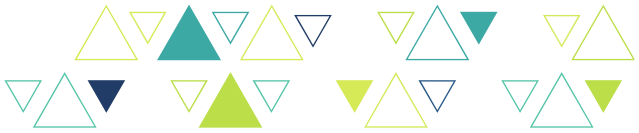
Department Quality and Accreditations Committee (DQAC)

The seven academic departments in CBE manage quality and accreditation activities of its programs independently in coordination with the CBE quality and accreditation unit. Each department follows the above quality and accreditation structure. The departments have its Department and Quality and Accreditation Committee to manage the quality and accreditation activities in the department.

The DQAC consists of a committee supervisor and members appointed by the Head of Department.

The main tasks of the DQAC are as follows:

- Supervise the quality and accreditation activities in the department.
- Coordinate with the CBE quality and accreditation unit.
- Prepare a plan of quality and accreditations in the beginning of the academic year.
- Implement the plan during the year.
- Monitor the progress during the year.
- Prepare the improvement plan for the year.



- Coordinate with the various department committees as mentioned in the above structure.
- Provide support and guidance to the committees as and when required.
- Report to the Head of department.

Department Research Committee

The department research committee manages the research activities in the concerned department. The committee consists of a chair and members appointed by the Head of department.

The main tasks of the department research committee are:

- Coordinate with the DQAC.
- Coordinate with the CBE Research Unit.
- Prepare annual research plan of the concerned department
- Implement the research plan during the year.
- Monitor the progress of research activities as per plan during the year.
- Prepare annual research report of the department.
- Prepare improvement plan for next academic year.
- Provide support and guidance to the department faculty members as and when required.
- Organize department research seminars.
- Any other activity related to the department research.
- Report to the Head of the Department.

Department Training and Development Committee

The department training and development committee manages the training and development activities for the faculty members and administrative staff in the concerned department. The committee consists of a chair and members appointed by the Head of the department.

The main task of the Training and Development Committee are:

- Coordinate with the DQAC.
- Coordinate with the CBE faculty affairs for faculty training and developments.
- Coordinate with QU Center of Leadership and Talent Development.
- Prepare annual training and development plan for the department faculty members
- Prepare annual training and development plan for the department administrative staff.
- Implement the annual training and development plan during the academic year.
- Monitor the progress in department annual training and development plan.
- Prepare annual report of department training and development activities.
- Prepare improvement plan of training and development for the next academic year.
- Report to the Head of Department.

Department Community Services Committee

The department Community Services committee manages the department community services activities provided by the faculty members and administrative staff in the concerned department. The committee consists of a chair and members appointed by the Head of department.

The main tasks of the Community Services Committee are:

- Coordinate with the DQAC.
- Coordinate with the CBE Community Partnership Unit.
- Prepare annual community services plan for the department faculty members.
- Implement the annual community services plan during the academic year.
- Monitor the progress of the above plan.
- Prepare annual report of department community services.
- Prepare improvement plan of community services for the next academic year.
- Report to the Head of Department.

Department Students Activities Committee

The department Students Activities Committee manages the activities of the students in the concerned department. The committee consists of a chair and members appointed by the Head of the department.

The main tasks of the Students Activities Committee are:

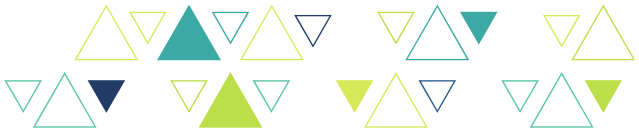
- Coordinate with the DQAC.
- Coordinate with the CBE student affairs unit.
- Prepare annual plan of student's activities (academic advising, career advising, extracurricular activities, etc.).
- Implement the above students' activities plan during the academic year.
- Monitor the progress of the above plan.
- Prepare annual report of student's activities in the concerned department.
- Prepare improvement plan of students' activities for the next academic year
- Report to the Head of Department.

Department Alumni Relations Committee

The department Alumni Relations Committee manages the relationship with the alumni who graduated from the programs in the concerned department. The committee consists of a chair and members appointed by the Head of the department.

The main tasks of the Alumni Relations Committee are:

- Coordinate with the DQAC.
- Coordinate with the CBE Career advising and Alumni unit.
- Prepare annual plan of alumni activities for the concerned academic year.
- Implement the above alumni activities plan during the academic year.
- Monitor the progress of the above alumni activities plan.



- Prepare annual report of alumni activities in the concerned department.
- Prepare improvement plan of alumni activities for the next academic year
- Report to the Head of Department.

Department Learning Resources and Facilities Committee

The department Learning Resources and Facilities Committee manages the learning resources required by programs every semester according to the requirements of the courses to be offered. The committee consists of a chair and members appointed by the Head of the department.

The main tasks of the Department Learning Resources and facilities Committee are:

- Coordinate with the DQAC.
- Coordinate with the CBE administrative director for learning resources and facilities.
- Prepare a checklist of learning resources and facilities required to effectively deliver the courses during the semesters.
- Ensure the availability of the learning resources and facilities to effectively deliver the courses during the semesters.
- Prepare improvement plan for learning resources and facilities next academic year.
- Report to the Head of Department.

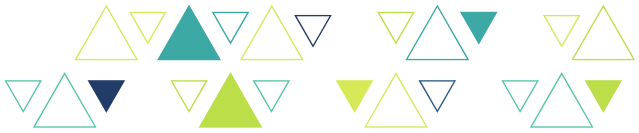
PROGRAM QUALITY AND ACCREDITATIONS COMMITTEE (PQAC)

The academic programs in the departments manage quality and accreditation activities of the program in coordination with the DQAC. Each program follows the quality and accreditation structure given in the DQAC structure. Each program in the departments have its Program Quality and Accreditation Committee (PQAC) to manage its quality and accreditations activities.

The PQAC consists of a committee supervisor and members appointed by the Head of Department.

The main tasks of the PQAC are:

- Coordinate with the DQAC.
- Supervise the quality and accreditation activities in the program.
- Prepare a plan of program quality and accreditations in the beginning of the academic year.
- Implement the above plan during the year.
- Monitor the progress in the above plan during the year.
- Prepare the improvement plan for the next academic year.
- Coordinate with the various department committees as mentioned in the above structure.
- Provide support and guidance to the program committees as and when required.



- Approve the documents after it is reviewed by the Program Review Committee.
- Report to the Director of the program.

