ACADEMIC PROGRAMS PREPARATION GUIDEBOOK

of

Islamic University of Madinah

(English Translation)
Deanship of Quality and Academic Accreditation

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Statement of the University President

All praise is due and belongs to Allah. May the blessings and peace of Allah be upon the seal of prophets and messengers, our prophet Muhammad, his family and entire companions.

The building and application of quality systems and achievement of academic accreditation is a rudimentary objective and an indispensable requirement to upgrade universities in the Kingdom of Saudi Arabia to catch up with the ranks of international universities, which is an issue the sagacious leadership of this blessed country has been so keen on achieving, led by the Custodian of the two Holy Mosques, his crown prince and the deputy crown prince, may Allah protect all of them and guide them to all that is meritorious. It also got the follow-up of His Royal Highness, Governor of Almadinah Almunawwarah Region, may Allah protect him, as well as the support and succor of the Ministry of Education.

The Islamic University has accomplished a number of manuals and guidebooks to complement its quality system in the efforts to accomplish its works, control procedures and facilitate various activities of the University.

It is my pleasure to introduce another guidebook *"ACADEMIC PROGRAMS PREPARATION GUIDEBOOK"* that will effectively contribute to framing the institutional work of the University.

I implore Allah, the most Purified and Exalted, to render it virtuous and expedient and make it a guide for all that operate in the academic programs of the University, which will contribute to elevate this blessed university to a cutting-edge standard of quality in education and excellence in its graduates

viewing it as the focus of attention of people in the Muslim World, who wish to join the various academic programs of its institutes and colleges. It is thus lucky to have the honour of bearing the Prophetic Mission based on moderation and sanctity of place as it lies in the holy city of the Prophet (blessings and peace of Allah be upon him). Students belonging to more than a hundred and fifty different nationalities from all the nooks and crannies of the earthly globe come to attend and get enrolled in its academic programs.

I am deeply indebted with profound thanks and gratitude for whoever that has contributed in the implementation of this guidebook particularly members of the Supreme Supervisory Committee on Quality Projects, the Deanship of Quality and Academic Accreditation and the chairman of the working team that prepared it.

The end of our prayer is all praise is due and belongs to Allah, the Lord and Cherisher of the Worlds.

President of the Islamic University

Foreword

All praise is due and belongs to Allah. May the blessings and peace of Allah be upon our prophet Muhammad, his family and entire companions.

Universities and educational institutions represent the homes of experience that resource the civilization and culture of the society. They are the civilizational record through which the intellectual and professional output of the Modern State is measured and which helps in the process of advancement and accomplishment of its scientific model to compete the international society in various facets of life and areas of progress and construction.

In view of its universal mission and strategic goals, the Islamic University is one of the greatest gifts granted by the Kingdom of Saudi Arabia to the world at large and the Muslim world in particular, whereby it has established the universality of its mission to achieve lofty objectives that render it special having unique advantages not possessed by any other educational institution.

It is at this juncture that the Islamic University is keen to prepare and develop its academic programs in the light of the general policy of education in the Kingdom and orientations of the Ministry of Education. This is in addition to the fact that the Islamic University enjoys peculiarity in its mission and goals besides its strategic planning, relentless work and outstanding performance in order to advance and meet its aspirations and hopes of becoming a beacon of Islamic knowledge, and distinguished global leader in Islamic legal sciences and other areas of knowledge in a manner that serves the local and international community.

The University has issued this comprehensive guidebook for all rules and regulations, procedures and templates necessary for the preparation, development and amendment of academic programs to complement the quality system and achieve accreditation requirements.

While introducing and presenting this guidebook, we entreat Allah the most Purified and Exalted, to render it useful and beneficial to the University and its staff and students.

Lest we forget to give profuse thanks and appreciation and show great gratitude to His Excellency, the University President, Chairman of the Supreme Supervisory Committee on Quality and Academic Accreditation Projects, for the trust he reposed on the team assigned to prepare this guidebook.

Allah is the sole Master of success.

Preparation Team of the Guidebook

Significance of the Guidebook

This guidebook derives its significance from the following aspects:

1. It seeks to achieve the university's mission and strategic objectives in the preparation of academic programs and their quality assurance and development.

2. The guidebook is considered a basic document to ensure the quality of scientific programs due to what it embodies regarding the rules and regulations, procedures and certified models and templates.

3. It gives support to the colleges and academic departments in their academic plan building and program and course specification or review in accordance with the requirements of quality and academic accreditation.

4. The guidebook is deemed a guide for stakeholders in realizing the general program outline with all its stages and components and ensuring that it complies with recognized standards.

5. This guidebook guarantees consistency of the mechanisms of preparing and approving academic programs at the university, and minimizing the procedures needed to improve and develop them.

Objectives of the Guidebook

The Academic Programs Preparation Guidebook aims to achieve the following:

1. Unify the general framework of academic programs at the Islamic University and the mechanisms of approval and upgrading.

2. Determine the basic and general standards for introducing, developing and enhancing academic programs in light of the requirements of quality and academic accreditation.

3. Distribute jurisdictions to bodies concerned with the approval and making of necessary amendments to academic programs, and determine the levels of these jurisdictions.

4. Enlighten educational entities at the Islamic University of the regulations and procedures governing the preparation and development of academic programs.

5. Assist persons managing academic programs in the application and development of quality standards while preparing academic programs and making continuous improvement to their components.

6. Support efforts of the Islamic University in the preparation and development of academic programs and improvement of its graduates in a manner that meets quality requirements and needs of the labour market.

Terminology used in the Guidebook

The following terms and expressions shall have the meanings indicated to them unless otherwise stated:

❖ **Teaching Strategies**: Specific methods used to teach and support students in various learning domains and help them achieve targeted results from the courses and programs such as (the use of advanced systems to help save and retrieve information, and discussions, case studies, research projects, presentations, modeling, simulation, role-playing, and problem solving).

❖ **Academic Accreditation**: Official certificates granted by a recognized body, to confirm that an educational program meets the required and defined standards and that it is commensurate with the level of certificate granted.

❖ **Program**: A system of study followed by students in an academic field or that which leads to vocational rehabilitation, in the sense that its successful completion qualifies them for academic degree.

❖ **Coding**: The process of assigning a code composed of letters only or letters and figures to indicate scientific departments or specialties, study levels and courses to facilitate the processes of registration, follow up, evaluation and quality control.

❖ **Evaluation**: It is an action taken to correct the current values to the values expected to be achieved, and it is applied in two different contexts:
- Evaluation of students' performance in examinations, activities and other tasks.

- Evaluation of the quality of teaching and effectiveness of the programs and courses in the light of quality assurance and academic accreditation standards.

❖ **Quality**: It is the value or quantitative amount or level, which is granted to an educational institution or an educational program compared to generally accepted standards for an educational institution or program of its kind. According to the system of quality assurance and accreditation in the Kingdom of Saudi Arabia, it is necessary that during assessment of quality reference should be made to the standards set by the National Commission for Assessment and Accreditation in the eleven areas of activities.

❖ **Academic plan:** A set of courses studied in a given program with specific weights, which in all its units combined constitutes graduation requirements that a student must pass to achieve the degree in the program's specialty.

❖ **Self-study**: One of the fundamental means of self-evaluation that depends on the specification and diagnosis of the status quo in academic programs, identifying the strengths and weaknesses and then possible areas of improvement and development.

❖ **Mission**: A general brief statement which identifies strategic goals and main objectives and a general guide for planning in order to take decisions at all levels.

❖ **Program's Mission**: Statements that are accurately drafted to reflect the reasons for the establishment of the program, identifying what can be offered to the society and labour market and including the values and philosophy that govern the program's performance and how its administration deals with others.

❖ **Vision**: The situation or status or classification which the institution dreams of or seeks to have in the future.

