

Attachment 2 (a)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Program Specifications
(PS)**

National Commission for Academic Accreditation & Assessment

Program Specifications

For guidance on the completion of this template, please refer to NCAAA guidebooks.

1. Institution	Date of Report
2. College/Department	
3. Dean	
4. Insert program administrative flowchart	
5. List all branches/locations offering this program	
Branch/Location 1.	

Branch/Location 2.	

Branch/Location 3. <hr/>
Branch/Location 4. <hr/>

A. Program Identification and General Information

1. Program title and code
2. Total credit hours needed for completion of the program
3. Award granted on completion of the program
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program)
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point)

7. (a) New Program Planned starting date

(b) Continuing Program Year of most recent major program review

Organization involved in recent major review (eg. internal within the institution,
Accreditation review by _____? Other _____?)

8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both.

9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).

Campus Branch/Location	Approval By	Date
Main Campus:		
1:		
2:		
3:		
4:		

B. Program Context

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

b. Explain the relevance of the program to the mission and goals of the institution.

<p>2. Relationship (if any) to other programs offered by the institution/college/department.</p> <p>a. Does this program offer courses that students in other programs are required to take? Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes, what has been done to make sure those courses meet the needs of students in the other programs?</p> <p>b. Does the program require students to take courses taught by other departments? Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?</p>
<p>3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>4. What modifications or services are you providing for special needs applicants?</p>

C. Mission, Goals and Objectives

<p>1. Program Mission Statement (insert)</p>
--

2. List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

Goals and Objectives	Major Strategies	Measurable Indicators

D. Program Structure and Organization

1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year					
1st Year Semester 1					
1st Year Semester 2					
2nd Year Semester 1					
2nd Year Semester 2					

3rd Year Semester 1					
3rd Year Semester 2					
4th Year Semester 1					
4th Year Semester 2					
Include additional years if needed.					

2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification

a. Brief description of field experience activity

b. At what stage or stages in the program does the field experience occur? (eg. year, semester)

c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)
d. Number of credit hours (if any)

3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)
d. Number of credit hours (if any)
e. Description of academic advising and support mechanisms for students.

f. Description of assessment procedures (including mechanism for verification of standards)

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1			
1.2			
1.3			
1.4			
2.0	Cognitive Skills		
2.1			
2.2			
2.3			
2.4			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor		
5.1			
5.2			

NQF Learning Outcome Verb, Assessment, and Teaching Strategies and Suggestions

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced

Course Offerings		A-100	A-101	A-102	A-103	A-104	A-105	A-106	A-107	A-108	A-109	A-110	A-111	A-112
NQF Learning Domains and Learning Outcomes														
1.0	Knowledge													
1.1														
1.2														
1.3														
1.4														
2.0	Cognitive Skills													
2.1														
2.2														
2.3														
2.4														
3.0	Interpersonal Skills & Responsibility													
3.1														
3.2														
4.0	Communication, Information Technology, Numerical													
4.1														
4.2														
5.0	Psychomotor													
5.1														
5.2														

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

2. Student Appeals

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

4. What processes are followed for textbook acquisition and approval?

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

b. Explain the process of the Advisory Committee (if applicable)

3. Professional; Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

(ii) From independent advisors and/or evaluator(s)?.

(iii) From employers and/or other stakeholders.

Complete the following two tables.

1. Program KPI and Assessment Table

2. Program Action Plan Table

Program KPI and Assessment Table

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1							
2							
3							
4							
5							
6							
Analysis of KPIs and Benchmarks: (list strengths and recommendations)							

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the programs used in the SSRP and are approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.

Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.

Internal Benchmarks refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).

External Benchmarks refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

Program Action Plan Table

Directions: Based on your “*Analysis of KPIs and Benchmarks*” provided in the above Program KPI and Assessment Table, list the recommendations identified below.

No.	Recommendations	Action Points	Assessment Criteria	Responsible Person	Start Date	Completion Date
1						
2						
3						
4						
5						
6						
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).						

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all courses including field experience specification if applicable.

Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of Board of Trustees Main Campus				
Vice Rector				