Program Specification (PS) preparation

University Development Deanship

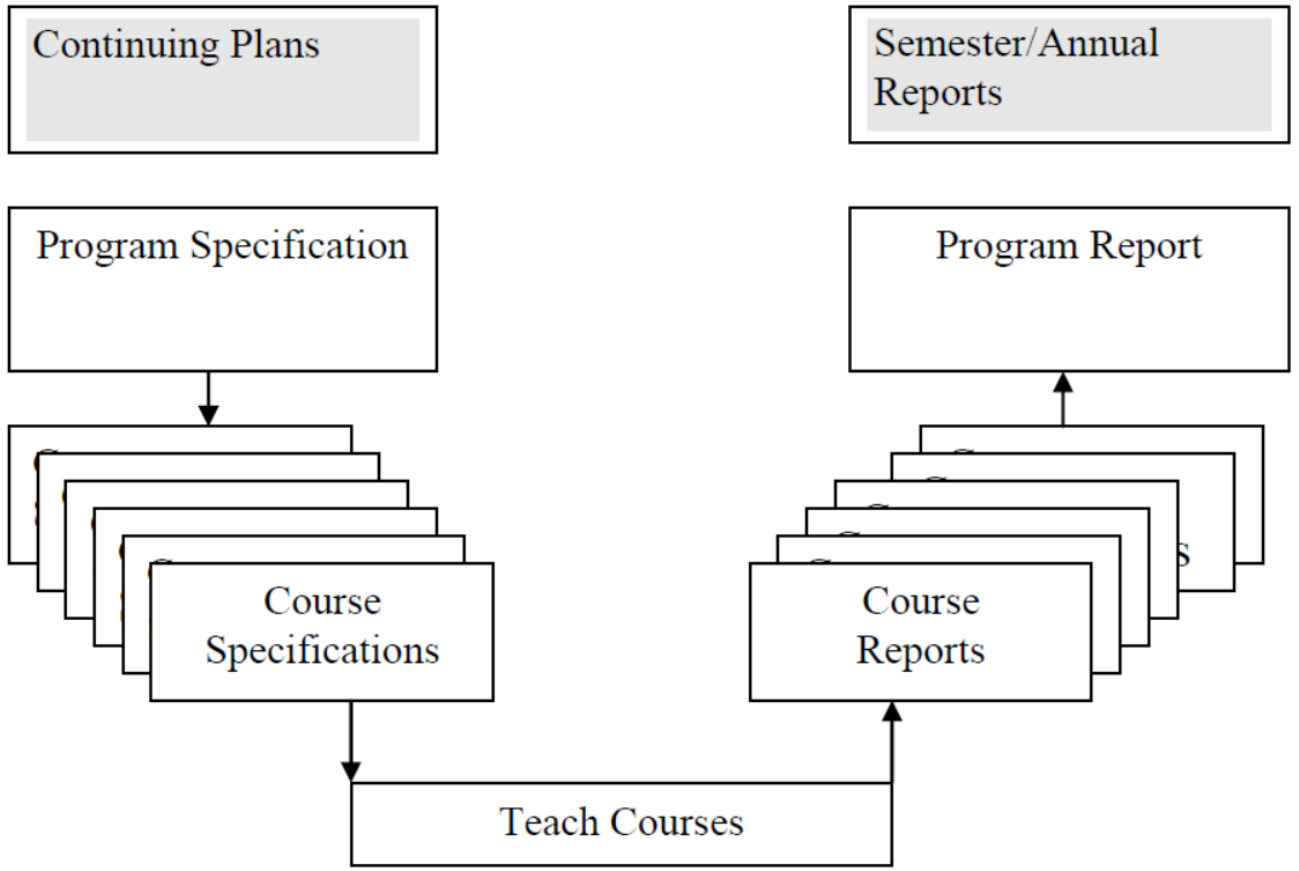
Note:

- **Red and Black color are used to explain the preparation of PS**
- **Green color is used to present PS submitted by General Biology Program.**

Program Specification

- The primary purpose of the program specification is to support the **planning, monitoring and improvement** of the program by those responsible for its delivery. It should include sufficient information to demonstrate that the program will meet the requirements of the Standards for Quality Assurance and Accreditation of Higher Education Programs, the National Qualifications Framework, and any specific requirements relating to professional accreditation in the field of study concerned.
- In addition to guiding those teaching in the program, the program specification is a key reference for processes of accreditation by the Commission.
- The program specification must include plans for ongoing evaluation of its effectiveness and planning processes for improvement.

