

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION



4.3.5 Does your university as a body have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender?

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Introduction

There are several policies at UBT that supports lifelong learning. Firstly, it would encompass policies to provide the foundation to have these activities. Secondly, policies also support access to activities to various groups regardless of their demographics.

Policies to have life-long learning activities:

Community Engagement Policy

This policy (Appendix 1) was approved in June 2022 and revised in September 2024. This policy covers SDG 4.3.1, SDG 4.3.2, SDG 4.3.3 and SDG 4.3.4, as it involves various activities in relations to the community. “The purpose of the Community Engagement Policy is to provide principles and a governance framework for integrated community engagement at UBT that is aligned to the strategic priorities of the University, its core values and facilitate meaningful impact on the business and society.” (p.1).

The university supports these endeavors through **planning, resources and promotion**. Firstly, “The university, through CCS, will maintain a **coordinated and strategic** volunteerism program for staff and students. Students, staff, and communities will be supported in establishing and maintaining community engagement initiatives for service,...” (p.4). Secondly, “UBT aims where appropriate to make better use of available **resources and expertise** for activities which further developmental and sustainable goals for the community.”(p.4). Additionally, “To ensure their active engagement with the community, students will be required to complete a minimum of 100-hours part of the degree graduation requirement. Each college, working closely with the CCS, is required to plan a number of community-based programs and activities and accordingly monitor students' involvement to meet a set of objectives and outcomes.” (p.4). Lastly, as part to **promote** the community engagement and social responsibility, “UBT will continue to encourage and acknowledge community engagement initiatives across colleges, centers, support departments, and student groupings (including residences, halls, societies, and sports clubs).” (p.5). And “Promote initiatives that recognize excellence in community engagement among staff

and students such as awards for programs and activities involving volunteerism, service learning and research.”(p.5).

 جامعة الأعمال والتكنولوجيا UNIVERSITY OF BUSINESS AND TECHNOLOGY	
Community Engagement Policy	
Policy Code:	AA.13.01
Policy Revision No:	Ver. 2.0
Approval Date:	20/6/2022
Implementation Date:	20/6/2022
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Policy Owner:	University Vice Rectorate for Academic Affairs

Partnership Policy


This policy (Appendix 2) was approved in June 2022 and revised in September 2024. This policy could support the outreach activities beyond campus such as through the Local or Regional Community Partnerships. This partnership “refers to a formal arrangement that the University establishes with local or regional organizations that are not within the HE sectors. The aims of such partnerships may be to support national or regional developments through contributions to cultural, economic, sporting and related activities and build higher education aspiration and awareness. This may also include partnerships with charity organizations that are formed as part of UBT Community Engagement Strategy.” (p.6)

 جامعة الأعمال والتكنولوجيا UNIVERSITY OF BUSINESS AND TECHNOLOGY	
Partnership Policy	
Policy Code:	A.01.01
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Policy Owner:	International Affairs

Planning and Implementation of Student Extracurricular Activities Policy

This policy (Appendix 3) has been approved and implemented since September 2024 and can be linked to outreach activities beyond campus (SDG 4.3.4). “It encompasses a wide range of student-led and institutionally supported activities ... empower students as agents of positive change” (p.1). “Students as Agents of Change: Students are recognized as proactive agents of change within the university community and beyond. Extracurricular activities will foster students' active engagement in addressing societal challenges, empowering them to make positive contributions to their communities and the world.” (p.4)

Some types of activities that are applicable include: “Community Service and Social Impact, that involve community service projects, volunteering initiatives, and social awareness campaigns to promote social responsibility and civic engagement.” and “Activities aligned with the Sustainable Development Goals (SDGs) supporting UBT’s commitment to creating positive impact.” (p.5)


 جامعة الأعمال والتكنولوجيا UNIVERSITY OF BUSINESS AND TECHNOLOGY	
Planning and Implementation of Student Extracurricular Activities Policy	
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Revision Date:	September 2027
Policy Owner:	Deanship of Student Affairs

[Policies with access for all including various groups](#)

Equality, Justice, and Tolerance Policy

This policy (Appendix 4) has been approved and implemented since September 2024. This policy’s scope also include visitors and applicable “in terms of equality in accessibility, admission, pay-scale, gender equality and disabilities, anti-harassment, and anti-discrimination.” (p.1). Additionally, “UBT is an equal

opportunity university that strongly prohibits all forms of discrimination based on gender, race, ethnicity, religion, nationality, or disability and adopts all relevant policies set by the Ministry of Human resources and social development published on 20/10/2019. Under decree 20912.” (p.3).

 جامعة الأعمال والتكنولوجيا UNIVERSITY OF BUSINESS AND TECHNOLOGY	
Equality, Justice, and Tolerance Policy	
Policy Code:	HR.01.01
Policy Version No:	Ver.1.0
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Policy Owner:	General Department of Human Resource

Appendix 1 - Community Engagement Policy

UBT

جامعة الأعمال و التكنولوجيا
UNIVERSITY OF BUSINESS AND TECHNOLOGY

Community Engagement Policy

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Policy Owner:	University Vice Rectorate for Academic Affairs

Documentation Administration

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1. Purpose

The purpose of the Community Engagement Policy is to provide principles and a governance framework for integrated community engagement at UBT that is aligned to the strategic priorities of the University, its core values and facilitate meaningful impact on the business and society.

2. Scope and Application

This policy applies to all colleges, departments (including support servicedepartments), units, staff and students involved in all forms of community engagement and development (curricular, research and extra-curricular) with the external community across all campuses of UBT.