❖ **Matrix**: A table showing the relationship between courses and learning outcomes in the program. It shows the limits of quantitative and qualitative participation of courses in achieving the targeted learning outcomes in terms of the existence of integration or repetition between the courses in the program.

❖ **Quality Assurance**: Evaluations and follow-up processes related to performance quality that serve two purposes:

a- Ensure maintenance of the required quality and development level.

b- Guarantee concerned parties that quality is maintained at similar levels of good practice in programs and institutions.

❖ **Standards of Quality Assurance and Academic Accreditation**: Pivots that should be taken into account during evaluation and continuous improvement to reach the required level of practices specified by accreditation bodies. The acceptable level according to the requirements of the National Commission for Assessment and Academic Accreditation is to attain at least three stars.

❖ **Benchmarking**: Comparison of current levels of performance in the program with its levels in another program in one or more university with high performance in the same program to determine the goals and evaluate performance in the current program.

❖ **Course**: A scientific logical organization in a course for a specified level in a particular program or more focusing on giving and developing the learner's knowledge and skills through various activities. It is flexible and can be

amended. It is consistent in its content, objectives and intended learning outcomes with the specialty, department and the college and achieves the objectives of the university.

❖ **Learning outcomes**: The knowledge and skills, resulting from involvement in a specific course or program. It is a common term used to indicate learning resulting from the courses and programs of study. However, reference is frequently made to the expected learning outcomes which the program or course intends to develop.

Section One

Rules

&

Regulations

First: The Organizational Structure for the Adoption and Development of Academic Programs

The academic plan and academic programs are adopted or amended or developed in the University according to the following organizational structure:

a- Curricula and Academic Plans Committee in the Academic Department:

1. The department council offering an academic program shall constitute a committee under this title competent in academic plans and programs.

2. The department chair or whoever the council may recommend among the qualified and experienced persons, shall chair the committee. It shall include two assistant professors or members with higher degrees from each minor specialty.

3. The committee shall undertake the following functions:

   - Draft the program's mission, review it and recommend its approval.

   - Prepare academic plans and programs in the department and recommend their development or amendment.

   - Distribute courses to department members for specification, review the specification and ensure that they conform to quality standards and accreditation requirements.

   - Conduct benchmarks, periodic evaluation and comprehensive review of the department's programs.

   - Study and express views about reports, recommendations and remarks relating to academic plans and programs in the department.

- Propose specialty and course requirements and recommend arbitrators and the mechanism to communicate with programmatic accreditation bodies.
- Conduct workshops and necessary discussion panels to prepare and develop the department's programs.
- Consider whatever is referred to it by the Department Council or Curricula and Academic Plans Committee in the college or institute, that has to do with academic plans and academic programs.

b- Department Council:

1. The department council offering an academic program shall study the findings of the department's committee and give the necessary recommendation in its respect.
2. Approves self-study reports, benchmarks, periodic evaluation, comprehensive review and whatever it is mandated to do regarding amendment of the program's constituents.
3. Determines the specialty and course requirements of its programs, and names of arbitrators.
4. Suggests recommendation to approve or develop academic plans and academic programs, and consider whatever is referred to it by the department council or Curricula and Academic plans Committee in the college, that has to do with them.

c- Curricula and Academic Plans Committee in the College or Institute

1. A committee shall be constituted in the college or institute under this title, competent in academic

plans and programs and their development and amendment.

2. The College or Institute's dean or one of the oldest vice deans shall chair the committee and its membership shall involve each of the following:

- Vice dean of the college or institute for development and quality   Vice chairman

- Vice dean of the college or institute for student affairs   Member

- Vice dean of the college or institute for post-graduate affairs   Member

- Director of quality unit at the college or institute   Secretary

- Representative from each academic department whose degree shall not be lower than assistant professor.

- One of the teacher s with expertise in study plans, curricula and academic programs.

3. The committee shall perform the following functions:

- Study whatever is referred to it that has to do with academic plans and programs of academic departments and recommendations of development or amendment and submit them to the college or institute's council or return to the department's council for completion.

- Study whatever is referred to it by the college's council regarding arbitrators' remarks and recommendations and make the necessary recommendation in their respect.

- Draft and review the college or institute's programs mission, and recommend its approval.
- Prepare academic plans and programs in the college or institute and recommend their development or amendment.
- Refer courses of the college or institute to academic departments for specification, review and ensure that they comply with quality and accreditation standards.
- Conduct benchmarks, periodic evaluation and comprehensive review of the college or institute's programs.
- Study and express views about reports, recommendations and remarks relating to academic plans and programs in the college or institute.
- Propose specialty and college requirements and recommend arbitrators and the mechanism to communicate with programmatic accreditation bodies.
- Conduct workshops and necessary discussion panels to prepare and develop the college or institute's programs.
- Ensure the compliance of academic plans and academic programs' projects with the National Qualification Framework policy, documents of the National Committee for Assessment and Academic Accreditation, Academic Programs Preparation Guidebook and regulations of the University.
- Consider whatever that has to do with academic plans and programs in the college and whatever is

referred to it by the scientific councils and competent committees.

d- College or institute's council:

- Studies the findings of the college or institute's committee regarding academic plans and programs and makes the necessary recommendation.

- Approves self-study reports, benchmarks, periodic evaluation, comprehensive review and whatever jurisdictions it has been given with respect to amendment of the components of the academic programs.

- Determines college or institute's requirements, their course requirements, names of arbitrators and the mechanism to communicate with programmatic accreditation bodies and recommend their remunerations.

- Follows-up the preparation and development of academic plans and programs and recommend their approval and submission to the permanent committee for curricula and academic plans or relevant scientific councils.

- Considers all that has to do with the affairs of academic plans and programs which are referred to it by the permanent committee for curricula and academic plans or relevant scientific councils.

e- Permanent Committee for Curricula and Academic Plans

1. The committee is responsible for academic plans and programs of the undergraduate level.

2. The competent University vice president shall chair the committee, which shall involve each of the following persons:

Dean of Quality and Accreditation	Vice chairman
Dean of Graduate Studies	Member
Dean of Admission and Registration	Member
Chairman of the committee on curricula and academic plans in the college or institute.	Member
Three members with distinguished scientific competence and expertise in the fields of academic plans, curriculums and quality of academic programs.	

3. The committee shall perform the following tasks:

- Review academic plans and programs and ensure that they satisfy all regulatory procedures, quality standards and academic accreditation requirements.

- Prepare the special templates for the approval of academic plans and programs.

- Constitute sub-committees of professionals within or outside the University to review the scientific content of academic plans and programs.

- Adopt what comes under its jurisdiction with respect to amendment of academic plans and programs.

- Identify the University requirements which shall not be more than (40) credit hours nor

less than(30) credit hours for all academic programs.

- Oversee the implementation of regulations issued by specialized bodies in the field of academic programs.

- Recommend the adoption of academic plans and programs and submit them to the University Senate for approval.

- Communicate with accreditation and arbitration bodies if necessary, determine their remunerations and take the necessary decisions in their regard.

- Consider whatever that has to do with academic plans and programs in the University or what is referred to it by relevant bodies.

f- Graduate Studies Council

The Council shall deal with graduate programs and take necessary decisions in their respect according to the stipulations of the Uniform Regulation for Graduate Studies in Saudi Universities and its Executive Bylaws at the Islamic University. It shall particularly perform the following tasks:

1. Review graduate studies programs, coordinate them and verify that they satisfy all regulatory procedures, quality standards and academic accreditation requirements.

2. Recommend the adoption of graduate programs and take the decision necessary with regards to any up-and-coming amendment or development.

3. Communicate with accreditation and arbitration bodies, if necessary, determine their remunerations

and   follow-up   implementation   of   their recommendations.

g- University Council (Senate)

1. Develop general policies for academic plans and programs.
2. Adopt or develop academic plans and programs.
3. Approve the amendments to academic programs that are referred to it.

