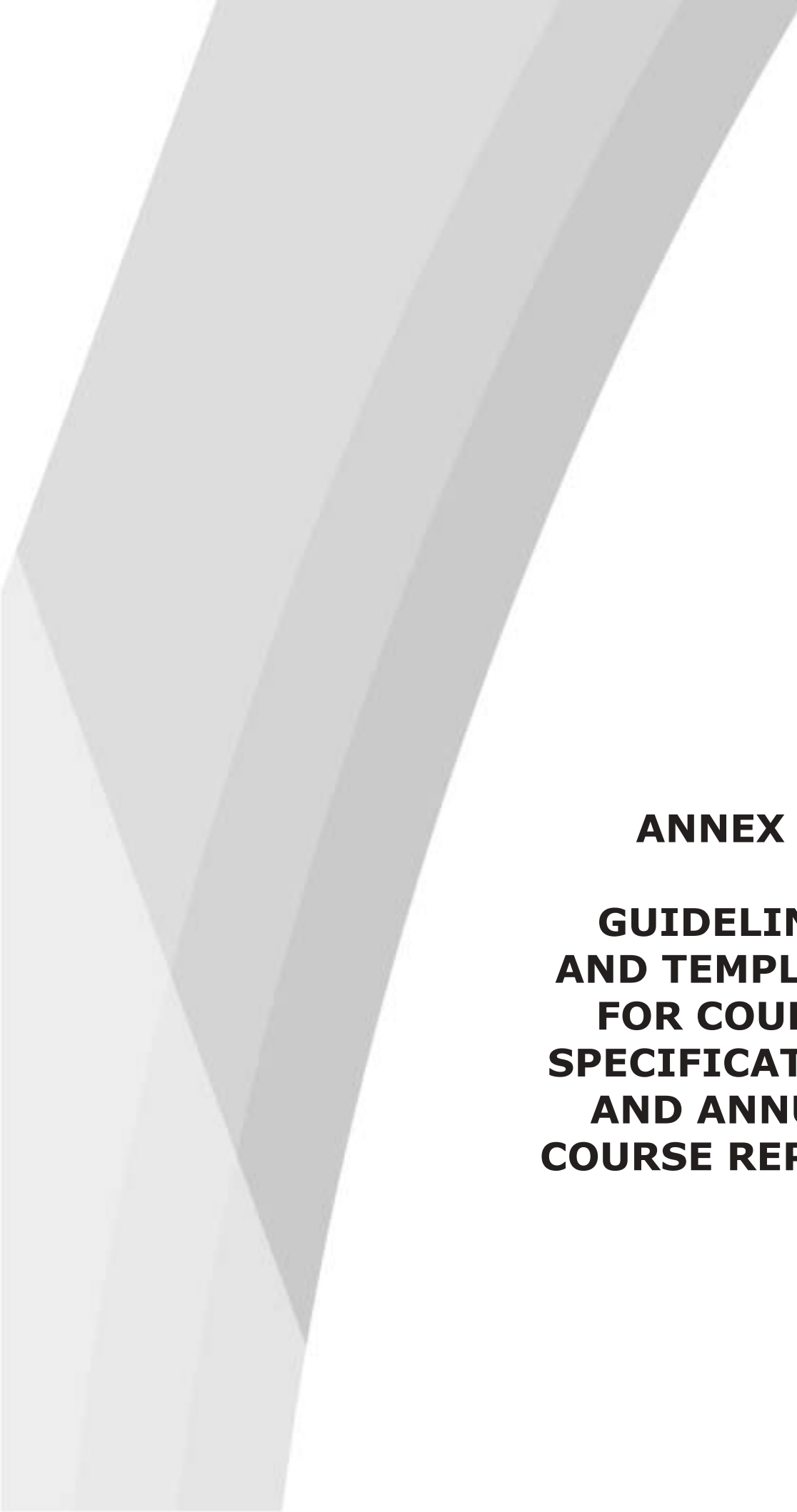




ANNEXES



ANNEX D

**GUIDELINES
AND TEMPLATES
FOR COURSE
SPECIFICATIONS
AND ANNUAL
COURSE REPORTS**

Annex D

Guidelines and Templates for Course Specifications and Annual Course Reports

Preface

1. The objective of these guidelines is to assist higher education institutions in compiling course specifications and the associated annual course reports in accordance with international standards for assuring their quality. It is one of the sets of guidelines produced by the Quality Assurance and Accreditation Project (QAAP).
2. The forms for course specifications and reports have been prepared with the cooperation of consultants from the United Kingdom. The guidelines and templates were developed in association with representation of institutions in January and June 2004.
3. Each section of the guidelines has been divided into two parts. The first part contains the general rules presenting the basic requirements which educational institutions will have to meet and the practices, which they will have to follow in order to assure the quality of their provision. The second part is a collection of basic elements, which are suggested for each section. The general rules as well as the titles of the basic elements are shadowed in grey to distinguish them.
4. In order to prevent any misunderstanding, each item of these guidelines is accompanied by an explanation of the meaning of the item and its connection with the basic requirements and practices, which have to be put into place to assure the quality of their provision.
5. The course specification template contains eight main items. These are: basic information; the overall aims of the course; its intended learning outcomes (ILOs); the course content; teaching and learning methods; student assessment methods; a list of books and references and the facilities required for teaching and learning.
6. The course report template contains eleven main items. These are: basic information; statistical information; topics taught; methods of teaching and learning; student assessment methods; constitution of examination committees, including the role of the external evaluator; administration constraints; student evaluation; comments of external evaluators; enhancement proposals; and finally, a formal action plan.
7. The course specification has to be provided when the faculty academic by-laws document is authorized. The course report should be provided within two weeks after the publication of students' results.
8. The course specification template is given in annex (1).
9. The course report template is given in annex (2).
10. The published documents of the Quality Assurance Agency for Higher Education in the UK and the accrediting agency for mid and west USA universities were used for guidance when these guidelines were prepared.