Reference: Page 39, Saudi handbook 2, July 2011

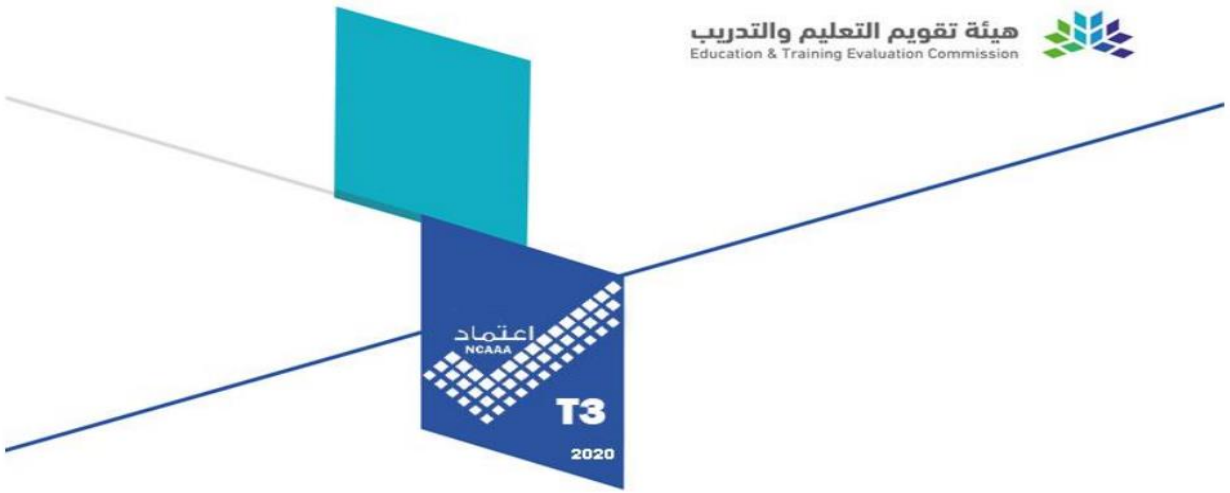


Planning and review sequence

Contents of Program Specification

Content

Cover Page of the Program Specification Template



Program Specification

Program Name: Bachelor in General Biology (20105)
Qualification Level: Level 6 or (6th Level) Refer NQF
Department: Department of General Biology Department of ------
College: College of Science College of ---
Institution: Taif University

Levels of the National Qualifications Framework

Qualification	Levels
Doctoral Degree	Level 8
Master's Degree and Equivalent	Level 7
Bachelor's Degree and Equivalent	Level 6
Graduate Diploma and Equivalent	Level 6
Associate Diploma and Equivalent	Level 4
Upper Secondary Education and Equivalent	Level 3
Lower Secondary Education and Equivalent	Level 2
Primary Education	Level 1
Early Childhood Education	Entry

A. Program Identification and General Information

1. Program Main Location:
Main Campus, Hawiyah, Taif
2. Branches Offering the Program:
University College - Taraba University College - Ranyah University College – Khurma if it is not applicable, please write “None”
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
• Explore all aspects of life and living creatures • To prepare students to be innovative contributors to life sciences • Raise citizens' awareness of the problems of livestock, agriculture and environment.

A. Program Identification and General Information

4. Total Credit Hours for Completing the Program: (139 Hours)

5. Professional Occupations/Jobs:

- Teachers.
- doctors/surgeons/dentists.
- accountants.
- lawyers.
- engineers.
- architects.
- artists/authors.
- designers.

King Abdulaziz City for Science and Technology. X

Research scientist.
Pharmacologist.
Biologist.
Ecologist.
Nature conservation officer.
Biotechnologist.
Forensic scientist.
Government agency roles.

A. Program Identification and General Information

6. Major Tracks/Pathways (if any):		
Major track/pathway	**Credit hours** (For each track)	**Professional Occupations/Jobs** (For each track)
1. Write the name of track/pathway	Write credit hours for each track	List the Professional Occupations/Jobs (For each track)
2. If not applicable, please write, "-----", or NA, etc.	------	------
3.		
4.		
7. Intermediate Exit Points/Awarded Degree (if any):		
Intermediate exit points/awarded degree	**Credit hours**	
1. Write the name of awarded degree	Write credit hours for exit points	
2.		
3.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:
Write the program mission……. **The program mission should reflect "Education", "Research" and "Community service"** **Note: Serve the community** Prepare qualified graduates in the field of general biology……
2. Program Goals:
List the program Goals **3-4 Goals,** Write the Goals depending on the key words of the mission. G1. Provide students with efficient cognitive and professional skills in the biology related fields. G2. Prepare students for …… G3. Develop competency of……