Fig. *(1)*

Organizational Structure for the Adoption of Academic Plans and Programs

- **Adoption by the University Senate**

- **Permanent Committee for Curricula and Academic Plans**

- **College or Intitute's Council**

- **Committee for Curricula and Academic Plans in the College or Institute**

- **Academic Department Council**

- **Committee for Curricula and Academic Plans in the Academic Department**

Fig. (2)

Organizational Structure for the Adoption of Graduate Programs

- **Adoption by the University Senate**

- **Graduate Studies Council**

- **College or Intitute's Council**

- **Committee for Curricula and Academic Plans in the College or Institute**

- **Academic Department Council**

- **Committee for Curricula and Academic Plans in the Academic Department**

Second: Program Management

1) The college / institute, or department council offering an academic program chooses a program manager with experience in the preparation and follow-up of study plans, but his degree shall not be less than that of an Associate Professor.

2) The program manager shall be capable of performing the following functions:

- Communication, coordination and networking between the relevant institutions.
- Program management, planning, monitoring, evaluation, and time management.
- Engage in teamwork and work under pressure.
- Effective leadership and evaluation of work teams.
- Write technical reports.

3) The program manager shall perform the following tasks:

- Verify the existence of a mission and specific objectives for the program.
- Identify the targeted learning outcomes that should be achieved by the students in the program.
- Ensure that educational activities, teaching strategies, and evaluation methods, are precisely defined and consistent with the learning outcomes.
- Develop a system to help students achieve success in the program.
- Ensure the provision of modern learning resources which are appropriate for the nature of the program.
- Check the adequacy of qualified faculty members, and continuous professional development for them.

- Develop and implement an effective system of continuous evaluation and development of the program.
- Encourage interaction and communication between the students and teachers.
- Encourage cooperation among students.
- Encourage active learning: learning centered on the student, not the teacher and link expertise with application in everyday life.
- Plan, follow-up and implement strategies to improve the quality of learning and teaching in the program.
- Set priorities for professional development for faculty members with a focus on teaching and evaluation skills.
- Identify performance indicators in learning and teaching and measure the results based on them.
- Oversee the program academically.
- He is responsible for coordination between the heads of departments that participate in the program.
- Coordinate and supervise the theoretical teaching, practical training, examinations, results and other study schedules. He shall present evidence and proofs about the suitability and realization of learning outcomes (students' works, alumni opinions, survey of employers views...).
- Maintain order in the places of teaching, maintain the training equipment and implement safety procedures.

- Verify the completion of courses and program files, according to the requirements of the National Commission for Assessment and Accreditation.
- Ensure that the program learning outcomes are achieved and are consistent with the National Qualifications Framework.
- Design the program matrix to verify the degree of involvement of different courses in achieving the program learning outcomes.
- Design a matrix of learning and teaching strategies and matrix for methods of evaluation of program educational outcomes.
- Review the courses specification and complete the program specification.
- Prepare the program file and its contents according to the requirements of the National Commission for Assessment and Accreditation.
- Coordinate between program components to ensure the achievement of program objectives.
- Develop an action plan for field training and follow up its implementation on a regular basis.
- Follow-up and monitor the work of the main components of the program and provide the necessary technical support for them.
- Monitor the progress of the program and follow-up the achievement of the learning outcomes in a timely and quality level.
- Monitor and review weekly and quarterly reports of courses and follow-up issues that need further clarification or additional supporting documents.

- Verify that course maps are completed and design the program map.
- Review and audit procurement procedures or obtain services to ensure the achievement of the program learning outcomes and ensure their consistency with the institutional and financial policies and measures at the university.
- Assist in the search for a peer reviewer for the academic program and recommend him to the College Council.
- Assist in the preparation of agreements to implement benchmarking with the institutions that offer similar programs.
- Prepare program annual reports.
- Monitor the progress and design various improvement plans for both the annual level and program level.
- Any other tasks that ensure the quality achievement of the target program learning outcomes.
- Report on the academic and administrative performance of the program to the college dean.
- Recommend academic employees of the program to the recruitment, promotions and annual bonuses committee.
- Recommend to the recruitment and promotions committee to appoint and promote faculty members, teaching assistants, technicians and technical staff involved in the program.
- Propose incentives and inducement awards to support excellence in teaching.

- Encourage scientific research on the development of teaching and evaluation strategies.

Third: Rules and Regulations for the Preparation and Development of Academic Plans and Programs

The following regulations should be taken into account while preparing or developing academic plans and programs:

1. Adopting the principle of priorities, with respect to religion, homeland and society, in order to get to the student, who is considered the first beneficiary of these plans and programs.

2. Considering the University's mission, strategic goals and objectives.

3. Conformity of the program to its objectives in light of the educational policy of the Kingdom.

4. Commitment to the provisions of the National Qualifications Framework charter.

5. The fact that the scientific material of courses spring from its fundamentals, taking into account its recent and global developments.

6. Offering the course's scientific material in Arabic or English, when necessary.

7. Courses should pay attention to the historical aspects of sciences, portraying the role of Islamic civilization in their development.

8. Connectivity between scientific facts and cosmic phenomena to deepen the aspects of faith and highlight the areas of scientific miracles.

9. Paying attention to professional ethics and behaviors of practice.

10. Developing students' capacity of thinking and comprehension.

11. Participation, interaction, positive dialogue and analysis that lead to stages of innovation and creativity in

various aspects of science and givens by striking balance between specialist profundity and diversity of knowledge.

12. Commitment to update the scientific content of the courses and relevant references of the course in accordance with the rules and regulations of the National Commission for Assessment and Academic Accreditation.

13. Development of the research skills of university students especially applied researches.

14. Field training at specialized and qualified bodies in disciplines that require that.

15. Academic plan should take into account the minimum and maximum teaching units of the university in accordance with the National Qualifications Framework.

16. Arbitration of academic plan and program at various internal and external bodies distinguished in their own academic plans and programs.

17. Adopting a uniform system to distinguish each course of the study programs in the plan.

18. Precise specification of courses for various programs by involving a brief description of the course, its objectives, contents, means of implementation, adopted assessment methods, textbooks and recommended references in accordance with the templates of the National Commission for Assessment and Academic Accreditation.

19. Taking into account that the process of building academic plans should be continuous and connected to keep pace with and support the modern educational trends.

Fourth: Contents of the Academic Plan

The content of academic plans varies from one program to another and from one level to another in accordance with standards determined by the nature of programs and specialties.

a- In the undergraduate level, the academic plan, in general, is composed of three core requirements as follows:

1. **University requirements:**

    They are compulsory requirements all students in the university must study notwithstanding their various specialties. These requirements are determined by the University and must not exceed forty units or fall below thirty units determining the general specifications for university graduates.

2. **College or Institute's requirements:**

    They are compulsory requirements all students in a given college must study, notwithstanding their academic departments. These requirements are determined by the college and vary from college to another, and determine the general specifications for college graduates.

3. **Academic department or specialty requirements:**

    They are requirements studied by students in a department offering an academic program and these requirements are determined by the academic department and vary from program to program, through which students acquire the specifications for the graduates of the program.

b- Academic plans of graduate studies programs include a list of specialty courses and relevant courses from other departments, if necessary.