3. Definitions & Acronyms

3.1 Definitions

Term	Definition
Community	Refers to specific, collective interest groups that participate, or could potentially participate, in the University's community engagement activities.
Community Engagement	The planned, purposeful application of resources and expertise in teaching, learning and research in the university's interaction with the external community to achieve mutually beneficial outcomes in ways that are consistent with the university's vision and mission.
Volunteerism	Voluntary-based community engagement without evaluation for curricular purposes or monetary compensation, which engages students and staff in organized activities with community partners. The primary goal of volunteerism activities is to promote relationship building, critical self-awareness and engaged citizenship and learning through participating in shared projects
Service-learning	This is a credit-bearing form of community engagement. In service-learning, community engagement activities are integrated within academic course work, accompanied by reflections on the relationship between the service activity and the course learning outcomes, content or discipline, and carry some form of formal recognition such as course credit or research credit.
Engaged Research	Engaged research encompasses a range of research approaches with a shared core principle of collaborative engagement / participation with communities aiming to understand and improve development and sustainable challenges.

3.2 Acronyms

Term	Definition
CCS	<ul style="list-style-type: none"> Center of Community Services
CE	<ul style="list-style-type: none"> Community Engagement
VPAA	<ul style="list-style-type: none"> Vice President of Academic Affairs
SRC	<ul style="list-style-type: none"> Student Representative Council

4. Key Responsibilities

- The Office of the Vice Rector for Academic Affairs is responsible for overseeing and monitoring the implementation of this policy and accompanying procedures.
- Center of Community Services – CCS in collaboration with the colleges, research Deanship, Marketing Department, students’ services are responsible for promoting community engagement as one of the primary activities of the university and ensuring that community-based programs are planned and executed and measured for their impact in line with the requirements as set forth in this policy. While reporting to the VPAA, the CCS works closely with the members of the community engagement committee to develop, implement and monitor the CE programs and initiatives.

5. Policy Statement

5.1 General

- UBT recognizes that engagement with external communities, including industry, business, government, the professions, and local community members, plays a key role in strengthening the relevance and value (in terms of quality and impact) of its faculty members’ research, learning and teaching activities.
- In pursuing engagement UBT values:
 - (i) Collaboration across colleges, centers, and departments and with communities
 - (ii) Leadership through the involvement of all levels of management and staff in capability building for integrating engagement into the university’s vision, goals and strategic plans and the work of colleges, centers and departments.
 - (iii) Strong and enduring relationships and partnerships with communities

based on mutual respect and mutually beneficial and long-term outcomes for the university and the community.

- (iv) Openness and transparency in communicating with internal and external stakeholders.
- (v) Achievement in the scholarship of engagement.

5.2 Community engagement requirements for effective implementation

5.2.1 Engaged teaching and learning and research practices.

- The university, through CCS, will maintain a coordinated and strategic volunteerism program for staff and students.
- Students, staff, and communities will be supported in establishing and maintaining community engagement initiatives for service, learning and engaged research. The roles and responsibilities of support to be provided are outlined in Section 5.3 of this policy.
- Students, staff, and communities will be supported in the process of critical reflection throughout community engagement activities to enhance their reflexivity, the development of critical citizenship, and the development of mutually beneficial partnerships.

5.2.2 Mutually beneficial exchange of knowledge partnership

- Staff and students are expected to follow the best practice and UBT code of ethics in engaging communities in order to ensure mutually beneficial and respectful partnerships are established and maintained in community activities.
- Where possible, formal partnerships between the university and community partners should be established to ensure expectations and risks are managed.
- University engagement activities should have clearly articulated outcomes and measurable impact on the community and the university.

5.2.3 Wise planning and allocation of resources

- UBT aims where appropriate to make better use of available resources and expertise for activities which further developmental and sustainable goals for the community.
- University engagement activities should be registered and documented as part of UBT's institutional database for community engagement. The registration of projects allows for inter-college collaboration and prevents unnecessary duplication.
- It is the duty of colleges, centers, and departments to work with the CE Committee to plan and allocate sufficient funds for community engagement projects which have a clear teaching/learning aspect on a continuing basis. The committee is responsible for the administration of limited University Funds to assist in the establishment of new service-learning or engaged community-based research programs.
- To ensure their active engagement with the community, students will be required to complete a minimum of 100-hours part of the degree graduation requirement. Each college, working closely with the CCS, is required to plan a number of community-based programs and activities and accordingly monitor students' involvement to meet a set of

objectives and outcomes.

5.2.4 Promoting community engagement and social responsibility

- UBT will continue to encourage and acknowledge community engagement initiatives across colleges, centers, support departments, and student groupings (including residences, halls, societies, and sports clubs).
- Promote initiatives that recognize excellence in community engagement among staff and students such as awards for programs and activities involving volunteerism, service learning and research.

5.3 Roles and responsibilities

5.3.1 Deanship for Community engagement

Reports to the VPAA and plays a key role in leading UBT's culture of community engagement and social responsibility by

- Chairing the Community Engagement Committee and leads in the implementation of the CE plans and programs to promote UBT value and brand reputation.
- Establishing mutual relationship with faculty members and staff
- Facilitating information gathering and analysis of community needs and real issues.
- Developing UBT's plan with measurable outcomes for community engagement, social responsibility, and volunteerism.
- Leading the annual operational planning and budgeting for community engagement programs and activities in coordination relevant parties in the university.
- Sharing UBT's vision and values with local and international stakeholders
- Organizing and supervise awareness campaign on UBT's community engagement and social responsibility.
- Monitoring the impact of community engagement and social responsibility programs and activities on the community, student learning and the university.

5.3.2 Community Engagement committee

The **committee** is chaired by the CCS and has the following responsibilities:

- Review and monitor CCS projects and initiatives.
- Review proposals to establish relationships with industry, higher education institutions and non-governmental and professional organizations.
- Evaluate faculty and student performance and contributions to community engagement projects and activities.

