

Guidelines in Writing the Program Specifications Using V2020 Template

The EEC-NCAAA requires that program specifications must be available in all institutions for the purpose of internal review and as part of the evidence base for quality assurance review. The program specification must take into account the Saudi Arabia Qualification Framework set out the characteristic outcomes in the SAQF level descriptors, subject benchmarks, KFU Quality Management System, and the institution and college mission statement.

These guidance notes should be used for the preparation of program specifications. Cross-references to other guidance or information sources are included. The Academic Affairs office will provide support and advice in preparing the program specifications and they also provide extensive guidance on program development. All program specifications have to be approved through the College Council and subsequently by the Standing Committee on Study Plan and Curriculum.

Content	Sample	Guidelines and References					
Coverpage	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Program Name: Bachelor in Clinical Nutrition</td> </tr> <tr> <td style="text-align: center;">Qualification Level : 6</td> </tr> <tr> <td style="text-align: center;">Department: Clinical Nutrition</td> </tr> <tr> <td style="text-align: center;">College: Applied Medical Science</td> </tr> <tr> <td style="text-align: center;">Institution: King Faisal University</td> </tr> </table>	Program Name: Bachelor in Clinical Nutrition	Qualification Level : 6	Department: Clinical Nutrition	College: Applied Medical Science	Institution: King Faisal University	<p>These fields should be straightforward to complete as they contain factual information.</p> <p>PROGRAM NAME: The qualification title, <i>"The qualification title should include the preposition (in) if possible to separate the degree or certificate and the specialization: Degree + in + specialization."</i></p>
Program Name: Bachelor in Clinical Nutrition							
Qualification Level : 6							
Department: Clinical Nutrition							
College: Applied Medical Science							
Institution: King Faisal University							

		<p>QUALIFICATION LEVEL. <i>"Setting the level of qualification. The qualification level should reflect the depth of learning outcomes based on Saudi Arabia NQF level descriptors."</i> Level 6, for example include bachelor's degree.</p> <p>DEPARTMENT, COLLEGE, INSTITUTION: Show the name of the department, college and the institution principally responsible for the program.</p>
A. Program Identification and General Information		
1. Program Main Location	KFU Main Campus	<p>In this field, indicate the location as main campus. If offered away from the main campus indicate the location.</p> <p style="text-align: right;">(page 85 July 211 ver 2.0 QAA)</p>
2. Branches Offering the Program	(no example)	If offered in branches, indicate the location.
3. Reasons for Establishing the Program	<p>The Saudi Arabia health care system has benefited from substantive investment in recent decades. As a result, there are now an estimate of 2.2 hospital beds for every 1,000 people, world class medical specialists with average life expectancy rising from 66 years to 74 years in the past decades. Saudi Arabia is determined to optimize and better utilize the capacity of its hospitals and health centers and enhance the quality of preventive and therapeutic health care services. In the Vision 2030, Saudi Arabia will focus on promoting</p>	<p>This field should present a general explanation of why the program is important that may relate to the local, national or international economic systems, social or cultural needs, policy developments, etc and the</p>

	<p>preventive care, on reducing infectious diseases and encouraging its citizens to make use of the primary care. Its strategies include deepen collaboration and integration between health and social care, focus on planning, regulatory and supervisory roles in health care, provide health care through public corporations and developing private medical insurance to improve access to medical services.</p> <p>In the 2015 Nutrition Country Profile of Saudi Arabia, there are significant data on the cases of women of reproductive age with anemia, prevalence of adult overweight and obesity, metabolic diseases risk factors, child anthropometry, nutrition intervention mentioned in the national development plans. Given the impact of these data, efficacy of nutritional care is the solution to overcome these health difficulties. This is where the need for clinical nutrition comes into importance. Clinical nutrition domain can be defined by a series of areas: malnutrition, feeding, metabolism, health and disease(Cardenas,2015). Its aim is to apply the principles of nutritional support within the framework of nutritional care in order to ensure the nutritional status and modulate other biological functions to positively influence patient treatment and outcome. Studies have shown that between 15 and 60% of hospital admissions are undernourished, half severely so(Allison, 2009).</p> <p>Furthermore, such malnutrition is associated with increased complications and cost of illness, longer hospital stay and slower convalescence. In many cases, appropriate nutritional support can improve these parameters. Unfortunately, the conditions goes largely unrecognized since few hospitals have a nutritional care policy or any system of nutritional screening and assessment of patients in admission. In view thereof, clinical nutritionists prevent serious clinical and economic consequences of undernutrition by</p>	<p>benefits to the community that will be provided by offering the program.</p> <p>(page 85 July 211 ver 2.0 QAA)</p> <p>Specific labor demand and economic data, government issuances and plans, trends and issues are the bases that should be cited comprehensively in this section.</p>
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	developing proper strategies for managing nutrition strategies in hospital and in the community.	
4. Total Credit Hours for Completing the Program	130 credit hours	The number of credit hours required to complete the program. If there are variations in the credit hours for different majors or tracks in the program these details should be shown. (page 84 July 211 ver 2.0 QAA)
5. Professional Occupations/ Jobs	Professional occupations/jobs are found in the sectors as <ul style="list-style-type: none"> • Advertising artist • Art conservator • Art director • Cartoonist • Costume designer • Fabric designer • Floral designer • Animator • Art critic • Art therapist • Billboard artist • Calligrapher • Courtroom sketcher 	Write the name of any professions or occupations the program is designed to prepare students for. (Note that students may enter other occupations or professions. However this item relates to what the program is designed for, not what individual students may eventually do). (page 84 July 211 ver 2.0 QAA)