Fifth: Coding and Numbering of the Courses

a- Course Coding and its Indication

Each academic department shall have a three-letter code that distinguishes it from other academic departments. The code shall be assigned to all courses under the department even though they are taught outside, as follows:

Educational body	Academic Dept.	Code
College of Shari'ah	Islamic Jurisprudence	FQH
	Principles of Islamic Jurisprudence	ASL
	Judiciary and Islamic Politics	QAD
	Regulations	NZM
	Economics	QSD
College of Qur'an	Modes of Qur'an Recitation	QRA
	Exegesis	FSR
College of Da'wah and Fundamentals of Religion	Aqeedah (Islamic belief)	AQD
	History	TRK
	Da'wah and Culture	DAW
	Education	RBB
	Media	ILM
College of Arabic Language	Linguistics	LGW
	Literature and Rhetoric	ADB
College of Hadith	Jurisprudence of the Sunnah	SNN

Institute of teaching Arabic to non-Native Speakers	Sciences of Hadith	ADL
	Teachers Preparation and Training	DRB
	Linguistic Preparation	ADD
College of Science	Physics	PHYS
	Chemistry	CHM
	Mathematics	MATH
	Biology	BIO
College of Computer and Information Systems	Computer Science	CS
	Computer Engineering	CE
	Information Systems	IS
	Information Technology	IT
College of Engineering	Electrical Engineering	EE
	Mechanical Engineering	ME
	Civil Engineering	CVE
	Chemical Engineering	CHE
	Industrial Engineering	IE

b- Course Numbering and its Indication

1- Each course shall have a four-digit number indicating the following:

- The thousandth digit indicates the study level as follows:
  a- Diploma (2)
  b- Bachelor's (3)
  c- Higher Diploma (4)
  d- Master's (5)
  e- Doctorate (6)
- The hundredth digit indicates the school year.
- The ones and tens digits indicate course sequence, the list of courses and the study level at which the course is offered, as follows:
  1- Numbers from (01) to (49) indicate the sequence of odd level courses of every academic year.
    Numbers from (51) to (89) indicate the sequence of even level courses of every academic year.
  2- The ones and tens digits of numbers from (91) to (99) indicate researches, dissertations, graduation projects and field training as follows:
- MA academic thesis has the no. (5091) in all academic departments.
- PhD academic thesis has the no. (6091) in all academic departments.
- MA research project has the no. (5092) in all academic departments.
- MA research project has the no. (5092) in all academic departments.
- MA practical training has the no. (5093) in all academic departments.
  3- If two courses have one name but differ in contents or number of units, each of them shall be considered as an independent course.

4- This coding shall be taken into account when adding any course to the academic plan and programs.

Section Two

Mechanisms & Procedures of Preparing & Developing Academic Plans & Programs

First: Information Gathering and Preliminary Preparation of Programs

a- Extrapolation of similar programs through the access and informational survey of the experiences of other universities, both local or international as follows:

   1- Survey of the general information of similar programs:
   - Program name.
   - Program mission and objectives.
   - Expected program learning outcomes.
   - Graduate characteristics.
   - Number of units in the program.
   - Distribution of units according to the university, college and specialty requirements.
   - Technical and skill aspect in the program, if any.

   2- Comparison between the proposed program and similar programs and conducting benchmark to include all the previous elements.

   3- Preparation of a report involving the survey and comparison of results between the proposed program and similar programs.

b- Defining the program's significance and its need by the labour market as follows:

   1- Determining the authorities and bodies that might benefit from the program.

   2- Clarification of the need for the program through the following:
   - Fill a permanent need.
   - Fill a future need.
   - Fill a temporary need.

3- Identification of the views of employment bodies about graduate specifications by conducting interviews and holding workshops

Fig. (3)

Information Gathering and Preliminary Preparation of Programs

Information Gathering and Preliminary Preparation

Extrapolation of academic programs

Defining the program's significance

Survey

Comparison

Benefiting authorities

Need for the program

Views of employment bodies
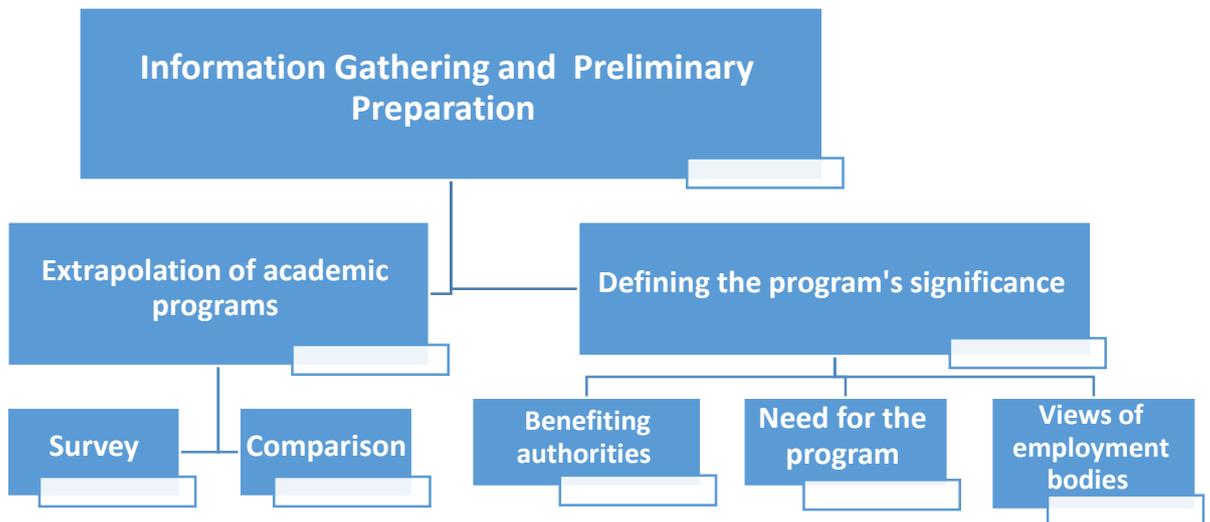
Second: Learning Outcomes and Graduate Specifications

The most important concern of universities is the quality of the outcomes, who are primarily the graduates, who are capable of learning and researching and not only those who acquire knowledge. This is because a student can get knowledge through various means especially with the cognitive openness but the ability to learn and conduct methodical research is the dual tools of advancement and creativity. That is all the more reason graduate specifications, as well as the expected program learning outcomes, have to be determined with precision in accordance with quality specifications and the National Qualifications Framework.

a- Learning outcomes
The following should be taken into account with regards to learning outcomes:

1- Learning outcomes should involve the skills stated in the documents of the National Commission for Assessment and Accreditation and the National Qualifications Framework, which are:
   - Knowledge.
   - Cognitive skills.
   - Interpersonal Skills & Responsibility.
   - Communication, Information Technology, Numerical skills.
   - Psychomotor skills, if applicable.

2- Precise specification of these skills to find out how they serve these outcomes. That is why it is always a precondition that skills should be measurable, with the application of suitable learning and teaching strategies. In programs related to psychomotor skills,

the special skills required from graduates must be identified.

3- The expected outcomes should be based on a wide range of sources of information when conducting studies relating to the field of students' school or professional specializations, which entails ensuring their credibility to reach valid conclusions thereon.

4- Stress that the main objective for identifying learning outcomes is to know that graduates' ability will not be confined only to the performance of those things defined but rather they will spontaneously perform them in their personal and professional lives, whenever that is suitable.

5- The formulation of learning outcomes shall be done with the participation of academics, professionals, experts, employers and targeted graduates and students taking into account the following:

- The learning outcomes were found before the courses. They are the structural foundation on which the selection of courses is based.

- Conformity of the learning outcomes to the program's mission and visions and to missions of the bodies on which they are based and to review them with any upgrade done to the referred visions and missions.

- Achieve learning outcomes in view of all courses in the program. Hence, it is not a condition to achieve all outcomes in one particular course but in all.

- Accurate identification and scientific drafting of skills, taking into account the educational fundamentals and modern theories in learning and teaching.

- Develop proper teaching strategies to achieve the expected outcomes from the learning process.
- Emphasize that evaluation should not be confined to cognitive aspects but should be diversified according to the skill and teaching strategy.