5.3.3 Student Services Department

- Ensure community engagement activities and training are included in the student orientation program.
- Support community engagement in the Student Representative Council, Societies, Sports Clubs and Residence system.
- Create opportunities for CE Committee to organize training on community engagement to

student and staff representatives in the SRC, Societies, Sports Clubs, and residence (dormitory) services.

- Ensure support community engagement representatives through the SRC, Societies, Sports Clubs, and residence (dormitory) services.
- Ensure community engagement representatives that are elected to serve on the SRC and in Residences have previous volunteer experience at the university.
- Support international students to actively participate in community engagement opportunities available to them at the university.
- Oversee reporting by SRC and other members of the student community and staff on CE projects and initiatives.

5.3.4 Colleges, centers, and service support departments

- Actively promote and create opportunities for staff and student involvement in all forms of community engagement activities (service learning, engaged research and volunteerism).
- To involve students in the department in community engagement activities that enhance their discipline-specific learning, their social responsiveness, and their sense of social and civic responsibility.
- To involve students in the department in community engagement activities which bring the research and application of discipline-specific knowledge with meaningful impact on community development.
- As required, seek funds from the CCS or through other means for community engagement projects which have clear teaching and learning outcomes and impact within the discipline on a continuing basis.
- Monitor, document, and report community engagement projects to the CE Committee for audit and continuous improvement purposes.

6. Related Documents

This includes the following: (in hierarchical order), legislation, policies, other procedures and standards, guidelines, forms and other useful resources.

Document No.	Document Name	Document Type	Location
	UBT Governance Handbook 2021	Handbook	

7. Version Control & Revision History

Version control	Date released	Approved by	Summary of changes
1/4/8	17/9/2024	University Council	

8. Approvals

University Council	Chair Name	Signature	Date
1/4/8	Dr. Weam Tunsi		17/9/2024



Appendix 2 - Partnership Policy



Partnership Policy

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1. Purpose

UBT as part of its strategic priorities engages with a wide range of organizations and other Higher Education institutions (external entities) within and outside KSA to help achieve its mission. This policy:

- (1) Identifies principles which will guide the evaluation and approval of proposals to establish partnerships within UBT
- (2) Sets out the framework, and roles & responsibilities for the establishment, management, evaluation and governance of the various types of partnerships entered into by the University.
- (3) Ensures institutional oversight of all non-commercial partnerships.

2. Scope

This policy applies to all local, regional and international partnerships established with external entities at UBT whether supporting an academic or administrative function of the university (in accordance with section 6.1 of this policy).

It applies solely to partnerships of the University that are formalized through an agreement and executed in accordance with the University's governance framework and delegation of authority matrix.

This policy does not apply to:

- a) Agreements signed for commercial activities that do not involve the undertaking of academic or research activities.
- b) Agreements signed for service arrangements where the University contracts a third party to provide services or products (i.e., use of student recruitment agents, campus services such as cleaning, maintenance, security, IT infrastructure etc.)

3. Definitions & Acronyms

3.1 Definitions

Term	Definition
Partnership	within the context of this policy refers to any formal cooperative arrangement through which UBT and an external entity work jointly toward realization of a common goal or set of goals. This often implies a commitment of resources by both parties involved.
Agreement	refers to any formal instrument or document entered into by the University with another party which sets out the respective rights and responsibilities of each party (including financial obligations and deliverables) in respect of a partnership.
External Entity	Within the context of this policy refers to another higher education institution, government entity, organization, or agency whether private or public operating outside of UBT.

Memorandum of Understanding (MoU)	A signed official document recording the details of a partnership agreement between the university and an external entity, one that is not intended to create obligations among the signatories. An MOU establishes a general framework for the partnership between or among the signatories and establishes general goals for the partnership.
Initiator	Refers to any post holder (or unit) at UBT entitled as per his/ her job description and in accordance with the university governance framework to initiate partnerships to support their work and activities.
Strategic Partnership Center	Is the organizational unit reporting to the University Rector deemed as the primary owner of all types of partnerships at UBT.

3.2 Acronyms

Term	Definition
UC	University Council
MoU	Memorandum of Understanding

4. Responsibilities

The Director of the Strategic Partnership Center/ Director of International Relations is responsible for contract/ agreement management requirements and activities in accordance with all regulatory, legislative and good practice guidelines and the University's related policies and procedures. He/ She is also tasked with overseeing the implementation of the various partnerships and reporting back to the University Rector on the status and implementation of different partnerships.

The Strategic Business Council is responsible for planning (in coordination with initiators) and evaluating various proposals prior to presenting them to the University Rector for final approval. The council is also responsible for the overall evaluation of all partnerships and for suggesting improvements into the process through which strategic partnerships are planned, implemented, and evaluated.

The initiator of a given partnership is responsible for identifying potential partners, determining the strategic alignment between university and partner, establish initial contact, negotiate terms of the agreement and prepare the proposal. He/ she should ensure that the policy principles and terms of reference within the scope of this document are take into account and assess potential risks that may be associated with such a partnership.

5. Policy Principles

UBT realizes the value of partnerships with external entities in order to realize its mission statement and strategic priorities and position itself nationally, regionally and internationally. In negotiating and establishing partnerships, UBT should be guided by the following key principles:

- alignment of the partnership and proposed outcomes of the partnership with the strategic direction and values of UBT
- compliance with relevant local and institutional legislative and regulatory requirements including NCAA requirements in the case of academic partnerships.
- safeguarding the reputation of the university and its quality standards; this includes but is not limited to maintaining the quality and academic standards of programs designed or delivered through a partnership.
- overall enhancement of the University's reputation and brand
- sustainability of the partnership and consideration of any potential risks

6. Policy Statement

Initiators embarking on a collaborative arrangement should not underestimate the time commitment required to develop a successful partnership. The most successful collaborations are those where ongoing dialogue takes place with the proposed partner(s) to develop a common understanding on the role of each party, how the partnership will be implemented, what resources and other commitments are required, what possible challenges or implementation issues may be faced and how to tackle them and how will

the implementation of the partnership be monitored and assessed regularly by both parties.

