Student Learning Assessment Policy at King Saud University

2025/1447AH

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History of policies

1438AH	The Student Learning Assessment Policy at King Saud University was issued in 1438 AH, pursuant to the approval of His Excellency the University President on the decision of the Permanent Committee for Academic Plans and System in its first session held on 12/24/1437 AH.
1447AH	The Student Learning Assessment Policy at King Saud University was updated and approved by the Academic Council in its eleventh session for the academic year 1446/1447 AH, held on 20/1/1447 AD, No. (8/11/46) year 1446 AH.

Introduction

The university has taken care of the process of evaluating student learning, so it has prepared a list of studies and tests that includes a number of general materials to organize learning assessment. Given the importance of having a standardized university policy in evaluating student learning, similar to international universities and best practices, the university, represented by the Center for Excellence in Learning and Teaching in Educational and Academic Affairs, has been keen to update the university policy document, principles, standards and executive procedures for the process of evaluating student learning.

This document expresses the university's policy in assessing student learning according to King Saud University's vision of the educational process as a comprehensive system that includes teaching, learning and assessment. The university believes that assessing student learning is one of the essential aspects of developing the educational process and improving its outcomes. The university also clearly defines its policies and procedures in assessing student learning to raise the level of educational efficiency and improve learning outcomes. The university adopts the "Assessment for Learning" approach in its vision for assessing student learning.

This policy includes the principles adopted by King Saud University as a basis for the student learning assessment process and the criteria, types, and methods for assessing student learning.

Section-1: Definitions

All words and phrases, wherever they appear in this policy, shall have the meanings indicated opposite each of them:

1. **The university:** King Saud University

2. **Regulations:** Regulations governing academic and academic affairs for the undergraduate level.

3. **College Council:** The council responsible for managing the academic and scientific affairs of the college.

4. **Department Council:** The specialized council responsible for managing the academic, scientific and administrative affairs of the department in the college.

5. **Policy:** The regulatory document for the students' learning assessment policy at King Saud University.

6. **Assessment**: The process of analyzing and using information about learning outcomes that is measured in a regular and ongoing manner to improve teaching and student learning.

    Assessment for Learning: A continuous process of evaluating student performance while learning is taking place and in multiple ways to improve student learning and teaching activities throughout the study period.

7. **Feedback to Students:** Constructive and motivating guidance provided by an expert faculty member to a student about his performance or achievement and how to develop and improve it, based on observations and diagnosis of the student's performance in different learning situations.

8. **Academic integrity**: Commitment to values and regulations and ethical behavior in assessment practices as a responsibility and trust, and avoiding anything that might compromise that.

9. **Rubrics:** Tools used in the process of evaluating assignments to determine student performance levels according to specific criteria in light of learning outcomes.

10. **Computer-based tests:** Tests that are administered, taken, and scored by a computer.

Section-2: Scope and Objectives

This policy is specifically related to the regulations governing academic and academic affairs at the undergraduate level, which includes diploma and bachelor's degrees, and is consistent with the mechanism for evaluating graduate students based on the university's graduate studies regulations.

By preparing this policy that guides and organizes the process of evaluating student learning, the university aims to achieve the following:

1. Enhancing institutional interest in the process of assessing student learning and considering assessment as an essential basis for the success of the educational process and an influential factor in improving the efficiency of university graduates.
2. Improving and developing procedures and mechanisms related to assessing student learning and defining the powers and responsibilities to implement those procedures.
3. Determining the principles, standards and specifications adopted by the university in evaluating student learning in a way that contributes to raising the level of commitment to them in the university's units and improving the quality of their practice in all academic courses.
4. Suggesting the most effective tools and methods for assessing student learning, which contributes to improving students' performance and achievement.
5. Enhancing student feedback practices and considering them as an essential axis for developing the student learning assessment process.
6. Promoting the principles of transparency and academic integrity in assessing student learning and to raise the level of commitment among all concerned, including faculty members, administrators and students.

Section-3: Basic principles

King Saud University adopts a number of principles as the basis for the student assessment process, including the following:

First Principle: Assessment is one of the pillars of the educational process and the foundation for its success.

Student learning assessment is one of the pillars of the educational process and is incomplete without it. It is also the basis for improving the efficiency of King Saud University graduates. Student learning assessment enables students to enrich their knowledge, develop their abilities, and refine their talents in a way that enhances their personal development and qualifies them for academic and career success. This in turn requires not only identifying the areas of knowledge, skills, and values to be assessed, but also the specific methods through which these (knowledge, skills, and values) are assessed.

