



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

PROGRAM SPECIFICATION



Quality Center

Program Specification

For guidance on the completion of this template, please refer to Chapter 2, section 2.2 of Part 2 of this Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

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| Institution |
| College/Department |

A. Program Identification and General Information

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| 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. Professions or occupations for which students 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) <input type="text"/> Program Plan <input type="text"/> (b) Continuing <input type="text"/> am Year of most recent major program re <input type="text"/> Organization involved in recent major review (eg. internal within the institution, accreditation review by _____? Other _____?) |
| 8 Name and position (eg department chair person) of faculty member managing or coordinating the program. |
| 9. Location if not on main campus or locations if program is offered in more than one location. |



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2. List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

| Major Changes or Developments | Strategies | Indicators |
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D. Program Structure and Organization

1 Program Description.

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.

2. Development of Special Student Characteristics or Attributes

List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. Eg. Graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.

| Special Attributes | Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes |
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| | Strategy |
| | Evidence |
| | Strategy |
| | Evidence |
| | Strategy |
| | Evidence |
| | Strategy |
| | Evidence |



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3. Required Field Experience Component (if any) (Eg. internship, cooperative program, work experience)

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| Summary of practical, clinical or internship component required in the program. Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program. |
| a. Brief description of field experience activity |
| b. List the major intended learning outcomes for the program to be developed through the field experience |
| c. At what stage or stages in the program does the field experience occur? (eg. year, semester) |
| d. Time allocation and scheduling arrangement. (Eg. 3 days per week for 4 weeks, full time for one semester) |
| e. Number of credit hours |

4. Project or Research Requirements (if any)

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| Summary of any project or thesis requirement 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? (eg. year, semester) |
| d. Number of credit hours |
| e. Summary description of provisions for student academic advising and support. |



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| f. Description of assessment procedures (including mechanism for verification of standards) |
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5. Development of Learning Outcomes in Domains of Learning

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| For each of the domains of learning shown below indicate: <ul style="list-style-type: none">• The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program;• The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);• The methods of student assessment to be used in courses in the program to evaluate learning outcomes in the domain concerned. |
| a. Knowledge |
| (i) Summary description of the knowledge to be acquired |
| (ii) Teaching strategies to be used to develop that knowledge |
| (iii) Methods of assessment of knowledge acquired |



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| b. Cognitive Skills |
| (i) Cognitive skills to be developed and level of performance expected |
| (ii) Teaching strategies to be used to develop these cognitive skills |
| (iii) Methods of assessment of students cognitive skills |
| c. Interpersonal Skills and Responsibility |
| (i) Description of the level of interpersonal skills and capacity to carry responsibility to be developed |
| (ii) Teaching strategies to be used to develop these skills and abilities |



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| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility |
| d. Communication, Information Technology and Numerical Skills |
| (i) Description of the communication, IT and numerical skills to be developed |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students numerical and communication skills |



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| e. Psychomotor Skills (if applicable) |
| (i) Description of the psychomotor skills to be developed and the level of performance required |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students psychomotor skills |

6. Admission Requirements for the program

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

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:
a. Attendance.
b. Progression from year to year.
c. Program completion

E. Regulations for Student Assessment and Verification of Standards

1. Regulations or policies for allocation and distribution of grades

If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of students grades state the policy or regulation, or attach a copy.

2. 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.)



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F Student Administration and Support

1. Student Academic Counselling

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

2. Student Appeals

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

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?

2. What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?

H. Faculty and other Teaching Staff

1. Appointments

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



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2. Participation in Program Planning, Monitoring and Review

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

3. Professional; Development

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

(a) Improvement of skills in teaching?

(b) Other professional development including knowledge of research and developments in their field of teaching?

4. Preparation of New Teaching Staff

Describe the process used for orientation and/or 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 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 of total teaching staff etc.)



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I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

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| a. What processes will be used to evaluate and improve the strategies planned for developing learning 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 will be used for evaluating the skills of teaching staff in using the planned strategies? |

2. Overall Program Evaluation

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| a. What strategies will be 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. |



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| b. What key performance indicators will be used to monitor and report annually on the quality of the program? |
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| c. What processes will be followed for reviewing these assessments and planning action to improve the program? |
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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.



