

Guidelines for Program Specification

Undergraduate Programs

May 23, 2021

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Quality Assurance Center**



Introduction

An educational program should be considered as a coordinated package of learning experiences within which all the components contribute to the learning expected of students. It is not simply a collection of separate courses taught in relative isolation from each other. Each course should complement and reinforce what is taught in others, and this applies not only to the substantive content of the courses, but also to development and refinement of communication skills, interpersonal skills, capacity for leadership and so on. This means that each course must be planned as part of the total program package and delivered as proposed.

The planning must also provide for flexibility to take advantage of special skills of instructors, the experience and needs of different students, and to respond to changing circumstances. Consequently, there must be mechanisms and documents, or templates used to monitor what happens when courses are taught, and if necessary, to adjust ensure that the overall objectives of the program are met.

Program Specification is prepared setting out the plans for development of the program. This specification, once prepared, is followed on a continuing basis, though it may be adjusted from time to time because of experience or changing circumstances.

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 also includes information to demonstrate that the program meets the accreditation requirements in addition to guiding those teaching in the program.

Matters included in the program specifications are set out in detail in [template T3](#). The specifications include general descriptive information about the program with emphasis on learning outcomes expected of students and the approach to teaching and student assessment strategies to develop those learning outcomes in different National Qualifications Framework (NQF) domains of learning. The emphasis is on the program being an integrated package of learning experiences provided through the courses

Guidelines for Program Specification

taught. The program specifications include plans for ongoing evaluation of its effectiveness and planning processes for improvement¹.

Contents

- A. Program Identification and General Information
- B. Mission, Goals, and Learning Outcomes
- C. Curriculum
- D. Student Admission and Support:
- E. Teaching and Administrative Staff
- F. Learning Resources, Facilities, and Equipment
- G. Program Management and Regulations
- H. Program Quality Assurance
- I. Specification Approval Data

Cover Page

Write the following on the cover page:

Name of the Program, Department, College, Institution.

Qualification Level: (6 for Bachelor Program)

Program Name:	Bachelor of xxx
Qualification Level:	Bachelor Program (Level 6)
Department:	Department of xxxx
College:	College of xxxxx
Institution:	Prince Sultan University (PSU)

¹ NCAAA Handbook

Section A

Program Identification and General Information

1. Program Main Location:

We have only one main location in Riyadh having two campuses for male and female students.

2. Branches Offering the Program:

Mention the name of the branches of the university having different locations.
PSU offers academic programs only at the main location.

3. Reasons for Establishing the Program:

Explain precisely the economic, social, cultural, technological reasons, and national needs and development, etc. for offering the program.
Justify how the program contributes to achieving 2030 vision of Saudi Arabia.

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

Mention the total credit hours without mentioning the university, college, and program requirements e.g., 134 credit hours.

5. Professional Occupations/Jobs:

List all the professional occupation /jobs for which a graduate is eligible.

6. Major Tracks/Pathways (if any):

If a program offers any number of tracks, mention all the required information (Name of the Track, Credit Hours, Professional Occupation) of the Approved Tracks/Pathways

7. Intermediate Exit Points/Awarded Degree (if any): This section is not applicable to academic programs offered at PSU.

Section B

Mission, Goals, and Learning Outcomes

1. Program Mission:

Mention the program mission as stated in the university bulletin and website.

Kindly note that the program mission should be completely aligned with the PSU mission.

2. Program Goals:

Mention the program goals as stated in the university bulletin and/or website.

Kindly note the following:

- *Goals are part of an umbrella spectrum, while outcomes are specific and precise.*
- *Goals are generally not measurable, while outcomes are observable and measurable.*
- *Program goals and objectives generally are broad statements describe what a program, or institution intends to accomplish, whereas a program learning outcome describes in observable and measurable terms what students will know and be able to do because of completing their degree programs.*

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

Show and briefly explain the mapping between Program Mission/ Goals and the Mission and Goals of the Institution

Show and briefly explain the mapping between Program Mission/Goals and the Mission and Goals of College.

4. Graduate Attributes:

List the Graduate Attributes that are approved by the college council. Kindly note that the Graduate Attributes are listed in the university bulletin as well as on the website.