Program Review Committee

Each program has a review committee to manage and review its various documents related to the program. The committee consists of a chair and members appointed by the Head of the department.

The main tasks of the program review committee are:

- Coordinate with the DQAC.
- Review the program handbook.
- Review the course reports submitted by the faculty members at the end of the semester.
- Review the improvements suggested by the faculty members in the course reports.
- Review the annual program report.
- Review the course syllabus.
- Review all the documents related to program.
- Report to the Director of the program.

Data Management Committee

Each program has a data management committee to manage the data and information related to the program. The committee is responsible for collecting data from the deanship of quality and accreditations at Qassim University. It also directly collects data from the stakeholders if the information/data is not provided by the deanship of quality and accreditations. The committee consists of a chair and members appointed by the Head of the department.

The main tasks of the Data Management Committee are:

- Coordinate with the DQAC.
- Coordinate with the PQAC
- Maintain the record of data and information related to the program.
- Conduct surveys to collect data from stake holders as and when required by the program.
- Suggest improvement plans for the next academic year in data program data management.
- Report to the Director of the program.

Program Students Services Committee

The Program Students Services Committee manages the services required by the students during the course of study. The committee consists of a chair and members appointed by the Head of the department.

The main tasks of the Program Students Committee are:

- Coordinate with the DQAC.
- Coordinate with the CBE student affairs unit.
- To help the students in availing services from the CBE student affairs.
- To help the students using the learning resources from CBE and QU.

- To prepare a report of services provided to the students during the year.
- To prepare improvement plan in program student services for next academic year.
- Report to the program director.

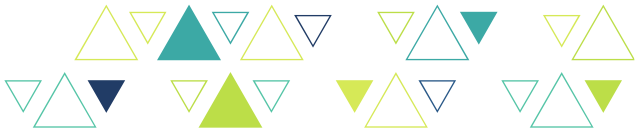
Table – 2: Integration of program goals, program learning outcomes (PLOs), and graduates' attributes

Integration of program goals, program learning outcomes (PLOs), and graduates' attributes		
Program goals	**PLO**	**Graduates' attributes**
1. Ensure quality of education to compete nationally and internationally	K1, K2	Our graduates will be distinguished by their knowledge and application of theories in addressing contemporary business issues.
		Our graduates will possess advanced communication skills that enable them to present, interpret, and exchange information effectively in professional business environments.
	S1, S2, S3, S4	Our graduates will possess the skills necessary to use information communication technology effectively in business environments.
		Our graduates will demonstrate the ability to conduct systematic research, analyze data critically, and generate evidence-based insights to support effective decision-making in business contexts.
	V1, V3	Our graduates will demonstrate strong leadership values that enable them to influence others and contribute effectively to organizational goals.
		Our graduates will demonstrate commitment to ethical conduct, sustainability, and corporate social responsibility, making decisions that reflect integrity and contribute positively to society and the business environment.
2. Develop students' knowledge and capabilities in business administration, and prepare leadership competencies	K1, K2,	Our graduates will be distinguished by their knowledge and application of theories in addressing contemporary business issues.
		Our graduates will possess advanced communication skills that enable them to present, interpret, and exchange information effectively in professional business environments.
	S1, S4, S5, S6	Our graduates will demonstrate the ability to conduct systematic research, analyze data critically, and generate evidence-based insights to support effective decision-making in business contexts.
		Our graduates will be able to identify business problems, apply appropriate analytical tools and techniques, and propose effective alternative solutions.
	V1, V3	Our graduates will be able to synthesize relevant data and develop effective strategies or solutions to address business problems.

		Our graduates will demonstrate commitment to ethical conduct, sustainability, and corporate social responsibility, making decisions that reflect integrity and contribute positively to society and the business environment.
3. Encourage Research and Innovation to promote sustainable development	K1, K2	Our graduates will be distinguished by their knowledge and application of theories in addressing contemporary business issues.
		Our graduates will possess advanced communication skills that enable them to present, interpret, and exchange information effectively in professional business environments.
	S2, S3, S4, S5	Our graduates will possess the skills necessary to use information communication technology effectively in business environments.
		Our graduates will demonstrate the ability to conduct systematic research, analyze data critically, and generate evidence-based insights to support effective decision-making in business contexts.
	V1, V2	Our graduates will be able to identify business problems, apply appropriate analytical tools and techniques, and propose effective alternative solutions.
		Our graduates will demonstrate commitment to ethical conduct, sustainability, and corporate social responsibility, making decisions that reflect integrity and contribute positively to society and the business environment.

Table – 3: Alignment of Vision, Mission, and Objectives across different levels in the Institution

Alignment of Vision – Mission – Objectives of MBA program - Qassim University – College of Business and Economics – Department of Business Administration				
Alignment	**Qassim University**	**College of Business and Economics**	**Department of Business Administration**	**MBA program**
Vision	National leadership in education, research and sustainability, and an effective partnership nationally and globally	A nationally leading business school in education, research and sustainability	Sustainable leadership in education and research through effective national and global partnerships in the fields of business administration	Not Applicable



Mission	Providing educational, professional, research and advisory services that enhance sustainable national development and self-resources; In an inspiring, controlled environment that activates innovation, technology and partnership	Providing educational, research and professional services to prepare competitive competencies and to contribute to the promotion of the economy and sustainable national development; In a renewable, inspiring environment that activates research, innovation and partnership	Providing educational, research and professional services in the fields of business administration to prepare competitive competencies and to contribute to the promotion of the economy and sustainable national development; In a renewable, inspiring environment that activates research, innovation and partnership	Providing educational and research services to prepare competitive leadership competencies in business management and to contribute to achieving sustainable national development, in an academic environment that promotes research, innovation, technology and partnership
Objectives	1. Emphasizing the quality of education and achieving excellence in targeted disciplines	1. Quality assurance of education in the college	1. Quality assurance of education in the program	1. Confirming the quality of education in the program to compete nationally and internationally
	2. Raising the quality, competitiveness and professionalism of students	2. Raising the merit, competitiveness and professionalism of students	2. Raise the merit, competitiveness and professionalism of students	2. Develop students' knowledge and capabilities in business administration, and prepare leadership competencies
	3. Enhancing research identity and improving applied research and innovation to meet the requirements of sustainable development	3. Enhancing research identity, innovation and improving graduate studies to meet the requirements of sustainable development	3. Building research identity and encouraging innovation to meet the requirements of sustainable development	3. Encouraging research and innovation to promote sustainable development
	4. Improving controlled administrative performance and enhancing institutional satisfaction and loyalty	4. Improving controlled administrative performance and enhancing institutional satisfaction and loyalty	4. Strengthen partnerships and knowledge exchange nationally and internationally	
	5. Improving technical and information performance and promoting digital transformation	5. Developing the technical and informational performance and the sustainability of the college's infrastructure		
	6. Developing the university's endowment, diversifying sources of funding and improving spending efficiency	6. Enhancing partnership and knowledge exchange nationally and internationally		