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Allocation of Responsibilities for Learning Outcomes to Courses

| Learning Outcomes | Courses | | | | | | | | | | | | | | | | | | | |
|---|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Course Code and Number | | | | | | | | | | | | | | | | | | | | |
| Knowledge Facts Concepts, theories Procedures | | | | | | | | | | | | | | | | | | | | |
| Cognitive Skills Apply skills when asked Creative thinking and problem solving | | | | | | | | | | | | | | | | | | | | |
| Interpersonal Skills and Responsibility | | | | | | | | | | | | | | | | | | | | |
| Responsibility for own learning | | | | | | | | | | | | | | | | | | | | |
| Group participation and leadership | | | | | | | | | | | | | | | | | | | | |
| Act responsibly-personal and professional situations | | | | | | | | | | | | | | | | | | | | |
| Ethical standards of behavior | | | | | | | | | | | | | | | | | | | | |
| Communication IT and Numerical Skills | | | | | | | | | | | | | | | | | | | | |
| Oral and written communication | | | | | | | | | | | | | | | | | | | | |
| Use of IT | | | | | | | | | | | | | | | | | | | | |
| Basic maths and statistics | | | | | | | | | | | | | | | | | | | | |
| Psychomotor Skills | | | | | | | | | | | | | | | | | | | | |

√ Major Responsibility x Minor Responsibility

(Note: Add additional sheets if necessary to provide for all required courses in the program including any courses offered by other departments)



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Attachment 2 (b)

Guidelines on Using the Template for a Program Specification

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| Institution, College/Department | Show the name of institution and the college or department principally responsible for the program. |
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A Program Identification and General Information

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| 1. Program title and code | Insert the title and the institutional code number for the program. |
| 2. Credit hours | Write the number of credit hours required to complete the program. If there are variations in the credit hours for different majors or tracks in the program these details should be shown. |
| 3. Award granted on completion of the Program | Write the title of the academic award or qualification granted by the institution for students who complete the program. |
| 4. Major tracks/pathways within the program | Write the title of any major tracks or pathways within the program. A major track or pathway is one in which a specified group of courses are undertaken, normally in the second half of a program, and that lead to a specialization that is recognized by the institution. Individual selection by a student among a number of elective courses would not be regarded as a major track or pathway. |
| 5. Intermediate Exit Points and Awards | If the program is designed so that a student can complete an award part way through a longer program and then continue in the longer program write the title and number of required credit hours for any such intermediate award. An example could be an associate degree program that provided valuable employment skills that also provided a basis for continuing studies to complete a bachelors degree. |
| 6. Professions/occupations for which students are prepared | Write the name of any professions or occupations the program is designed to prepare students for. (Note that students may enter other occupations or professions. However this item relates to what the program is designed for, not what individual students may eventually do) |
| 7. New or Continuing Program | Indicate whether this is a new or continuing program. If it is a new program indicate the proposed commencing date. If it is a continuing program indicate the year in which the program was evaluated in a major review. The kind of review this item refers to could be a major self study for accreditation, or a major review by the institution itself. |
| 8. Faculty Member responsible for the program | Write the name of the person responsible for coordinating the program and the position held by that person. This may be the head of department or another person given that responsibility. |
| 9. Location(s) where the program is offered | If the program is offered away from the main campus indicate the location. If it is on the main campus leave this item blank. If it is offered in several locations provide details. If the program is offered both through distance education and on campus this should be indicated in the template. It should be noted that there are additional special requirements and standards that relate to delivery of a program through distance education. (<i>Template for distance education programs is not yet available</i>) |

B Program Context

This section is intended to explain the need for the program and indicate any significant elements of the context in which it is being offered that affect the way it should be planned and delivered

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| 1. Explain why the program is needed | This should be a general explanation of why the program is important a. Briefly describe reasons the program is needed that may relate to the |
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| <p>a. Economic cultural, technical or other reasons</p> <p>b. Relevance to the mission of the institution.</p> | <p>local, national or international economic systems, social or cultural needs, policy developments etc and the benefits to the community that will be provided by offering the program.</p> <p>b. Explain how the program relates to the mission of the institution or college. (<i>ie is it consistent with the mission and does it make a significant contribution to its achievement?.</i>)</p> |
| <p>2. Relationship to other programs.</p> | <p>Explain how the program relates to other programs in the college or university—<i>Eg. are any courses in this program taken as preparatory or service courses for students in other programs or do the students in this program have to take courses provided through other programs or departments. In such cases an indication should be given of what is done to make sure the courses concerned actually provide the skills and knowledge that are needed.</i></p> |
| <p>3. Do the students likely to be enrolled have any special characteristics that should be considered in the program? If yes, what are they?</p> | <p>Briefly describe any special characteristics students enrolling in the program are likely to have that could affect what needs to be done in the program. <i>For example they may have limited skill in IT , or previous educational experiences that do not prepare them adequately for the more independent learning requirements expected on a higher education campus.</i></p> |
| <p>4. What should be done in the program because of these special characteristics that students are expected to have.</p> | <p>For each special characteristic identified under 3. indicate what response should be made in the program to meet these special requirements. <i>For example—If students are likely to have limited understanding of mathematical skills in a program that builds on those skills special introductory mathematics training maybe needed followed by tutorial assistance for those who need it. If students have a background in memory based studies with limited independent study skills, or are likely to become confused or frustrated by independent problem solving tasks, an orientation program that demonstrates the importance of these objectives followed by progressive introduction of new forms of study may be needed. Early courses offered in the program should be designed to help with transition and include counseling and assistance with study skills.</i></p> |