6.1 Type of Partnerships

a) **Academic Partnerships** - refers to an arrangement where the University participates in academic cooperation. Academic Cooperation includes but is not limited to:

- joint program development
- program validation/ benchmarking partnership
- joint, twin or dual award arrangements
- translational delivery of specific courses
- student faculty and staff mobility including exchange programs
- credit transfer
- establishment of regional study centers
- Knowledge transfer activities
- Academic teaching program (exchanging faculty members between universities)
- Technology transfer program
- other hosting arrangements such as those that facilitate visiting staff or students, partner use of facilities (i.e., libraries, sport facilities, specialized laboratories, etc.)

The highlighted partnership programs are suggested to be included.

b) **Research Partnerships**- refers to any formal engagement with another entity (i.e. research center, university, etc.) within KSA or overseas where the sole purpose is to facilitate research engagement. A partnership involving research includes but is not limited to:

- Scientific research collaboration.
- Scientific research fellowship program.
- Students visiting program.
- Research student enrolment.
- Research funding.
- Research collaboration/ projects.
- Hosting of visiting researchers

- Research training, knowledge and expertise sharing.
 - Data sharing.
 - Facilities and equipment sharing.
- c) **Local or Regional Community Partnerships** - refers to a formal arrangement that the University establishes with local or regional organizations that are not within the HE sectors. The aims of such partnerships may be to support national or regional developments through contributions to cultural, economic, sporting and related activities and build higher education aspiration and awareness. This may also include partnerships with charity organizations that are formed as part of UBT Community Engagement Strategy.
- d) **Industry Partnerships** - refers to formal arrangements with industry partners that the University holds to facilitate activities such as work placement, research training, consultation, professional accreditation, etc. Industry Partners include but is not limited to:
- **Educational partners** – industry partners with whom the University has formal arrangements for academic activities including professional course accreditation, workplacements, etc. These include professional bodies that accredit the University's courses and employer groups who host the University's students on work placements; and
 - **Research partners** - industry partners with whom the University has formal arrangements for research activities including research training, collaborative funding, joint research initiatives and projects, sponsorship, etc.
- e) **Government Partnerships**- refers to formal arrangements with government bodies in KSA. These could cover a range of activities including but not limited to training, community activities, research, etc.

Each partnership agreement will vary depending on the nature and scope of the agreement, the roles & responsibilities and location of the partner. Such contractual agreements are developed by the office, The Director of the Strategic Partnership Center in collaboration with the legal department and in coordination with the partner institution once formally approved.

Memorandum of Understanding

Often, particularly with overseas institutions, a MoU can help to develop a relationship further.

Such agreements do not commit the University to specific activities and are not legally binding but are a useful tool to show commitment to the further development of the relationship with a partner organization. In such cases the same process and approval levels are to be followed with the exception to the need to identify resources, which may occur at a later stage when an agreement is signed.

6.2 Initiating, Negotiating and Formalizing Partnerships

- a) Any member of the senior management (academic or administrative), faculty or staff member may propose the establishment of a partnership with an external entity in accordance with the principles listed in section (5) of this policy. These are usually referred to as “partnership initiators”.
- b) The initiator when proposing a new partnership with an external entity must demonstrate the value of the proposed partnership, the expected outcomes of the partnership, the resources implications to realize the proposed partnership and the appropriateness of allocating such resources to the proposed partnership.
- c) A proposal should be prepared and approved by the line manager before being presented to one or more of the following governance bodies of UBT for consideration:
 - o Deans’ Committee for academic related partnerships; in the instance where the partnership is concerned with postgraduate program it must first be discussed at the Graduate Studies Council before being presented to the Deans’ committee.
 - o Scientific Council for purely research related partnerships.
 - o Administrative Committee for non-academic related partnerships
- d) The proposal for partnership must use the appropriate **New Partnership Proposal Form**. The initiator and various councils/ committees must exercise due diligence in assessing the strategic, financial, operational, legal and reputational risks associated with the proposed partnership.
- e) Once the Committee/ Council has endorsed the proposal for the establishment of the new partnership, the proposal will be sent for approval to the Strategic Business Council who will send its recommendation to the University Council for the final approval.
- f) The Strategic Business Councils must assess the proposed partnership to ensure the safeguarding UBT’s reputation and the quality of its programs and

hence must consider the following:

- Verifying the profile and reputation of the external entity
 - ensuring adequate resourcing of the proposed partnership
 - testing the feasibility and viability of the goals and objectives of the proposed partnership
 - ensuring that the planned activities and intended outcomes of the proposed partnership are consistent with the goals of the UBT Strategic Plan.
 - Ensuring clarity on the roles and responsibilities of each party including aspects related to intellectual property, copyrights and ownership as applicable.
 - Identifying any potential risk associated with the proposed partnership.
- g) Upon approval of the proposed partnership by the Rector in his capacity as the Chair of the University Council, the office of the Strategic Partnership Center in collaboration with the legal department will develop the draft agreement to be shared with the external entity for further input; revisions may occur until a final version mutually agreed upon is reached. The agreement will then be signed by the authorized signatory person at UBT based on the type of partnership. The signed agreement is added to UBT partnership register and copies of signed agreement are maintained at the Strategic Partnership Center and the Deanship/ Department responsible for the agreement.
- h) If an agreement was prepared by the external entity, it must be revised and approved by both the university Strategic Partnership Center and the legal department prior to being signed.
- i) The Public Relation and Communication Unit under the Rector Office is informed of the formation of the partnership for announcement and media coverage (as applicable)

6.3 Regular Evaluation of Partnership

The Director of the Strategic Partnership Center will provide an annual report to the Rector and University Council on all activities undertaken as part of established partnerships in the previous year. The report will include:

- a. information on activities carried out as part of the partnership (i.e. visits,

exchanges, new programs established or existing one revises, new research projects, etc.)

