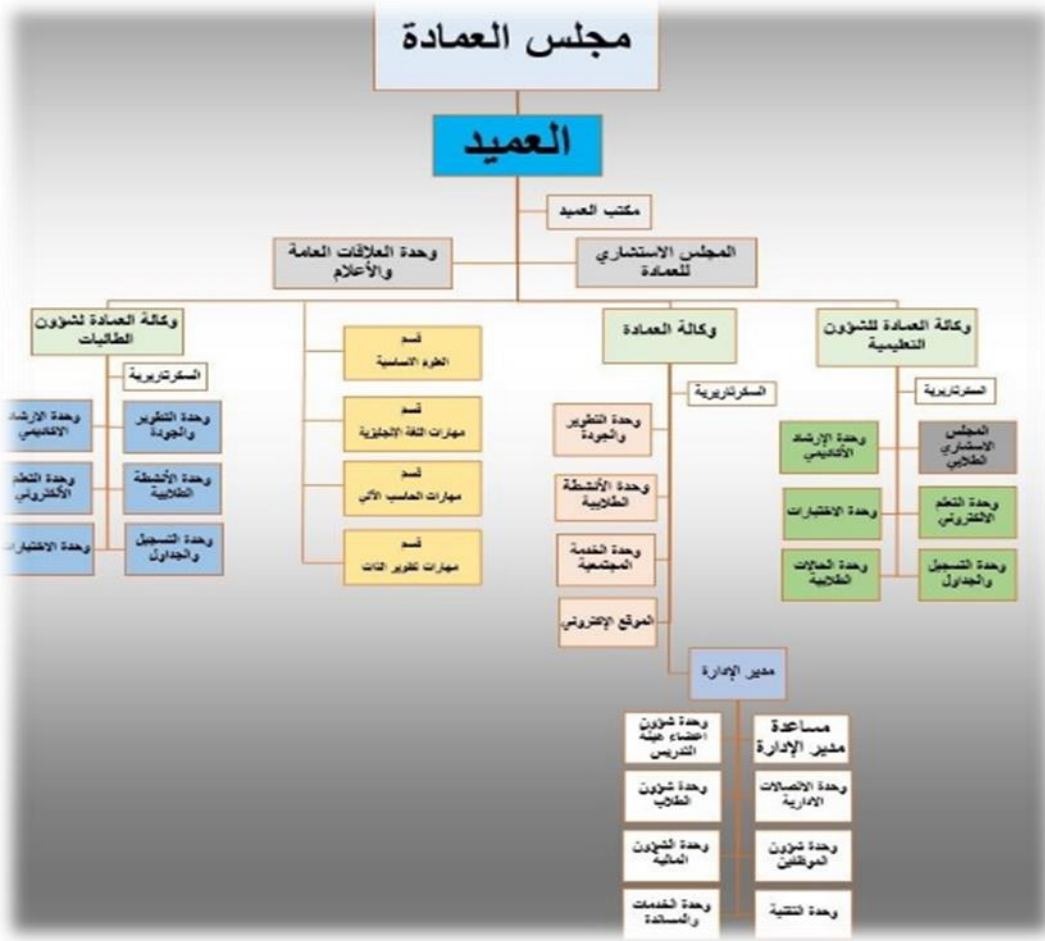


T4. Program Specification

T4. Program Specification

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

| | |
|---|-------------------|
| 1. Institution : Najran University | Date :-1438/8/6 H |
| 2. College/Department : preparatory Year Deanship | |
| 3. Dean/ Department Head: Prof. Mansour bin Naief Al-Outaibi | |
| 4. Insert program and college administrative flowchart : | |
|  | |
| 5. List all branches offering this program : | |
| Branch : Faculty of Computer Science - Deanship of Preparatory Year | |

A. Program Identification and General Information

| |
|---|
| 1. Program title and code: Preparatory Year Program |
| 2. Total credit hours needed for completion of the program: 27credit hours. |
| 3. Award granted on completion of the program: Not applicable |
| 4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program): Not applicable |
| 5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program): Not applicable |
| 6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point): Not applicable |

7. (a) New Program Planned starting date

(b) Continuing Program ☒

Year of most recent major program review

Organization involved in recent major review (eg. internal within the institution)

Accreditation review by:

1. Internal review by faculty members of the program.
2. The technical support officer reviewed the preparatory year

8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.
Dean of PYP Prof. Mansour bin Naief Al-Outaibi.