6. Major Tracks/Pathways	(no example)	<p>Write the title of any major tracks or pathways within the program. A major track or pathway is one in which a specified group of courses are undertaken, normally in the second half of a program, and that lead to a specialization that is recognized by the institution. Individual selection by a student among a number of elective courses would not be regarded as a major track or pathway.</p> <p style="text-align: right;">(page 84 July 211 ver 2.0 QAA)</p>						
B. Mission, Goals, and Learning Outcomes								
1. Program Mission	<p>Consider this as a model example: <i>"The mission of the Biology program is to prepare students for employment in various biology-related areas and/or pursuit of advanced degrees in biology by providing them excellent education in the fundamental concepts, knowledge, and laboratory/field techniques, research skills and engagement in the field of life sciences."</i></p>	<p>Should be consistent with the mission set forth in KFU, and distinctive to the degree and field of study, with signature feature of the program.</p>						
2. Program Goals	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="533 986 1487 1043">Goal 1 Provide a high quality educational experience centered on the important relationship that exists between nutrition and health.</td> </tr> <tr> <td data-bbox="533 1043 972 1251"> Objective 1.1: By 2025, 80% of graduates have refined clinical nutrition skills and they are able to compete successfully in the labor market and progress professionally. </td> <td data-bbox="972 1043 1487 1251"> Indicators Number of graduates employed within 1 year after graduation. Number of graduates pursuing higher degree within 1 year after graduation. </td> </tr> <tr> <td data-bbox="533 1251 972 1335"> Objective 1.2: </td> <td data-bbox="972 1251 1487 1335"> Indicator Accreditation status of the program. </td> </tr> </table>	Goal 1 Provide a high quality educational experience centered on the important relationship that exists between nutrition and health.		Objective 1.1: By 2025, 80% of graduates have refined clinical nutrition skills and they are able to compete successfully in the labor market and progress professionally.	Indicators Number of graduates employed within 1 year after graduation. Number of graduates pursuing higher degree within 1 year after graduation.	Objective 1.2:	Indicator Accreditation status of the program.	<p>There is ambiguity on the interpretation of program goals. Program goals are written in consideration of the program structure: thus the goals on curriculum, instruction, research, engagement, accreditation, etc. Others write the program goals as what kind of learning the students</p>
Goal 1 Provide a high quality educational experience centered on the important relationship that exists between nutrition and health.								
Objective 1.1: By 2025, 80% of graduates have refined clinical nutrition skills and they are able to compete successfully in the labor market and progress professionally.	Indicators Number of graduates employed within 1 year after graduation. Number of graduates pursuing higher degree within 1 year after graduation.							
Objective 1.2:	Indicator Accreditation status of the program.							

	By 2025, continuously implement the institutional Quality Management System to evaluate and support excellence in education.	Program recognitions.	hope to achieve. I would rather recommend the former as the latter on "what kind of learning the students hope to achieve" is taken in the context of program learning outcomes.
	Objective 1.3: By 2021, CAMS has established infrastructure to support teaching, research and engagement in the areas of clinical nutrition.	Indicator Operational Plan Implementation	
3. Relationship between program mission and goals and the mission and goals of the institution/ college.	The program provides a thorough grounding in the principles and practice of clinical nutrition in order to engage in and contribute to the restoration or development of human nutrition. This is congruent with the College mission " <i>to contribute to the improvement of community health services.</i> " This program will produce health professionals with specialist knowledge, training and a range of transferable skills and graduate attributes consistent with the institutional graduate attributes and with the mission statement and goals of King Faisal University of providing excellence education, research and community engagement.		Explain how the program mission and goals relates to the mission and goals of the institution or college (Is it consistent with the mission and does it make a significant contribution to its achievement?) (page 85 July 211 ver 2.0 QAA)
4. Graduate attributes	In accordance with the KFU Graduate attributes, KFU Clinical Nutrition graduates should demonstrate evidence-based competencies as follows: <ul style="list-style-type: none"> • Cross-cutting, generic skills: critical thinking, creative thinking, independent learning, planning, leadership, teamwork. • Committed to ethical, personal, professional and social responsibility awareness in the context of Clinical Nutrition. • Demonstrate professional knowledge and skills, effective communication in all clinical nutrition interactions. • Life-long learning and integrates evidence-informed practice, research skills and subject area expertise into practice. 		If the institution or the college has decided to develop graduate attributes in its students as part of its mission, list each one. What is wanted is not the learning outcomes that would be generally expected from a program of this type, but something special that will differentiate it from what is done elsewhere and hopefully make it noticeably better.