Introduction

11. Recent developments in science and in other fields, have resulted in the enhancement of education standards and quality becoming one of the most important challenges facing all nations. Such enhancement enables nations to cope with the consequences of globalization policies. Thus, education has become a matter of national strategic concern for both developing and developed nations. The need is to fulfill the main aim of education, which is to provide society with graduates capable of meeting its professional and research needs and of effectively participating in drawing-up and implementing the intended policies and plans of investment.

12. Egyptian higher education quality reform policies have been developed to assure the production of graduates conforming to internationally recognized standards. Implementation of these policies will increase the skills of graduates and enhance their competitive capacity in the national and regional labour market. For these reasons, the Quality Assurance and Accreditation Project (QAAP) was included in the 25 projects agreed upon by the National Higher Education Conference in 2000. The (QAAP) has also been chosen as one of the six higher education (HE) development projects implemented by the end of the year 2002. The academic programmes are considered to be the core of the educational system. It is therefore essential that all programmes are specified according to international standards and on the basis of intended learning outcomes (ILOs). It is also essential to demonstrate, by means of an annual report, that the operation of the programmes has resulted in the specified quality and standards being achieved. This must be done with reference to the standards and benchmarks that are carefully chosen by the HE institution in accordance with its mission. These guidelines have been prepared through the (QAAP) aiming at satisfying certain performance standards. They also aim at standardising the concepts among faculty members when compiling the course specifications and reports covered by these guidelines.

Glossary

Some of the terms appearing in these guidelines and / or used in writing course specification and course report in the higher education institutions may have more than one meaning according to its context. This might cause confusion in understanding, and consequently affect the compilation of specifications and reports. It is very important for the reader of these guidelines to be aware of the meaning, in this context, of the terms used. Therefore, this section defines the terms used in the compilation of course specifications and reports.

Academic standards:

Specific standards decided by the institution, and informed by external references and including the minimum knowledge and skills to be gained by the graduates from the programme and fulfilling the stated mission of the institution.

Accreditation:

The recognition accorded by the Agency to an institution which can demonstrate that its programmes meet acceptable standards and that it has in place effective systems to ensure the quality and continuing improvement of its academic activities, according to the criteria published by the Agency.

The impact of accreditation at course and programme level will be to require an assurance of the existence of a specific quality level in accordance with the institution's mission, the objectives of the programme(s) and the expectations of similar academic institutions, the students and the labour market.

Benchmarks:

Reference points with which to compare the standards and quality of a programme. Therefore, benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given subject area.

Course aims:

A collection of the course-specific goals that are derived from the overall objectives of the education programme. They are written in a general manner concentrating on the knowledge, skills and attitudes that the course intends to develop in the students.

External evaluator:

An external experienced person in the field of specialization who is invited to review the structure and content of a programme, its relevance to the ILOs, the standards

and appropriateness of student assessments and attainment against the specification, and also evaluating the existing learning resources and whether or not they satisfy the programme requirements. The institution is responsible for specifying the evaluators' role and appointing them.

Institution:

A faculty or higher institute providing HE programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

Intended Learning Outcomes (ILOs):

The ILOs are the knowledge, understanding and skills which the institution intends for its programmes that are mission-related; reflect the use of external reference standards at appropriate level.

Internal system for quality management:

The system adopted by the institution to improve the level of the educational programmes and other elements affecting them. Such an outcomes-related system involves precise specifications for quality, the identification of good practice as well as of learning deficiencies and obstacles, performance follow-up, suggestions for development and enhancement, and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

Peer reviewer:

A person who is professionally equal in calibre and subject specialism to those delivering the provision but not from the same institution, without any conflict of interest, who can contribute to the review of an educational programme either for internal quality assurance (QA) or for accreditation purposes.

Programme evaluation:

The methods used to obtain the opinions of the stakeholders of the programme, including students, faculty members, the graduates, and the governing council, etc with the aim of improving and developing the programme to cope with the advances in subject matter and the needs of society and the environment.

Strategic objectives:

A collection of institution-specific objectives that are derived from its mission. They are written in a general manner concentrating on the knowledge and skills that the institution intends to develop in its students.

Student assessment:

A set of processes , including examinations and other activities concluded by the institution to measure the achievement of the intended learning outcomes of a course / programme. Assessments also provide the means by which students are ranked according to their achievements. The students are well informed on the criteria by which they are assessed and given appropriate structured feedback that supports their continuing learning.

Teaching and learning methods:

The methods, which are used by teachers to help students to achieve the ILOs for the course. Examples would be: a case study to teach students how to analyse information and reach a decision; writing a review paper for the students to gain the skills of self-learning and presentation; practical sessions for the students to gain practical skills and executing experiments to train the students to analyse the results and reach specific conclusions.

GUIDLINES FOR COMPILING A COURSE SPECIFICATION

General precepts

1. The institution should have a file for each course "Course File" containing the course specification, samples of previous examination sheets, results of student evaluation of the course as well as the percentages of students dropping out, passing and failing the course. The file should include any other relevant information.
2. The institution should ensure the existence of two copies of the course file, one for the course lecturer and the other for the head of the department or program coordinator. This will help in performance follow-up.
3. The institution should provide a system for course evaluation.
4. The Department Council should approve the course specification when preparing/reforming/developing an educational programme and before authorization of the programme by higher authority or, in case of reviewing a course to cope with novel topics or to add/delete some of programme academic standards.