9. Date of approval by the authorized body (MOE)

| Campus Location | Approval By الجهة المانحة للموافقة | Date التاريخ |
|-----------------|---------------------------------------|---------------|
| Main Campus: ي | Ministry of Higher Education | H 1430 – 1429 |
| Branch 1: | | |
| Branch 2: | | |
| Branch 3: | | |
| Branch 4: | | |

B. Program Context

1. Explain why the program was established:

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

Educational reasons.

Upgrading the level of students in the scientific section in the secondary stage in English language skills, mathematics, computer and self-development skills.

- Relationship of the preparatory year with the university programs:

• The preparatory year represents a requirement for admission to several faculties and departments of the university:

College of Medicine

☐ College of Dentistry

College of Pharmacy

☐ Faculty of Applied Medical Sciences in its departments.

College of Nursing.

☐ College of Engineering in its departments: civil engineering, electrical and architectural engineering.

☐ College of Computer Engineering departments: computer science, information systems.

☐ Faculty of Administrative Sciences Department of Business Administration and Accounting Department.

The preparatory year represents the first two levels in many of the University's programs, which are included •
in the above faculties

Social causes:

- Contribute to the development of students' education and awareness in dealing with society members with high standards.

Cultural causes:

- Spreading the culture of science and skill development.

Rehabilitation and preparation of students from public education and take them out of the cloak of public -
.education to the prospects of university education

b. Explain the relevance of the program to the mission and goals of the institution.

| University Message | | | | | | Program message |
|--------------------------------|-----------------------|---------------------------------|------------------------------------|------------------------------|---------------------------------|---|
| In the light of Islamic values | Community Partnership | Cooperation with academic units | Upgrading administrative practices | Upgrading research practices | Upgrading educational practices | |
| ✓ | | | | | ✓ | Prepare highly qualified personalities and prepare for university study |
| | | | ✓ | | ✓ | Advanced educational environment |
| | ✓ | | | | | Contribute to the development of society. |

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

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

Yes ☒

No ☐

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

- Review the courses periodically to ensure continuity of relevance to the needs of students
- Inter-departmental cooperation through joint committees to examine the study plans of the related courses between the departments and other needs
- Review the outputs of learning programs periodically through the management of the program, which provides these courses to ensure that they meet the needs of the program.
- Survey of students' views on the use of the preparatory year courses they are studying
- Evaluation of the program by the internal audit and support to the Deanship of Quality.

b. Does the program require students to take courses taught by other departments? No

☒

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes

No



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

- Provide an academic guidance for these students.
- Additional office hours are allocated to them.

C. Mission, Goals and Objectives :

Program Mission Statement (insert) :

The preparation of balanced personalities with a high degree of excellence and readiness for university study through an educational environment that contributes to the development of society

List program goals (e.g. long term, broad based initiatives for the program, if any):

- .Qualifying students for specialized university study
- Improve student services to contribute to the development of the learning environment
- Offering distinguished courses through an advanced teaching staff

3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives

| Program Major objectives | Measurable performance indicators | Major strategies |
|--|---|---|
| Qualifying students for specialized university study | <p>Percentage of students who successfully passed the preparatory year is not less than 70%.</p> <p>Satisfaction of the colleges that require the preparatory year for the academic academic and personal skills of the preparatory year graduates not less than 75%.</p> | <p>1. Develop an improved study plan through Academic acceptance policies that are in line with the program's requirements</p> <p>2 - Use the latest systems to teach using scientific competencies distinct.</p> <p>3 - Continuous development of the skills of faculty members.</p> <p>4-Designing a training plan or workshops on assessment and diagnosis skills for students</p> |