1. **Second Principle: Assessment is closely linked to learning outcomes.**

Assessment practices at King Saud University are linked to the learning outcomes specified in the National Qualifications Framework, which includes three

dimensions (knowledge, skills, values) that represent the domains of learning. By identifying the learning outcomes at the level of each course, the most effective methods and tools can be identified and selected in their ability to assess the level of students' achievement of the learning outcomes in each course.

2. **Third Principle: Assessment depends on student involvement and interaction.**

The success of assessment depends on students' awareness and interest in learning outcomes, and their positive interaction with assessment practices to achieve their expected aspirations. Assessment also depends on the level of student engagement in leveraging assessment results to improve their performance. The important role of faculty members and those in their positions lies in engaging students by providing clear information to students about the assessment criteria for each assignment and activity, enabling them to understand the targeted level of performance and how it can be achieved. They also encourage, guide, and support their students in taking the necessary steps to develop their skills and capitalize on their strengths.

3. **Fourth Principle: Assessment is fair, transparent and objective.**

The university's assessment practices instill the standards and values of fairness, transparency, and objectivity, and direct the assessment process toward achieving the intended purpose, not serving other goals. Fairness, transparency, and objectivity are fundamental values, so that the academic degree awarded to a student at the end of the academic program truly reflects the knowledge and skills acquired during their studies. To achieve these standards and values, assessing student learning requires the use of diverse tools and tests, as well as a review of the assessment practices employed by faculty members and those in similar positions, to ensure students receive fair and equal opportunities that take into account their diverse abilities, potential, and achievement levels.

4. **Fifth Principle: Assessment is an ongoing process.**

Assessment is inherent to every activity a student undertakes or participates in. It is not limited to specific times or to assessment at the end of the semester (the academic year). Rather, it is an ongoing process that extends throughout the learning process and accompanies every educational activity during study. It is an integral element of the educational process, beginning with the start of the course and continuing throughout the semester with the goal of improving student performance and achievement as learning progresses in the course topics.

5. **Sixth Principle: Assessment relies on providing feedback to students.**

Feedback is the foundation for assessing student learning. The assessment process is incomplete without providing feedback to students, and it is the most

influential and effective principle in shaping student progress and improving their performance. The success of assessment depends on students receiving constructive and motivating feedback that helps them improve their performance and develop their skills. The success of assessment also depends on the quality of the feedback provided by faculty members and their equivalents to students, including specific guidance on their performance.

Methods of providing feedback vary depending on the assessment method, field, and level of study, as well as the specific needs of each student. Feedback is provided for all short formative tests and assignments submitted by the student, such as assignments and projects. Students can view these assessments, send them via email, or otherwise.

Section-4: Essential feedback providing criteria:

a. It should include both strengths and weaknesses, as well as ways to improve performance, and help the student reflect on their skills and performance.
b. It should be provided individually to each student or collectively to a group of students, depending on the learning activity.
c. It should be provided within a timeframe that allows the student to understand their current performance and achieve improvement in another short test or when submitting an assignment.

Section-5: Student Learning Assessment Criteria

The results of the assessment process are considered important in the educational process because a number of important decisions are made based on them. Therefore, the process of assessing student learning at King Saud University depends on a number of criteria and specifications, the most important of which are:

1. **Validity**: means assessment methods should honestly measure the purpose for which they were developed.
2. **Dependability:** refers to the degree of reliability and relative stability of evaluation results when they are used repeatedly or when an equivalent or close version is used.
3. **Variety**: The assessment methods should be diverse, such that more than one type of assessment method described in this document are used.
4. **Comprehensiveness**: Assessment methods and tools should be comprehensive of all learning outcomes, including knowledge, skills, and values. They should include multiple levels of learning, and not limited to only initial levels of achievement or only advanced levels of achievement.
5. **Clarity**: The assessment methods, criteria, grade distribution, and assessment timeframe should be the policy for providing feedback on students'

performance on various assignments is clear and announced at the beginning of the semester through the course policy or specification.