A-Basic Information:

1- Programme title:

Write the title of the programme(s) which contain the course, and identify if major/minor elements, where relevant

2- Department offering the programme(s):

Write the name of the department responsible for the programme(s).

3- Department responsible for the course:

Write the name of the department responsible for teaching the course.

4- Course code:

Write the code (the letter(s) and the number that identify the course in the faculty by-laws). If there is no code, leave the space blank.

5- Year/Level:

Write the year of the programme for the students in the case of a daily scheduling system or the level in a credit-hour system.

6- No. of hours/units:

Referring to the faculty by-laws, write the number of weekly contact hours of the course for the daily scheduling system and credit hour units for credit hour system divided into lectures, exercises and lab.

7-Authorization date of course specification:

Write the year in which the course specification has been authorized.

B- Professional Information

1- Course aims:

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant, and assessable qualities.

2- Intended Learning Outcomes from the course:

Express the ILOs of the course in terms of:

a- Knowledge and understanding

The main information to be gained and the concepts that should be understood from the course.

b- Intellectual skills

Explain the intellectual skills, which the course will assist in developing in the students such as: analysis, capability for creative thinking, problem identification and solving,etc

c- Professional skills

These skills are demonstrated by the ability of the student, after completing the course, to apply and adopt the topics into professional applications.

d- General and transferable skills

Skills of a general nature, which can be applied in any subject area, including: written and oral communication, the use of new technological tools, ICT, group working, problem solving, management,etc.

3- Course content:

Write in the main course topics, the number of semester hours allocated for teaching each topic for lectures as well as for seminars, tutorials, exercises, laboratory work, etc. The topics should comply with the content written in the faculty by-laws.

4- Teaching and learning methods:

- Identify the methods used in delivering the course such as lectures, discussion sessions, information collection from different sources, practical, research assignment, field visits, case studies. ...etc.

5- Student assessment:

- Write down the assessment methods used, such as written examinations (mid-term, regular, at the end of term), class activities (reports, discussions, practicals...etc). Match the methods used with the course ILOs (item No. 3).
- Time schedule: specify the date for each assessment in the semester/year span.
- Weighting system: identify the percentage of marks allocated to each assessment tool mentioned above
- Formative only assessments are those, which do not contribute to the overall grading system, but are important in the learning process.

6- List of text books and references:

- a- Lectures notes: When notes are available, specify whether they are prepared in the form of a book authorized by the department or are handed out to the students part by part.
- b- Essential books (Text books): When the lecturer uses one book that covers most of course contents, specify the book.
When the lecturer uses more than one book, which contains parts of the course, specify the books and the topics covered by each.
- c- General references, journals, periodicals, newspapers, web sites, which enrich the learning process should also be listed.
The references that should be identified in the above items should be written in a standard way (publisher, edition, year, author(s)...etc). Refer also to locations for reading or buying the specified references.

7- Facilities required for teaching and learning:

The facilities include: appropriate teaching accommodation, including teaching aids, laboratories, laboratory equipment, computers etc., facilities for field work, site visits etc., which are necessary for teaching the course.

GUIDELINES FOR WRITING COURSE REPORTS

General precepts

1. The academic institution should have a file for each authorised programme containing the specification of its courses. Two copies should be available, one with the academic coordinator and the other with the vice dean for education and student affairs.
2. The institution should provide the necessary mechanisms to ensure continuous reviewing and updating of the programmes including readjustments of the structure, adding/deleting specific skills from the courses, ILOs...etc.
3. The institution should have clear academic standards and benchmarks for each education programme.
4. At the end of the semester/year, the lecturer/coordinator of a course should submit a course report to the head of the department.

A-Basic Information:

1- Course title and code:

Write the title and the code (the letter(s) and the number that identifies the course in the faculty by-laws). If there is no code, leave the space blank.

2- Programme:

Write the title of the programme(s) to which the course contributes.

3- Year /Level:

Write the programme year(s) of the students attending the course in the case of a daily scheduling system or the level in credit-hour systems.

4- No. of hours/ units:

Referring to the faculty by-laws, write the number of weekly contact hours of the course for the daily scheduling system and credit hour units for credit hour system divided to lectures, exercises and lab.

5- Teaching staff:

Write the name(s) of lecturer(s) teaching the course.

B- Statistical Information

6- No. of students starting the course:

Write the number of students starting the course at the beginning of the semester.

7- Results of students' assessment:

Write the number and percentage of pass students as well as fail students.

8- Distribution of passed students according to:

Fill in the allocated space, the number as well as the percentage of students for each grade.

C- Professional Information

1- Course topics taught:

In the first column of the table, write the topics actually covered in the semester/year. In the second column of the table, write the actual hours spent in covering each topic. In the third column, write the name of the lecturer covering each topic. Write in the space provided the percentage of the specified topics actually covered. State the reasons for the failure to cover any of the specified topics. If topics, not included in the course specification, were taught, justify this action.

2- Teaching and learning methods:

Tick in the appropriate rectangle, the method used. Write any comments.

- Lectures
- Practical training/lab
- Discussion sessions.....
- Class activities.....
- Case studies
- Other assignments.....

3- Student assessment:

a- Methods of assessment

Tick in the appropriate place the method(s) used.

b- State the rules applied for the selection of the examination committee.