		<p style="text-align: right;">(page 85 July 211 ver 2.0 QAA)</p> <p>In other programs, they select graduate attributes at the college level which is based on the 3 universal broad categories of graduate attributes: act autonomously, use tools interactively (language, technology) and interact heterogeneously.</p>
	<p>The overarching graduate attributes shared by all arts and design programs are identified as follows:</p> <ul style="list-style-type: none"> • Self-management. Study independently, set goals, manage their own workloads and meet deadlines. • Critical awareness. Analyze information and experiences, formulate independent judgments and articulate reasoned arguments through reflection, review and evaluation. • Interpersonal and social skills. Interact effectively with others, for example through collaboration, collective endeavor and negotiation. • Skills in communication and presentation. Articulate ideas and information comprehensively in visual, oral and written forms. Present ideas and work to audiences in a range of situations. • Information skills. Source, navigate, select, retrieve, evaluate, manipulate, manage information from a variety of sources using information technologies. 	

5. Program Learning Outcomes

The statement of the PLOs should be written to reflect the qualification level 6 of the NQF for bachelor degrees and its categories, using active verbs. The PLOs should describe what all students should be able to do, in terms of particular knowledge, skills, and competence. There are available references on how to write PLOs in the context of Qualification level like the European Qualification Framework that describes, define and distinguish between KSC with a guide on each level. In EQF, the level for undergrad is 6 and competence is defined in terms of responsibility and autonomy. Another reference is the Arab Qualification Framework by the Arab Network for Quality Assurance in Higher Education. EQF verb list for level 6 are also available for some disciplines. The cross checklist available from EQF on how to formulate learning outcomes is also recommended for validation.

Example:

Knowledge :	
K1	Summarize and interpret the theories, definitions, principles and practices pertaining to clinical nutrition.
K2	Relate foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
K3	Infer the role of demographics, ethical decisions, and community influences in nutritional needs, choices, attitudes and behavior.
Skills	
S1	Assess nutritional needs of individuals or groups to establish and implement nutritional priorities, and apply an evidence-based therapeutic intervention.
S2	Perform and interprets nutrition screening using validated tools for individuals, groups or targeted populations.

S3	Apply standardized nutrition care outcome monitoring indicators and evaluates the impact of the intervention.
S4	Apply clinical nutrition theories, food system principles and management skills to ensure safe and efficient delivery of clinical nutrition program provided to individual or group.
Values	
V1	Act independently upon recommendations and conceptualize clinical nutrition interventions in collaboration with the patient and other team members when environmental supports are in place.
V2	Influence a team in working collaboratively with others to assess, implement and evaluate clinical nutrition-based programs.
V3	Exemplify ethical reasoning and professional behavior applicable to nutrition practice within an integrative healthcare environment.
V4	Assume responsibility in utilizing persuasive written and verbal skills to communicate the principles of clinical nutrition and their role in professional practice, business and management.

C. Curriculum

1. Curriculum Structure		Program Structure	Required/ Elective	No. of courses	Credi t Hours	Perce ntage	This field should specify the details of number of courses, their corresponding credit hours and percentage based on the program structure.
		Institution Requirements	Required	2	4	3	
			Elective	2	4	3	
		College Requirements	Required	12	36	30	
			Elective				
		Program Requirements	Required	26	78	64	

			Elective			
			Capstone Course/Project			
			Field Experience/ Internship	1	0	0
			Others			
			Total	43	122	100

2. Program Study Plan

This field should include an easily understood description of the program study plan: the basic curriculum information in a tabular presentation. The structure and credit value of courses year by year, when particular courses are taught, and exit awards available if applicable.

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements <small>(Institution, College or Department)</small>
Level 1	3100206	Anatomy and Physiology I	Required	none	3	College
	3100103	Chemistry for Health Sciences	Required	none	3	College
	3100110	Academic Writing 1	Required	none	3	College
	3100111	Biostatistics for Health Sciences	Required	none	3	College
	3100110	Medical Terminology	Required	none	3	College

	3100012	Computer Application in Health Sciences	Required	none	3	College
Level 2	3100108	Psychology for Health Sciences	Required	3100110	3	College
	3100103	Principles of Epidemiology	Required	none	3	College
	3100104	Anatomy and Physiology II	Required	3100206	3	College
	3100301	Man, Health, & Environment	Required	none	3	College
	3100109	Academic Writing 2	Required	3100110	3	College
	3102202	Microbiology for Health Sciences	Required	3100128	3	College
Level 3	3104210	Principles of Clinical Nutrition	Required	3100104	3	Department
	3104211	Nutritional Biochemistry I	Required	3100103	3	Department
	3104212	Nutrition and Metabolism	Required	3100104	3	Department
	3104213	Nutrition Throughout the Life Cycle	Required	3100104	3	Department
	3104214	Recommendations and Standards for Human Nutrition	Required	3100104	3	Department
Level 4	7401101	Islamic Faith and Contemporary Doctrines	Required		2	University
	3104221	Nutritional Biochemistry II	Required	3104211	3	Department
	3104222	Nutritional Epidemiology	Required	3104210	3	Department
	3104223	Nutrition Assessment	Required	3104210	3	Department