Section-6: Types of Assessment

There are three main types of student learning assessment, which vary depending on the purpose of the assessment:

- **Diagnostic Assessment:** These are assessment activities that are implemented early in the learning process. These activities are often proactive to measure students' initial skills and knowledge. This assessment aims to identify students' strengths and weaknesses, and the resulting decisions and actions to support positive aspects and address the weaknesses.
- **Formative Assessment**: These are assessment activities that are implemented during learning to provide meaningful feedback to the students, faculty members, and others. This assessment can be used to raise the student's level of learning and performance, better achievements of learning objectives and also, improving the professional practice of the faculty member and others.
- **Summative Assessment:** These are assessment activities that are implemented after the completion of learning to measure student learning. They aim to give the student a grade and measure the extent to which he/she has achieved learning outcomes.

Section-7: King Saud University Student Learning Assessment Framework

Figure (1) summarizes the principles, criteria, and types of student learning assessment, which together form the Student Learning Assessment Framework at King Saud University. The outer circle represents the basic principles adopted by King Saud University for the student learning assessment process as a fundamental foundation. The following circle includes the assessment criteria that ensure its effectiveness, while the inner circle shows the types of assessment, which vary depending on their purpose.
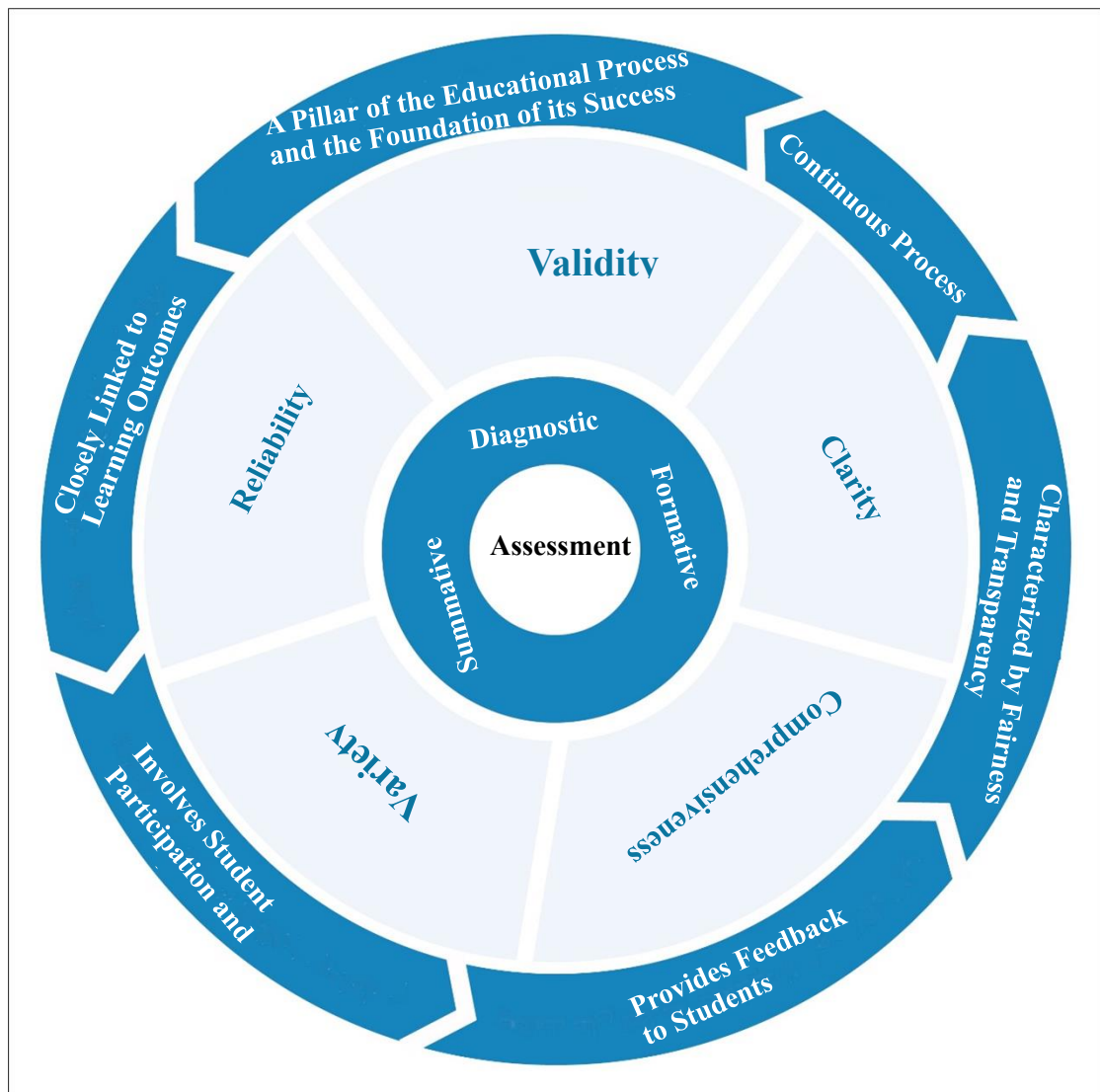