State the names of the members of the examination committee.

c- State the involvement of the external evaluator in:

- The match between the examination and the topics taught.
- The existence of grading criteria in examination sheets
- The allocation and distribution of marks and weighting
- Effectiveness of the overall assessments in measuring the achievement of the intended learning outcomes (ILOs).

4- Facilities and teaching materials:

Tick the boxes provided to indicate whether or not the facilities for learning and teaching materials are adequate. If there are any inadequacies, identify them, together with any problems in the delivery of the course or achieving the ILOs, which resulted.

5- Administration constraints:

State any administrative constraints related to teaching and learning (lack of: some facilities or funds, teaching aids, site visits, qualified personnel for laboratory and administration). Also mention any management problems or regulations, which impeded the delivery of the course and the achievement of the ILOs.

6- Results of course evaluation by students:

State the main points resulting from the analysis of students' evaluation of the course, and the response to any criticisms by the faculty members delivering the course, together with their proposals for dealing with those issues.

7- External evaluator's comments:

State the issues raised by the external evaluator and the responses from the faculty members delivering the course, together with their proposals for dealing with those issues.

8- Course enhancement:

- a- List the issues identified in the action plan from the previous year and whether or not they have been dealt with effectively. When issues have not been effectively dealt with, give reasons and include in the current year's action plan.

Write the issues not handled from those raised in the previous report and the reasons for overlooking such issues.

- b- Action plan for programme enhancement over the next academic year.

List:

- 1- Issues and actions required
- 2- Time schedule
- 3- Person(s) responsible for the successful achievement of the specified action.

The action plan is fundamental to the success of the quality system. It appears at the end of the report, because it is the result of all of prior analysis. Enhancement can only take place if issues are identified and then acted upon and resolved. The action plan identifies the issues, prioritizes them and dictates the necessary action to be taken. It is also clearly places the responsibility for the implementation of the action and the resolution of the associated issues, in a given time scale on named individuals.



APPENDIX D1

**TEMPLATES FOR COURSE
SPECIFICATIONS**

Appendix D1**Templates for Course Specifications****University...****Faculty ...****Course specifications**

Programme(s) on which the course is given

Major or minor element of programmes

Department offering the programme

Department offering the course

Academic year / Level

Date of specification approval

A- Basic Information**Title:****Code:****Credit Hours:****Lecture:****Tutorial:****Practical:****Total:****B- Professional Information****1 – Overall aims of course**

.....

.....

.....

2 – Intended learning outcomes of course (ILOs)

a- Knowledge and understanding:

a1-

a2-

a3-

b- Intellectual skills

b1-.....

b2-.....

b3-.....

c- Professional and practical skills

c1-.....

c2-.....

c3-.....

d- General and transferable skills

d1-.....

d2-.....

3- Contents

Topic	No. of Hours	Lecture	Tutorial/Practical

4- Teaching and learning methods

- 4.1-.....
- 4.2-.....
- 4.3-.....
- 4.4-.....

5- Student assessment methods

- 5.1..... to assess
- 5.2..... to assess
- 5.3..... to assess
- 5.4..... to assess

Assessment schedule

- Assessment 1..... Week
- Assessment 2 week
- Assessment 3..... Week
- Assessment 4..... Week

Weighting of assessments

- Mid-term examination %
- Final-term examination %
- Oral examination. %
- Practical examination %
- Semester work %
- Other types of assessment %
- Total 100%

Any formative only assessments

6- List of references

- 6.1- Course notes
.....
- 6.2- Essential books (text books)
.....
.....

6.3- Recommended books

.....

.....

6.4- Periodicals, Web sites, ... etc

.....

.....

.....

7- Facilities required for teaching and learning

.....

Course coordinator:

Head of Department:

Date: / /



APPENDIX D2

**TEMPLATES FOR
ANNUAL COURSE REPORTS**

Appendix D2

Templates for Annual Course Reports

University..... Faculty..... Department.....

Course Report

A- Basic Information

1. Title and code:
2. Programme(s) on which this course is given:
3. Year/ Level of programmes
4. Units/Credit hours:

Lectures Tutorial/Practical Total

5. Names of lecturers contributing to the delivery of the course

- i
- ii
- iii
- Course co-ordinator
- External evaluator

B- Statistical Information

No. of students attending the course: No. %

No. of students completing the course: No. %

Results:

Passed: No. % Failed: No. %

Grading of successful students:

Excellent: No. % Very Good: No. %

Good : No. % Pass: No. %

C- Professional Information

1 – Course teaching

Topics actually taught	No. of hours	Lecturer

Topics taught as a percentage of the content specified:

>90 % **70-90 %** **<70%**

Reasons in detail for not teaching any topic

.....
.....
.....

If any topics were taught which are not specified, give reasons in detail

.....
.....
.....
.....

2- Teaching and learning methods:

Lectures:

Practical training/ laboratory:

Seminar/Workshop:

Class activity:

Case Study:

Other assignments/homework:

If teaching and learning methods were used other than those specified, list and give reasons:

.....
.....

3- Student assessment:

Method of assessment	Percentage of total
Written examination	<input type="checkbox"/>
Oral examination	<input type="checkbox"/>
Practical/laboratory work	<input type="checkbox"/>
Other assignments/class work	<input type="checkbox"/>
Total	100 %

Members of examination committee

.....
.....
.....

Role of external evaluator

.....
.....
.....

4- Facilities and teaching materials:

Totally adequate	<input type="checkbox"/>
Adequate to some extent	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
List any inadequacies	<input type="checkbox"/>
.....	
.....	

5- Administrative constraints

List any difficulties encountered

.....