	3104224	Food Processing, Safety and Sanitation	Required	3102202	3	Department
Level 5	3104310	Medical Nutrition Therapy I	Required	3104223	3	Department
	3104311	Nutrition Strategies for Health and Wellness	Required	3104213	3	Department
	3104312	Study Design in Nutrition Research	Required	3100109	3	Department
	3104313	Communication Strategies in Nutrition and Health Promotion	Required	3104210	3	Department
	7401418	Elective University Requirement 1	Elective		2	University
	7401401					
	7401317					
7401318						
7401302						
7401102						
Level	3104321	Medical Nutrition Therapy II	Required	3104310	3	Department
	3104322	Electronic Health Records	Required	3100012	3	Department
	3104323	Nutrition Education and Patients Counseling	Required	3104313	3	Department

6	3104324	Enteral and Parenteral Nutrition	Required	3104310	3	Department
	3104325	Introduction to Pharmacology	Required	3104214	3	Department
Level 7	3104410	Science of Supplements, Nutraceuticals and Functional Foods	Required	3104311	3	Department
	3104411	Fundamentals of Organizational Management	Required	-	3	Department
	3104412	Community Nutrition	Required	3104313	3	Department
	3104413	Sports and Human Performance Nutrition	Required	3104311	3	Department
	7401418 7401401 7401317 7401318 7401302 7401102	Elective University Requirement 2	Elective		2	University
Level 8	3104420	Principles of Critical Care Nutrition	Required	3104310	3	Department
	3104421	Food and Nutrition Policies and Contemporary Issues	Required	3104412	3	Department
	3104422	Seminar in Clinical Nutrition	Required	3104412	3	Department
	1900102	Islamic Culture	Required	-	2	University

	3104423	Food Service Systems Management	Required	3104411	3	Department
Year 4	3104510	Practicum in Clinical Nutrition	Required	All levels 1-8 courses	0	Department

3. Course Specifications

<https://www.dropbox.com/sh/cz8unfji24xzywb/AAAxA10BnsdWmAjOO3LriJTDa?dl=0>

Insert hyperlink for all course specifications using NCAAA template

4. PLO Mapping Matrix

The PLO mapping matrix field should show how learning is scaffolded over course in the curriculum. The I,P,M should therefore be in a logical order in the levels. Meaning, it is expected that it should show I in the low levels but not at the high level courses, and P,M is expected at the high level courses and not at the low level courses, otherwise the mapping reflects a too early high level of learning. In other words, I – is for introductory courses, P – is for advanced context courses, M- is for terminal courses. This is called "coherent progression" in curriculum design.

Course code & No.	Program Learning Outcomes										
	Knowledge			Skills				Competence			
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	C.1	C.2	C.3	C.4
3104210	I	I	I	I	I	I	I	I	I	I	I

3104211	I		I		I					I	
3104214	I	I			I		I		I		I
3104221	P	P					P	I			
3104222		I	I	P	P	P		P	P	P	P
3104224	P		P	P			P			P	
3104310	P	P	P	P	P	P		P	P	P	
3104311			P	P		P			P		P
3104313	P	P	P		P		P				P
3104321		P	P		P	P		P		P	P
3104322	P						P		P		P
3104323			M	M		M		M		M	M
3104324	M		M	M							M
3104325	P				P			P			
3104410		M				M			M	M	
3104411	M		M		M	M				M	
3104412			M	M	M			M	M		
3104413	M		M	M	M						M
3104421			M				M			M	
3104423	M		M						M		M
3104510	M	M	M	M	M	M	M	M	M	M	M