| | | |
|---|---|---|
| Improve student services to contribute to the development of the learning environment | <p>Students' assessment for academic guidance in the preparatory year is not less than 75%.</p> <p>Students' satisfaction with classrooms and laboratories is not less than 80%.</p> <p>The percentage of students participating in extracurricular activities is not less than 30%.</p> <p>Percentage of students to administrative staff.</p> <p>Percentage of students to faculty at the level of Deanship 1:20.</p> | <p>1 - Provide a distinct administrative system.</p> <p>2 - Effective academic and professional guidance.</p> <p>3. Providing the Deanship with educational resources and modern educational resources.</p> <p>4 - Provide the necessary facilities and equipment for the educational process and according to the needs of those concerned with the Deanship</p> <p>5- Survey of beneficiaries services provided</p> |
| Providing distinguished courses through an advanced teaching staff | <p>Percentage of students surveyed to evaluate courses and performance of faculty members.</p> <p>Percentage of faculty members who left the previous year for reasons other than reaching retirement age.</p> <p>Percentage of faculty members involved in professional development activities during the previous year.</p> | <p>1. Periodic review of the program description, program decisions and learning outcomes through internal audit and technical support from the Deanship of Quality.</p> <p>2 - Survey of the beneficiaries and faculty members of the concerned colleges about the learning outcomes of the program.</p> <p>3-Attracting members of the faculty of high efficiency.</p> |

D. Program Structure and Organization

1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

* Prerequisite – list course code numbers that are required prior to taking this course.

| Level | Course Code | Course Title | Required or Elective | Credit Hours | *Prerequisite courses | College or Department |
|-------------------|---------------|---|----------------------|--------------|----------------------------------|-----------------------|
| Prep Year Program | 150 TECH-1 | Computer Skills1 | ----- | 2 | Computer Department | PYP |
| | 140 TECH-2 | Computer Skills2 | ----- | 1 | Computer Department | PYP |
| | 140 SKILLS-2 | Learning , Thinking and Research Skills | ----- | 2 | Department of Development Skills | PYP |
| | (150 SKILL2) | Communication Skills | ----- | 2 | Department of Development Skills | PYP |
| | (150 SKILL1) | Professional Ethics | ----- | 1 | Department of Development Skills | PYP |
| | (140 MATH-2) | Math 1 | ----- | 2 | Basic Science Department | PYP |
| | (150 MATH-4) | Math 2 | ----- | 4 | Basic Science Department | PYP |
| | 140 NAJM-2 | Reading Skill | ----- | 2 | Department of English | PYP |
| | 141 NAJM-2 | Writing Skill | ----- | 2 | Department of English | PYP |
| | 142 NAJM-2 | Listening & Speaking Skill | ----- | 2 | Department of English | PYP |
| | 143 NAJM-2 | Grammar & Vocabulary | ----- | 3 | Department of English | PYP |
| | 150 NAJM-3 | General English | ----- | 2 | Department of English | PYP |
| | 151 NAJM-2 | Technical Writing | ----- | 2 | Department of English | PYP |

2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).

| |
|---|
| Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification. |
| Not applicable |
| a. Brief description of field experience activity : |
| b. At what stage or stages in the program does the field experience occur? (eg. year, semester) |
| Not applicable |
| c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) |
| Not applicable |
| d. Number of credit hours (if any) (إن وجد) : عدد الساعات المعتمدة |
| Not applicable |

3. Project or Research Requirements (if any) (إن وجدت) متطلبات المشروع أو البحث

| | |
|---|----------------|
| Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.) | Not applicable |
| a. Brief description: | Not applicable |
| b. List the major intended learning outcomes of the project or research task. | Not applicable |
| c. At what stage or stages in the program is the project or research undertaken? (e.g. level) | Not applicable |
| d. Number of credit hours (if any) : | Not applicable |
| e. Description of academic advising and support mechanisms provided for students to complete the project. | Not applicable |
| f. Description of assessment procedures. (including mechanism for verification of standards) | Not applicable |

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

مخرجات التعلم في المجالات التعليمية المختلفة، أساليب التقييم واستراتيجيات التدريس