- b. evidence of the continued strategic value of the partnership to the University
- c. partnership outcomes for the year in review
- d. financial performance (as applicable)
- e. any issues or challenges faced during the year of implementation.
- f. issues raised by the partners in relation to the University.

6.4 Renewal or Termination of Partnerships

6.4.1 Renewal

The renewal of a partnership is initiated by the Strategic Partnership Center Director and will normally take place every three or five years depending on the agreement clauses.

A review can take place earlier if specified in the agreement or if serious issues have been identified with the partnership. The renewal of the agreement for the partnership is an integral part of the re-approval event.

The following criteria in order to make a judgement on whether to recommend renewal of the partnership:

- Whether the rationale for the collaboration remains valid.
- Whether the partnership remains aligned with the UBT's strategy and mission.
- Whether the partnership retains appropriate academic, financial and legal status.
- Whether the partnership (when of academic nature) has met and will continue to meet the appropriate academic standards and offer the appropriate learning, teaching and student experience.
- Whether the partnership has operated in line with the terms outlined in the legal Agreement.

6.4.2 Termination

Termination of a partnership arrangement must be carried out in a manner that ensures the University's interests are protected, including the interests of students and must be based on a clear rationale which is communicate transparently to the partner institution.

Strategic Partnership Center Director will determine the process and accountabilities in relation to the termination of partnership arrangements, taking into account any

requirements of the relevant Partnership Agreement and consultation with the university legal department and the dean/ director concerned with the partnership.

When making decisions on the termination of a partnership, the University will consider:

- teach out responsibilities to students (in case of academic partnerships);
- legal, financial and reputational implications.
- other areas of the University involved in the partnership; and
- compliance with relevant regulatory and legislative requirements.

6.5 University’s Register of Partnerships

The office of Strategic Partnership is responsible for the maintenance of the University’s Register of Educational Partnerships. Partnerships which are not renewed or terminated must be labelled in accordance to their status in the register.

7. Related Documents

This includes the following: (in hierarchical order), legislation, policies, other procedures and standards, guidelines, forms and other useful resources.

Document No.	Document Name	Document Type	Location

8. Version Control & Revision History

Version control	Date released	Approved by	Summary of changes
1/4/8	17/9/2024	University council	

9. Approvals

University Council	Chair Name	Signature	Date
1/4/8	Dr. Weam Tunsi		17/9/2024





Planning and Implementation of Student Extracurricular Activities Policy

Policy Code:	SA.01.01
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1. Purpose

This policy governs the planning, implementation, and evaluation of extracurricular activities at UBT. It encompasses a wide range of student-led and institutionally supported activities that align with graduate attributes, promote employability readiness, encourage transformative learning experiences, foster sustainability education, and empower students as agents of positive change. The policy involves the Deanship of Student Affairs, faculty members and teaching staff, colleges, students and other units in collaborative efforts to create a vibrant and inclusive campus environment that complements academic learning and supports the holistic development of students.

2. Scope

This policy applies to all extracurricular activities carried out through UBT whether at the institutional or colleges' level.

3. Definitions & Acronyms

3.1 Definitions

Term	Definition
Extracurricular activities	Activities that take place outside of the regular academic curriculum and are aimed at promoting students' personal growth, skill development, and engagement on campus.
Inclusivity	The practice of creating an environment where all individuals, regardless of their background or identity, feel welcome, valued, and respected.
Graduate Attributes	Specific qualities, skills, and competencies that students are expected to acquire during their academic journey, preparing them for successful careers and contributing to societal well-being.
Transformative Learning	An educational approach that fosters significant personal and intellectual growth, encouraging students to critically reflect on their experiences and perspectives, leading to profound changes in attitudes, beliefs, and values.
Stakeholders	Individuals or groups who have a vested interest in or are affected by the planning, implementation, and evaluation of extracurricular activities. This may include students, faculty, staff, administrators, and external partners such as employers, industry representatives, the community, etc..
Continuous Improvement	The ongoing process of making incremental enhancements and adjustments to optimize the effectiveness and efficiency of extracurricular activities.
Impact Assessment	The systematic evaluation of the effects and outcomes of extracurricular activities on students' development, well-being, and academic success.

3.2 Acronyms

Term	Definition
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DSA	Deanship of Student Affairs
UBT	University of Business and Technology

4. Responsibilities

- **Responsibilities of the Deanship of Student Affairs (DSA):** Facilitate the planning (based on a detailed needs analysis), coordination, execution and the evaluation and impact assessment of diverse extracurricular activities, ensuring they align with the policy's principles and cater to students' developmental needs.
- **Responsibilities of Colleges:** Collaborate with the Deanship of Student Affairs to identify and support extracurricular activities that complement academic programs, fostering an enriching and holistic transformative educational experience for students. This includes planning college specific extracurricular activities (i.e. specialized student clubs, competitions, professional development activities etc.)
- **Responsibilities of Faculty and Teaching Staff:** Support and encourage student involvement in extracurricular activities, providing mentorship and guidance to student-led initiatives, and promoting the integration of extracurricular experiences with academic learning.
- **Responsibilities of UBT Training & Capacity Building Center:** The UBT Training & Capacity Building Center is responsible for facilitating and organizing student capacity building and training activities, encompassing various fields of study, pedagogy, and utilization of different university resources and tools. The Center collaborates closely with other university departments and units, including IT, library, and learning resources, to enhance and develop students' capabilities effectively.
- **Responsibilities of Students:** Actively participate in extracurricular activities that align with their interests and which contribute to personal growth, while upholding university values and policies. In addition, students are responsible to conduct annual evaluations and provide ongoing feedback and constructive input to inform planning and enhancements of extra-curricular activities.