	7. Completion, development and sustainability of infrastructure			
	8. Enhancing partnership and knowledge exchange nationally and internationally			

Table – 4: Alignment of Vision across Qassim university to College of Business and Economics to Department of Business Administration

Alignment	Qassim University	College of Business and Economics	Department of Business Administration
Vision	National leadership in education, research and sustainability, and an effective partnership nationally and globally	A nationally leading business school in education, research and sustainability	Sustainable leadership in education and research through effective national and global partnerships in the fields of business administration
Leadership in education nationally	√	√	√
Leadership in research nationally	√	√	√
National leadership in sustainability	√	√	√
National partnership	√	√	√
Global partnership	√		√

QUALITY ASSURANCE CYCLE

The committees, particularly those attached to Quality Assurance, adopt a Total Quality Management (TQM) approach to ensure the quality of all activities, guaranteeing the achievement of the program's mission and objectives while addressing the satisfaction of all stakeholders. This methodology integrates all program-related committees into the quality monitoring and continuous improvement processes. It is implemented across all activities through the active participation and collaboration of these committees, adhering to specified timelines and well-defined responsibilities to ensure inclusiveness and sustainability in achieving continuous improvements. The quality cycle follows the four steps Planning, Implementation, Monitoring, and Improvement.

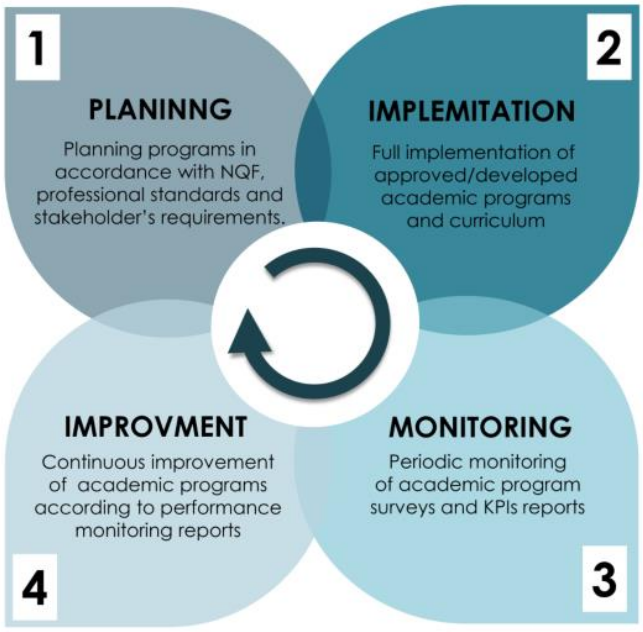


Figure 2: Program quality cycle

THE MBA PROGRAM UPDATE PROCEDURES AND PERIODIC REVIEW CYCLES

A comprehensive quality assurance cycle (Figure - 4 is performed over specific few years (five years to cope with the NCAAA accreditation period). The cycle includes (minor) yearly cycle. The minor cycle begins with the preparation of the course specifications taking into account the relevance of the course to the mission and objectives of the program. Then, a course report is to be prepared by the instructor for each academic program courses each semester/year. Improvements to Course Specifications from feedback can be made from the course report when necessary.

PROGRAM PERIODIC REVIEW CYCLES

The university outlines two periodic review cycles in the QU QMS Guide, each with a defined timeline—one conducted annually and the other every five years. These structured review cycles ensure a systematic and comprehensive evaluation of the program, facilitating continuous quality enhancement and alignment with academic and industry standards.

TABLE – 5 : MBA PROGRAM PERIODIC REVIEW CYCLE

Program review cycle	Time Line	Based on
Annual Cycle	Every year	Program Improvement plan
Comprehensive Cycle	Five years	SSR Report

The review cycles follow a hierarchical approach:

Annual Review Cycle:

Focuses on specific, high-priority elements that require frequent assessment.

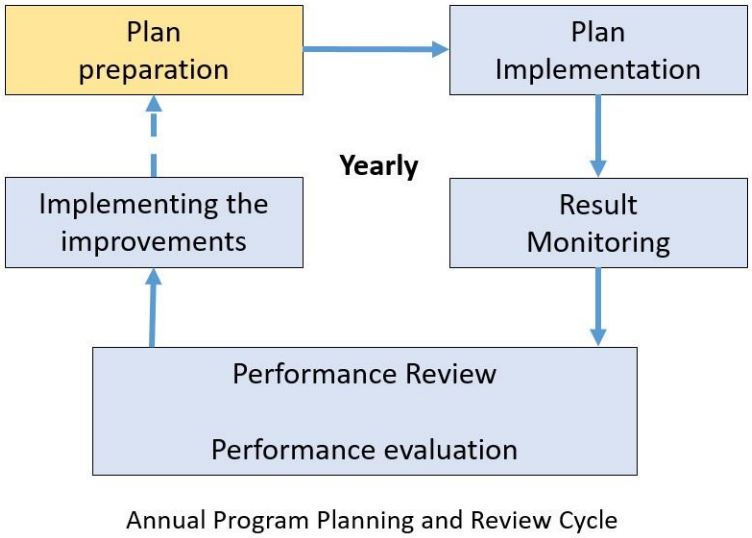


Figure 3: Annual program planning and review cycle

Comprehensive Review Cycle (Five-Year Cycle):

Includes all elements from the annual cycles, alongside broader aspects of the program to ensure a holistic evaluation.