Fig. (4)

Skills of Learning Outcomes

Knowledge skills

Cognitive skills

Interpersonal Skills & Responsibility

Communication, Information Technology, Numerical skills

Psychomotor skills (if applicable)
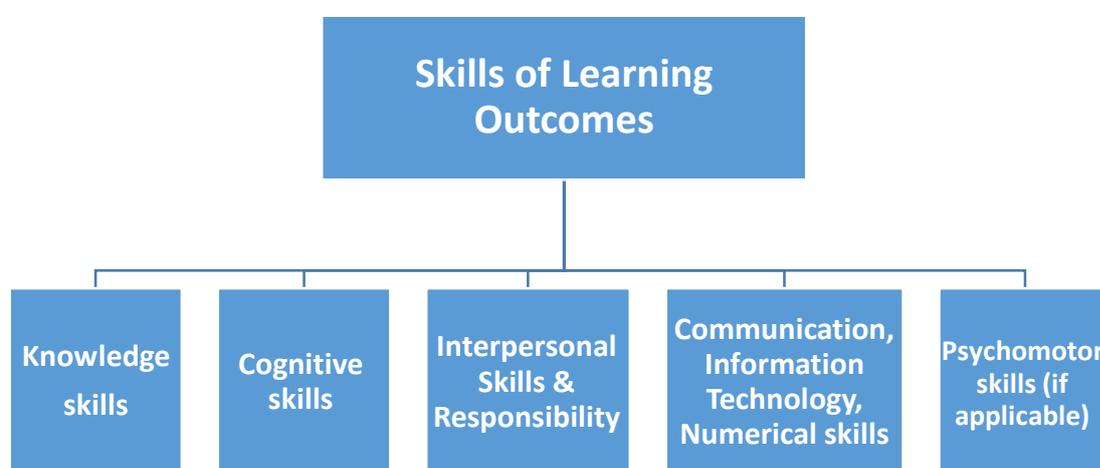
a- Graduate specifications

The graduate is the apparent fruit of the University and its external image. Owing to this fact, the following must be taken into account with respect to his specifications:

1- Accurate identification of his specifications for the conformity of the mission of the university to that of the (college or institute) and specialty.

2- Compulsory reliance on a survey of the views of academics inside and outside the university in addition to the stakeholders and employers while identifying

graduate specifications so that they can be determined perfectly.

3- It is expected that students graduating from any program should prove, apply and develop their cognitive capability, in a proper manner, because the real objective is for whatever they have learnt to reflect in their personal and professional lives. Hence, they should recollect the knowledge they have acquired and practicalize it with transparency bearing responsibility, being committed to the ethical aspect in difficult conditions and continue to increase their knowledge through lifelong learning habits.

4- Altogether, graduate specifications are based on the following:

- Broad knowledge in the area of specialization.
- Ability to research, criticize and analyze.
- Access to the Islamic legal aspects, according to his specialty.
- Moral excellence and good dealing with others.
- Keeping pace with recent developments in the field of specialty.
- Ability to disseminate what he has learned.
- Commitment to the ethics of profession and practice.

Fig. (5)

Graduate specifications

Third: Building the Academic Plan and Preparation of Matrices

Perhaps the most significant challenge faced by organizers of academic programs is building academic plans particularly when they are to be built in accordance with quality standards, accreditation requirements and the National Qualifications Framework. Consequently, it is necessary that the university (college and institute) and department visions and missions are taken into account on one part and the program's mission and objectives on the other part including whatever is connected to this activity regarding need of the labour market and cognitive and technical development.

Henceforth, the academic department and college are the ones capable of building the academic plan as appropriate. If it emerges in an improper form that will indicate that the procedures through which the plan was drafted were not on the right direction.

a- Selection of Courses:

In order to guarantee quality selection of courses, the matrix must be prepared according to the following:

1- Build a learning outcome matrix comprising of recommended courses for the program, though at this stage, it is not a condition to precisely and accurately specify the courses. It will suffice just to know how they will achieve the outcomes.

2- Each course must directly or partially comprise of a learning outcome or more.

3- Any outcome directly included by the course should be indicated by the sign ☑, the one not directly included should be indicated by ☒, while the one not included

at all should be indicated thus ☐ as it is in the matrix template attached to this guidebook.

4- Ensure the accuracy of this matrix for the study by conducting a workshop involving the participation of specialists from inside and outside the university.

b- Rules and Regulations for Building the Academic Plan

To ensure quality in the building of an academic plan, the following must be strictly adhered to:

1- Take into account the university, college or institute and specialty requirements, the percentage weight, and credit hours for each of them.

2- Commitment to the number of hours stipulated in the National Qualifications Framework provided there is no exception for additional hours.

3- Determine the study method and take into account the minimum and maximum study units.

4- Comprehensive and balanced distribution of units in the program.

5- Arrange the academic plan according to the sequence of courses and indicate the units meant for each course in the program.

6- Distribution of the academic plan to the study levels so that the units in an academic level do not exceed eighteen theoretical hours.

7- Graduation requirements may be included but they will not be part of the academic plan nor calculated on its basis.

8- This plan shall be endorsed in line with the structure set forth in the first section of this guidebook.

Fig. (8)

Academic Plan

- College's Mission
- Academic Dept.'s Mission
- Program's Mission
- Program's Learning Outcomes
- Courses
- Course Matrix
- Developing the Plan based on the Courses and Levels
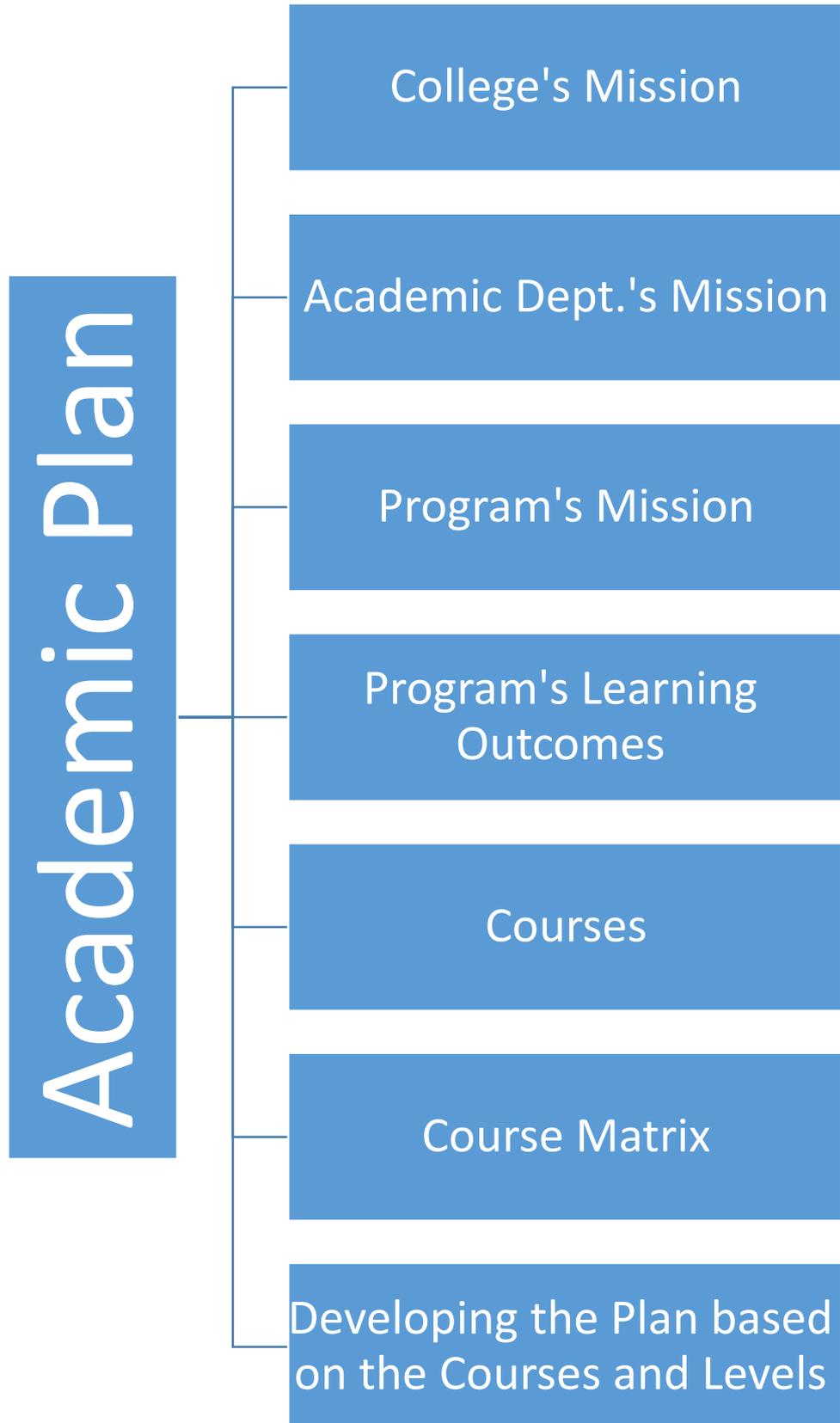
Fourth: Program and Course Specification