Guidelines for Program Specification

5. Program learning Outcomes:

List the Learning Outcomes the program (PLOs).

PLOs should be well aligned with the new NQF Learning Areas. They are:

- Knowledge & Understanding
- Skills (Cognitive, Communication, IT, Numerical Skills and Psychomotor)
- Values (Self-learning/Autonomy, academic and professional Ethics, Teamwork/Responsibility).

In case tracks are offered in a program, list the learning outcomes in a separate table for each of the track.

5. Program learning Outcomes*	
Knowledge and Understanding	
PLO 1	PLO1 Statement
Skills	
PLO 2	PLO 2 Statement
PLO 3	PLO 3 Statement
PLO 5	PLO 5 Statement
Values	
PLO 4	PLO 4 Statement
PLO 6	PLO 6 Statement

Section C

Curriculum

1. Curriculum Structure

Write the following information related to the Curriculum Structure.

Number of required and elective courses offered in a program as **institutional requirement**, the corresponding number of credit hours and the percentage of the courses offered.

Number of required and elective courses offered in a program as **college requirement**, the corresponding number of credit hours and the percentage of the courses offered.

Number of required and elective courses offered in a **program as department requirement**, the corresponding number of credit hours and the percentage of the courses offered.

In case the program is offered **Capstone Course/Project, and/or Field Experience/Internship** mention whether the number of credit hours and the percentage out of total number of program credit hours.

Example for Undergraduate Program

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	10	23	17%
	Elective			
College Requirements	Required	11	34	25%
	Elective			
Program Requirements	Required	17	52	39%
	Elective	4	12	9%
Capstone Course/Project	Required	1	3	2%
Field Experience/ Internship	Required	1	10	8%
Others				
Total			134	

Guidelines for Program Specification

2. Program Study Plan

Present the academic plan for the program showing the courses offered in each academic year, semester-wise along with the pre-requisite courses (if any), credit hours for each course. Identify whether the course is offered as a core course or an elective as required by the institution or college or department.

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department) **
2 nd Year Semester 2	SE311	Software Requirements	Req.	SE201	3	Department
	CS330	Intro. to Operating Systems	Req.	CS210	3	College
	PHY205	Physics II	Req.	PHY105	4	Department
	MATH223	Linear Algebra	Req.	MATH113	3	Department
	PSY101	Introduction to Psychology	Req.		3	Institution
	SE365	Human Computer Interaction	Req.	CS210	3	Department

If a program is offered track(s), add a similar table for each of the track, showing only the level in which different courses are offered for each track.

*** This column is not required for the graduate program.*

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template.

4. Program learning Outcomes Mapping Matrix

This is curriculum mapping.

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 101	I		I		I	I			I		
Course 102	I	I			I	I	I				
Course 203	I		I		P		P			P	
Course 311	P	P			P	P	P				
Course 415	M	M			M	M			M	M	

Guidelines for Program Specification

5. Teaching and learning strategies to achieve program learning outcomes

List the latest PSU policies and describe in detail teaching and learning strategies, learning experience, and learning activities relevant to the program, including curricular and extra-curricular activities, to achieve the program learning outcomes.

References: The link to the PSU Policies is shown below:

<https://www.psu.edu.sa/en/policy-and-procedures>

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 (Knowledge & Understanding, Skills (Cognitive, Communication, IT and Numerical Skills), Values (Self-learning/Autonomy, academic and professional Ethics, Teamwork/Responsibility).

PLO #	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Method of Assessment
	Knowledge & Understanding		
SO1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	Lectures Group Discussion. Brainstorming Cooperative learning Constructivist Learning Self-learning Field Trips Blended Learning	Direct Assessment Tool Rubrics Actual Grades COOP Evaluation Indirect Assessment Tool Course Exit Survey Program Exit Survey

Section D

Student Admission and Support

1. Student Admission Requirements

Describe clearly the general and program admission requirements. Ensure the content of this section is aligned with the information available on the website.

References: <https://www.psu.edu.sa/en/admissions-prospective-student>
https://info.psu.edu.sa/SO4M/StHandbooks/rules_regulations/index.aspx

2. Guidance and Orientation Programs for New Students

Clearly describe the orientation programs for new students at the institutional and department level with proper link to the [Online ITC training](#).