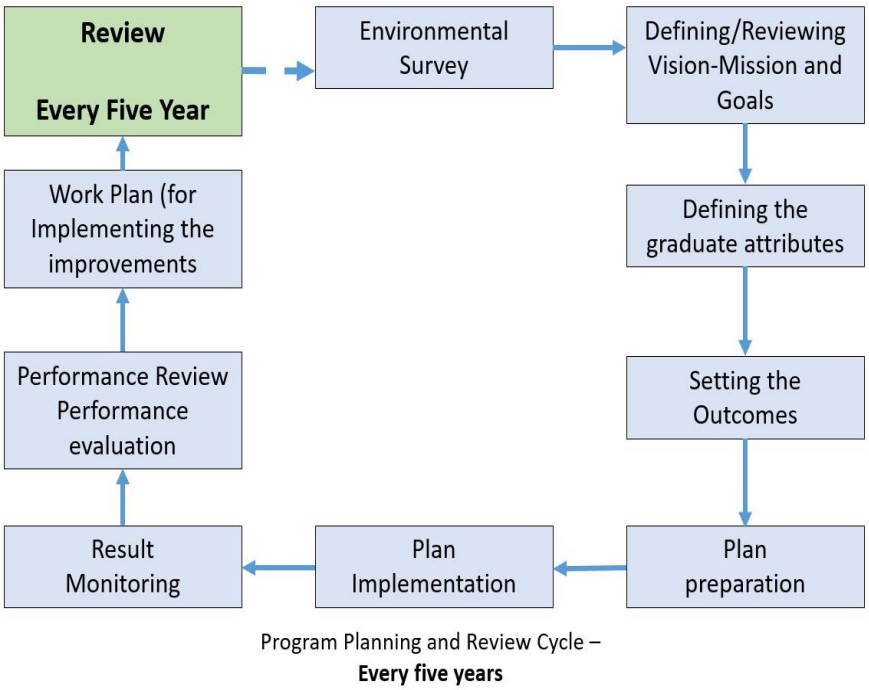


Figure 4:Program planning and review cycle

In essence, all items reviewed in the annual review cycle are included in the comprehensive review cycle as illustrated in Figure 5. This layered approach ensures thorough and continuous program improvement.

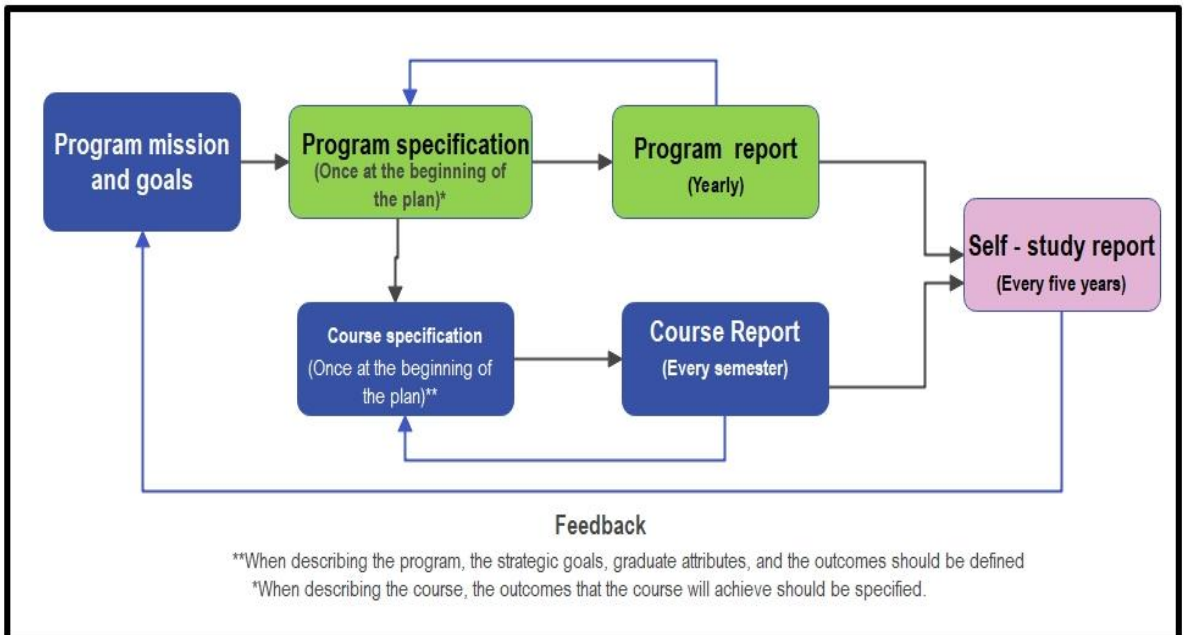


Figure 5: Comprehensive review cycle

TABLE 6: THE ITEMS REVIEWED IN THE ANNUAL AND COMPREHENSIVE PROGRAM EVALUATION CYCLES

The MBA Program Annual Review Cycle	The MBA Program Comprehensive Review Cycle
Program operational plan Internal and external benchmarks	The Program Mission
Program disclosed information	The Program Goals
Formation of quality committees	The Program Graduate Attributes
MBA program consistency with NQF MBA program consistency with AACSB specialized standards MBA program consistency with international academic standards Consistency with NCAAA forms	Review Alignments matrices: 1. Mission alignment matrices 2. Goals alignment matrices 3. Graduate Alignment matrix
Course content Course practical tools Course references Course teaching and learning strategies Course assessment methods Course assessment calendar Course disclosed information	**The Study Plan:** Program total credit hours The levels of courses Career opportunities. Course credit hours and contact hours. Exit points Elective courses Courses pre-requisites
The Course Learning Outcomes (CLOs)	Review Alignments matrices:

Review Alignments matrices: - CLO/PLO Matrix	1. PG/PLO Alignment 2. PLO/Graduate Alignment 3. Program/Courses Matrix
The CLOs Performance Indicator Rubrics	The Program Learning Outcomes (PLOs)
Course specifications Course matrix	The PLOs Performance Indicator Rubrics
Alignment of professional certificates	PLOs Assessment Plan and Targets
Activated services and systems provided to the MBA program's stakeholders	Program specifications
The faculty member and employee annual job charters	Internship training policies and regulations
Program Key Performance Indicators (KPIs)	Partnerships Competencies and professional skills for the next five years
Learning resources and facilities	Tasks and authorities of faculty members, employees and technical staff.

PROGRAM UPDATE POLICY AND PROCEDURE

In this section, a comprehensive guide is provided for updating courses and programs. Here, we will delve into the details of both major and minor updates at the course and program levels. Figure 6 illustrates the structured relationship between these updates, ranging from minor course modifications to the approval of an entirely new program. This structured approach ensures that all updates align with institutional policies, accreditation requirements, and evolving academic and industry standards.