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain. On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

| NQF Learning Domains and Learning Outcomes | | Teaching Strategies | Assessment Methods |
|--|---|--|--|
| 1.0 | Knowledge | | |
| 1.1 | - Know the concepts associated with learning, thinking, research, communication skills, professional ethics, basic science skills, and English. | The lecture developed (presentations) - discussion - brainstorming - collaborative learning + e-learning + virtual classes | For quarterly editing tests Evaluation of classroom activities and homework Evaluating the scientific works presented by the student Evaluation of student progress in the course |
| 1.2 | - Describe concepts and terms related to basic sciences. | | |
| 1.3 | - Say a collection of vocabulary and distinctive linguistic structures of English. | | |

| | | | The final test |
|------------|--|--|--|
| 2.0 | Cognitive Skills | | |
| 2.1 | Distinguish between different thinking skills and differentiate between communication competencies. | - Lectures - Internal discussions and brainstorming - Self-learning method using home process applications - Conduct and discuss some papers | - Quarterly written tests Evaluation of classroom activities and homework. - The final test. |
| 2.2 | Properly apply learning and research skills. | | |
| 2.3 | Distinguish between determinants of human and functional behaviour. | | |
| 2.4 | The properties of exponential and logarithmic functions are applied to solve different equations and applications. | | |
| 2.5 | Develops his practical skills to use computer applications | | |
| 2.6 | Practise fluent English language skills | | |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Take responsibility and accept the other opinion positively. | Problem Solving + E - Learning + Virtual Classroom Self-learning method Practical home applications Some papers are discussed and discussed | Observation card Short exercises Discussion of the Working Group Evaluate what each student has contributed |
| 3.2 | Works effectively within team and working groups. | | |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Uses the skills and tools of scientific research, statistical methods, sports and language skills | lecture Discussion - Cooperative Learning Brain storming Self-learning method Practical home applications Some papers are discussed and discussed | Short exercises Discussion of the Working Group Evaluate what each student has contributed Evaluating the scientific works presented by the student |
| 4.2 | Uses modern technologies and the Internet in communication and dialogue with the other. | | |
| 5.0 | Psychomotor | | |
| 5.1 | | | |

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels:

I = Introduction ل

P = Proficient

A = Advanced

(See help icon)

| Course Offerings | | NQF Learning Domains and Learning Outcomes | | | | | | | | | | | |
|------------------|---|--|------------|---------------|---------------|--------------|--------------|------------|------------|------------|------------|------------|------------|
| | | 150 TECH-1 | 140 TECH-2 | (150 SKILLS) | (150 SKILL1) | (140 MATH-2) | (150 MATH-4) | 140 NAJM-2 | 141 NAJM-2 | 142 NAJM-2 | 143 NAJM-2 | 150 NAJM-3 | 151 NAJM-2 |
| 1.0 | Knowledge | | | | | | | | | | | | |
| 1.1 | - Know the concepts associated with learning, thinking, research, communication skills, professional ethics, basic science skills, and English. | A | A | A | A | P | P | I | A | P | P | I | P |
| 1.2 | - Describe concepts and terms related to basic sciences. | P | P | P | A | A | A | I | A | P | P | P | A |
| 1.3 | - Say a collection of vocabulary and distinctive linguistic structures of English. | A | A | A | A | P | P | A | A | P | I | I | P |
| 2.0 | Cognitive Skills | | | | | | | | | | | | |
| 2.1 | Distinguish between different thinking skills and differentiate between communication competencies. | P | P | P | A | A | A | I | A | P | P | P | A |
| 2.2 | Properly apply learning and research skills. | A | A | A | A | P | P | A | A | P | I | I | P |
| 2.3 | Distinguish between determinants of human and functional behaviour. | P | P | P | A | A | A | I | A | P | P | P | A |
| 2.4 | The properties of exponential and logarithmic functions are applied to solve different equations and applications. | A | A | A | A | P | P | A | A | P | I | I | P |
| 2.5 | Develops his practical skills to use computer applications | P | P | P | A | A | A | I | A | P | P | P | A |
| 2.6 | Practise fluent English language skills | | | | | | | | | | | | |
| 3.0 | Interpersonal Skills &Responsibility | | | | | | | | | | | | |
| 3.1 | Take responsibility and accept the other opinion positively. | P | P | P | A | A | A | I | A | P | P | P | A |
| 3.2 | Works effectively within team and working groups. | A | A | A | A | P | P | A | A | P | I | I | P |
| 4.0 | Communication, Information Technology, Numerical | | | | | | | | | | | | |
| 4.1 | Uses the skills and tools of scientific research, statistical methods, sports and language skills | A | A | A | A | P | P | I | A | P | P | I | P |
| 4.2 | Uses modern technologies and the Internet in communication and dialogue with the other. | P | P | P | A | A | A | I | A | P | P | P | A |
| 5.0 | Psychomotor | | | | | | | | | | | | |
| 5.1 | NA | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 5.2 | | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