B. Mission, Goals, and Learning Outcomes

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.
• Consistency of Program Mission and Mission of College of Sciences • Consistency of Program Goals and Goals of College of Sciences

B. Mission, Goals, and Learning Outcomes

Table 1. Mapping between Program Mission and College Mission

	College Mission	Provide high-***quality education*** and the needed requirements for ***research*** and innovation to produce graduates with high ***professional competence*** in the field of ……and technical participation in ***community service***.			
Program Mission		Quality Education	Research	Community Services	Professional competence
To impart ***high quality education*** and ***scientific research*** in ……. engineering through the ***employment of knowledge techniques*** that prepares competent graduates for employment and ***serving their community.***	High Quality Education	✓			
	Scientific Research		✓		
	Serving Community			✓	
	Employment of Knowledge techniques				✓
	Competent graduates	✓	✓		✓

B. Mission, Goals, and Learning Outcomes

Table 2. Mapping between Program Goals and Goals of College of Sciences

		College Goals				
		College Goal (1)	*College Goal (2)*	*College Goal (3)*	*College Goal (4)*	*College Goal (5)*
Program Goals	*Program Goal (1)*	√				
	Program Goal (2)	√			√	
	Program Goal (3)	√				
	Program Goal (4)		√	√		
	Program Goal (5)			√		√

List program and College Goals

B. Mission, Goals, and Learning Outcomes

4. Graduate Attributes:

List the Graduate Attributes

Some common graduate attributes in universities:

critical thinking skills, intellectual curiosity, analytical reasoning, problem-solving and reflective judgement; effective communication; leadership and teamwork skills; research and inquiry skills; information literacy; digital literacy; personal attributes such as self-awareness, self-confidence, personal autonomy/self-reliance, flexibility and creativity; and personal values such as ethical, moral and social responsibility, integrity, and cross-cultural awareness.

Example:

Attribute 1: Deep discipline knowledge and intellectual breadth
Attribute 2: Creative and critical thinking, and problem solving
Attribute 3: Teamwork and communication skills
Attribute 4: Professionalism and leadership readiness
Attribute 5: Intercultural and ethical competency

Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.

B. Mission, Goals, and Learning Outcomes

5.Program learning Outcomes*	
Knowledge and Understanding	
K1	
K2	
K3	
K4	
K...	
Skills	
S1	
S2	
S3	
S4	
S...	
Values	
V1	
V2	
V3	
V4	
V...	

* Add a table for each track and exit Point (if any)

Values, Autonomy and Responsibility

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	**Theoretical, Factual** • Knowledge and understanding of the underlying theories, principles, and concepts, materials, techniques, practices, conventions and/or terminology; current developments of a discipline, profession or field of work, research methodology and inquiry techniques.	
1...		
2	**Skills :**	
2.1	**Practical Application of Knowledge**	
2...		
3	**Competence:**	
3.1	**Autonomy and Responsibility** • Working with peer or autonomously • self- learning and innovation. • management skill. • Decision-making	
3.2	**Attributes** • leadership and entrepreneurialism • building professional relationships • values and ethics	
3.3	**Practice** • make judgments and decisions, • complex decisions and innovation, • developing solutions to complex problems	
3...		

B. Mission, Goals, and Learning Outcomes

Level 6	
Knowledge and Understanding	***The graduate at this level will have:*** - broad in depth integrated body of knowledge and understanding of the underlying theories, principles, and concepts in one or more disciplines or field of work; - in-depth knowledge and understanding of processes, materials, techniques, practices, conventions and/or terminology; - a broad range of specialized knowledge and understanding informed by current developments of a discipline, profession or field of work; - knowledge and understanding of research methodology and inquiry techniques.

Skills	***The graduate at this level will have a broad range of advanced cognitive, practical and physical, and communication and ICT skills to:***	
	Cognitive Skills	- apply broad integrated underlying theories, principles, and concepts in various contexts, in a discipline, profession or field of work; - solve problems in various complex contexts in one or more disciplines or field of work. - use critical thinking and develop *creative solutions* to current issues and problems, in various complex contexts, in a discipline, profession or field of work; - **practice methods of inquiry, investigation and research for complex issues and problems;**
	Practical and Physical Skills	- use and adapt processes, techniques, tools, instruments, and/or materials that are advanced to deal with various complex practical activities; - **carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work;**
	Communication and ICT Skills	- **communicate in main forms to demonstrate an understanding of theoretical knowledge and transfer specialized knowledge, skills and complex ideas to a variety of audiences;** - **use mathematical operations and quantitative methods to process data and information in various complex contexts, related to a discipline or field of work;** - **select, use and adapt various standard and specialized digital technology and ICT tools and applications to process and analyse data and information, and to support and enhance research and/or projects.**