CLASSIFICATION OF UPDATES

The update can be classified as minor and major update at the program level and courses level. The classification can be presented as follows;

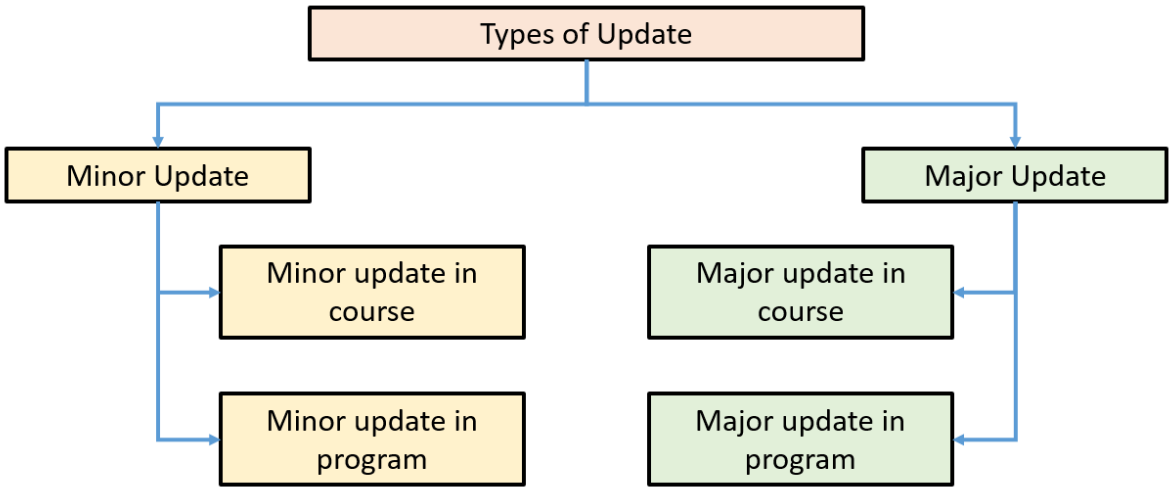


Figure 6: Types of update

MINOR UPDATE OF COURSES

A minor update may be initiated following an annual program review or upon request from a course coordinator based on identified areas for improvement. Table 7 outlines the specific items classified as minor updates, along with the responsible entities, approval process, timeline, and required documentation.

TABLE 7: MINOR COURSE UPDATE ITEMS AND APPROVAL PROCESS

<table>
<tr><th>Items</th><th>Responsible</th><th>Required document</th><th>Approval process</th><th>Timeline</th></tr>
<tr><td>Less than 20% of the course content</td><td rowspan="6">Course coordinator</td><td rowspan="6">Benchmarking comparison
Course report
CLOs assessment results and improvement plan.
Student Course evaluation survey
New course specification using the latest NCAAA format
Course coordination meeting minute</td><td>Program Review Committee</td><td rowspan="6">3 weeks</td></tr>
<tr><td>Course references</td><td rowspan="5">Department council</td></tr>
<tr><td>Course teaching and learning strategies</td></tr>
<tr><td>Course assessment methods</td></tr>
<tr><td>Course assessment calendar</td></tr>
<tr><td>Course Learning outcomes</td></tr>
</table>

MINOR UPDATE/CHANGE APPROVAL PROCESS

Minor changes to program are included in this category. It allows small adjustments to be made relatively easily in recognition of the dynamic nature of successful programs which develop and evolve, and Figure 7 shows the minor improvement approval steps. Minor changes that may be approved under this category include:

- Teaching and learning methods
- Increase or modify allocated teaching and learning time to help the students
- Assessment weighting between components of course assessment
- New reference material

Minor changes in the courses are approved and implemented in four steps. The minor changes follow the following steps namely; first, Changes suggested by the course coordinator, second is approval from Program review committee, third step is approval from Department council, and finally the if the changes are approved it is implemented in the course. The steps are shown in the figure.

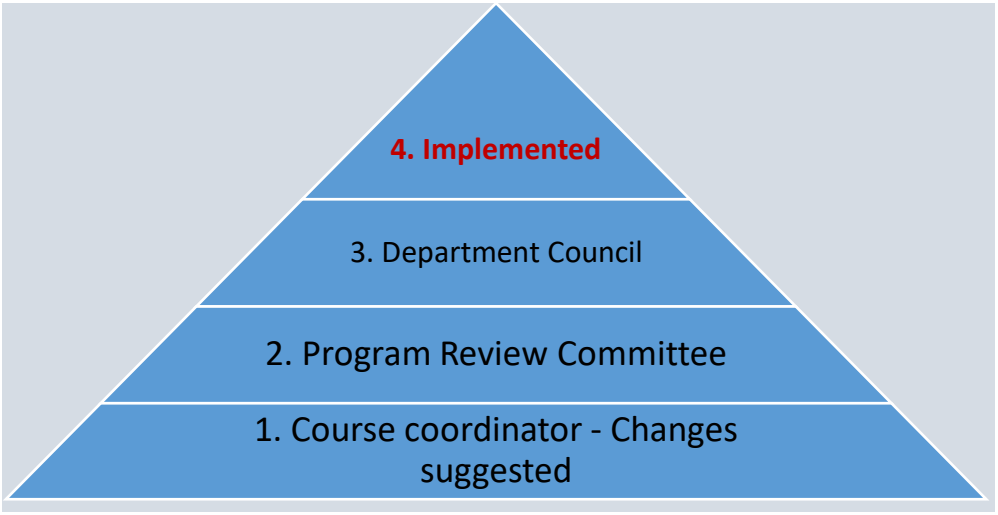


Figure 7: Approval process

MAJOR UPDATE OF COURSES

A major update to a course requires comprehensive modifications to its course specifications to ensure alignment with academic standards, industry advancements, and institutional goals. Table 4 provides a detailed classification of items considered as major updates, along with the responsible entities, approval process, timeline, and required documentation necessary for implementation.

TABLE 8: MAJOR COURSE UPDATE ITEMS AND APPROVAL PROCESS

Items	Responsible	Required document		Approval process	Timeline
More than 20% of the course content	Course coordinator	Benchmarking comparison Course report with CLOs assessment results and improvement plan	Alignment with ETEC specialized standards SKU topics (if applicable) with the latest NCAAA format	Program Review Committee Department Council College Council	6 weeks
Modify the contact hours	Program Review Committee	Student Course evaluation survey New course specification using the latest NCAAA format Course coordination meeting minute	Committee meeting minute	Advisory Board Committee Department Council College Council	

Modify the PLOs	Course coordinator		Alignment with ETEC specialized standards	Program review committee Advisory Board Committee Department Council College Council	

MINOR PROGRAM UPDATE

Table 9 presents the details of items that could be included under the scope of minor program update.