<p>5. Teaching and learning strategies to achieve program learning outcomes</p>	<p>Teaching strategies are wide ranging but the student will be exposed to the following pedagogical methods:</p> <ul style="list-style-type: none"> • Lectures – supporting lectures in specialist topics delivered by the faculty or invited visiting speaker. • Task-based Project Workshops – project working provides both a focus and a structure against which the pedagogical demands of the course can be articulated. • Individual and Group Tutorials – where the students and tutor will discuss the detailed progress of a particular project, its problems and possibilities. • Seminars: conducted in small groups to disseminate material from lectures and student materials. • Jury criticism – is group based and requires students to present in public (to course staff, peers and invited critics) their project work to date; such continuous assessment of the project base is by jury criticism only, affording students an opportunity to advocate their ideas directly to the assessment panel. • Student-Centered Learning – students will be guided by the subject tutors in their development of learning methods other than the detailed appreciation of the use of sources of information towards a clearly determined objective are seen as important outcomes resulting from student centered learning. • Self-Directed private Study – Students are expected to underpin their learning by private study. To assist students the University provides a support including libraries, workshops, studios, technologies and computing facilities. <p>Learning strategies:</p> <ul style="list-style-type: none"> • The studio system facilitates student-centered learning, transferring an increasing degree of autonomy to the student throughout the course. It encourages diversity in academic debate providing a platform for the exchange of views and additionally provides opportunity for external, vocational criticism from practicing professionals and academic staff. • Project work is undertaken in the "studio group" of the course. Each project is supervised by a member of the core teaching staff and may well be joined by other full-time, or part-time staff. Development of project-based learning facilities interpersonal student learning and group exchange of information. • The studio system promotes variety in project work. Students are encouraged to set their own agendas within the specific pedagogical parameters set out by the project staff. Learning is "goal-centered" and related to individual student programs. Project work will reflect contemporary issues or, where appropriate, draw upon historical, social or cultural aspects in architecture and spatial design. 	<p>This field should set out the teaching and learning approaches for the program. Page 7 of the template states "<u>Describe</u> policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.</p>
<p>6. Assessment Methods</p>	<p>Assessment strategies reflect the learning outcomes of the program and make a positive contribution to the student's learning experience. Assessment is both formative (in which the goal is usually to enhance student learning by providing ongoing feedback) and summative (in which the goal is normally to evaluate student learning at the end of a learning process by making an academic judgment against a standard). Feedback on all assessment activities is essential for student development and progression. Methods of assessment reflect progression within the study plan, focusing on both knowledge and skills and enabling students to demonstrate their level of attainment of knowledge, skills and competence. The use of diverse assessment strategies meets the varied needs of students and provides the opportunity to incorporate innovative and original approaches. The assessment strategies adopted include individual and group work approaches, including:</p> <ul style="list-style-type: none"> • Discussion and dialogue sessions • Report and research • Answers through discussion in Blackboard • Examinations 	<p>This field should detail how the assessment for the program is structures to ensure that the learning outcomes are tested effectively. In addition, the template says "<u>Describe</u> assessment methods that can be used to measure achievement of program learning outcomes in every domain of learning." Therefore, it is necessary to</p>

	<ul style="list-style-type: none"> • Project production • Achievement file • Written and practical tests • Active participation of students within their group 	describe assessment method with the list of the methods used.
D. Student Admission and Support		
1. Student Admission Requirements	<p>The admission requirements will be in accordance with the criteria set by the College Council and the admission requirements of King Faisal University (KFU). To be eligible for admission, the applicant must:</p> <ul style="list-style-type: none"> • Hold a Secondary School Certificate in the science stream with a minimum average of 90%. • Hold grade 90 or above in science subjects and English. • Have passed the General Aptitude Test (GAT) offered by the National Center for Assessment in Higher Education. • Have passed the Standard Achievement Admission Test(SAAT) offered by the National Center for Assessment in Higher Education. • Hold a recent secondary school certificate • Should be medically fit • Pass the interview 	This field gives the opportunity to present a more rounded picture of the admission requirements. To keep the field concise, relevant web links should be provided to standard information.
2. Guidance and orientation Programs for New Students	<p>The QMS part E.2 Academic Activities describes the guidance and orientation program for new students.</p> <p>At the start of each academic year, students participate in an orientation program designed to help the students understand their responsibilities and become familiar with their program of study.</p>	This field should describe the arrangements made for guidance and orientation programs for new students. The description for arrangements should include information about mechanisms to ensure that planned arrangements for guidance and orientations actually

		take place and how useful they are for students. To keep the field concise, relevant web links should be provided to standard guidance and orientation services.
3. Student Counseling Services	In addition to their lecturers and teachers, students at KFU have access to a range of resources to assist their learning. The Deanship of Student Affairs was established at an early stage to guide and support students in non-academic activity. It oversees the behavior and social life of students, encourages them to become good citizens and oversees all Student Services. There is a specific Guidance, Pastoral support and Counselling Department which offers academic, social, psychological and educational guidance. Students can also obtain specialist financial and housing advice. (QMS E.3)	This field should describe the arrangements made for individual student counseling. The description should include both general advising and individual consultations. The description of arrangements should also include information about mechanisms to ensure that planned arrangements for providing counseling services to students actually take place and how useful they are for students. To keep the field concise, relevant web links should be provided to standard student counseling services.
4. Special Support	There are various administrative offices for student academic support services at King Faisal University in addition to assistance from their colleges. Students are informed about these offices and their services during the university-wide orientation program. The Deanship of Library Affairs offers students with a wide range of information resources through borrowing services, loan services, internet and printing services, inter-library loan services and electronic library.	This field should describe the arrangement made for support for low achievers, disabled, gifted and talented students. To keep the field concise, relevant web links should be provided to standard support student services.