	The graduate at this level, within various complex contexts, will:	
Values, Autonomy and Responsibility	**Values and ethics**	- **demonstrate commitment to professional and academic values and standards and ethical code of conduct, and represent responsible citizenship and coexistence with others;**
	Autonomy and Responsibility	- **develop plans for academic and / or professional self-development, and work to achieve them effectively, assess own learning and performance, and take decisions regarding self-development and /or tasks based on convincing evidence, with autonomy;** - **manage tasks and activities related to the discipline and /or work in a professional manner and with autonomy;** - **work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility, and play a major role in joint work planning and evaluation;** - **participate actively in development of the discipline and society.**

B. Mission, Goals, and Learning Outcomes

Program Learning outcomes describe what **students** are expected to know and be able to do by the time of graduation.

Learning outcomes should be SMART(TT)

SPEAK TO THE LEARNER: Learning outcomes should address what the learner will know or be able to do at the completion of the Program

MEASURABLE: Learning outcomes must indicate how learning will be assessed.

APPLICABLE: Learning outcomes should emphasize ways in which the learner is likely to use the knowledge or skills gained

REALISTIC: All learners who complete the program satisfactorily should be able to demonstrate the knowledge or skills addressed in the outcome.

TIME-BOUND: The learning outcome should set a deadline by which the knowledge or skills should be acquired;

TRANSPARENT: should be easily understood by the learner; and

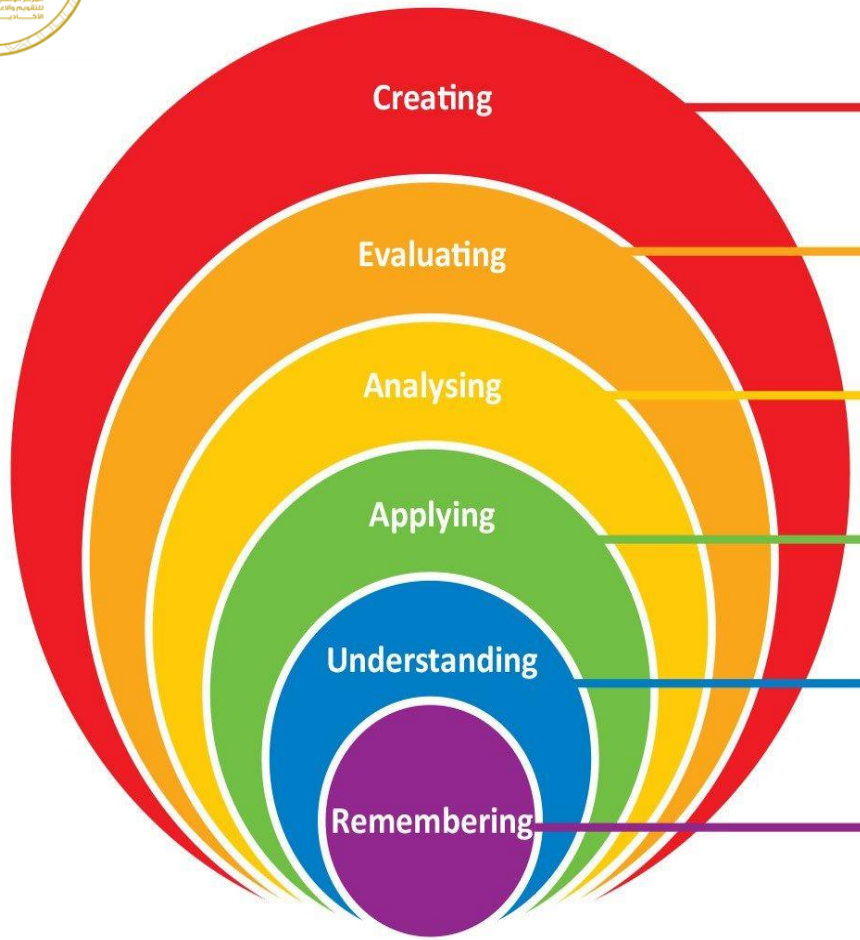
TRANSFERABLE: should address knowledge and skills that will be used by the learner in a wide variety of contexts

Reference: The SMART method of goal setting Blanchard, K, & Johnson, S. (1981).