Figure (1): King Saud University Student Learning Assessment Framework

Section-8: Student Learning Assessment Methods

The course specification requires the inclusion of a number of student assessment methods to determine the extent to which they have achieved the learning outcomes. The following are some of the student learning assessment methods that can be included in the course specification:

1. **Examinations:** These are one of the most widely used methods for assessing learning outcomes, whether diagnostic, formative or summative. To view the grading system, please visit Section Six of the Regulations for Academic and Study Affairs for the Undergraduate Level at the King Saud University. Please visit the website. website:
   https://dar.ksu.edu.sa/sites/dar.ksu.edu.sa/files/2024-09/regulation446.pdf

   The following are the examination types:
   (A) **Written Exam:** This is one of the most common types of examinations, and at least one written examination is required for a course. It includes: Essay Examinations and Objective Examinations in various forms, such as multiple choice, true/false, and matching. These are often used to assess levels of knowledge and understanding. Written examinations may be in one of two forms: paper-based (using paper and pencil) or computer-based (via computers), and may be conducted in person or remotely (refer to the procedural guide for implementing distance learning).
   (B) **Oral Exam**: This refers to an interview between an examiner or examiners and the student. It may be conducted in person or remotely, with the aim of determining the student's proficiency in a specific field. It is often used to discuss educational plans, projects, and presentations, and is also used in the fields of linguistic studies, Quranic studies, and others.
   (C) **Practical Exam**: It is used to measure practical reasoning skills, manual skills and the ability to apply knowledge into applied skills.
   (D) **Clinical Exam**: For healthcare specialties, this is a practical exam designed to test the student's knowledge and practical skills in clinical cases and scenarios that they may encounter as a healthcare practitioner working in a hospital. Examples include the Objective Structure Clinical Examination, the Objective Practical Examination, and others.
   (E) **Open Book Exam**: An examination system that allows students to refer to the prescribed textbook and other educational resources while taking the exam. It aims to measure higher-order thinking skills such as knowledge analysis, synthesis, and evaluation.

2. **Presentations and Interactive activities:** A planned and organized presentation, conducted by a student or a group of students, on a specific topic, at a specific time, to demonstrate their mastery of specific skills. For

example, a student or students might provide an explanation of a topic supported by technologies such as images, drawings, and electronic slides. Students might also engage in an activity based on simulation, acting, and role-playing. Students might also create an exhibition of their intellectual or practical productions in the form of a scientific poster to demonstrate their ability to utilize their skills.

3. **Projects**: A set of scientific activities and planned performance tasks performed individually or in groups. These activities enable students to acquire and practice a variety of information, skills, and attitudes both inside and outside the classroom. They also develop research, investigation, problem-solving, and other desired learning outcomes. Projects can be long-term or short-term:

    (a) **Long-term Projects**: These take a month or more, such as a research project, and are submitted during or at the end of the semester.

    (b) **Short-term projects**: These take a specific number of days or weeks to complete and are submitted during or at the end of the semester.

4. **Portfolios**: These are focused, purposeful collections of a student's work, demonstrating their efforts, progress, and achievement in a specific field or fields of study. Computer software can be used to allow students to organize, record, and reflect on their work (e-Portfolios/digital portfolios). These portfolios serve as an electronic archive of the student's written, visual, or audio work. Students are given the flexibility to create the portfolio, and readers can easily view, review, and evaluate any of their work over a specific period of time. They can also evaluate the creative skills embedded in these works.

5. **Immediate assessment activities:** This is the process of evaluating learning and providing immediate feedback to the student about their learning during classroom instruction with the goal of improving their learning. For example, short-answer quizzes, whether paper-based, oral, or computer-based, and audience response systems.

Session-9: Helpful Tools to Assess Student Learning

There are several tools that help raise the quality of the assessment process, including:

1. **Checklist:** This tool consists of a set of items, each of which represents a specific skill or behavior that reflects student learning. Checklists can include a set of steps a student must follow to complete a project, which requires explaining the items in the checklist to students in advance and how to handle them.