.....

.....

6- Student evaluation of the course: Response of course team

List any criticisms	
.....
.....
.....
.....

7- Comments from external evaluator(s): Response of course team

.....
.....
.....
.....
.....

8- Course enhancement:

Progress on actions identified in the previous year's action plan:	
Action	State whether or not completed and give reasons for any non-completion
.....
.....
.....


9- Action plan for academic year 200X – 200Y

Actions required	Completion date	Person responsible
.....
.....
.....
.....
.....

Course coordinator:

Signature:

Date: / /



ANNEX E

**GUIDELINES
AND TEMPLATES
FOR PROGRAMME
SPECIFICATIONS AND
PROGRAMME REPORTS**

Annex E

Guidelines and Templates for Programme Specifications and Programme Reports

Introduction

1. The purpose of these guidelines is to assist higher education institutions to prepare a specification for each academic programme in their institution and to write a report on the operation of the programme according to international standards for assuring its quality. It is one of the guidelines produced by the Quality Assurance and Accreditation Project (QAAP) following consultations in higher education and should be used together with the guidelines on course specifications and reports (Handbook annex D) and annual faculty self-evaluation reports (Handbook annex F).
2. The published documents of the Quality Assurance Agency for Higher Education in the UK (QAA) and the accrediting agency for mid and west USA universities were used as guidance material for the preparation of these guidelines. The templates for programme specifications (E1) and reports (E2) contained in the appendices have been prepared with the cooperation of consultants from the (QAA) and following consultations with representatives of higher education institutions in Egypt.
3. Each section of the guidelines is in two parts. The first part contains the general rules presenting the basic considerations and practices that the educational institution should provide to assure the quality of its performance. The second part is a collection of basic elements that are suggested for each section.
4. Each item of these guidelines is accompanied by an explanation of the meaning of the item and its connection with the basic considerations and practices which the institution should provide to assure the quality of its performance. This should prevent any misunderstanding of the concepts and also to help in writing programme specifications and reports.
5. The programme specification form contains the following main items: basic information; aims; intended learning outcomes (ILOs); curriculum structure and contents; courses in the programme; contents of courses; regulations for progression and completion of the programme; student assessment; academic standards; benchmarks; programme evaluation; and the action plan.
6. The programme report template contains the following main items: basic information; statistics; professional information including academic standards; learning quality management for programme development; and the action plan.
7. The academic programme specification has to be provided for the faculty academic bylaws document to be authorized. The annual programme report should be provided at the end of the academic year no later than mid July, to permit time for the preparation of the annual faculty academic report and for the compilation of the action plan for the next academic year.
8. The Programme Specification template is given in appendix E1. The Program Report template is given in appendix E2.

Context

9. The enhancement of educational standards is one of the most important challenges facing all countries worldwide. Such enhancement enables nations to be capable of implementing economic reforms driven by globalization. Egypt's Education Reform Programme has recognized the priority for the economy and society of assisting institutions to make all their academic programmes in higher education of comparable

standard to the best in the world. Such enhancement will help to fulfill the main educational aim, which is to provide society with graduates capable of achieving its professional and research needs and of effectively participating in developing and implementing the intended national policies and plans of investment.

- 10.** In order to assure the production of graduates according to internationally recognized standards, all institutions need to develop appropriate internal systems to specify the quality of their academic programmes, specify the intended outcomes in terms of the attributes of their graduates, to review and report routinely on their performance against the specification and to take steps to identify matters that need to be addressed as part of a process of continuing improvement. Such action will increase the skills of graduates and enhance their competitive capacity in the national and regional labour market. This is the reason for including the Quality Assurance and Accreditation Project (QAAP) as one of the 25 projects agreed upon by the National Higher Education Conference in 2000. The (QAAP) has also been chosen as one of the six higher education (HE) development projects to be implemented by the end of the year 2002. Academic educational programmes are considered to be the core of the educational system.
- 11.** Hence, it is important to specify any programme according to international standards and on the basis of its intended learning outcomes (ILOs). It is also important to prepare an annual report on the performance of the programme during its implementation. This must be done with reference to the standards and benchmarks that are to be carefully chosen by the HE institution in accordance with its mission. These guidelines have been prepared due to the aim of the QAAP to satisfy performance standards. They are also aimed at unifying the concepts among the faculty members when compiling programme specifications and reports.

Glossary

- 12.** Some of the terms appearing in these guidelines and/or used in writing programme specifications and programme reports in the HE institution may have more than one meaning according to its context. This might cause confusion in understanding and consequently affect the compilation of specifications and reports. It is very important for the reader of these guidelines to be aware of the meaning, in this context, of the terms used. Therefore, this section defines the terms used in the compilation of course specifications and reports.

Academic Standards

Specific standards decided by the institution, informed by external references and including the minimum knowledge and skills to be gained by the graduates from the academic programme and fulfilling the stated mission of the institution.

Accreditation:

The recognition accorded by the Agency to an institution which can demonstrate that its programmes meet acceptable standards and that it has in place effective systems to ensure the quality and continuing improvement of its academic activities, according to the criteria published by the Agency.

The impact of accreditation at course and programme level will be to require an assurance of the existence of a specific quality level in accordance with the institution's mission, the objectives of the programme(s) and the expectations of similar academic institutions, the students and the labour market.

Benchmarks:

Reference points with which to compare the standards and quality of a programme. Therefore, benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given subject area.

Aims

A collection of the goals that are derived from the mission statement and which in turn inform the detailed intended learning outcomes objectives ILOs of the educational programme and specific course objectives. They are written in a general manner, expressing the broad purposes and intent. In educational programmes and courses, they catalogue the knowledge, skills and attitudes to be developed in the students.