What are good PLOs

- Learner-centered, not instructor-centered
- Aligned with the mission and goals of university, college, program, etc.
- Focus on the end-point of the program
- Realistic and achievable (not aspirational)
- Simple language
- Specific, clear and concise
- Demonstrable and measurable
- Discrete (no “double-barrel” statements)
- Manageable (more is not better)

Bloom's taxonomy (revised)



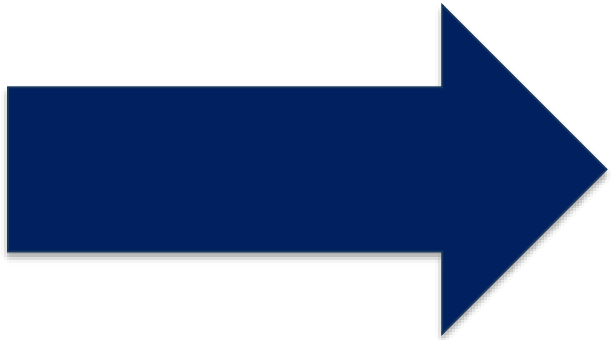
Level 6	Can the learner create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Level 5	Can the learner justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Level 4	Can the learner distinguish between different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test
Level 3	Can the learner use information in a new way?	choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Level 2	Can the learner explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Level 1	Can the learner recall or remember the information?	define, duplicate, list, memorise, recall, repeat, state

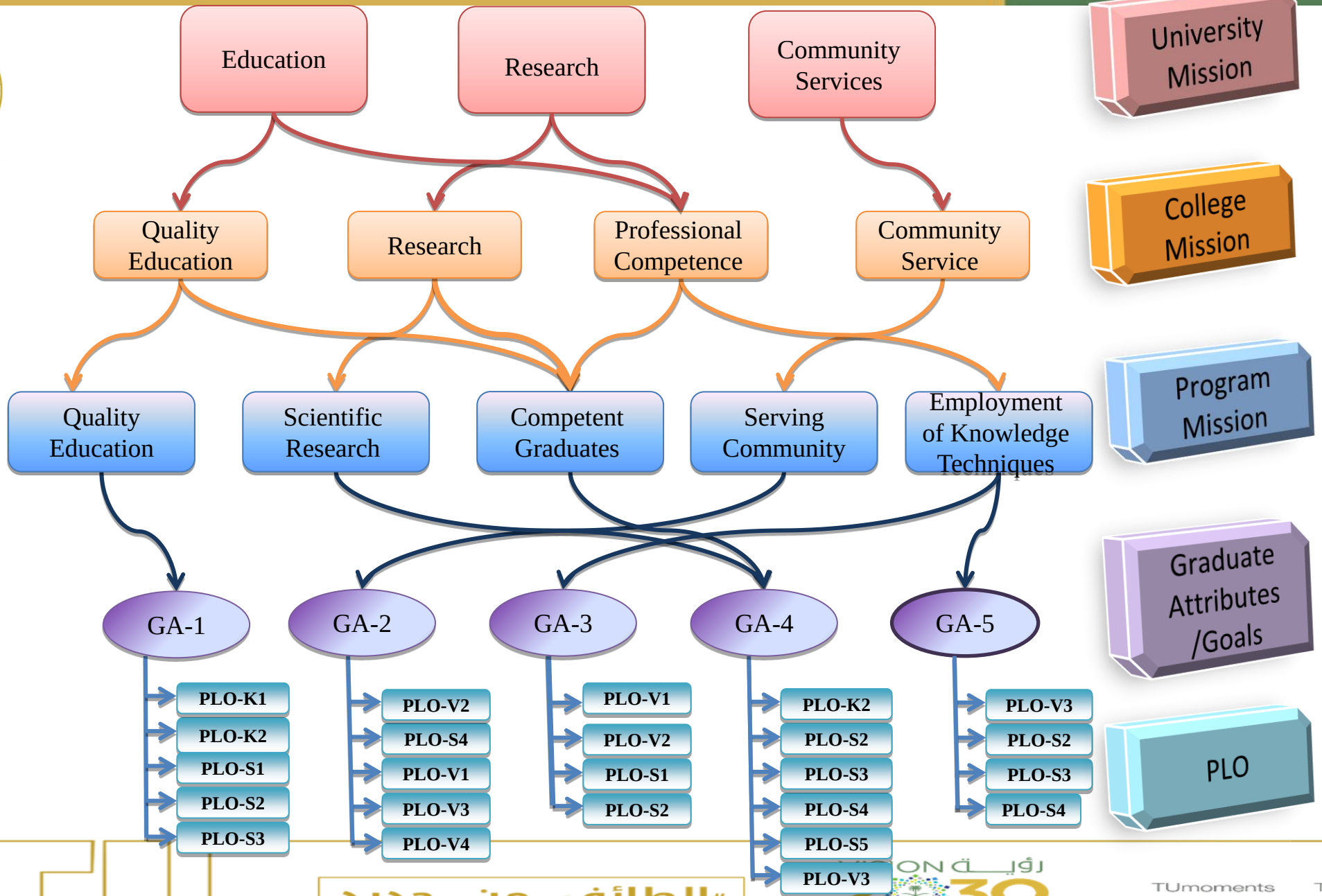
Avoid non measurable words (feel, enjoy, realize, see, listen, experience, etc.)