2. **Rubrics:** This tool is used in the assignments assessment process to determine student performance levels according to pre-determined criteria. Rubrics help to evaluate student work more objectively and consistently. The rubric is divided into several categories or levels, with one end representing the

absence or weakness of the trait being measured, and the other representing its completeness. The levels between the two ends represent varying degrees of measurement. There are several types of grading scales. The University Vice Presidency for Educational and Academic Affairs has dedicated a website to display a set of examples that faculty members and those in similar positions can use. To view the information, visit https://rubrics.ksu.edu.sa/ar.

3. Model Answers (Key Answers): A set of correct responses to the questions presented in the examination paper.

Section-10: Assessing students' group work

King Saud University emphasizes the importance of including student group work as an essential part of the undergraduate student's learning experience, given its importance in enhancing learning, developing students' soft skills, and preparing them for the job market.

To ensure fair evaluation of activities requiring group work, the following must be considered:

1. Clarify the criteria by which students' group work will be evaluated.
2. Design an evaluation plan for group work to ensure the ability to evaluate each individual's performance within the group (individual grade) and to evaluate collective performance (collective grade).
3. Determine the mechanism for dividing individual and collective grades and explain it to students.
4. Evaluating the "process" and "product" in group work. Either may suffice, and the determination of this depends on the intended learning outcomes of the course.

Section-11: Using digital technology in assessment

1. King Saud University supports the use of digital technology in diagnostic, formative, and summative assessments to serve the educational process, enhance learning, and help improve outcomes. The university has provided numerous assessment tools through the Blackboard Learning Management System, including tools for creating tests and assignments, providing student feedback, sharing grades, verifying the originality of student work via the SafeAssign tool, and other tools to assist in assessing student learning.

2. The use of Generative Artificial Intelligence (GAI) is a rapidly evolving field. The university, like the education sector, pays great attention to this field and seeks to employ these technologies effectively to serve the educational process and help improve learning outcomes. Therefore, the university supports the use of these tools, emphasizing:

- The importance of learning certain knowledge, skills, and understanding that help regulate the use of generative AI in certain situations, and understanding the information or data generated by generative AI.
- The importance of raising awareness about the limitations of generative AI and the risks of relying on it as a source of information.
- Submitted assignments and tasks must contain the student's original work.
- The student must disclose the use of generative AI (where and how it was used).
- Faculty members and those with similar qualifications have the right to determine which assignments a student is permitted and prohibited from using generative AI tools based on the course objectives.

Section-12: Accommodation for students with disabilities

King Saud University is committed to providing opportunities for students with disabilities who wish to study. The university has adopted guidelines and procedures for academic accommodations for students with disabilities. Among the services the university provides to students with disabilities is the implementation of some adaptations to assessment methods to suit the different needs of students without compromising learning outcomes. For more information, please visit the website:

https://sa.ksu.edu.sa/ar/node/5583

Section-13: Learning Assessment Responsibilities

Without prejudice to the provisions of the Governance Mechanism for the Work of Colleges and University Deanships, the responsibilities for learning assessment are:

Responsibilities in the process of assessing student learning are diverse, given the multiplicity of assessment tasks and activities. Furthermore, the assessment process is a process in which all stakeholders in the educational process at the university participate. To ensure that responsibilities are clear and defined, avoiding overlap and enabling each party to perform their assigned duties to the fullest extent possible, this document seeks to clarify these responsibilities as procedural tasks within the approved regulations, without conflicting with them. The following explains the responsibilities of the university, college, department, faculty member, and student:

(A) University responsibilities:

The university's responsibilities regarding the assessment process include the following:

1. Determining policies and standards for assessing student learning.

2. Approving regulations and executive procedures for study and examinations, and adopting organizational procedures for assessing students with disabilities.
3. Approving a code of conduct and student discipline for anything that might disrupt the conduct or results of examinations.
4. Supervising, monitoring, and supporting the improvement of student learning assessment quality, contributing to improved teaching efficiency and learning outcomes.
5. Providing the necessary assessment resources and tools to support the educational process.