External evaluator

An external experienced person in the field of specialization who is invited to review the structure and content of a programme, its relevance to the ILOs, the standards and appropriateness of student assessments and attainment against the specification, and also evaluating the existing learning resources and whether or not they satisfy the programme requirements. The institution is responsible for specifying the evaluators' role and appointing them.

Institution

A faculty or higher institute providing HE programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

Intended learning outcomes (ILOs)

The knowledge, understanding and skills which the institution intends to have been gained by the students completing the programme. For the purposes of quality assurance systems, these should be expressed as outcomes rather than as a traditionally written syllabus.

Internal system for quality management

The system adopted by the institution to improve the level of the educational programmes and other elements affecting them. Such an outcomes-related system involves precise specifications for quality, the identification of good practice as well as of learning deficiencies and obstacles, performance follow-up, suggestions for development and enhancement, and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

Peer reviewer

A person who is professionally equal in calibre and subject specialism to those delivering the provision but not from the same institution, without any conflict of interest, who can contribute to the review of an educational programme either for internal quality assurance (QA) or for accreditation purposes.

Programme evaluation

The methods used to obtain the opinions of the stakeholders of the programme, including students, faculty members, the graduates, and the governing council, etc with the aim of improving and developing the programme to cope with the advances in subject matter and the needs of society and the environment. Self-evaluation is central to internal quality assurance systems. External reviews, for example in connection with an application by an institution for accreditation, will use the self-evaluation reports as a starting point and lead to an evaluation report.

Strategic objectives

A collection of institution-specific aims and objectives that are derived from its mission. Objectives are written in a general manner focusing on the portfolio of academic programmes and the medium and long term aims of the institution.

Student assessment:

The different types of assessment including examinations or semester activities that the teacher sets to ensure that the students have achieved the ILOs.

Teaching and learning methods:

The methods which are used by teacher to help students to achieve the ILOs for the course. Examples would be: a case study to teach students how to analyse information and reach a decision based on available evidence; writing a review paper for the students to gain the skills of self-learning and presentation; practical sessions for the students to gain practical skills; and executing laboratory or field-work experiments to train the students to gather information, analyse the results and reach specific conclusions.

GUIDELINES FOR WRITING A PROGRAMME SPECIFICATION

General precepts

The institution should ensure that all its departments have internal mechanisms for periodic review and reporting of the educational programmes provided by the institution.

The institution should make sure that there is a system to ensure continuous improvement, in accordance with the current national and international conditions.

The institution should define and apply the academic standards for its programmes in line with its mission, using appropriate external reference points, and ensure that the students gain the minimum knowledge and skills that fulfill the programme aims and the intended learning outcomes.

The institution should specify the external reference points (benchmarks) used to define and compare its academic standards.

A- Basic Information

1. Programme title:

Write programme title

2. Programme type:

Write whether the programme is single (has the specialty of one department), joint (has two specialties) or multidisciplinary (has more than two specialties). Specialties may be in different departments in one faculty or more than one faculty.

3. Faculty

Write the name of the faculty responsible for the programme. In the case of joint or multi-disciplinary programme, write the name of the faculty which has the main responsibility for the programme.

4. Department

Write the name(s) of the department(s) providing the programme

5. Assistant co-ordinator

Write the name

6. Co-ordinator

Write the name

7. External evaluator(s)

Write the name(s) of the external evaluator(s)

8. Last date of programme approval:

Write down the year in which the programme was last authorised.

B- Professional Information:

1. Programme aims:

Write down the programme aims in a general way specifying the most important knowledge skills and attitudes which the students should gain after completing the programme

2. Intended learning outcomes (ILOs):

When completing this item, the complete ILOs for the programme should be given so that the courses comprising the programme can be justified by the programme ILOs which they satisfy. Also, each ILO should be given a code or number so that it can be easily referred to. The (ILOs) include, without limitation, the following:

a. Knowledge and understanding:

Meaning the basic information and understanding the graduate should have gained upon completing the programme.

b. Intellectual capabilities:

Meaning the intellectual capabilities gained by the graduate after completing the programme such as: the ability to select from different choices – concluding and discussing – innovation, specifying problems and finding solutions - etc.

c. Professional and practical skills :

Meaning the capability to use academic material in professional applications, which should be gained by the student upon completing the programme. Examples of such capabilities include: use of remote sensing maps – laser applications – ability to diagnose an illness – writing a treatment prescription – managing water resources – performing an engineering design – designing a computer program - etc.

d. General and transferable skills:

Meaning the different general or transferable skills that should be gained by the student upon completing the programme. These are non-subject-specific skills such as:

- Computing skills
- Communication skills
- Management skills
- Working in a group
- Problem solving.

3. Academic standards:

Write a specification of the academic standards for the programme which indicate what the graduate should have achieved on completion of the programme. Reference should be made to external references such as benchmark statements.

4. External references for standards (Benchmarks):

Meaning the collection of measures applied by the academic community to ensure that the graduates have fulfilled the academic standards and the academic quality level specified in the institution mission.

5. Curriculum structure and contents:

a- Programme duration:

Write the minimum number of years required to complete the programme and obtain the degree.

b- Programme structure:

The following points have to be covered:

- (i) Number of hours required to complete the programme (including lectures, exercises, lab. and others).
- (ii) Distribution of the hours given in (i) as compulsory, elective, and optional.
- (iii), (iv), (v), (vi) and (vii) number of hours and the percentages of the total number of programme hours classified respectively as:
 - basic sciences courses
 - social sciences and humanities courses
 - specialized courses
 - other courses and
 - practical/field training

(viii) Programme levels (for the credit hours system):

If the programme has different levels, state the levels and the requirement for transfer from the lower, level to the higher, level.