C. Mission and Goals of the Program

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| <p>1. Program Mission Statement</p> | <p>Provide a brief summary statement of the mission of the program. (<i>This could be a modification of a mission statement for the college or department referring more specifically to what <u>this</u> program is expected to develop.</i>)</p> |
| <p>2. Major changes or strategic developments.</p> | <p>List any major changes or strategic developments that have been identified for the development of the program over a period of three to five years. (A longer or shorter time frame would be acceptable) For each change or development shown list the main strategies to be followed and the indicators to be used to assess the impact of the change. A more detailed strategic plan and operational plans should be available for reference.</p> <p>The response to this item is likely to be different for a new program and for an existing one. For a new program the major developments may reflect the key stages in implementation and critical success factors in achieving the mission. For an existing program the changes may result from plans for improvement following a quality evaluation, new policy initiatives or technological developments.</p> <p>(<i>Note that this item relates to the development and improvement of the</i></p> |



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| | <p><i>program, not the learning outcomes for students which are referred to later. For example the program may be being changed to include greater use of IT skills and web based reference material, new teaching strategies may be in the process of being introduced to develop problem solving skills, closer relationships may be being developed with professional bodies or employers through a stronger and more clearly defined cooperative program)</i></p> |
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D. Program Structure and Organization

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| 1. Program Description | Attach the program description as set out in the handbook or bulletin. |
| 2. Development of Special Student Characteristics or Attributes | <p>If the institution or the college has decided to develop special characteristics or attributes in its students as part of its mission, or if this has been done by the department, list each one and describe what will be done in the program to develop it. What is wanted is not the learning outcomes that would be generally expected from a program of this type, but something special that will differentiate it from what is done elsewhere and hopefully make it noticeably better. <i>(For example if the program planners are wanting to produce graduates who are particularly good at problem solving, have excellent language skills, or be potential leaders in the community these things should be stated and the Strategies column should describe what will be done in the program to make sure these special abilities are developed. Planned strategies or student activities may include special emphases in teaching and use of particular teaching techniques throughout the program, specially designed student activities. Evidence to be used should always include some appropriate mechanisms to assess whether those special characteristics are actually being developed and are recognized by students and the community.)</i></p> |
| 3. Field Experience Component | <p>This item should be completed if the program includes a field experience component. A field experience component could take a variety of forms including one or more solid blocks of time in a field setting, part time experience during an academic semester, a summer program in a work experience placement, or an internship at the end of a program that is regarded as part of the program. Work assignments that are part of a regular on campus course would not normally be regarded as “field experience” for the purposes of a program specification. What is wanted here in the program specification is a very brief description. Full details should be shown in a separate field experience specification.</p> |
| a. Brief description of field experience | Briefly describe the nature of the field experience activity including the kinds of activity in which students will be involved, how their performance will be assessed and the locations where it will take place. |
| b. Specify the major learning outcomes | Summarize the learning outcomes to be developed. These should be grouped according to the domains of learning. (Knowledge, Cognitive Skills, Interpersonal Skills and Responsibility etc.) |
| c. Stage in the program when the field activity occurs | Indicate when within the program the field experience activity takes place. If the program includes several field experience activities indicate the stage for each. For example a program might include a fairly short period of observation in first or second year, followed by a longer and more extensive cooperative program in the final year. |
| d. Time allocation and scheduling arrangement | Explain how the field experience activity is scheduled and the amount of time allocated. |
| e. Number of credit hours | Indicate the number of credit hours allocated for the field experience activity. |