Why to measure PLOs

- Effective assessment of student learning outcomes not only helps you measure how well our students actually learning, but how you can further improve the learning and teaching process.
- Can serve as a basis for program improvement
- Can shape curriculum, how courses are designed, and how courses are delivered by instructors.
- Data-driven culture of evidence instead of opinions
- Communicate the value of our program to our students and the public
- Program review and NCAAA Accreditation
- Which PLOs are your program strength and which are your weakness.
- Grades aren't a true measure of a student's performance and knowledge – one student with a 'C' may perform very differently from another 'C' student.

Consistency of PLO with Mission of University, College and Program




Education
Research
Community Services
University Mission
Quality Education
Research
Professional Competence
Community Service
College Mission
Quality Education
Scientific Research
Competent Graduates
Serving Community
Employment of Knowledge Techniques
Program Mission
GA-1
GA-2
GA-3
GA-4
GA-5
Graduate Attributes /Goals
PLO-K1
PLO-K2
PLO-S1
PLO-S2
PLO-S3
PLO-V2
PLO-S4
PLO-V1
PLO-V3
PLO-V4
PLO-V1
PLO-V2
PLO-S1
PLO-S2
PLO-K2
PLO-S2
PLO-S3
PLO-S4
PLO-S5
PLO-V3
PLO-V3
PLO-S2
PLO-S3
PLO-S4
PLO

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	12	24	17.3%
	Elective	1	2	1.4%
College Requirements	Required	6	22	15.8%
	Elective	-	-	-
Program Requirements	Required	30	85	61.1%
	Elective	-	-	-
Capstone Course/Project		1	3	2.2%
Field Experience/ Internship		1	3	2.2%
Others		-	-	-
Total		51	139	100%

* Add a table for each track (if any)

Example Biology Program

C. Curriculum

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	Write course code	Write Course title	Write Required or Elective	Write Pre-Requisite Courses code	Write Credit Hours	Write Institution, College or Department /Program
	List all the course					

C. Curriculum

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	105115-2	History of the kingdom	Required	-	2	Institution
	201104-4	General Biology	Required	-	4	College
	202112-3	Introduction to Mathematics	Required	-	3	College
	204101-4	General Chemistry (1)	Required	-	4	College
	999801-2	English for Academic Purposes (1)	Required	-	2	Institution
Level 2	2021204-4	Calculus (1)	Required	202112-3	4	College
	2031204-4	General Physics (1)	Required	-	4	College
	2051204-3	Introduction to Biotechnology	Required	-	3	College
	990211-2	Arabic Language Skills	Required	-	2	Institution
	990311-2	University Study Skills	Required	-	2	Institution
	999802-2	English for Academic Purposes (2)	Required	999801-2	2	Institution
Level 3	2004111-2	Fundamentals of Islamic Culture	Required	-	2	Institution
	2012101-3	General Ecology	Required	201104-4	3	Program
	2012102-3	Cytology	Required	201104-4	3	Program
	2012103-3	General Botany	Required	201104-4	3	Program
	2012104-3	General Zoology	Required	201104-4	3	Program
	2022110-2	Biostatistics	Required	2021204-4	2	Program
	999803-2	English for Academic Purposes (3)	Required	999802-2	2	Institution

Example
Biology Program

* Include additional levels if needed
** Add a table for each track (if any)

C. Curriculum

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

Course specifications of General Biology program courses

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced P = Practiced M = Mastered**)

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	----
Course											
Course											
Course											
Course											
Course											
Course											
Course											

Old NCAAA levels

Levels:

I = Introduction

P = Proficient

A = Advanced

ABET levels

I = Introduce;
R= Reinforce;
E = Emphasize.

* Add a table for each track (if any)

Curriculum maps

Curriculum maps detailed in this way will be:

- Comprehensive: The map consists of all program learning outcomes.
- Courses: The map includes all the prescribed courses listed for the major in the current catalog.
- Course Alignment: The map associates each course with at least two outcomes.
- Outcome Alignment: The map associates each outcome with at least one prescribed course.
- Progressive: The map demonstrates an intentional approach to introducing, practicing, and mastering (I, P, M) learning outcomes.