Also state whether or not certificates are awarded for completion of each level.

6. Programme courses:

6.1 First Year / Semester

for the first column of the table:

write the code number of the course and its title

for the second column of the table.

write the course title

for the third column of the table

write the number of units in the course

for the fourth, fifth and sixth columns of the table

write in the number of hours/week for each of the given activities

for the final column

write in the programme ILOs (by number) which are achieved by the course in question

For semester systems, write no. of hours/week and for credit hours system, write no. of units (as distributed into lectures, labs and exercises)

Note: Use separate tables for each of:

1. Compulsory courses
2. Elective courses
3. Optional courses

AND

Construct similar tables for each year / level / semester

Note: There will be a need to amend the table to specify any pre-requisites.

7. Programme admission requirements:

Write the general criteria and rules for the admission of students to the programme, and from which level the programme starts.

8. Regulation for progression and programme completion

Identify the rules and bylaws for moving from one year/level to the next year/level in semester/credit hours system. Also, identify the rules for withdrawal or transfer from another programme or another faculty.

9. Programme evaluation:

Write the way by which the programme is regularly evaluated. List also the concerned stakeholders of the programme doing the evaluation, and mention the methods used for evaluation, including the function of an external evaluator.

All course specifications should be included as appendices.

GUIDELINES FOR WRITING PROGRAMME REPORTS

General precepts

The institution should make sure that there are mechanisms which guarantee the submission of the programme report by a specified date.

The institution should make sure that there are policies and mechanisms which guarantee a real response to requirements for programme development.

The institution should make sure that the policies and mechanisms used for programmes evaluation are transparent and true.

The programme report must take account of all of the information provided in all of the course reports. This information should be integrated to form the programme report.

The programme report(s) in turn form the basis of the annual faculty self-evaluation report.

A- Basic Information

- Programme Title:
Write the programme title and specialty.
- Tick the type of programme
- Department responsible
- Enter name of programme co-ordinator
- Enter name(s) of external evaluator(s)
- Specify the year of operation

B- Statistics

- 1- No. of admitted students: Identify the number of the students who joined the programme from those admitted to the institution. Thus for programmes where students start in their first university year, enter the numbers for that year. Where the programme is a specialization starting in the third year, enter the number of students enrolled in that year.
- 2- This can be calculated from the number of students admitted to the programme current year as a percentage of the number of students admitted in the previous year.
- 3- For each year/level/semester of the programme, enter the number of students passing and express also as a percentage of those starting.
- 4- Enter the number of students, who completed the whole programme and express as a percentage of the number who started.
- 5- Enter the number and percentage in each grade.

C- Professional Information

Academic standards:

Define the academic standards that have been achieved compared with those that were identified by the institution upon planning and endorsing the programme. Also, in order to show to what extent the programme design, structure and organization are in accordance with the academic standards and programme aims, the coordinator should cover the following points:

- How well matched to the ILOs are the programme and its courses? – identifying any courses that appear to be especially effective or ineffective.
- What are the trends in academic standards worldwide, and are the external reference points used for the specification still valid?
- The strengths and weaknesses in the relevance of the subject matter, for example in drawing on recent and current research activity.

1- Intended learning outcomes by graduation:

In order to evaluate the programme, design a table similar to that for ILOs in programme specifications. This table should include the learning methods and the ILOs that have been achieved by each of the mentioned methods. The ILOs are referred to by their code number in the programme specification.

Also, the coordinator must include the comments of external reviewers (if any) about learning methods of different courses.

2. Achievement of programme aims

Evaluate the extent by which the achievement of the programme ILOs has facilitated the achievement of the programme aims.

3- Assessment methods

Report on the assessment methods used as defined in the course reports. State whether or not overall the assessment methods effectively demonstrate that the students achieved the range of the ILOs specified for the programme. Discuss any need for modification of assessment methods.

Comment on whether or not the assessments have measured that programme aims have been achieved and propose any remedial action necessary if they have not.

4- Student achievement

Comment on the statistics quoted in Section B. Consider the performance of students at all levels. Indicate whether the achievement percentages are acceptable, and, if this is not the case, propose any measures to be taken. Comment also on whether the grades achieved were appropriate in the light of the academic standards of the assessments. Comment also on the first destinations of students after graduating as defined in Section B 6.

Quality of Learning Opportunities

5- Teaching and learning

Evaluate the quality of the teaching and learning process which has been carried out. Quote evaluations by stakeholders, including students from all levels.

6. Student support

Comment on the quality of both academic and pastoral/personal support provided to students. Consider the effectiveness of any personal and group tutorial systems. Was adequate support provided for outstanding students and those with disabilities? Was there special provision to support students who were at risk dropping out as well as those whose performance was outstanding and who could benefit from a greater challenge?

7- Learning resources

a. Faculty members:

Number of faculty members and their assistants, and the ratio of the numbers of faculty members and the number of students for each year/level of the programme.

b. The specialisms of the faculty members who taught the different courses and how they fit with the programme requirements. State any deficiencies in specialisms.

c. Is there a programme handbook and does it contain all of the information, which students might need. Availability and students awareness of its contents.