3. Student Counseling Services

The student counselling services such as academic, career, psychological and social are explicitly described in separate sub-sections with clear explanation of the processes for providing such services and the offices responsible for them.

Provide a proper link to the PSU website.

References: [Appendix-A](#)
<https://www.psu.edu.sa/en/Deanship-of-Student-Affairs>

4. Special Support

The process for providing supporting services to low achievers, disabled, gifted and talented are clearly explained with proper links to PSU website.

References: [Appendix-A](#)
<https://www.psu.edu.sa/en/Deanship-of-Student-Affairs>

Section E

Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

The information about the required number of Teaching and Administrative Staff is clearly stated based on the projection/expected teaching load (NOTE: This can be different from the actual statistics) and is validated by the College)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors						
Associate Professors						
Assistant Professors						
Lecturers						
Teaching Assistants						
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

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 at both the institutional and department level.

References: <https://www.psu.edu.sa/en/teaching-Learning-services>

2.2 Professional Development for Teaching Staff

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

References: <https://www.psu.edu.sa/en/TLC-professional-dev>

Section F

Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

References: [Appendix-B](#)

<https://www.psu.edu.sa/en/Central-Library>

2. Facilities and Equipment

Briefly mention the program requirement with respect to (Library, laboratories, medical facilities, classrooms, etc.)

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

Mention clearly and explicitly the arrangements required by the program to maintain a healthy and safe environment e.g., Fire Extinguishers, Smoke Detectors, Signs etc.

Note: Some of the arrangements may vary program to program according to the nature of the program e.g., Engineering Program require safety regulation in workshops and laboratories.

Section G

Program Management and Regulations

1. Program Management

1.1 Program Structure

Show an organizational structure diagram with proper explanation about the role of Advisory Boards, Councils, Committees etc.)

1.2 Stakeholders Involvement

Describe the representation and involvement (process and timeline) of stakeholders in the program planning and development. (faculty, students, professional bodies, scientific societies, alumni, employers, etc.). It also describes how information about the department is disseminated to the stakeholders.

2. Program Regulations

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

Section H

Program Quality Assurance

1. Program Quality Assurance System

Clearly describe the Quality Assurance System or Framework adopted by the department, highlight the Planning, Implementing, Monitoring, Reviewing and Updating (PIMRU) phases. It also mentions the role of College and Institution in monitoring and improving the QA system.

Note: Since it is not advisable to write the entire QA system in the Program Specification, provide online link to quality assurance manual.

References: Latest Program Assessment Handbook, Quality Assurance Policies.

2. Program Quality Monitoring Procedures

Clearly describes the detailed procedures of monitoring Quality in teaching and learning in alignment with PIMRU quality Cycle at the course and program level.

References: Latest Program Assessment Handbook, Quality Assurance Policies.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

Clearly explain the QA measures taken by the department for monitoring the quality of program courses taught by other departments in alignment with PIMRU quality Cycle.

References: [Appendix-C](#)

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

The program has clearly established rules and regulations to ensure the consistency between main campus and branches in alignment with PIMRU quality Cycle.

References: [Appendix-D](#)

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

Guidelines for Program Specification

Clearly explain the policies and the procedures for establishing Educational and Research Partnerships with the program in alignment with PIMRU Quality Cycle.

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

The Program has clearly explained the assessment plan for PLOs its timeline within a semester, role of the relevant entities in assessing the PLOs, closing the loop process explaining the use of its results in the development Process in alignment with PIMRI Quality Cycle.

References: PSU Assessment Handbook

7. Program Evaluation Matrix

Clearly mention all the required information

- the areas/aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.) used for evaluating the quality of the services in a program,
- the evaluation sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others,
- Evaluation Methods (e.g., Surveys, interviews, visits, etc.),
- Evaluation Time (e.g., beginning of semesters, end of academic year, etc.) in alignment with PIMRU Quality Cycle.