The major objective behind the specification of programs and courses lies in determining its parameters, guiding its organizers and supporting them in the planning processes and review and development mechanisms. In order to achieve this objective the following must be taken into account:

1- Sound preparation of program and course specification begins by drafting the mission and objectives, then conducting a study on similar programs and courses and then consider the program's requirements, priorities and features that distinguish it from other programs.

2- Compatibility of the program in all its components and courses with the general policy of education in the Kingdom of Saudi Arabia, the National Qualifications Framework,, mission and objectives of the University, visions and missions of the college or institute and academic department and taking into account the rules and regulations in place.

3- Compliance with the standards of the National Commission for Assessment and Academic Accreditation, complete the most recent templates issued and endorsed by it in program and course specification and take Advantage from the guidelines and clarifications embodied by those templates.

4- Identify the target knowledge and skills in the program and the necessary strategies of development and to distribute their various parts to various courses, taking into account some capacities such as communication, use of technology and team work, which no course can singlehandedly develop.

5- The previously mentioned standards, rules and regulations shall be considered in building, preparing and coding the academic plans and whatever is decided regarding the structuring of learning outcomes and graduate characteristics.

6- The program should be one coherent package. This means that there is the need for its courses to be a mutually reinforcing integrated set.

7- The program specification must be complied with as soon as it is endorsed. This does not mean that it cannot be amended when necessary. As for the course specification, it is subject to amendment time and again according to experiences and up-coming developments, in line with the regulatory procedures and approved powers of amendment, provided such amendments are documented and a copy of them attached to the endorsed specification.

8- Provide adequate information about the program to anyone connected with it, brief the teachers of the course milestones and inform them of all the modification in the program or its courses.

9- Get undergraduate academic plans approved before beginning course specification.

a- **Program specification:**
   Specification is considered the most important step and basic document in the preparation, follow up and quality guarantee of programs and their outcomes. Therefore, it should be carefully prepared and its components should be given a comprehensive consideration to ensure their

consistency, integration and compatibility with the principles and standards noted above.

Specification involves general information about the program, external factors affecting it, learning outcomes expected from students, teaching methods and evaluation strategies in various learning domains. It also involves continuous plans to evaluate it and processes of development.

It shall be prepared according to the (*Program Specification Template*) to include the following:

1. Program title, certificate awarded on completion, and professional occupations for which it qualifies.

2. Program's nature, mission, objectives, the need for it and what distinguishes it from similar programs.

3. Terms of admission into the program and numbers of students expected to join it annually.

4. Detailed plan of its units, courses, levels, research and practical requirements, major tracks/courses or specializations, if any.

5. Learning domains and outcomes and graduate specifications in light of the National Qualifications Framework.

6. Teaching strategies, learning resources, assessment methods and development and improvement mechanisms.

7. Inventory of facilities, equipment and program's operational budget.

8. Curriculum vitae and practical expertise of those running the program, and faculty members and stating their rate of stability in the past years.

9. Mechanisms of offering support and guidance to students enrolled in the program and regulations of dealing with their complaints and grievances.

10. Program guidebook and brief prospectus made accessible and available to faculty members, students and other stakeholders.

b- Course specification:

Courses are the major component of an academic program and one of its core means of performing its mission and actualizing its objectives. Therefore, they should be a comprehensive set that is consistent with all its other components. It should be built upon measurable outcomes. The academic and quality standard of the course should be taken into account during specification. The structure of course specification is similar to that of the program specification and it embodies intended learning outcomes and strategies of teaching, evaluation and development with adequate details. It is prepared in accordance with the (*Course Specification Template*) to include the following:

1. Course title, nature, language, units- practical and theoretical, code, number, level and requirements.

2. Summary of the course concept, statement of its objectives and outcomes, topics, primary and supporting resources.

3. Learning domains, teaching strategies, assessment methods and development and improvement mechanisms.

4. Statement of the methods of offering support and getting feedback from students enrolled in the course.

5. A brief prospectus about the course made available to enrolled students.

Fifth: Review and Arbitration

Review and arbitration aim to examine the program's project to ascertain the extent of its quality, and find out the shortcomings and deficiencies therein; to be remedied. Thus it is clear that the ultimate goal behind this process is to upgrade and improve the project, which will be done according to the following:

1. The council of the College/Institute or academic department, which offers an academic program shows the program's project to at least two arbitrators from outside the university. It is required that they are doctoral degree holders, who possess the scientific competence in the program's specialty, and experience and know-how in the preparation of academic plans and programs.

2. Views of arbitrators are submitted to the competent council; to take the appropriate action about them.

3. The review and arbitration process includes the following:
   - Commitment to academic standards approved by the programmatic accreditation bodies.
   - Consistency of the program's mission, objectives and outcomes with the knowledge it provides, and proposed teaching strategies and methods of assessment.
   - Review of learning outcomes and their suitability for the target labour market, compared with the corresponding programs.
   - Review of the distribution matrix of learning outcomes to the program's courses.
   - Completion of all the required elements in the Program's project.

- Freedom of the program project from linguistic and spelling errors.

Sixth: Periodic Evaluation of Program and Comprehensive Review

The process of evaluation, in general, aims to identify the extent to which the program achieves its objectives, and how it ensures its efficiency and effectiveness; which will take place as follows:

a- The competent scientific council monitors the implementation of the program and ensures its quality by following-up the permanent cycle of the program: (planning, implementation, evaluation, and response or review).