TABLE 9: MINOR PROGRAM UPDATE ITEMS AND APPROVAL PROCESS

Items		Responsible	Required document		Approval process	Timeline
Update courses levels		Program Review Committee	Benchmarking comparison Annual Program report with the improvement development plan Stakeholders surveys and evaluation Updated curriculum Updated Program specification with the latest NCAAA format Committee meeting minutes	Course specification with the latest NCAAA format	Advisory Board Committee. Department Council Advisory Council College Council	8 weeks
Update courses requirements						
Add elective courses						
				Alignment of PLOs with JOBs outcomes		
MBA program consistency with NQF	Without updating credit hours or PLOs			MBA program consistency with NQF document following the latest NCAAA format	Program Review Committee Advisory Board Committee	

MBA program consistency with AACSB specialized standards	Without updating PLOs	Program Review Committee		MBA program consistency with AACSB specialized standards as well as following the latest NCAAA format	Department Council Quality Assurance Unit (College level) Advisory Council College Council	
MBA program consistency with international academic Standards				MBA program alignment matrix with international academic standards		

MAJOR PROGRAM UPDATE

A major program update is primarily initiated following a comprehensive review or as a required improvement action based on findings from an annual review. This type of update involves significant modifications to the program specifications and/or curriculum to enhance alignment with academic standards, industry demands, and institutional objectives. Table 6 outlines the key items that constitute a major program update, along with their implications for the program structure and learning outcomes.

TABLE 10: MAJOR PROGRAM UPDATE ITEMS AND APPROVAL PROCESS

Items	Responsible	Required document		Approval process	Timeline
The Program Mission	Program Review Committee	University and college strategic plan DDQ forms Bench-marking comparison Self- study report with the improvement development plan Stakeholders surveys and evaluation	Mission alignment matrix with the University, College, and Department missions	Advisory Board Committee Department Council Quality Assurance Unit (College level) Advisory Council College Council DDQ reviewer DDQ- standing committee QU council	One year

The Program Goals		Updated Program specification with the latest NCAAA format Committee meeting minute	Goals alignment matrix with the University, College, and Department goals		
The Program Graduate Attributes			Graduate attributes alignment matrix with the University, graduate attributes		
Program Key Performance Indicators (KPIs)	Surveys and KPIs committee		-New Key Performance Indicator assessment plan	Program Committee Advisory Board Committee Department Council	
The Program Graduate Attributes			Graduate attributes alignment matrix with the University, graduate attributes		
Program Key Performance Indicators (KPIs)	Surveys and KPIs committee		-New Key Performance Indicator assessment plan	Academic Program Committee Advisory Board Committee Department Council Quality Assurance Unit (College level) Advisory Council College Council DDQ reviewer DDQ- standing committee	
Program total credit hours: Adding new course	Program Review Committee		- Courses specification documents with the latest NCAAA format.		

Updating the courses credit hours			MBA program consistency with NQF document following the latest NCAAA format - MBA program consistency with AACSB specialized standards document following the latest NCAAA format		
Program total credit hours: **Adding new course** Updating the courses credit hours	Program Review Committee		- Courses specification documents with the latest NCAAA format. MBA program consistency with NQF document following the latest NCAAA format. - MBA program consistency with ETEC specialized standards document following the latest NCAAA format		
PLOs Update	Program Review Committee		Courses specification documents with the latest NCAAA format. MBA program consistency with NQF document following the latest NCAAA format MBA program consistency with	Program Review Committee Advisory Board Committee Department Council Quality Assurance Unit (College level) Advisory Council College Council DDQ reviewer DDQ- standing committees	

			AACSB specialized standards document following the latest NCAAA format	College council	
			PLO alignment matrix with University PLOs PLOs alignment matrix with GA All Courses specification documents - with the latest		

NEW PROGRAM APPROVAL

The process for creating a new academic program or revising an existing curriculum is comprehensively outlined in the DDQ Quality Management System (QMS). This framework ensures that the development process aligns with institutional objectives, accreditation requirements, and industry demands. The strategic planning, benchmarking studies, and approval procedures are clearly defined within the QMS to maintain academic excellence and relevance. Each step, from initial proposal to final approval, follows a structured approach to guarantee that the program meets both national and international educational standards. Table 11 describes the process for approval a new program/study plan:

TABLE 11: ESTABLISHING OR DEVELOPING A PROGRAM PROCESS

Steps	Documents		Responsible	Approval process	Timeline
1.	Establishing or Developing a Program	Bench- marking comparison Self-study report with the improvement development plan Stakeholders' surveys and evaluation	Program Review Committee	Program Review Committee Program Advisory Committee Department Council Quality Assurance Unit (College level) Advisory Council College Council	4 months

				DDQ reviewer DDQ standing committee	
2.	Program specification with the latest NCAAA format	- All courses specification	- PLO alignment matrix with University PLOs - PLOs alignment matrix with Graduate Attributes. -All Courses specification documents with the latest NCAAA format -MBA program consistency with NQF document following the latest NCAAA format -MBA program consistency with AACSB specialized standards document following the latest NCAAA format		

INTRODUCTION TO RESEARCH PROJECT PROCEDURE

The research project is a vital component of academic programs, designed to equip students with the knowledge, skills, and competencies required to conduct systematic and independent inquiry. It enables students to apply theoretical concepts learned during their coursework to real-world problems, thereby strengthening their analytical, critical thinking, and problem-solving abilities. Through the research project, students gain practical exposure to identifying research problems, reviewing relevant literature, designing appropriate methodologies, collecting and analyzing data, and presenting findings in a structured and scholarly manner.

This handbook has been prepared to guide students through the complete research project journey in a clear, logical, and step-by-step manner. It outlines the key stages of the research

process, from topic selection and proposal development to data analysis, report writing, and final submission. The handbook serves as a comprehensive reference that clarifies expectations, standardizes research practices, and ensures academic rigor and ethical compliance throughout the project lifecycle.

The flow chart (*Figure-8)* presented in this handbook illustrates the sequential steps involved in completing the research project. It is intended to help students plan their work effectively, manage timelines, and understand the interrelationship between different stages of the research process. By following the guidelines and structure provided in this handbook, students will be able to complete their research projects successfully while meeting academic standards and contributing meaningful insights to their field of study.