Curriculum mapping matrix

Courses	K1	K2	S1	S2	S3	S4	S5	C1	C2	C3
Course 1	I		I		I		I		I	
Course 2		I	I	I		I		I		I
Course 3	I	I		I	I	I				
Course 4	I	I			I		I	I	I	
Course 5	P		P	I		P				I
Course 6		I	P	I	P		P	I		I
Course 7		P				P		I/P		I/P
Course 8	P			P	P		P	P		P
Course 9		P		P		P	P		I/P	
Course 10			P		P	M		P		P/M
Course 11	M	P		P	P			P	P	
Course 12		M	M	P		M	P			M
Course 13	M	M			M		M	P/M	M	
Course 14	M		M	M		M		M		M
Course 15		M		M	M		M	M	M	

Introducing (I)
Practicing (P)
Mastering (M)

C. Curriculum

5. Teaching and learning strategies to achieve program learning outcomes Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.
6. Assessment Methods for program learning outcomes. Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Teaching methods (NCAAA): 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.

*TU Teaching and Learning Strategies

S1. Brain Storming
S2. Group Work “Collaborative Learning”
S3. Discussion
S4. Reciprocal Teaching
S5. Projects
S6. Problem-Solving
S7. Discovery Learning
S8. Concept Maps
S9. E-Learning
S10. Peer Evaluation
S11. Lectures
S12. Flipped Classroom
S13. Self-learning

When assessing student learning,

Direct methods focus on looking at actual samples of student work produced in our programs.

This can be done through Course Work, Projects, Class discussion, Presentation, activity logs; any behavior that directly observes or measures student performance

Indirect methods focus on the perception of student competence other than looking at actual samples of student work.

This can be done through surveys, interviews, reports on retention, graduation, and placement.

Assessment methods (NCAAA): 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.

C. Curriculum

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

Lecture
Open discussion
Brain storming
Project strategy
Cooperative learning
Mind mapping
Small group activities
Discovery learning
Problem solving
Interactive learning

- For more information see:
  Guide for Teaching and Learning Strategies and Assessment Methods (In Arabic)

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Paper-based exams (Written exams)
Electronic exams
Activities (Assignments)
Project method
Practical reports
Final Practical exam

- For more information see:
  Guide for Teaching and Learning Strategies and Assessment Methods (In Arabic)
  Guide for Teaching and Learning Strategies and Assessment Methods (In English)
  General Biology program learning outcomes assessment plan
  General Biology program learning outcomes assessment report (AY 1439-1440)

Example
Biology Program

D. Student Admission and Support:

1. Student Admission Requirements
Program specific. **Provide hyper link for details.**
2. Guidance and Orientation Programs for New Students
Program specific. **Provide hyper link for details.**
3. Student Counseling Services (academic, career, psychological and social)
Program specific. **Provide hyper link for details.**
4. Special Support (low achievers, disabled, gifted and talented)
Program specific. **Provide hyper link for details.**

D. Student Admission and Support:

3. Student Counseling Services
(academic, career, psychological and social)

The Academic Guidance Unit of the program guides the whole process of student guidance services. The Unit has annual plan and semester plan for academic guidance of the students. Also, all forms of academic guidance are available for students.

The program followed the rules offered for guidance and counseling units based on a specific hierarchy of Academic Advising Unit in college of Sciences which regularly guide the academic advising unit in General Biology program by holding continuous workshops for academic advisors and enhance the role of academic advisors by official templates of academic advising.

The Academic Guidance Unit of the program offers personal academic, psychological and professional counseling, as well as group counseling to support the academic, behavioral, emotional, psychological and social growth of students.

All required information is available in:
- Administration of University Guidance
- Management of Academic Support

Example
Biology Program

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors						
Associate Professors						
Assistant Professors						
Lecturers	Number of faculty and staff necessary to run the program					
Teaching Assistants						
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

E. Teaching and Administrative Staff

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

Describe the process used for orientation of new, visiting and part-time teaching staff for the program (Teaching methods, resources, quality process, etc.)

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

APR/2. Professional Development Activities for Faculty and Other Staff

- Activities Implemented
- *including action time, number of participants, results and any other statistics.
- ** including performance evaluation on these activities

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.
Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Mechanism and procedures for providing of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)
- Quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

2. Facilities and Equipment
(Library, laboratories, medical facilities, classrooms, etc.).

Needed (Library, laboratories, medical facilities, classrooms, etc.) to run the program.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

Describe, How and what are the Arrangements to Maintain a Healthy and Safe Environment

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

The General Biology program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning. The Library has enough resources that are easily accessible and appropriate to the needs of the program and the number of students. The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals. The Central Library at Taif University provides students and staff with the learning resources needed for learning and teaching. It has undergone a major refurbishment to enhance its services to suit the needs of undergraduate students, postgraduate students and students with special needs. The Central Library provides students with the learning resources needed (e.g., academic books and scholarly journals) to support their learning. The University has policies and procedures in place for managing the library and ensuring the provision of support and learning resources to its students and staff. The e-Learning and IT Deanship provides all staff and students with various software facilities to help them conduct their research. The Assessment and Evaluation Department annually surveys students' and staff's opinions about the learning resources and sends the results to the Deanship of Library Affairs for analysis and improvement.