Fig. (7)

Periodic Evaluation

Response

Planning

Evaluation

Implementation
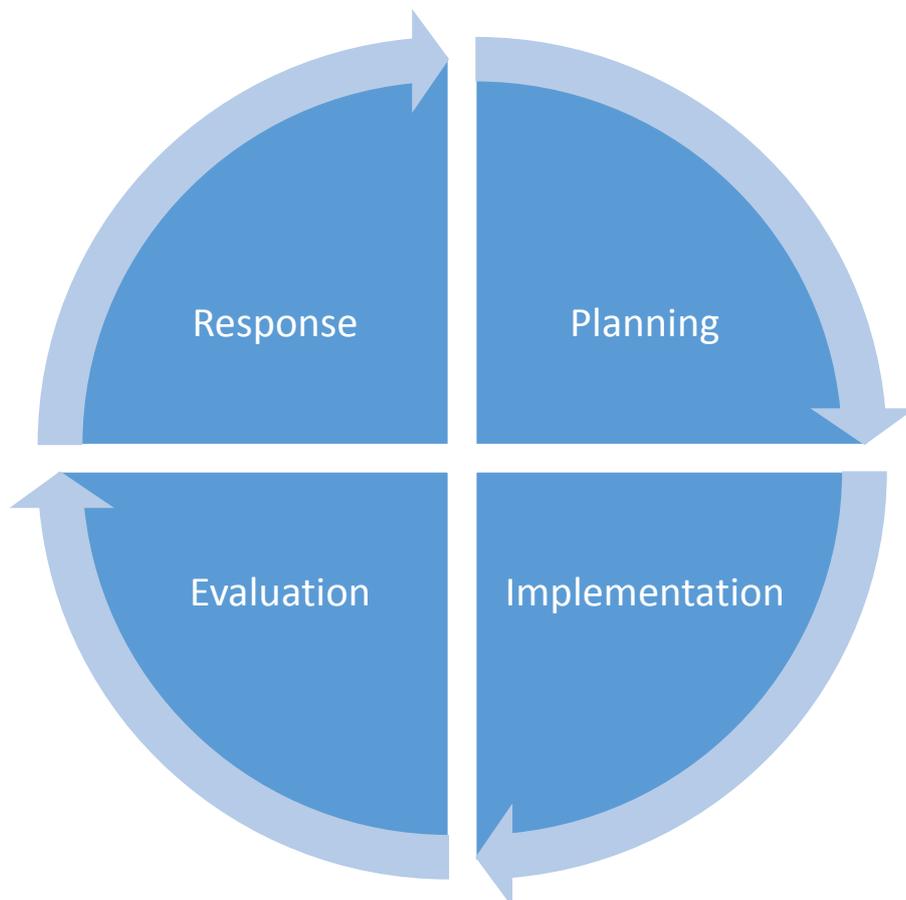
b- The program's management collects information about the program and analyzes them on a regular basis; to get to know the strengths and weaknesses; in order to improve performance.

c- The process of evaluating the program must be characterized by the following:

1- Reliance on programs and courses reports; because they are the basis for the process of evaluation and optimization.

2- Reliance on documented proofs and evidence; far away from bare personal impressions.

3- Continuity; so that they are synchronized with the learning and teaching process; to ensure the permanent follow-up of the program's effectiveness in achieving its objectives, aspects of excellence and deficiencies in it, and rapid response to problems and developments and the review is done in the annual report and the final reports for the program.

4- Comprehensiveness, so that it includes the program's inputs, processes and outcomes, with a greater focus on outcomes (learning outcomes); to be consistent with recent trends for education.

5- Multiplicity of evaluation tools. They should be based on discussions, interviews, opinion polls, reports, indicators, and so on.

6- Multiplicity of primary sources of information and data for the evaluation; to include the following:

- The extent to which the program mission and objectives are achieved.
- Intended learning outcomes.
- Course reports.
- Program annual report.

- Students.
- Graduates. (Their opinions, employment data, performance evaluation in their business).
- Employment bodies (employers).
- The views of teaching staff in the specialty or other related disciplines.
- Senior management at the university.
- Staff.

Fig. (8)

Sources of Program Evaluation

The program director presents the results of evaluation to the competent council to make appropriate recommendations about them, in accordance with the laid down powers stated in paragraph (7) **Seventh: Program Amendment**.

d- The competent authority (College / Institute) or academic department which offers an academic program does a comprehensive periodic review of the program every year at the end of the prescribed period for the program; that includes the following:

1. The results of the ongoing evaluation of the program.
2. The last self-study of the program.
3. Study of the circumstances and current developments surrounding the program, in particular with regard to the labor market, the extent of demand for graduates of the program, and the skills they need.
4. Views of experts in the targeted labour sectors.
5. Views of teaching staff from other educational institutions.
6. Benchmarking with similar programs.

f. The competent council adopts the comprehensive periodic audit reports and takes necessary action to implement the developmental recommendations and proposals included by these reports.

Seventh: Program Amendment

- The program management follows-up the developments and remarks occurring to the program, or resulting from the program's annual periodic evaluation operations, or the comprehensive review, and propose necessary amendment.

- When making any modification to the program and courses, staff and beneficiaries of the program especially the faculty and students, must be informed of such amendment. The Permanent Committee on Curriculums and Academic Plans should also be notified with a copy of the amendment.

- Procedures of modifying the program and courses are executed in the light of the powers' levels set forth in the following table:

Powers for Program Amendment

Item name	University Council	Permanent Committee on Curriculums and Academic Plans Or Graduate Studies Council	College Council	Academic Dept. Council

Program title	✓			
No. of credit hours		✓		
Certificate awarded on completion	✓			
Program's mission and objectives		✓		
Components of field experience			✓	
Research project			✓	
Key program learning outcomes		✓		
Teaching strategies adopted in the program		✓		
Measurement and evaluation methods		✓		
Program's admission requirements	✓			
Attendance and completion of program requirements		✓		
Students evaluation mechanisms and distribution of grades		✓		
Student support and guidance mechanisms			✓	
Academic grievance mechanisms		✓		
Evaluation and development mechanisms of the program		✓		

Powers for Course Amendment

Item name	Permanent Committee on Curriculums and Academic Plans Or Graduate Studies Council	College Council	Academic Dept. Council
Course title	✓		
No. of credit hours	✓		
The level in which the course is taught		✓	
Course prerequisites			✓
Key course learning outcomes		✓	
Teaching strategies			✓
Measurement and evaluation methods		✓	
Course topics		✓	
Prescribed textbooks and references			✓
Course evaluation mechanisms		✓	

Templates

Templates

j) Satisfaction of academic program adoption requirements.

k) Program specification.

l) Academic plan.

m) Distribution of courses to the study levels.

n) Matrix to check if courses achieve the program's learning outcomes.

o) Program's consistency with the National Qualifications Framework.

p) Course specification template.

q) External arbitration template.

r) Extrapolation of similar programs template.

Template (a)

Satisfaction of academic program adoption requirements

S/No.	Requirement	Requirement met		Remarks
		Yes	No	
1.	Program approval minutes (the Permanent Committee for Curriculums and Plans, College Council, Department Council).			
2.	Summary of the amendments made to the program based on the arbitration remarks			
3.	Program specification (template)			
4.	Field Experience Specification, if any, (template)			
5.	Academic plan (with the identification of the university, college and specialty requirements (template)			
6.	Matrix to check if courses achieve the program's learning outcomes (template)			
7.	Program's consistency with the National Qualifications Framework (template)			
8.	Extrapolation of similar programs (template)			
9.	Course specification			
10.	Whatever other document that is required by the Permanent Committee for Plans and Programs			

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(b) Program specification

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Program Specifications

(PS)

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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. _____

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Branch/Location 3.

_____

Branch/Location 4.

_____

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 (e.g. 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) (e.g. 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 (e.g. diploma or associate degree) include professions or occupations at each exit point)

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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

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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.

---

2. *Relationship (if any) to other programs offered by the institution/college/department.*

a. Does this program offer courses that students in other programs are required to take? **Yes** ☐

   No ☐

   If yes, what has been done to make sure those courses meet the needs of students

   in the other programs?

b. Does the program require students to take courses taught by other departments? **Yes** ☐

   No ☐

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

---

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).*

   Yes ☐ *No* ☐

---

4. What modifications or services are you providing for special needs applicants?

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C. Mission, Goals and Objectives

1. *Program Mission Statement (insert)*

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					

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Year					
1st Year Semester 1					
1st Year Semester 2					
2nd Year Semester 1					
2nd Year Semester 2					

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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

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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.

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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.

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---

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.

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		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				

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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

Reflect   Examine   Strengthen   Explore   Encourage   Maintain

Deepen

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

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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.