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Achievement of Graduate Attributes	Graduates/Graduating Students	Capstone project COOP Evaluation PES Survey	According to the Approved Assessment Plan
Program Learning Outcomes Achievement	Students	Rubrics Course Exit Survey Program Exit Survey	According to the Approved Assessment Plan
Course Learning Outcomes	Students	CLO assessment using grade-based Rubrics. Course Exit Survey	Once per semester
Effectives of Students' Learning Experience in a Program	Students	Program Exit Survey	Once per academic year
	Faculty	Faculty Satisfaction Survey	Once per academic year

Guidelines for Program Specification

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectives of Students' learning Experience in a program	Students	Course Evaluation Survey	Once per academic year
Graduate attributes	Alumni	Alumni Survey	Once per academic year
Graduate attributes	Employers	Employer Survey	Once per academic year
Students' skills	COOP Employers	COOP Employer Survey	Once per academic year

8. Program KPIs*

Mention the period to achieve the target in (.....) years.

Clearly mention Program KPIs approved by the department (KPIs Code, KPIs Target, Measurement Methods, Measurement Time) including KPIs required by NCAAA.

Note: You can mention the KPIs for the College Strategic Plan and NCAAA KPIs.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	S3.1	Students' overall evaluation on the quality of their learning experiences at the institution.	4.15	Survey based (Program Evaluation Survey)	Once a year Spring 2021
2	...				
3					
.....					

* including KPIs required by NCAAA

Section I

Specification Approval Data

The Program Specification should be approved by the Curriculum Committee, Department and College Council. The reference number and the date of the meeting minutes should be mentioned in the following table.

Guidelines for Program Specification

Council / Committee	Name of the Curriculum Committee, Name of the Department Council Name of College Council,
Reference No.	Meeting minutes Number of the Curriculum Committee, Department Council and College Council,
Date	Date of the meeting

Appendix-A

Guidance and Counselling, Academic Advising, and Career Counselling:

The goal of Academic Advising is to solve problems that the student may face, together with specialists; the unit aims to deal with problems and other difficulties. The unit offers care to students and follows up on their education. As a result, the unit can answer all questions asked by parents /guardians. It also informs parents /guardians if the student's academic performance showed anything that should be reported. To help the student, overcome whatever obstacle they may face.

The Guidance and Counselling Unit offers help and counselling regarding non-academic, social, and educational matters for all students. It aims to help students benefit from their skills and to graduate from the university at the expected time, provided with both the educational experience and personal skills.

Some of the social, behavioral, and psychological services provided by the Guidance and Counselling unit are:

Social Anxiety, depression, dyslexia, ADHD, panic attacks, and fear of public speaking.

Guidelines and Services provided to students with special needs:

- Visit the Guidance Counsellor every semester in order for the unit to contact your instructors and inform them of any special requirements you may have.
- Bring your medical reports to the Deanship of Student Affairs
- Affirm that everything said in Counselling sessions is confidential.
- Students with special needs will still need to attend their lectures.
- Participate in Extra-curricular activities at your leisure.
- Inform students of services provided to the by PSU, such as:
 - Close Parking Spaces
 - Ease of entrance in and out of Campus Buildings
 - Exemption from specific sporting activities/requirements

Guidelines for Program Specification

Career counselling is aimed at assisting the university students to build a deeper understanding of their field, prepare them for the labor market, learn how to overcome all obstacles, merge them in the work environment to gain a genuine and authentic experience in a realistic atmosphere during their training in selected and distinguished companies. This is achieved through the first-rate career counselling to all PSU students.

Men Campus:

Officer responsible for Guidance Counselling: Mr. Abdullah Al-Sehaimi

Officer responsible for Academic Advising: Mr. Abdulmajeed Al-Mudhi

Officer Responsible for Career Counselling: Mr. Fahad Al-Ahmari

Link for the Guidance and Counselling, Academic Advising, and Career Counselling in the women Campus

[Quality Manual-DSA](#)

Link for the Deanship's page, in the PSU website:

<https://www.psu.edu.sa/en/Deanship-of-Student-Affairs>

Appendix-B

A brief report of the PSU Central Library Quality Assurance

PSU Central Library has implemented a series of policies and processes to guarantee the **quality assurance** of learning resources in general, research resources, in all formats (e.g., print and electronic) in order to satisfy needs from students, faculty and staff for teaching, learning and research.