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| 4. Project or Research Requirements (if any) | If a project or research task is required a copy of the relevant regulation or statement of requirements should be attached. The items below relate to particular elements necessary for program planning purposes. |
| a. Brief description | Provide a summary description of the task the students are required to undertake. |
| b. Major learning outcomes to be developed. | Summarize the learning outcomes to be developed. These should be grouped according to the domains of learning. (Knowledge, Cognitive Skills, Interpersonal Skills and Responsibility etc.) |
| c. Stage in program when project is undertaken | Indicate the stage in the program when students undertake the project or research study. |
| d. Number of credit hours | Indicate the number of credit hours allocated for the project or research study. |
| e. Summary description of provisions for student advice and support | Briefly describe the arrangements made for advising and assisting students and level of support available. |
| f. Description of assessment procedures | Explain the process used for assessing students work including steps taken to verify the standards of students achievement. |
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| 5. Development of Learning Outcomes in Domains of Learning | <p>In responding to this item reference should be made to the National Qualifications Framework which includes descriptions of the level of knowledge and skill in each domain that is expected for each qualification level. The statements made here should be consistent with those general descriptions but should express the intended outcomes in ways that relates to the program field of study. The statements may be elaborated in more detail in the specifications for each course to indicate special contributions a course might make to the development of these learning outcomes.</p> <p>For each domain three things should be included. A description of the level of knowledge or skill to be achieved, the teaching strategies to be used do develop that form of learning, and the way students learning should be assessed. The description of teaching strategies should include enough detail to guide instructors in the strategies to be used in the program. In other words, not just lectures, group work, laboratories etc, but a comment on how these types of activities should be used to maximize learning in each of the domains and cumulatively improve the skills and abilities the program is intended to develop. <i>The same types of activity could be used for several different kinds of learning outcomes. For example lectures could be used for both knowledge and cognitive skills. However some comment should be included to indicate how the lectures would be used differently (or other activities associated with them) so the different kinds of learning will be achieved.</i></p> |
| (a) Knowledge | |
| (i) Learning Outcome | Summarize the areas and levels of knowledge to be developed in the program. This should be a broad description only. Details of various areas of knowledge will be shown in course specifications. |



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| (ii) Teaching strategies | <p>Describe the procedures to be used in the courses in the program for students to acquire and understand the knowledge the program is intended to develop.</p> <p><i>Example—Combination of lectures, tutorials and individual and group assignments using print media and web based materials. Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review. Tutorials review material presented in lectures to check understanding and provide clarification required before discussing the potential uses of the information. Essay assignments require students to locate and use significant information in the field.</i></p> |
| (iii) Assessment | <p>Describe the procedures to be used to assess students' acquisition of knowledge.</p> <p><i>Example—Multiple choice tests four times each semester in each course with results carrying 20% of final assessment. End of semester examination with a combination of multiple choice and essay items.</i></p> |
| (b) Cognitive Skills | |
| (i) Learning Outcome | <p>Summarize the thinking and problem solving abilities to be developed in the program taking into account the settings in which those abilities should be used.—eg. in later professional work, in higher degree study etc.</p> |
| (ii) Teaching strategies | <p>Describe the processes to be used in courses in the program to develop the cognitive skills the program is designed to develop. This should include ability to use analytical and problem solving skills in problem solving when requested to do so and also spontaneously when appropriate in other settings. It should include strategies to assist students to manage and improve their own thinking processes.</p> <p><i>Example—Laboratory and assignment tasks apply skills to new problems. Tutorials include discussion of issues and problems to which analytical skills taught could be relevant. Assignments include some open ended problem solving tasks with students assessed on the appropriateness of investigative processes used.</i></p> <p><i>Program includes a capstone group problem solving task in final year in which analytical skills and theoretical insights developed in the program are applied to a new issue.</i></p> |
| (iii) Assessment | <p>Describe how students' ability to use cognitive skills will be assessed.</p> <p><i>Example—Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem. End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem. Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</i></p> |
| (c) Interpersonal Skills and Responsibility | |
| (i) Learning Outcome | <p>Summarize the abilities that should be developed in areas of group participation and leadership, personal and social responsibility, exercise of responsibility for their own continuing learning. These should include ethical and moral responsibility in a general sense as might be expected for all learners as well as any special requirements associated with the field of study.</p> |