All required information is available in:

- Deanship of libraries
- Guidebook for Finding Books and References in the Central Library

Example
Biology Program

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)

- Include program administrative structure of college and department.
- Lit the committees
- May provide the link for duties and responsibilities
- May provide the link of Terms of Reference (TOR) for committees.

1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

Describe the representation and involvement of (students, professional bodies, scientific societies, alumni, employers, etc.) in the program planning and development.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

The program has general admission requirements which are:

- The applicant nationality must be a Saudi or a Saudi mother or citizen mother.
- Obtaining the general secondary school or its equivalent from inside or outside the Kingdom.
- Lack of previous admission to Taif University.
- The weighted or equivalent percentage shall not be less than 70% depending on the vacant seats.
- Enter the necessary tests for specialization as described in the special admission requirements.
- The University shall not accept any secondary certificate older than five years.

The program has specific admission requirements which are:

- Weighted Ratio: General Aptitude test 30%, Secondary education 40% and Achievement test 30%.
- The duration of obtaining a secondary school certificate shall not exceed 5 years.

The program has assigned a committee to supervise and monitor exams and their procedures, also there is a committee for random correction of exams. Regulations of student disciplines as well as student's rights and obligations are announced to students through various channels.

All required information is available in:

- The official website of Deanship of Admission and Registration
- Manual of Admission and Registration procedures
- Rules and Regulations for Student Admission
- Taif University Student's Guide
- The official website of Committee for the Protection of Student's Rights
- Committee of exam standards
- Committee of random exam corrections
- Regulations of Student Disciplines
- Student's Rights and Obligations

Example

Biology Program

H. Program Quality Assurance

1. Program Quality Assurance System Provide online link to quality assurance manual
Provide link to quality assurance manual with brief description.
2. Program Quality Monitoring Procedures
Describe Program Quality Monitoring Procedures
3. Arrangements to Monitor Quality of Courses Taught by other Departments.
Explain how you ensure the Quality of Courses Taught by other Departments.
4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)
Arrangements Used to Ensure the Consistency between Main Campus and Branches for Study plan, assessment, resources, grading, etc.
5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).
If credits are there. 2-1-6: The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.
6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes
• Assessment Plan for Program Learning Outcomes (PLOs) • Mechanisms of Using its Results in the Development Processes

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

General Biology program is offered in male and female students' campuses at main campus Hawaiyah Taif, Turabah and Al-Khurmah branches. The program quality assurance coordinator has male and female quality assurance vice-coordinators in all other branches. Several procedures are conducted to ensure consistency between the main campus and branches including:

- Regular meetings are conducted between members of the general biology program in the main campus and branches.
- Effective communication between both sections, and full involvement in planning and decision-making processes.
- Standardization of learning resources and exams.
- An updated list of male and female course coordinators with a complete contact details is sent to the program branches at the beginning of each semester to ensure cooperation among course coordinators.
- The course specifications are standardized and coordinated between branches.
- All branches of the program have agreed on the same grading system.
- Development and academic accreditation committee is supervising the whole process.

All required information is available in:

- Announcements for communication between branches
- Examples of meeting minutes between staff members of the program branches

Example
Biology Program

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program leadership	Staff members	Surveys and interviews	End of academic year
Effectiveness of teaching & assessment	Students and independent reviewers	Surveys and interviews	End of academic year
Learning resources	Students	Surveys	Beginning of semesters
Students' educational services	Staff members and students	Surveys	Beginning of semesters
Students 'professional skills	Stakeholders, graduates and employers	Surveys and interviews	End of academic year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

Example
Biology Program

8. Program KPIs*

The period to achieve the target (.....) year. **Based on the review cycle**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	Write the code as in approved list	Key Performance Indicator's name	Write the feasible target	Survey, report, statistics, etc	
2	**KPI-P-02**	Students' evaluation of quality of learning experience in the program	3.20	Surveys	End of academic year
3					
4					
5					
.....					

* including KPIs required by NCAAA

H. Specification Approval Data

Council / Committee	Department Council/ Program Council
Reference No.	41 / 40 – 9
Date	12/11/2021

Thank You!