(B) College responsibilities:

The college's responsibilities regarding the assessment process, without conflicting with the regulations governing academic and academic affairs at the undergraduate level, include the following:

1. Supervising the implementation of student learning assessment principles and standards across all academic departments within the college.
2. Reviewing submissions from departments, analyzing student learning assessment methods and results, monitoring changes, conducting comparisons, and taking appropriate measures to improve assessment to enhance the educational process within the college.
3. Supervising and monitoring the unification of all assessment and examination procedures across the college's departments.
4. Approving a course specification for each course, including the course topics and resources, teaching methodology and mechanism, assessment criteria, learning outcomes, and details of course grade distribution according to the Education and Training Evaluation Commission's model.
5. Determining implementation procedures for semester assignments and examinations for courses taken by students from different disciplines, and determining monitoring procedures for college course examinations.
6. Approving the distribution of grades for semester assignments and final exams for courses in accordance with the regulations set forth in Item 28 of the Academic and Academic Affairs Regulations for the Undergraduate Level.
7. Holding final exams on the specified dates in accordance with the regulations set forth in Item 30 of the Academic and Academic Affairs Regulations for the Undergraduate Level.
8. Scheduling and announcing the times and locations of final exams for all college courses and semester exams for courses taught by students from different majors.

9. Preparing exam halls and providing the material and staffing requirements for semester and final exams according to the needs of the courses and students, including students with disabilities.
10. Determining procedures for resolving student conflicts in semester and final exams for courses offered by different departments.
11. Approving alternative dates for final exams if they cannot be held on their scheduled date.
12. Reviewing students' excuses for not taking the final exam and approving alternative exams for final exams, in accordance with Item 32 of the Academic and Study Affairs Regulations for the Undergraduate Level.
13. Developing a clear and specific mechanism for storing and disposing of student answer sheets after their grades have been recorded, and for ensuring complete confidentiality and security for storing papers.
14. Determining a mechanism for receiving and handling student complaints and grievances in accordance with the rules and regulations.
15. Proposing rules governing research ethics for undergraduate students at the college, ensuring academic integrity in the field of specialization.

(C) Department Responsibilities:

The department's responsibilities regarding the assessment process, without conflicting with the Academic and Academic Affairs Regulations for the Undergraduate Level, include the following:

1. Commitment to implementing the principles and standards for assessing student learning contained in this policy, including all assessment methods used in semester assignments and final exams in all courses offered by the department.
2. Commitment to implementing the executive regulations and rules for semester and final exams and monitoring procedures for courses taught by students in the department.
3. Reviewing and analyzing the methods and results of assessing student learning in the department's courses, monitoring changes, conducting comparisons, and taking appropriate measures to improve assessment to enhance the educational process in the department.
4. Preparing standardized questions for semester exams for courses with multiple sections. Course instructors participate in preparing the questions. The college council offering a course with multiple sections may develop upon the recommendation of the department council non-standardized questions for the course and notify students accordingly.

5. Consider the diversity of courses (theoretical, research, training, practical) when distributing teaching loads in a manner that enables faculty members to implement the assessment policies contained in this document.
6. Review student objections to their grades and their requests for re-marking of the semester and final exams, based on the provisions of Item 65 and 66 of the Academic and Academic Affairs Regulations for the Undergraduate Level.
7. Establish a mechanism for accepting student excuses and conducting alternative semester exams for department courses.
8. Recommend to the college the determination of an alternative date for the final exam if it cannot be held on its scheduled date.
9. Approve the recording of final exam grades in the electronic recording records prepared for this purpose within a period not exceeding 72 hours from the final exam date.
10. Assign a faculty member or someone of equivalent standing to attend the exam if the course instructor is unable to attend.
11. Determine the permitted and prohibited items in the exam hall, including papers, devices, and equipment, and notify supervisors accordingly.
12. Maintain the security of test papers and ensure they are not leaked after they are received by faculty members and their equivalents until the time of the test.
13. Store the assessment tools used and a sample of student answers for each semester in a course folder.

(D) Faculty Member Responsibilities and those in their Positions:

The responsibilities of faculty members and those in their position regarding the assessment process, without conflicting with the University Academic and Academic Affairs Regulations, include all of the following:

1. Adherence to the principles and standards for assessing student learning in all assessment methods used in semester assignments and final exams.
2. Commitment to evaluating semester assignments and final exams according to the assessment methods stated in the approved course specification.
3. Commitment to following the mechanism for calculating the course's semester assignment grade, including oral, written, practical, research, or other types of classroom activities, or a combination of all or some of them, provided there is at least one written exam.
4. Commitment to announcing the distribution of semester assignment grades to students at the beginning of each semester, in accordance with the course description and the dates of semester exams.
5. Commitment to informing students of their answer sheets for semester or short exams after the results are announced and comparing them with the

model answer for the exam within a period not exceeding ten days after the exam.