Research Project – Journey

The research project follows a structured and sequential process to ensure academic rigor, ethical compliance, and the achievement of intended learning outcomes. The flow of the research project is explained as follows:

1. **Student Registration**

   Students formally register for the research project course according to the approved academic plan in the fourth semester. Registration indicates eligibility to begin the research process under faculty supervision.

2. **Research Orientation Session**

   An orientation session is conducted to familiarize students with research guidelines, policies, timelines, assessment criteria, ethical requirements, and expectations related to the research project. This session ensures that students clearly understand the research process and quality standards.

3. **Development of Research Proposal**

   Students develop a research proposal that defines the research problem, objectives, literature review, methodology, and expected outcomes. The proposal reflects the application of theoretical knowledge and research skills acquired during coursework.

4. **Research Proposal Defense**

   Students present and defend their research proposal before a designated committee. The defense evaluates the feasibility, relevance, methodological rigor, and academic contribution of the proposed research. Feedback is provided for improvement, if required.

5. **Submission for Ethical Approval**

   Upon successful proposal defense, the research proposal is submitted to the appropriate ethical review body for approval. This step ensures compliance with ethical standards related to data collection, participant consent, confidentiality, and research integrity.

6. **Data Collection**

   After receiving ethical approval, students proceed with data collection using approved methods and instruments. Data collection is conducted in accordance with ethical guidelines and the approved research methodology.

7. **Data Analysis**

   Collected data are analyzed using appropriate qualitative and/or quantitative techniques. This stage emphasizes analytical thinking, interpretation of results, and the use of relevant analytical tools and software where applicable.

8. **Writing the Research Report**

   Students prepare the final research report following the prescribed academic format and university guidelines. The report includes all required sections, such as introduction, literature review, methodology, analysis, findings, discussion, conclusions, and recommendations.

9. **Final Research Project Report Defense**

   The research process concludes with the final defense of the research project report. Students present their findings and defend their work before an examination committee. Successful completion of this stage demonstrates the student's ability to conduct independent research and apply advanced management knowledge.

Research project Flow chart

The step by step flow of the research project journey for the students has been presented in the following flow chart.

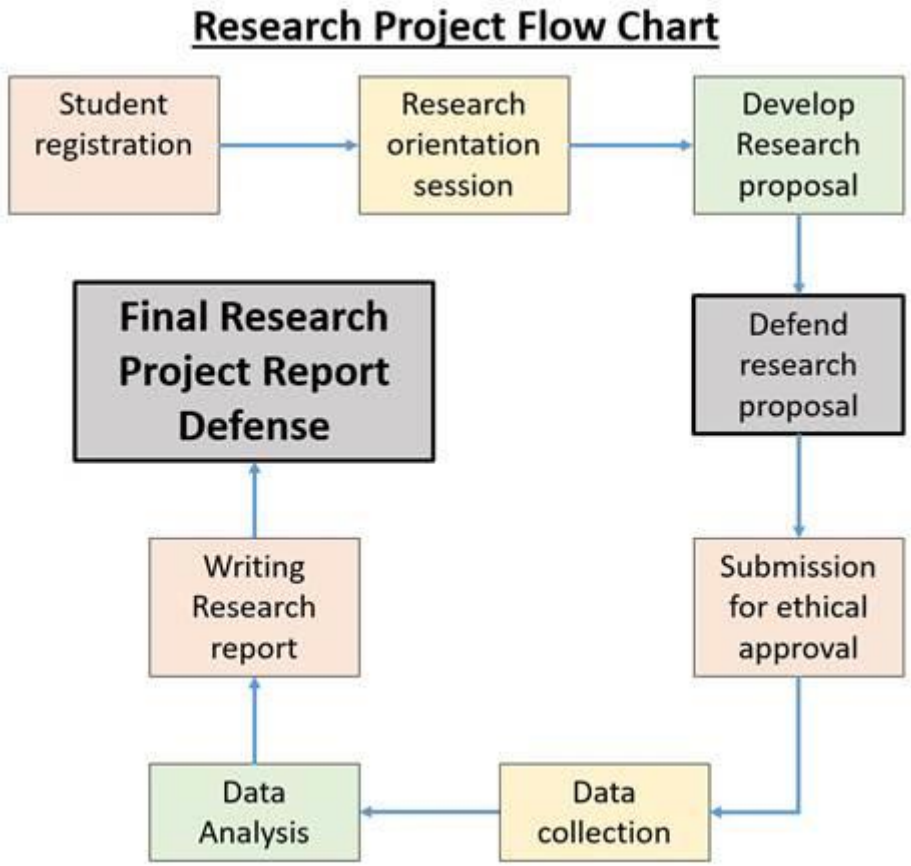


Figure 8: Research project flow chart

Research Project Procedure

The procedure for doing the research project can be explained in the following stages.

Eligibility for registration of research project course

MBA students must have completed three semesters of study.

Appointment of supervisors

Supervisors are appointed based on the number of students enrolled in the graduation project. To ensure effective guidance and quality supervision, each supervisor may supervise a maximum of five students. Students are allowed to select their supervisors according to the research topic they have chosen and the supervisor's area of expertise and research interests. The final allocation of supervisors is subject to approval by the department to ensure balanced workload distribution and alignment between the research topic and supervisory expertise.

Course work

Students enrolled in the research project are required to attend course work for a minimum period of four weeks. The course work is designed to provide structured guidance on key components of the research process, including selection of the research topic, writing the research introduction, conducting and writing the literature review, developing the research framework, designing the research methodology, analyzing data, and preparing the final research report.

Evaluation of the research project

Research proposal committee

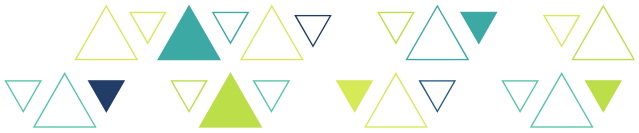
A committee comprising faculty members is constituted to evaluate the research project proposal. Based on the feedback and recommendations provided by the committee, students are required to revise and improve their proposals accordingly. Upon revision, the student must formally defend the research proposal before the evaluation committee.

Rubrics for Research Outcome

The following section presents the assessment rubrics used to evaluate the research project, focusing on the originality of the study, adequacy of the background, quality of the literature review, appropriateness of the research methodology, and the level of research skills demonstrated by the student.