5. Policy Principles

- **Transformative Learning Experience:** The policy seeks to provide students with transformative learning experiences through extracurricular activities, enabling them to develop critical thinking, leadership abilities, and a global outlook, ultimately contributing to their holistic growth and self-discovery.
- **Student-Centered Approach:** The policy is centered around the needs, interests, and aspirations of students, ensuring that extracurricular activities align with their personal, academic and professional development and contribute to the cultivation of essential graduate attributes.
- **Employability Readiness:** The policy emphasizes extracurricular activities that enhance students' employability skills, preparing them for the job market and professional success beyond graduation.
- **Education for Sustainable Development and Sustainability:** The policy encourages extracurricular activities that promote education for sustainable development, raising awareness about environmental, social, and economic sustainability. Activities will emphasize the importance of responsible citizenship and sustainable practices.
- **Students as Agents of Change:** Students are recognized as proactive agents of change within the university community and beyond. Extracurricular activities will foster students' active engagement in addressing societal challenges, empowering them to make positive contributions to their communities and the world.
- **Diversity and Inclusivity:** Extracurricular activities should encompass a wide range of opportunities to cater to diverse student interests and backgrounds, ensuring inclusivity and equitable access for all students.
- **Continuous Improvement and Adaptation:** The policy emphasizes a culture of continuous improvement, using regular evaluation and feedback to enhance the quality and impact of extracurricular activities. It allows for flexibility and adaptation to meet changing student interests and evolving educational objectives.

6. Policy Statement

The university recognizes the significance of extracurricular activities in promoting a holistic transformative student experience that contributes to students' growth and development and to enhancing the attainment of UBTs graduate attributes.

6.1. Scope and Type of Extracurricular Activities

The extracurricular activities at UBT are diverse and may be organized at both institutional and colleges' levels. Nevertheless, all these activities are centrally planned and overseen by the DSA.

Such activities encompass a wide range of experiences that provide students with opportunities for personal growth, skill development, and meaningful engagement.

This include but is not limited to:

- Student athletic and sports related activities
- Student -led clubs and organizations
- Student entrepreneurship, innovation and technology activities (i.e. coding clubs, and innovation hubs to foster creativity and problem-solving skills.
- Academic Enrichment activities (i.e., research projects, academic competitions, hackathons, and academic conferences)
- Professional development activities (i.e., career fairs, networking events, workshops on resume building, and interview preparation, etc.)
- Capacity building activities that focus on enhancing students' academic, personal or employability skills (i.e., information literacy programs and workshops to equip students with essential skills and capacities)
- Community Service and Social Impact, that involve community service projects, volunteering initiatives, and social awareness campaigns to promote social responsibility and civic engagement.
- Activities aligned with the Sustainable Development Goals (SDGs) supporting UBT's commitment to creating positive impact.

6.2. Identifying Students Needs and Planning Extracurricular Activities

- The planning process should follow a collaborative approach that involves the Deanship of Student Affairs (leading the process), Colleges, UBT Training & Capacity Building Center, the Student Union Council, faculty, staff, and relevant university departments to foster a sense of ownership and shared responsibility for

the success of these activities. This will help ensure each party is complementing the other as opposed to overlapping.

- All extracurricular activities are expected to be aligned with the university's mission, vision, and core values, fostering a sense of belonging and collective identity among students and faculty members and teaching staff.
- A detailed student needs analysis is undertaken at the end of each academic year to inform the planning of such activities for the consecutive academic year. The needs analysis involves a range of tools and inputs including: 1) running an annual survey to seek feedback from students and alumni to understand their interests, preferences, and needs regarding extracurricular activities. These surveys will cover areas such as sports, arts, community service, cultural events, professional development, and other potential interests. 2) organizing focus groups and discussions through the established University Students Council to gain in-depth insights into their aspirations, challenges, and ideas for extracurricular activities. These sessions will encourage active participation and provide a platform for students to express their preferences and suggestions 3) core priority areas for student developed based on the university strategic plan and the university learning and teaching strategy and 4) College- level input from academic advisors and faculty members who will be provided with a platform to share their observations and recommendations regarding the extracurricular needs of students.
- Once all inputs have been gathered from different sources and stakeholders, the DSA will analyze the data and prioritize the most sought- after activities which are in alignment with the university's mission, values, strategic priorities, contribute to the student's growth and development and the attainment of the student graduate attributes and have a transformative impact on students. Accordingly, the Deanship will develop an annual plan and budget for such activities that will be presented to the Student Experience Committee for approval and ratification during the last meeting of the committee for the given academic year.
- In planning these activities, the Deanship of Student Affairs must embrace the concept of inclusivity and diversity and ensure a diverse range of activities that cater to different interests, cultural backgrounds, and disciplines, promoting inclusivity and engaging a broad spectrum of students.

- The Deanship of Student Affairs is responsible for evaluating the potential impact and feasibility of each proposed activity within its plan. Consider factors such as available resources, infrastructure, faculty and staff support, and student interest to determine the viability of the activities. In addition, a thorough risk assessment must be conducted for each proposed activity to ensure student safety and compliance with university policies and legal regulations.
- The DSA should publish a comprehensive extracurricular activity calendar at the beginning of each academic year, providing students with clear information about upcoming events and opportunities.

6.3. Evaluation of Extracurricular Activities and Impact Assessment

The University through its DSA develops and implements a robust evaluation and impact assessment process, the university aims to enhance the overall quality of extracurricular activities, continually adapt to student needs, and foster a supportive learning environment that nurtures the development of well-rounded graduates. The results of these evaluations will be used to inform the ongoing planning and implementation of future extracurricular activities, promoting a transformative learning experience that aligns with the university's mission, values and strategic objectives.