	<p>The Deanship of Student Affairs has a Guidance, Pastoral Support and Counselling Department that offers academic, social, psychological and educational guidance that encourage students' academic growth and motivation.</p> <p>The Deanship of Information Technology provides information and related technology services to the students through its wireless network connection services, KFU Students' Forum (http://kfuforums.kfu.edu.sa), Banner System, e-learning system and distance learning: WebCT, and Blackboard system.</p> <p>Each college implement a well-organized and appropriate academic advising, tutorial and consultation program. Each faculty member have allotted schedule for academic advising and consultation and a report of the conduct of advising is submitted to the Department Head after the end of each semester. It is the responsibility of the Dean to ensure that the necessary learning resources are available and adequate including field and clinical placements if needed. Recently, the University has switched to an electronic system for keeping the track of the students' counselling and progress where the students are assigned to the faculty members through the Banner system to monitor the students' progress online. A separate information about course completion, progression and program completion are utilized to develop strategies for improvement of outcomes.</p>	
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E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Example:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	Nutrition Science	Clinical Nutrition	Critical Care Nutrition		2	
Professor	Nutrition Science	Clinical Nutrition	Clinical Nutrition Research		2	
Professor						
Professor						
Associate Professors	Nutrition Science	Clinical Nutrition	Community Nutrition		2	
Associate Professors	Nutrition Science	Clinical Nutrition	Personalized Nutrition		2	
Assistant Professors	Nutrition Science	Clinical Nutrition	Nutrition Counseling		2	
Lecturers						
Teaching Assistants						
Technicians and Laboratory Assistants	Medical Sciences		Laboratory Management		3	

Administrative and Supportive Staff	Administration and Management				3	
Others (specify)						
2. Professional Development						
2.1 Orientation of new teaching staff	As a rule, the Deanship of Faculty Affairs and the Deanship of Academic Development are responsible for the orientation of new faculty at the university level. The orientation of new faculty at the university level provides adequate information about the rules and regulations at the University which are specified in the Faculty Manual.	This field should describe briefly the process used for orientation of new, visiting and part-time teaching staff.				
2.2 Professional Development for Teaching Staff	At the program level, orientation is conducted before the start of the academic year. The program coordinator and the college dean are responsible for this process. Each faculty is given adequate information about the program through a discussion of the program specifications and course specifications. A copy of the PS and the CS of the course assigned are provided to the faculty. The College has Faculty Development Committee which is responsible for organizing professional development activities at College based on the results of Course Evaluation Survey, Faculty Performance Evaluation and Program Evaluation Survey. The Committee also collaborate with DDQAA for organization of specific workshops as per needs of faculty members and in line with the College and University Strategic Plans.					
F. Learning Resources, Facilities, and Equipment						
1. Learning Resources	The College Council has constituted Learning Resource Committee to provide, facilitate and guide for use of available learning resources. The committee also	This field should describe the mechanism for providing and quality				

	support and assist the faculty in provision and use of such resources in and outside the class room for better program delivery. The LRC meets with faculty to identify the learning resources' requirements like books, soft wares, or other resources and plan for their procurement, submit demand for books and journals to the Library Deanship as per faculty requirements.	assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)
2. Facilities and Equipment	All the faculty members are asked through heads of their departments to submit the learning resource requirements (books, soft-wares, lab equipment/instrument) required for optimum course delivery, as well as for their research. Learning resource committee collect all pertinent requirements, while lab equipment/reagents are dealt with by the Committee for research and labs. The specifications are discussed and approved by the committee and are recommended to the College Council. Demands for required text and reference books for courses is forwarded to the Deanship of library affairs for purchase and provision in the library. The laboratory and classroom resources are forwarded to the purchasing department of the University.	This field should describe the mechanism for providing facilities and equipment(Library, laboratories, medical facilities, classrooms, etc.). To keep the field concise, relevant web links should be provided to standard facilities and equipment information services.
3. Arrangement to Maintain a Healthy and Safe Environment	<p>The Department of Safety and Security of the University is in charge for the overall safety and security of students, faculty and staff.</p> <p>The Deanship of IT has programs and services with focus on academic and infrastructure technologies.</p> <p>The Department of Health Services provides medical care needs for all students, faculty and staff.</p>	This field should describe the arrangement to maintain a healthy and safe environment. To keep the field concise, relevant web links should be provided to standard information and services.
G. Program Management and Regulations		
1. Program Management	<i>At KFU, the program structure is described in the Part A.2 Academic Standards and Quality Framework specifying the tasks, membership of the various committees that manage the program from the university to department levels:</i>	This field must take into account the institutional quality management system on the description of the