6. Commitment to announcing the results of completed semester work before the end of the period specified for withdrawing from a semester or course.

7. Preparing semester and final exam questions and sample answers, and submitting a copy of them to the department head or equivalent no more than two days before the final exam date for the course. The faculty is committed to marking the exams in accordance with department and college procedures.

8. Commitment to attending exams for the courses he teaches.

9. Recording grades on the electronic grade sheets provided for this purpose and posting them within a period not exceeding 72 hours of the final exam date.

10. Determining before the exam what students are permitted and prohibited from bringing to the exam hall, and notifying the department accordingly.

11. Maintaining student privacy by preventing others from accessing their results.

12. Reviewing and analyzing the methods and results of assessing student learning in the courses he teaches, monitoring changes, conducting comparisons, and taking appropriate measures to improve assessment to enhance the educational process.

13. Preparing the course file in accordance with the requirements of the accreditation and quality committees in the department and college, including: the approved course report, student transcripts, samples of student work, and learning outcomes assessments.

14. Retaining exam papers for the period specified by the college.

(E) Student Responsibilities:

Students must make every effort to achieve academic excellence, be aware of the university's regulations and instructions related to the evaluation process, and assume their responsibilities to ensure they receive a distinguished education, including in particular:

1. Striving to understand their rights and responsibilities regarding the evaluation of their work, semester and final exams, and related matters, and being aware of the regulations governing it.

2. Full commitment to academic integrity in fulfilling all course requirements throughout the duration of undergraduate study, and assuming full responsibility for any breach of integrity standards. The Student Code of Conduct and Discipline can be found at the following link:

https://dar.ksu.edu.sa/sites/dar.ksu.edu.sa/files/users/user984/S_disciplinerules.pdf.pdf

3. Emphasize to the student the importance of active attendance, improving academic achievement, and committing to positive interaction and participation in assessment practices and outcomes.
4. Submit all assessment requirements by the time specified by the course instructor (reports, homework, projects, etc.).
5. Complete assessment requirements according to the course instructor's instructions.
6. Follow scientific methods when documenting submitted course requirements in terms of references, citations, and quotations. The rules governing research ethics can be found at the following link:

https://dsrs.ksu.edu.sa/sites/dsrs.ksu.edu.sa/files/imce_images/aklaqyat-sfar-1437.pdf

7. Regarding exams, students must:
   1) Check the exam times and locations and arrive at the exam venue on time.
   2) Not enter the final exam half an hour after its start and not leave the exam before halfway through the approved exam period.
   3) Bring their student ID card as proof of their university identity, or in accordance with university instructions.
   4) Refrain from attempting to cheat during the exam or violating the instructions and rules for conducting exams. The provisions of the Student Code of Conduct and Discipline will be applied.
   5) Bring all necessary pens and other technical equipment required for the assessment process, provided that they do not conflict with the instructions of the course instructor.
   6) Refrain from using unauthorized electronic devices, such as watches, earphones, cell phones, and modern communication devices, during exams. Any attempt to use them during an exam is considered cheating, and the procedures related to the Student Code of Conduct and Discipline apply. Computer-based exams are an exception, as the use of certain devices is permitted according to the determination of the faculty member, their equivalent, and the department.
   7) Refrain from bringing any books, dictionaries, tools, papers, or writings that were not authorized by the course instructor prior to the exam.
   8) Write answers to midterm and final exams in clear, legible handwriting.
   9) Commit to refraining from bringing food or drink into the exam hall.
   10) Take the necessary measures before the exam to ensure remaining in the hall and not leaving it temporarily except in urgent circumstances.
   11) Commit to remaining calm, respecting the rights of others, and not disturbing them. If this occurs, the violator may be referred to the relevant committee.

Section-14: General Regulations:

1. This policy shall be effective from the date of its approval by the University's Academic Council, and shall supersede any conflicting provisions.
2. Anything not specifically provided in this policy shall be governed by the provisions of the Basic Law of King Saud University and the university's applicable regulations, decisions, and instructions.

3. This policy is subject to periodic review — whenever necessary — and shall be reviewed and amended after two years, if needed.
4. The Academic Council has the right to interpret the provisions of this policy.