- The DSA in coordination with the Vice Presidency for Planning, Development and Quality is responsible for undertaking annual evaluation and impact assessment of UBT extra-curricular activities to assess their overall effectiveness and relevance. This is carried towards the end of the last semester of each academic year and involves multiple stakeholders including deanship staff, students, faculty and other relevant stakeholders in the evaluation process to ensure a diverse range of perspectives are considered.
- The evaluation process will utilize a combination of quantitative and qualitative methods to gather data on the effectiveness and impact of extracurricular activities conducted at UBT. Data collection methods include surveys, focus groups, participant feedback, level of engagement and participation data and academic performance indicators.
- The DSA will conduct a biennial formal assessment of the impact of extracurricular activities on students' personal, academic, and professional development. This assessment will encompass the attainment of UBT graduate attributes and the

acquisition of essential skills, leadership qualities, teamwork, and cultural awareness.

- The DSA is tasked with monitoring ongoing extracurricular activities to identify any emerging issues, challenges, or opportunities for improvement and for carrying evaluations at the end of each specific activity as deemed appropriate.
- The outcomes of these evaluations and assessments are compiled into comprehensive reports by the DSA, which are then presented to both the Student Experience Council and the University Council. These reports incorporate actionable recommendations aimed at improving the quality and impact of extracurricular activities.
- The outcomes of such evaluations and assessment are also used to inform future planning, decision-making and resource allocation for extracurricular activities.

7. Related Documents

This includes the following: (in hierarchical order), legislation, policies, other procedures and standards, guidelines, forms and other useful resources.

Document No.	Document Name	Document Type	Location
	Student Handbook	Handbook	
	Student Code of conduct	Code	
	Faculty, Staff and Students Capacity Building Policy	Policy	

8. Version Control & Revision History

Version control	Date released	Approved by	Summary of changes

9. Approvals

University Council	Chair Name	Signature	Date
1/4/8	Dr. Weam Tunisi		17/9/2024



Appendix 4 - Equality, Justice, and Tolerance Policy



Equality, Justice, and Tolerance Policy

Policy Code:	HR.01.01
Policy Version No:	Ver.1.0
Approval Date:	17/9/2024
Implementation Date:	17/9/2024
Revision Date:	September 2027
Policy Owner:	General Department of Human Resource

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1. Purpose

To foster a healthy environment free from discrimination, and harassment where all can work together in harmony and equality, to learn and innovate.

2. Scope

Applied to all UBT members (Faculty (part time and full time), Staff, Students, visitors, adjunct professors, etc.) in terms of equality in accessibility, admission, pay-scale, gender equality and disabilities, anti-harassment, and anti-discrimination.

3. Definitions & Acronyms

3.1 Definitions

Term	Definition
Harassment	is the act that offends, intimidates, or harms a person. It includes verbal, physical, written, or social behaviors.
Bullying	is the act of repeatedly threatening, forcing or hurtful teasing another person to cause him aggressive abuse. It can be verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.
Discrimination	is the act of treating a person differently because of his race, color, gender, religion, sect, age, social status, national or ethnic origin or disability.
Reporting	is the act of escalating a case of discrimination to the relevant authority.
Pay scale	is the mapping of UBT job positions to grade and rank.
Disability	Each and every person who, according to a medical report issued by the Ministry of Health or hospitals in other government sectors, or according to one of the identification cards issued by the Ministry of Human Resources and Social Development, means that he/she has one or more of the following disabilities: (visual disability, mental disability, physical disability, motor disability, learning difficulties, speech difficulties, behavioral disorders, emotional disorders, autism) or any other disability that requires the provision of any form of accommodation.
Accessibility	Ability to access resources.

3.2 Acronyms

Term	Definition

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4. Policy Principles & Statement

UBT is an equal opportunity university that strongly prohibits all forms of discrimination based on gender, race, ethnicity, religion, nationality, or disability and adopts all relevant policies set by the ministry of Human resources and social development published on 20/10/2019. Under decree 20912.

A) Discrimination

- UBT states that all current and prospective employees (including the outsourced ones) are equal in the right to work at UBT without discrimination on the basis of gender, disability, nationality, age or any other form of discrimination, whether during their performance of work at the time of employment or at the time of advertising,

- UBT provides non-discrimination education opportunity to its students based on ministry of education and is fully committed to it based on indifference towards social statuses, gender, religion, sects or disabilities.

- UBT is fully committed to fight any form of discrimination against its employees/Students based on their religion, gender, nationality, disability and age.
- All Employees are subject to university bylaws, rules and regulations when it comes to discrimination in the workplace.
- UBT considers women as valuable contributors to its reputation and the national economy within the vision 2030.
- UBT provides equal opportunity for admission of students (undergraduate, and postgraduate) regardless of their gender, nationality, disability, religion, etc.
- UBT Organizes and participates in different activities that empower women.
- UBT celebrates different international days set by United Nations to celebrate achievement of individuals (Women, youth, scientists, researchers, ...) who made a change in their community and the world.

B) Gender equality:

- UBT is committed to eliminating any discrimination or prejudice against women based on Gender.
- UBT programs are open for both female and male students with equal opportunities.
- Male and female representation in UBT councils and committees is based on their merits, expertise and backgrounds.
- As UBT provides equal facilities and services for each gender and respects the privacy of its students, staff and faculty members with full access to all resources.
- UBT offers equal opportunities to internships, coop and international study programs to its students.
- UBT encourages women to apply and participate in all activities
- For every college and department, Dean & Vice Dean / the head of department or the co-head of department is a female faculty.
- All UBT students (male and female) have the same opportunities to establish clubs, societies and conduct extracurricular activities and field trips.