Details of the mechanism that Central Library has applied towards its quality assurance of learning resources are displayed as follows:

1. Relevancy of all the library resources to students, faculty and staff in their study and research.
2. Appropriateness and adequacy of the learning resources, especially the online databases are ensured based on **requirements of academic programs, course offerings, and research initiatives**.
3. Consistency of the learning resources with PSU mission, 3rd Strategic Plan (Theme 5), Central library mission and policies (handbook, revised edition 2021)
4. Compliance with the PSU Quality Assurance Center framework and guidelines, e.g., acquisition and development of the library learning resources are largely based on satisfaction survey of faculty.
5. Ensuring that changes in the PSU academic programs and courses reflected in collection development of learning resources via **library committee** headed by Library director with faculty participation of academic departments.
6. Exchange of learning resources and cooperation with local libraries (King Saud University, King Fahd Public Library, e.g.) to enrich learning resources.
7. Regularly updating library operational procedures for acquisition of learning resources, esp. online resources according to the **request from faculty and student**

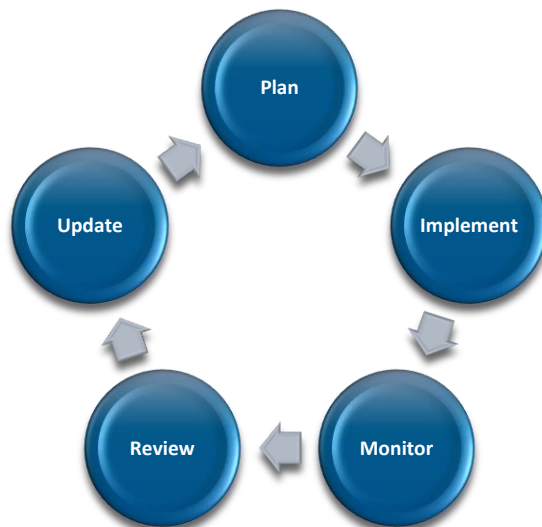
Guidelines for Program Specification

In a word, the PSU Central Library has seen great changes and achievements in the past years in collection development and provision of learning resources, including the online sources for all the stakeholders under the guidance of PSU management and DQAD.

Appendix-C

Arrangements to Monitor Quality of Courses Taught by other Departments.

The arrangements adopted at PSU for monitoring the quality of courses taught by the other department(s) follows a process that is aligned with PIMRU quality cycle.



Plan: The department for which the course or courses are offered share the course objectives to the serving department, based on which the Course Specifications are prepared including Course Learning Outcomes (CLOs), course contents, teaching strategies and assessment methods.

Implement: The course specification approved by the department should be used in both the campuses, based on which the course syllabi are prepared. The CLOs, course contents, tutorials, laboratory exercises, textbooks, number of assessments and their weightage should be the same in the course syllabi for multi-sections.

Monitor: The quality of course delivery is monitored only by the serving department.

Review: Every course instructor is required to prepare a course report for his/her section. The course coordinator prepares a combined course report based on all the course-section reports. The final improvement action plan should be agreed by all the course instructors teaching the course.

The serving department is required to share the combined course report with all the departments whose students enroll for the course as the core requirement for the program. They can provide suggestions for updating the course content, teaching strategies or assessment methods.

Update: The serving department consider the requests if feasible and updates the course specification based on the recommendations from the course report or the department.

Appendix- D

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

1. There should be adequate representation of the male and female faculty members and students with respect to membership of relevant committees and councils. The members should participate fully in decision making through processes that are consistent with bylaws and regulations of the PSU as well as MoE.
2. There should be effective communication between faculty members teaching the courses or representing the committees or councils. The male and female members should be fully involved in planning, evaluations and decision making while carrying out related activities.
 - a. For teaching courses, the unified course specification should be used in both the campuses, based on which the course syllabi are prepared. The course content, tutorials or laboratory exercises should be the same in all the course -section.
 - b. A combined course report should be prepared for a course for both the campuses. The improvement action plan should be agreed by all the course instructors teaching the course.
 - c. The course instructors should use the same textbooks in all the sections unless different textbooks are approved by the department.
 - d. The facilities and learning resources should be same; however, the number of equipment varies depending on the number of students.
3. Planning processes and mechanisms for performance evaluation should be done for each campus while taking account of differing needs.
4. The program reports including quality indicators, evaluations should show results for both men, women campus and combined, indicating similarities and differences as well as overall performance.