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| (ii) Teaching strategies | <p>Describe the processes to be used in courses in the program to develop students interpersonal skills, habits of responsible behavior, and capacity for independent learning.</p> <p><i>Example—Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counseling on approach taken. Assessments include evaluation of standard of report by group and individual performance rating on contribution made. Each course includes individual assignment task with level of research requirement increasing in each year of the program. Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</i></p> |
| (iii) Assessment | <p>Describe how students’ development of interpersonal skills and responsibility, and their capacity for independent learning will be assessed.</p> <p><i>Example—Assessment of group assignments within each course and in the capstone project includes an individual component for the contribution of each person. Individual project assignments in courses require independent study skills and assessments of those assignments includes this element.</i></p> |
| (d) Communication, Information Technology and Numerical Skills | |
| (i) Learning Outcome | <p>Summarize the oral and written communication skills, and the information and communication skills and the mathematical and statistical to be included in the program. <i>(Note that these are intended as general skills that all students should have regardless of their field of study. If the program is in one of these particular fields (eg in a mathematics or computer science program) the level of skills in that field should be much higher than would be expected of everyone. The more advanced skills expected of students in such a program should be included as knowledge or cognitive skills and should not be repeated in this section.)</i></p> |
| (ii) Teaching strategies | <p>Describe the processes to be used to develop these abilities and ensure that they are supported and developed in courses throughout the program.</p> <p><i>Example—Preliminary study skills course in first semester. Coaching facilities available in each year of the program with students enrolling voluntarily or on referral. Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.</i></p> |
| (iii) Assessment | <p>Describe how adequacy of students’ ability to use numerical and communication skills will be assessed.</p> <p><i>Example—Direct assessment of basic skills in preliminary study skills course with follow up assessments for those who need it. Appropriate use of communication skills including language and use of IT included as component of assessment in all student assignments.</i></p> |
| (e) Psychomotor Skills (if applicable) | |
| (i) Learning Outcome | <p>If the program is one in which psychomotor skills are significant objectives the skills to be developed should be described and the level of performance indicated.</p> |
| (ii) Teaching strategies | <p>If program objectives include psychomotor skills describe the strategies to be used to develop these during the program.</p> |
| (iii) Assessment | <p>Describe the process for assessment of students’ psychomotor skills.</p> |



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| 6. Admission Requirements | Description of admission requirements should be attached as requested. |
| 7. Attendance and Completion Requirements | Description of attendance and completion requirements should be attached as requested. |

| E. Regulations for Student Assessments and Verification of Standards | |
|---|---|
| 1. Regulation or Policy on allocation and distribution of grades | The policy and/or regulation on allocation and distribution of student grades should be included in the specification. The policy or regulation should be attached or if it is included in other regulations as part of a larger document a summary of the main provisions should be included in the specification. |
| 3. What processes will be used for verifying standards of achievement? | Explain what will be done to compare the level of performance of students with appropriate external benchmarks. Action may be different for different domains of learning. Possibilities include such things as arranging with faculty from another highly regarded institution to remark a random selection of student assignments without seeing the original mark given, getting an independent rating of the standard of difficulty of a sample of tests, arranging with another institution for one or two common test items to be included and comparing the marks given. |

| F. Student Administration and Support | |
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| 1. Student Academic Counseling | Describe the arrangements made for individual academic counseling and advice for students. The description should include both general advising such as advice on course selection and career planning, and individual consultations between instructors and students in courses during scheduled office hours. The description of arrangements should also include information about mechanisms to ensure that planned arrangements for providing advice to students actually take place and how useful they are for students. |
| 2. Student Appeals | Regulations for academic appeals should be attached. In some cases general institutional processes are supplemented by special arrangements relevant to certain types of program. If there are any special mechanisms applicable to this program the additional details should be explained. |

| G. Text and Reference Material | |
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| 1. Processes for planning and acquisition | Describe the process to be followed for selecting text and reference material and arranging for provision of needed materials in the resource center or elsewhere as appropriate. The description should include timelines for these planning and organizational tasks. |
| 2. Process for evaluating adequacy of provision | Describe the process to be followed. This would normally include feedback from students and faculty, and timelines for evaluations and decisions to be made in response. |