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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 NQF Learning Domains and Learning Outcomes	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
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														

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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:
a. Attendance.

b. Progression from year to year.

c. 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

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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**

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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.

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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. (i.e. 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? (e.g. 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)

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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)?.

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(iii) From employers and/or other stakeholders.

Complete the following two tables.

1. **Program KPI and Assessment Table**

2. **Program Action Plan Table**

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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
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).

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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.

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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	Re
1				
2				
3				
4				
5				
6				
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).				

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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.

Authorized Signatures

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

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(c) Academic plan

Requirement	Kind of Requirement	Total credit hours	Percentage of total hours of the academic plan	Observations of the Committee
University Requirement	Core			
	Elective			
College Requirement	Core			
	Elective			
Academic Dept. Requirement	Core			
	Elective			
Free courses				
Total				

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First: University Core Courses

Course No.	Course tittle	Credit hours	Pre-requisites

Second: University Electives

Course No.	Course tittle	Credit hours	Pre-requisites

Third: College Core Courses

Course No.	Course tittle	Credit hours	Pre-requisites

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Fourth: College Electives

Course No.	Course tittle	Credit hours	Pre-requisites

Fifth: Academic Dept. Core Courses

Course No.	Course tittle	Credit hours	Pre-requisites

Sixth: Academic Dept. Electives

Course No.	Course tittle	Credit hours	Pre-requisites

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Template (d)
Distribution of courses to the study levels.

Level (One)

Course No.	Course code	Course tittle	Credit hours	Pre-requisites

Level (Two)

Course No.	Course code	Course tittle	Credit hours	Pre-requisites

The tables should be completed according to the number of levels in the program.

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Template (e)
Matrix to check if courses achieve the program's learning outcomes

Learning outcomes	Courses and their codes										
a) Knowledge											
	✓										
				✓	✓		×	×	×	×	×
				✓	✓						
b) Cognitive skills											
c) Interpersonal Skills & Responsibility											
d) Communication, Information, Technology, Numerical											
e) Psychomotor											

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✓ The course is primarily responsible for it   × The course is secondarily responsible for it

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Template (f)

Program's Consistency with the National Qualifications Framework

Program title: ....**Program level**...

Academic Dept.... **College:** ....

The program is consistent with the National Qualifications Framework in the following elements:

Element	Yes	No	Remarks
Name of qualification			
Characteristics of program levels (average university diploma, bachelor's or diploma or ...).			
Specifications of graduates from the program according to study level			
The number of credit hours necessary to obtain the qualification			
Foundation or additional preparatory studies, which are not calculated among the program's credit hours			
Academic load for entirely regular students of (15) to (18) credit hours at the most per semester			
The minimum credit hours (120 hours) for a university degree, which takes four years			
Specific learning objectives of the program that include outcomes in all learning domains			
Compatibility of intended program learning outcomes with the field of knowledge			
Compatibility of intended program learning outcomes with the field of cognitive skills			
Compatibility of intended program learning outcomes in the field of interpersonal skills and responsibility			

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Element	Yes	No	Remarks
Compatibility of intended program learning outcomes in the field of communication skills, information technology, and numerical skills			
Compatibility of intended program learning outcomes in the field of psychomotor skills, if that is applicable			
Distribution of responsibility for achieving these educational outcomes through the courses included in the program in an appropriate manner, and their integration into the courses objectives			
Inclusion of programs and courses specifications of teaching methods and activities appropriate for student learning outcomes in each field.			
Inclusion of tests and other types of assessments of the appropriate forms of learning assessment for each learning domain.			
Attention given by program evaluations, including opinion polls of students or graduates or employers, or any other learning evaluation mechanisms – to learning outcomes in each field of learning			
Consistency of the levels achieved in every field of learning with graduates characteristics specifications and learning outcomes specifications for each level of qualification (see: National Qualifications Framework p. 18 to learn how to achieve this).			

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Template (g)

Course Specifications

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Course Specifications

(CS)

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Course Specifications

Institution	Date of Report
College/Department	

A. Course Identification and General Information

1. Course title and code:
2. Credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus
9. Mode of Instruction (mark all that apply)   a. Traditional classroom ☐ What percentage? ☐   b. Blended (traditional and online) ☐ What percentage? ☐

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c. e-learning ☐   What percentage?   ☐

d. Correspondence ☐   What percentage?   ☐

f. Other ☐   What percentage?   ☐

Comments:

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B Objectives

1. What is the main purpose for this course?
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours

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2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours						
Credit						

3. Additional private study/learning hours expected for students per week.	

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course 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, assessment, and teaching.

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The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

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	NQF Learning Domains and Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1			
1.2			
2.0	Cognitive Skills		
2.1			
2.2			
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			

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Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

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

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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.

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	Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1			
2			
3			
4			
5			
6			
7			
8			

5. Schedule of Assessment Tasks for Students During the Semester

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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E. Learning Resources

1. List Required Textbooks
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)
4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

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Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

2. Computing resources (AV, data show, Smart Board, software, etc.)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

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G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
3 Processes for Improvement of Teaching
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

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Faculty or Teaching Staff: _____

Signature: _____   **Date Report Completed:**

Received by: _____   **Dean/Department Head**

Signature: _____   **Date:** _____

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Template (h)
External Arbitration

Program title:	Program level
Academic Dept.	College:

- ## Assessment of program elements

S/N	Element	Degree of Assessment		
		Excellent	Appropriate	Needs amendment
1.	Program title			
2.	Appropriateness of the program's objectives			
3.	Appropriateness of program outcomes			
4.	The program covers the required cognitive and academic aspects			
5.	The program keeps up with the latest developments in the specialty			
6.	The program accepts the required diversity in the specialty			
7.	The program is distinguished by the novelty of courses offered			
8.	The program is parallel to educational programs in the leading academic institutions of higher education			
9.	The program needs addition of courses			
10.	The program needs deletion of courses			
11.	The program needs to integrate some of its courses			
12.	Appropriateness of the proposed number of hours for the program			
13.	Appropriateness of the references allocated to the courses			
14.	The program covers accreditation and quality requirements			

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15.	Adequacy of the training requirements of the program			

- ## Required amendments

  ………………………………………………………………………………………………
  ………………………………………………………………………………………………
  ………………………………………………………………………………………………
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  ………………………………………………………………………………………………
  ………………………………………………………………………………………………

- ## Arbitrator's opinion about the program in general

  ………………………………………………………………………………………………
  ………………………………………………………………………………………………
  ………………………………………………………………………………………………
  ………………………………………………………………………………………………
  ………………………………………………………………………………………
  ………………………………………………………………………………………………

- ## Arbitrator's recommendation
  - ☐   The program is accepted
  - ☐   The program is accepted provided the suggested amendments in
  ………………………………………………………………are conducted.
  - ☐   The program is completely rejected for the reasons given.

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- ## Arbitrator's personal information

  Name .... Degree ....

  Specialty .... Mobile no.............................

  E-mail .. ..

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Template (i)
Extrapolation of similar programs

Program title: .... Program level ....

Academic Dept. .... College: ....

Item		Program requiring accreditation	Peer program	Comparison and comments
Program title				
Program's mission				
Program's objectives				
Learning outcomes	a) Knowledge			
	b) Cognitive skills			
	c) Interpersonal Skills & Responsibility			
	d) Communication, Information Technology, Numerical skills			
	e) Psychomotor skills, if any			
Number of hours				
Distribution of the program's plan to the university, college and specialization requirements				
Field experience (if any)				
Terms for joining the program				

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Graduates characteristics			
Projected employers for graduates			

Summary of similarities between the two programs

....
....
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Summary of aspects of excellence in the peer program, which have not been adopted

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Additions and distinctive features of the program requiring accreditation

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