C) Pay-Scale:

- UBT is keen to provide an equal pay to its faculty members and staff.
- Salaries and allowances are based on the Job description and position regardless of the gender.
- All positions at UBT can be occupied by women and men. And it is not possible, legally, to pay a person higher or lower than the pay and grade associated with that position.
- Women in UBT can occupy all positions including presidency, vice presidency, deanship and directorship.
- HR monitors and sets measures to ensure the prevention and correction of pay gaps.

D) Accessibility:

- All university services, facilities, activities, and opportunities are equally accessible by all UBT current members, and prospective applicants (Students, Staff and Faculty) based only on their merit, eligibility and credentials.
 - Services include, but not limited to, admission, registration, placement, scholarship, mentorship, recruitment, subscriptions, complaints, appeals, etc.
 - Facilities include, but not limited to classrooms, labs, meeting rooms, sporting facilities, etc.

- Activities and events include, but not limited to, learning, teaching, mentoring, extra curriculum, sports and research.
- Eligibility is based on the regulations of UBT (safety, security, code of conduct), type of events, and how members are related to the specific resources.

E) Harassment

In reference to the royal decree number M/96 published on 31th of May 2018, (article 2,3,4,5,6,7) regarding fighting the crime of harassment, prevent it and punish the perpetrators and protect victims in order to preserve the privacy, dignity and personal freedom of individuals guaranteed by sharia and law.

- No harassment/bullying during lectures, academic and non-academic activities, or to any employee, student or staff.
- UBT strongly prohibits all forms of harassment, verbal, physical or using social media and similar channels.
- UBT should review frequently and set measures necessary to prevent and fight harassment at the work environment including:
 - a) a mechanism for receiving complaints.
 - b) procedures necessary for verifying the complaints and maintaining confidentiality.
 - c) publication of such measures and raising awareness.
- UBT should take disciplinary measures against any of their personnel in case of any violation of the provisions of this policy, in accordance with its applicable procedures.
- Disciplinary measures shall not prejudice the victim's right to file a complaint with the competent authorities.

F) Disabilities:

In reference to the Royal decree No M/51 published on September 27th, 2005, specifically article 28 and 29 stating:

- ⇒ Every employer who employs twenty-five workers or more, and the nature of his/her work enables him/her to employ the disabled who have been professionally rehabilitated, shall employ at least 4% of the total number of his/her professionally qualified disabled workers, whether by nominating employment units or others (28).
- ⇒ And / If any worker suffers a work injury resulting in a lack of his/her usual capabilities that does not prevent him/her from performing a job other than his/her previous work, then the employer in whose work the worker was injured shall

employ him/her in the appropriate work for the wage specified for this work. This shall not prejudice the compensation he/her is entitled to for his/her injury (29).

- UBT Keeps records of all its members (students and employees) with special needs.
- UBT makes and maintains engineering modifications and harmonization of work conditions and environment in accordance with the standards stipulated in Chapter Two of the Architectural Requirements volume in the Saudi Building Code, and necessary to enable the person with disabilities to carry out his / her work tasks.
- UBT provides the necessary accommodations and services to enable him/her to perform the tasks assigned to him/her.

Employees:

- UBT assigns Jobs and tasks to its employees with special need that correspond to the type and degree of their disability.
- UBT offers to its employees with special needs the same benefits offered to others as per the labor law.

Students:

- All disabled students are provided with the educational opportunity and accessible services with no discrimination to their type of disability.
- All disabled Students are supported by the educational support Center, established at UBT
- Educational support center, monitors the activities of the students with special needs

G) Protecting the reporters:

- UBT provides the means for submitting a complaint through its website, e-mail, recorded calls, or any other appropriate means, to ensure that the complaint is received in a timely manner to the concerned authority to manage this complaint.
- The victim can submit his complaint for an incident of abuse within a maximum period of five working days from the date of the occurrence of the behavioral infringement.
- UBT sets appropriate procedures to preserve the right of its employees to leave the premises for a reasonable reason that might threaten their bodies, health or life due to behavioral infringement, without entailing undue consequences for them.

- UBT Preserves the right of the abused employee, especially after proving the evidence of the abuse behavior that was conducted against him.
- UBT preserves the right of the accused person (under investigation) from any harm in the event that the complaint is proven to be malicious.
- UBT protects the pretender, the witnesses and whoever is dealing with this case from any harm that they may suffer.
- UBT maintains the confidentiality of any submitted complaint or report, documents, process and related procedures,
- UBT raises awareness on the importance of reporting, and the right and responsibilities of its employees and the related processes and procedures
- UBT shall assign a concerned authority for the protection from any behavioral abuse in the work environment.

Reporting Violations

- UBT Faculty members, and staff are required and encouraged to report violations of this policy to the HR.
- UBT students re required and encouraged to report violations of this policy to Students affairs
- The HR shall investigate cases, recommend the appropriate actions respecting articles 80 and 81 of the labor law, and/or raise the matter to the university disciplinary committee or the responsible party.
- All violations related to harassment should be reported to UBT disciplinary committee.
- UBT employees can raise a formal grievance complaint to rectify any discrepancy.

Implementation.

- The HR and academic affairs will be responsible for the implementation of this policy.
- It is recommended that this policy is referenced by all other service policies and

guidelines.

- UBT, through HR, student affairs, and the intellectual awareness department are responsible for developing programs and training, raising awareness and protecting UBT members who report violations.

5. Related Documents

This includes the following: (in hierarchical order), legislation, policies, other procedures and standards, guidelines, forms and other useful resources.

Document No.	Document Name	Document Type	Location

6. Version Control & Revision History

Version control	Date released	Approved by	Summary of changes

7. Approvals

University Council	Chair Name	Signature	Date
1/4/8	Dr. Weam Tunsi		17/9/2024