<p>1.1 Program Structure</p> <p>1.2 Stakeholder involvement</p>	<ul style="list-style-type: none"> • <i>Standing Committee for Study Plans and Curricula</i> • <i>Standing Committee for Academic Affairs and Quality Assurance</i> • <i>College Council</i> • <i>College- Study Plans and Curriculum Committee</i> • <i>College Quality Assurance Office</i> • <i>Department Council</i> • <i>College Committee</i> <p>Along 1.2 Stakeholder involvement:</p> <p><i>The QMS Part B1 on Program Design describes the involvement of stakeholders in the program development, monitoring and review. Part B.1.3 Planning states that "Program design should be as inclusive process as possible. The program team, or program planning team, should consult widely including professional bodies, employers, peers from outside the program team/University, current students if applicable, University services and other stakeholders. It is an essential condition of approval of the program that the program planning team has considered outside advice and such advice has been recorded with evidence of changes as an annex to the program." Further, Part B.1.4 page 29 states. " Advice from external advisers will be taken once the program specification and course definitions have been drafted,..."</i></p> <p style="text-align: center;"><i>Stakeholders are also involved in the following quality assurance practices:</i></p> <ul style="list-style-type: none"> • <i>Verification and moderation</i> • <i>Peer observation</i> • <i>Periodic program review</i> • <i>Program and course monitoring</i> • <i>Program advisory</i> 	<p>program structure. There is a difference between program structure and organizational chart. The structure is designed around the functions, accountabilities and KPIs, whereas, the organization chart is built around people and titles.</p>
<p>2. Program Regulations</p>	<p>https://www.kfu.edu.sa/en/Colleges/arts/Documents/QMS%20v1.2a.pdf</p> <p>https://www.kfu.edu.sa/ar/Deans/QA/.../qms/QMS+Annex+v1.3.compressed.pdf</p>	<p>To keep the field concise, relevant web links should be provided to standard program regulations.</p>

H. Program Quality Assurance		
1. Program Quality Assurance System	https://www.kfu.edu.sa/ar/Deans/QA/.../qms/QMS+Annex+v1.3.compressed.pdf	To keep the field concise, relevant web links should be provided to the quality management system.
2. Program Quality Monitoring Procedures	<p>The following standards and procedures are implemented at KFU for program quality monitoring:</p> <ul style="list-style-type: none"> • Submission of Course Report at the end of the semester • Presentation of the Course Report • Submission of the Annual Program Report • Presentation of the Annual program Report • Procedures contained in the "Manual of the Study Plan and Curriculum Committee" • Program SSR • Accreditation Reports 	This field should list procedures for monitoring program quality. Monitoring is organized process of overseeing and checking the program implementation activities, whereas evaluation gauges the success of the programs. Exit survey, employers survey, periodic reviews are evaluation processes, not monitoring.
3. Arrangements to Monitor Quality of Courses Taught by other Departments	For the courses that are college required or those taught by other specific departments, the program coordinator make arrangement with the College Study Plan and Curriculum Committee and the College Quality Assurance Office to ensure that the course design meets the desired needs of programs concerned.	Briefly describe in this field the arrangements made to monitor quality of courses taught by other departments.
4. Arrangement used	(no example)	If programs are offered in different sections, including sections for male

<p>to ensure the consistency between male and female section</p>		<p>and female, indicate in this field that the standards of learning outcomes, the resources provided are comparable in both. Where the field is not applicable, indicate as "not applicable"</p>
<p>5. Arrangement to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any)</p>	<p>For any educational or research agreement at KFU, the responsibilities of KFU and the partner are clearly defined in a formal agreement enforceable under the laws of Saudi Arabia. KFU has its own tool of evaluating a partnership agreement.</p>	<p>This field should describe the cooperative arrangements with another institution under the KFU regulations.</p>

Assessment Plan for Program Learning Outcomes and Mechanisms of Using its Results in the Development Process

This field should detail how the assessment for the program learning outcomes is structured based on the institutional framework of assessing program learning outcomes as follows:

1. Create a Plan for the Assessment of Program-level Learning Outcomes.
 - a. Stage 1: Identify expectations of program-level learning outcomes.
 - i. Articulate clearly what you expect students to learn and how you expect them to demonstrate this learning by the time they reach the end of the program.
 - ii. Consider the factors when identifying learning outcomes such as: students' knowledge prior to entering a program, the curriculum, types of teaching and learning techniques they will experience within the program, possible methods of assessment, and expectations from external bodies, including government agencies and professional associations.
 - b. Stage 2: Map assessment tasks throughout the program.
 - i. Identify how and where learning occurs in the curriculum and how it is assessed. Curriculum maps categorize learning by courses and clarify how each course contribute to the program-level learning outcomes.

Program-level Learning Outcomes	Courses	Course-level Learning Outcomes	Assessment tasks	Assessment schedule	Instruments
Identify and evaluate the health status of the populations and their determinants of health and illnesses.	Occupational Health	Describe the risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.	Case Studies	Level 6 semester	Rubric Grades
	Personal and Community Health	Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.	Case Studies on public health practice adopted in a culture.	Level 6 semester	Grades Student portfolio
	Health Care in Saudi Arabia	List the leading causes of mortality, morbidity, and health disparities among local, regional and global populations.	Reports	Level 6 semester	Grades Student portfolio
	Contemporary Public Health Issues and Challenges	Discuss major local, national and global health challenges.	Reports Case studies	Level 7 semester	Grades Student portfolio

	Biostatistics for Public Health	Conduct literature search on a health issue using a variety of academic and public resources.	Paper on current issues in public health.	Level 3 semester	Grades Student portfolio
Gather and analyze information relevant to specific public health policy issues.	Public Health Administration	Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.	Case presentation on initiatives in public health	Level 4 semester	Grades Student portfolio
	Health Care Informatics	Identify scientific data, including tools of informatics and other information for assessing the well-being of the community.	Case on a collaboration project in a local health department planning for a health survey project.	Level 5 semester	Grades Student portfolio
	Public Health Policies	Recognize the impact of policies, laws and legislation on both individual and population health.	Group project on state laws on health services.	Level 4 semester	Grades Group portfolio
	Principles of Epidemiology for Public Health	Assess the source and quality of health information and data, as related to individual and community health.	Case presentation and analysis	Level 3 semester	Grades Student portfolio

c. Stage 3: Identify performance indicator and target benchmark for each assessment.