Rubrics for the Evaluation Research Project

Items	Marks	Traits	1	2	3	4	5



Novelty of the Study	5	Demonstrated the potential value of solution or contribution to the research problem in advancing	No novelty	Low Novelty	Medium novelty	High Novelty	Very high novelty
Introduction & Background	10	Stated the research problem clearly, provided motivation for undertaking the research	Insufficient	Fair	Good	Very Good	Excellent
Literature Review	10	Systematic approach followed in subtopic management	Insufficient	Fair	Good	Very Good	Excellent
		The clarity in analyzing the difference in findings between different studies	Insufficient	Fair	Good	Very Good	Excellent
Research Methodology	10	Research Design	Insufficient	Fair	Good	Very Good	Excellent
		Statistical Analysis					
Written Skills	10	Conclusions are summarized and the central message is presented properly	Insufficient	Fair	Good	Very Good	Excellent
Critical Thinking	5	Demonstrated capability for independent research in the area of study, significant expertise in the area, and ability to make original contributions to the field.	Insufficient	Fair	Good	Very Good	Excellent
Communication Skills	20	Well-structured and well formatted presentation, using appropriate language, confidence and excellent verbal skills, good flow of speech, explains rather than “reading out”	Insufficient	Fair	Good	Very Good	Excellent

Forms for evaluating the Research project proposal, presentation, and report

The following evaluation forms are used at different stages of the research project journey: the research project proposal evaluation form, the research proposal presentation evaluation form, the research project report evaluation form, and the research report presentation evaluation form.

Research proposal evaluation form

Research Proposal Approval Form								
Name of the student								
Student ID								
Program	Master of Business administration (MBA)							
Research Title								
Supervisor								
Evaluation Criteria								
Item	**Evaluation Criteria**	**1**	**2**	**3**	**4**	**5**	**Marks allocated**	**Marks achieved**
1.	Novelty of the study	Insufficient	Fair	Good	Very Good	Excellent	5	
2.	Research problem and gap identification	Insufficient	Fair	Good	Very Good	Excellent	5	
3.	Literature Review	Insufficient	Fair	Good	Very Good	Excellent	5	
4.	Research methodology	Insufficient	Fair	Good	Very Good	Excellent	5	
	Total						20	

Decision		
	Select your decision	Remarks
Accepted		
Accepted with minor corrections		
Accepted with major corrections		
Rejected		

Comments for candidates' reference/improvement:

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	Name	**Signature**
Examiner 1		
Examiner 2		
Chair		

Research proposal presentation evaluation form

Research Proposal Presentation Evaluation Form								
Name of the student								
Student ID								
Program	Master of Business administration (MBA)							
Research Title								
Supervisor								
Evaluation Criteria								
Item	**Evaluation Criteria**	**1**	**2**	**3**	**4**	**5**	**Marks allocated**	**Marks achieved**
1.	Back ground – purpose of the study is clearly described	Insufficient	Fair	Good	Very Good	Excellent	2	
2.	Literature Review – Specific hypothesis are included in the proposal and they are directly connected to the material reviewed in the introduction	Insufficient	Fair	Good	Very Good	Excellent	2	
3.	Research methodology – the method chosen are appropriate and directly address the research goals	Insufficient	Fair	Good	Very Good	Excellent	2	
4.	Presentation style - effective use of verbal and non-verbal communication	Insufficient	Fair	Good	Very Good	Excellent	2	
5.	Slides – Well-designed slides that summarize the key ideas						2	
	Total						10	

Comments for candidates' reference/improvement:

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	Name	**Signature**
Examiner 1		
Examiner 2		
Chair		

Final report evaluation rubrics form

Name of the student	
Student ID	
Program	Master of Business administration (MBA)
Research Title	
Supervisor	

Rubrics

Items	Traits	1	2	3	4	5	Marks allocated	Marks achieved
Novelty of the Study	Demonstrated the potential value of solution or contribution to the research problem in advancing	No novelty	Low Novelty	Medium novelty	High Novelty	Very high novelty	5	
Introduction & Background	Stated the research problem clearly, provided motivation for undertaking the research.	Insufficient	Fair	Good	Very Good	Excellent	10	
Literature Review	Systematic approach followed in subtopic management	Insufficient	Fair	Good	Very Good	Excellent	10	
	The clarity in analyzing the difference in findings between different studies	Insufficient	Fair	Good	Very Good	Excellent		
Research Methodology	Research Design – the rationale for the proposed research design is clearly described	Insufficient	Fair	Good	Very Good	Excellent	10	
	Statistical Analysis- the analysis method chosen are innovative and directly address the research goals	Insufficient	Fair	Good	Very Good	Excellent		
Written Skills	Conclusions are summarized and the central message is presented properly	Insufficient	Fair	Good	Very Good	Excellent	10	

Critical Thinking	Demonstrated capability for independent research in the area of study, significant expertise in the area, and ability to make original contributions to the field.	Insufficient	Fair	Good	Very Good	Excellent	5	
Total							**50**	

Decision	Select your decision	Remarks
Accepted		
Accepted with minor corrections		
Accepted with major corrections		
Rejected		

Comments for candidates' reference/improvement:

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	Name	**Signature**
Examiner - 1		
Examiner - 2		
Chair		

Final presentation evaluation form

Final Presentation Evaluation Form	
Name of the student	
Student ID	
Program	Master of Business administration (MBA)
Research Title	
Supervisor	

Evaluation Criteria

Item	Evaluation Criteria Rubrics	1	2	3	4	5	Marks allocated	Marks achieved
1.	Introduction & back ground – (literature review is comprehensive and describes the purpose of the study clearly)	Insufficient	Fair	Good	Very Good	Excellent	4	
2.	Literature Review – (Specific hypothesis are included in the report and they are directly connected to the theoretical background)	Insufficient	Fair	Good	Very Good	Excellent	4	
3.	Research methodology – (The method chosen are appropriate and directly address the research goals)	Insufficient	Fair	Good	Very Good	Excellent	4	
4.	Presentation style - effective use of verbal and non-verbal communication Slides – Well-designed slides that summarize the key ideas	Insufficient	Fair	Good	Very Good	Excellent	4	
5.	Q & A (The presentation style is interactive and encouraging of discussion throughout. The presenter accurately answered the questions by the examiners.)						4	
	Total						20	

Comments for candidates' reference/improvement:

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	Name	**Signature**
Examiner 1		
Examiner 2		
Chair		

Approved by	**Department Approval**
Date	**09-09-2025**
Link	Department Approval.pdf