5. Admission Requirements for the program

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

The students of the secondary level accept the Department of Natural Sciences (Scientific Department) who have a qualifying percentage determined by the Deanship of Admissions and Registration according to the availability of seats where admission is possible gradually for those with the highest ratios until the end of the seats.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year .
- Program completion or graduation requirements.

Attendance: At least 75%

Passing the preparatory year to a maximum of three semesters.

C. Requirements for completion of the program or graduation:

- The total score in each of the courses of the program 100 degrees distributed as follows:
- Oral and written tests, participation 40%, final test 60%

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (e.g. verify grading samples of test or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

1. Conduct student review.
- 2 - Review a random sample of test papers and papers of student answers.
- 3 - the use of an independent opinion.
4. Measuring program learning outcomes and comparing them with learning outcomes for similar programs.
- 5 - Survey the views of graduates in the learning outcomes of the program
6. The grades are divided into the following courses: 25 for each of the two semesters and 50 for the final test. For English language courses, grades are distributed as follows:
25 degrees for each of the two semesters and 50 for the final test. Except for the listening and speaking course, 25 marks are allocated for each of the two semesters, while the final written test is 40 degrees and 10 degrees for oral interviews

F Student Administration and Support

1. Student Academic Counselling

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

- Academic Guidance Unit
- Academic advisor in the department
- Meet the students in a quarterly manner by the departments and interact with the problems they ask
- Distributing all students to the academic mentors with a maximum of ten students for each guide to follow the student's case and try to solve any study problem facing him
- The announcement of office hours, part of which is dedicated to academic guidance and the other part to help students where the office hours are available for each faculty member for at least 10 hours during which the answer to students' queries and provide the required support for them

2. Student Appeals

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

University regulations that clarify the rights and duties of the student and all related to the educational process and examinations

.Follow-up of students' problems through academic tutors according to the regulations

.Examine complaints from students by the department head or coordinator and academic advisor

.There is a fund for students' proposals and complaints at the Deanship

.There is a Student Shura Council with the Deanship

:There is an email to receive student complaints is
pre_stu2014@yahoo.com

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

Provides students with facilities and services to study, such as library, laboratories, equipped halls and internet services.

Meeting with faculty members to discuss the modern books and references

Use the public library of the university

Participate in the university database in order to allow entry

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

Visit libraries accompanied by a faculty member.

Addressing the Department of the Deanship of the needs of the program of the devices required to prepare the halls.

Communicate with the Deanship of Libraries to provide the required sources and references.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

Periodic review of these books to determine the extent of their impact on students by faculty members.

Survey the members of the faculty and stand before the results by the Board of the department.

To lay down the foundations and criteria for the approval of university textbooks.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

The students' response to the questionnaire of satisfaction with the educational process in the Deanship, including educational courses and educational resources.

My love Students regularly saw the services provided by the library.

A survey of faculty members' views on the adequacy of available learning resources.

Discussion of survey results and opinion polls

4. What processes are followed for textbook acquisition and approval?

Students go to the legal channels offered by the university, including the talent library contracted by the university

Inform students of online courses on Blackboard

Upload a list of the books that the department needs for the Deanship

H. Faculty and other Teaching Staff

1. Appointments

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

- The university contracts with the faculty member based on the opinion of the departments where the scientific section raises the annual needs of faculty members to the Deanship of the College.
- The Dean shall submit a request for the requirements of the Deanship from the faculty members to the University administration.
- The administration of the university announces vacant positions through declared and fair channels.
- Review the CV of the applicant and transmitted by the Deanship.
- The trade-off between the applicants and addressing the Deanship in the opinion reached.

2. Participation in Program Planning, Monitoring and Review

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

Implement advanced workshops on curriculum development methods.