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| H. Faculty and Other Teaching Staff | |
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| 1. Appointments | Summarize the process for appointment of new teaching staff including the action in the department to ensure that appointees have the qualifications and skills to meet teaching requirements. The description should include what is done to verify that qualifications claimed are legitimate. |
| 2. Participation in program planning, monitoring and review. | Describe what is done to involve teaching staff in these activities. If work is done through committees the description should include how such faculty are selected for involvement and how others not on committees are involved. |
| 3. Professional development | Describe arrangements made for improvements in teaching skills and for general professional development. These arrangements could involve both activities managed by the program or department and any activities organized through the institution. The description should include an indication of the proportions of faculty expected to be involved in various activities. |
| 4. Preparation of New Teaching Staff | Explain what is done to ensure that new or visiting teaching staff are given an orientation to the institution and to the program, and made aware of the expectations for teaching the courses for which they will be responsible. This includes the recommended teaching strategies, forms of student assessment etc designed for program objectives, and the mechanisms to be used for course and program evaluations. |
| 5. Part Time or Visiting Teaching Staff | Summarize the relevant policy or regulation to indicate the extent to which part time or visiting faculty can be used, approval requirements, etc. |

| I. Program Evaluation and Improvement Processes | |
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| 1. Effectiveness of Teaching | |
| a. Processes to be used to evaluate and improve the teaching strategies planned for different domains of learning in the program | Describe what will be done to review and improve the recommended teaching strategies. <i>Examples—Comments and suggestions from faculty (after having completed training in the use of the strategies), consultancy by a curriculum/teaching methodology specialist, analysis of student evaluations, training program in learning theory and related teaching methodology.</i> |
| b. Processes for evaluating the skills of faculty in using the planned teaching strategies. | Describe evaluation processes. <i>Examples—Student course evaluations, observations by program coordinator or department head, tests of students skills with standards verified by external benchmarks, graduating students ratings of the most (and least) effective courses in developing needed knowledge and skill.</i> |
| 2. Overall Program Evaluation | |
| a. Strategies for obtaining assessments of the quality of the program and its success in achieving intended learning outcomes. | Describe the processes to be followed in obtaining feedback on the quality of the program from each of the following sources. |



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| (i) from current students and graduates from the program. | <i>Examples—Survey responses from students about to complete the program, Surveys of graduates from the program using a standard form distributed six months after graduation, focus group discussion with randomly selected groups of graduates.</i> |
| (ii) from independent advisors and/or external evaluator(s) | <i>Examples—Departmental/program review, Analysis and advice from visiting faculty, international accreditation by a specialist accreditor. Independent assessment by independent faculty familiar with the program of the programs consistency with the National Qualifications Framework.</i> |
| (iii) from employers and other stakeholders | <i>Examples—Survey of employers of graduates, focus group discussion with employers of graduates, Formation of an advisory group made up of leading practitioners in the profession concerned to review program.</i> |

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| b. Key performance indicators | List specific items of information in quantifiable form that will be used each year as indicators of quality. These may include some items that are reported on for all programs in the institution so the institution can monitor quality of programs generally, as well as some that are applicable only to the particular program. The indicators should relate to important aspects of quality, but in most cases will require interpretation in analysis to take account of different circumstances. <i>Examples—Completion rate of students in first year, program completion rates in minimum time, student ratings of the value of the program in a survey, employment rates of graduates, participation of faculty in professional development activities.</i> |
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| c. Processes for reviewing these assessments and planning action for improvement | Describe what will be done to evaluate comments and reports received under a and b above and plan responses to the evaluations received. <i>Examples—Faculty invited to comment on responses to course and program evaluations (confidentiality of individual responses preserved), program report prepared at end of each semester including summaries of evaluation responses, and reviewed by program evaluation committee which advises on amendments required. Completion of self evaluation scales from Standards of Good Practice once every second year with results retained in program files and ratings recorded in a time series.</i> |
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Attachment Course Planning Matrix

The course planning matrix is a planning device for identifying courses in which special attention should be given to certain learning outcomes, particularly those relating to interpersonal skills and responsibility and communication ICT and numeracy skills.

It is normally expected that each course will have responsibility for certain areas of knowledge and for thinking skills and problem solving relating to the subject matter of the course. It is also expected that most courses will be expected to reinforce learning of independent study skills, capacity to work effectively in groups, use of IT in communication and so on. However it is essential that special attention be given to these things at certain stages in the program, even if they do not flow directly from what would normally be regarded as the content of a particular course. For example it will be important that in first year at least one of the instructors spend some time on the requirements for citing references in essays and reports and the services and resources available in the library. If effective group processes are to be developed in the program (as they should) special attention should be given to these skills in at least one course at an early stage in the program, and then reinforced appropriately in other courses in later years.

The selection of courses in which special attention should be given may relate in part to the particular content requirements of different courses, or to the skills and interests of different instructors.