Example:

PLOs	PIs	Curriculum Component	Assessment	Target (Benchmark)
Describe human cultures and the physical and natural world as it relates to public health	Define public health and related roles and responsibilities and the public health impact of government, non-government agencies, and private organizations.	Intro to PH	Exams and team project	80% of students achieve an individual score of 80 or higher and a team score of 90 or higher.
		Global Health	Exams and Exercises on the organization and missions of major public and private agencies that impact international health	80% of students achieve 75% accuracy

	Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect public health.	Global Health	Final paper	80% of student achieve 75% final rubric paper score
		Public Health Microbiology	Exams and team project	80% of students achieve an individual score of 80 or higher and a team score of 90 or higher.

6. Program Evaluation Matrix	Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time	<p>In this field, the program evaluation matrix should be comprehensively presented and should contain all areas based on the items of the program specifications:</p> <ul style="list-style-type: none"> • Program mission, goals and objectives • Program learning outcomes • Study Plan • Course specifications • Teaching Effectiveness • Assessment of Learning • Assessment methods • Student admission and support • Teaching: Qualification, development • Administrative staff • Learning Resources • Facilities and Equipment
	Program Mission, Goals and Objectives	Stakeholder	Stakeholder Evaluation	Program cycle	
	Program Learning Outcomes Achievement	Student portfolio	PLO KPI analysis Verification and Moderation	annual	
	Study Plan/Curriculum	Annual Program Report	Program KPI Analysis	annual	
	Student Admission and Support	Annual Program Report	APR Analysis PES, SES, CES	annual	
	Learning Resources	Annual Program Report	APR Analysis PES, SES, CES	annual	
	Facilities and Equipment	Annual Program Report Students Faculty	APR Analysis PES, SES, CES, CR	annual	
	Program Management	Annual Program Report	APR Analysis PES, SES, CES, CR	annual	
	Program Quality Assurance	Annual Program Report Students	APR Analysis PES, SES, CES, CR	annual	
	Effectiveness of Teaching	Annual Program Report Peer Review Students	APR Analysis PES, SES, CES, CR Classroom Observation	annual	
	Assessment of Learning	Annual Program Report Students	APR Analysis PES, SES, CES, CR Verification and Moderation	annual	
Field Experience	Field Experience Report	FER Analysis PES, SES, CES, FER	annual		

- Program Management
- Program Quality Assurance
- Field Experience/Research

7. Program KPIs

In this field, use the new 2019 KPIs with appropriate codes, set benchmark target in accordance with the internal and external benchmarks.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	P-01	Percentage of achieved indicators of the program operational plan objectives	80%	KPI review	Annual
2	P-02	Students' evaluation on the quality of their learning experiences in the program	4.0 on a 5 point scale	CES	Semester
3	P-03	Students evaluation of the quality of their courses.	4.0 on a 5 point scale	CES	Semester
4	P-04	Completion rate	60%	Student Admission Retention	Annual
5	P-05	First year students retention rate	80%	Student Admission Retention	Annual
6	P-06	Students' performance in the professional and/or national examinations	n/a		
7	P-07	Graduates' employability and enrolment in postgraduate programs	50%	Alumni survey	Annual
8	P-08	Average number of students in a class	20:1	Enrolment Review per Course	Semester
9	P-09	Employers' evaluation of the program graduates proficiency	4.0 on a 5 point scale	Employers survey	Annual
10	P-10	Students' satisfaction with offered services	4.0 on a 5 point scale	CES, SES, PES	Annual
11	P-11	Ratio of students to teaching staff	1:50	Student Admission Staff retention	Annual
12	P-12	Percentage of teaching staff distribution	50% PhD	Faculty degree Qualifications	Annual
13	P-13	Proportion of teaching staff leaving the institution	0%	Faculty retention	Annual
14	P-14	Percentage of publications of faculty members	50%	Research Publication	Annual
15	P-15	Rate of published research per faculty member	2	Research Publication	Annual

	16	P-16	Citations rate in referred journals per faculty member	10	Research Citations Review	Annual	
	17	P-17	Satisfaction of beneficiaries with learning resources..	4.0 on a 5 point scale	CES, SES, PES	Annual	
I. Specification Approval Data							
Council/Committee						All program specifications have to be approved through the College Council and the SC-SPCC	
Reference No.							
Date							

Questions? Contact: ecancino@kfu.edu.sa