- Decisions to form committees of faculty members to activate the quality work in the Deanship, including committees for the development of courses.
- Follow up the achievements of the various committees with the activation of the recommendations of the committees through the Council section and then to the Deanship.

The participation of all the staff of the program in monitoring the performance indicators of the quality of the program and in implementing the improvement plans

b. Explain the process of the Advisory Committee (if applicable)

Regular meetings within departments.

Resolutions to activate and improve quality work at the Deanship.

3. Professional Development

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

a. Improvement of skills in teaching and student assessment.

- To stimulate the faculty to attend training courses and various activities.
- Participation in seminars and scientific conferences.

Training in modern teaching methods

- Attend the training courses and workshops held by the Deanship of Development and Quality.
- Class visits and exchange of experiences

b. Other professional development including knowledge of research?

- Participation in research projects aimed at improving the educational process and developing the program.
- Invite visiting professors and accredited trainers to give some lectures at the Deanship.

4. Preparation of New Faculty and Teaching Staff إعداد طاقم تدريس الجدد

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

Events of the week Introducing the Deanship, which includes the definition of the program and the curriculum and the description of the decisions and the internal regulations of the University and the Deanship of knowledge of the methods of evaluation within the Deanship.

- A meeting was held by the head of the program for the new faculty members on the nature of the program and its activities and possibilities

Physical and human program, the objective of the program and the characteristics of graduates of the program

- Provide the new faculty members with sufficient information about the facilities and equipment related to the implementation of the program

- To clarify the acceptance policies of the program as well as the relationship between the courses taught by the new faculty members

As well as the proportion of learning outcomes of their courses in achieving the learning outcomes of the program

- To clarify the mechanisms of evaluation of the performance of students as well as the various evaluation mechanisms of the program as well as the quality system in the program and its operations

And its procedures

- Clarifying performance evaluation criteria for faculty members as well as a folded distribution that includes some ethical aspects

Academic, research and community behavior

- Provide training opportunities for new faculty members through the skills development unit of the Deanship of Development and Quality in areas of nature

Such as workshops in development, quality, teaching strategies, methods and systems of assessment and guidance

Academic.

5. Part Time and Visiting Faculty and Teaching Staff ^١

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

Not applicable

I. Program Evaluation and Improvement Processes

1. Effectiveness of teaching

a. What QA procedures for developing and accessing learning outcomes?

- Survey the views of the faculty members on the strategies developed to develop learning and teaching practices

Study of program performance indicators.

Review students' regular calendar of courses and academic program.

Self-assessment of faculty members.

Activating departmental seminars to improve teaching strategies

- Evaluation of students for the performance of faculty members through the university.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

Opinions of colleagues

Lectures and public seminars, and participation in the activities of the department

Students' opinions questionnaire.

Each member prepares a report on the course explaining planned learning, learning and evaluation strategies

• Student feedback on teaching strategies and assessment methods used by faculty members.

Supervisory visits to the head of department

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

1- Results of the survey of the students' opinions regarding the evaluation of the program and their satisfaction with the implementation of the activities of the program.

2- - 2Meetings with random groups of students to identify the quality of the program and identify the strengths and weaknesses.

| |
|--|
| 3- 3- stand on the results of students in the preparatory year. |
| (ii) From independent advisors and/or evaluator(s)? 1- .The program description shall be sent to the external evaluator for his opinion. 2- .Forming a committee to analyse the data in the preparatory year. 3- Holding periodic meetings to evaluate the quality of the program. 4- Results of reviews of program committees. 5- Discuss the report of the external evaluator in the department board, make recommendations accordingly and design the improvement plans. |
| (iii) From employers and/or other stakeholders - The opinion of the outside community and the employers about the satisfaction of the graduates' characteristics and scientific and professional skills And personal program graduates as well as program contents. |

المرفقات: Attachments

1. Copies of regulations and other documents referred to template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signature

| Dean / Chair | Name | Title | Signature | Date |
|--------------|--------------------------------------|-------------|-----------|------|
| Main Campus | : Prof. Mansour bin Naief Al-Outaibi | Dean of PYP | | |
| Branch 1 | | | | |
| Branch 2 | | | | |