Comment on:

Sufficiency of details in handbook about programme rules (admission, progression, completion, ...etc)

Any other details considered by the programme coordinator

d. Libraries:

Comment on:

The availability of the required textbooks, periodicals, video aids, etc in a number sufficient for all students. Comment also on their currency and suitability for the programme requirements;

the working areas, working hours, number & efficiency of staff;

the flexibility and appropriateness of the rules for facilitating borrowing.

e- Laboratories:

Comment on:

Sufficiency, efficiency and currency of equipment, instruments, materials and the number of students per experiment;

matching between the experimental work performance to that given in course specifications;

number and qualifications of laboratory technicians;

the extent of availability of laboratories to students for self learning.

f- Computer laboratories:

Comment on:

number of laboratories, number of machines, currency, availability of suitable software, access to the internet, suitability of facilities to assignments required by students and faculty members;

hours of availability of computing facilities, technician support, help desks etc;

g- Fieldwork/Training:

Comment on:

Matching of achieved field training to that stated in programme specification;

evaluation of the training in regard to period, timing, place, suitability to intended skills outcomes, number and percentage of students who completed training;

obstacles and constraints (if any) for field training noted by training supervisors or directors of training sites;

h- Other programme needs.

Identify any other programme needs and comment on their availability and quality in a similar way to the above.

8- Quality Management:

Comment on:

a- Existence of periodical internal quality evaluation of the programme.

b- The effectiveness of the system management and administrative obstacles impeding achievement of program intended learning outcomes. Steps taken by the faculty/university administration after receiving preceding programme report (to overcome deficiencies).

The coordinator's evaluation on the efficiency of the institution arrangements to identify good practice and to eliminate or minimise identified deficiencies.

Reaction of administration to suggestions proposed in the preceding year's report for developing the programme.

c- The extent of activating faculty bylaws and university regulations by administrators including those concerned with students attendance and commitment of staff members to complete course reports, etc.

d- External evaluator(s) for external evaluators, comment on:

- Choice criteria
- Their specialty and experience
- Commitment toward reporting on different issues of the programme.
- Their accounting for tools and outcomes of evaluation by the stakeholders (employees, senior students, alumni, professional syndicates, etc.)

e- Summary of stakeholders' evaluations.

f- Response of faculty/institution administration to preceding year's external evaluators reports and stakeholders evaluations.

9- Proposals for programme development:

- State the proposals for programme development based on course and programme specifications, academic standards and benchmarks and stakeholders' evaluations.

- Proposals should include:

a- Programme structure

b- Courses

c- Staff development

10- Progress of previous year's action plan

Include a copy of the previous year's action plan, and comment on the completion or non-completion of the specified actions, with reasons for any non-completion. Re-consider actions not completed and decide whether to include in the current year's action plan either in a similar form or modified in the light of the experience of the current year.

11- Action plan

List all actions brought forward from previous year, together with all actions arising from the analysis of the current year's operation of the programme.

Specify action, individual responsible and completion date.

All course reports should be attached as appendices.



APPENDIX E1

**TEMPLATE
FOR PROGRAMME
SPECIFICATION**

Appendix E1**Template For Programme Specification**

University..... Faculty(s).....

Programme Specification**A- Basic Information**

1- Programme title:.....

2- Programme type: Single Double Multiple

3- Department (s):.....

4- Coordinator:.....

5- External evaluator(s).....

6- Last date of programme specifications approval:.....

B- Professional Information**1- Programme aims**

.....

.....

.....

.....

.....

2- Intended learning outcomes (ILOs)**a- Knowledge and understanding:**

a1-

a2-

a3-.....

Etc.

b- Intellectual skills

b1-

b2-

b3-.....

Etc.

c- Professional and practical skills

- c1-
- c2-
- c3-.....
- Etc.

d- General and transferable skills

- d1-
- d2-
- d3-.....
- Etc.

3- Academic standards

3a External references for standards (Benchmarks)

-
-
-
-

3b Comparison of provision to external references

-
-
-
-

4- Curriculum Structure and Contents

4.a- Programme duration.....

4.b- Programme structure

4.b.i- No. of hours per week: Lectures Lab./Exercise total

4.b.ii- No. of credit hours: Compulsory Elective Optional

4.b.iii- No. of credit hours of basic sciences courses: No. %

4.b.iv- No. of credit hours of courses of social sciences and humanities No. %

4.b.v- No. of credit hours of specialized courses: No. %

4.b.vi- No. of credit hours of other courses: NO. %

4.b.vii- Practical/Field Training:

.....

4.b.viii- Programme Levels (in credit-hours system):

5- Programme courses

5.1- Level/Year of Programme...1..... Semester...1.....

a. Compulsory

Code No.	Course Title	No. of Units	No. of hours /week			Programme ILOs Covered (By No.)
			Lect.	Lab.	Exer.	

b- Elective – number required

Code No.	Course Title	No. of Units	No. of hours /week					Programme ILOs Covered (By No.)
			Lect.	Lab.	Exer.			

c- Optional – number required

Code No.	Course Title	No. of Units	No. of hours /week					Programme ILOs Covered (By No.)
			Lect.	Lab.	Exer.			

5.2 Repeat for all higher years/semesters /levels**6- Programme admission requirements**

.....

7- Regulations for progression and programme completion**First Year/Level/Semester**

.....

Second Year/Level/Semester

.....

Etc.

8- Evaluation of programme intended learning outcomes

Evaluator	Tool	Sample
1- Senior students		
2- Alumni		
3- Stakeholders (Employers)		
4-External Evaluator(s) (External Examiner(s))		
5- Other		

Annex 1

Attach course specifications



APPENDIX E2

**TEMPLATE FOR
PROGRAMME REPORT**

Appendix E2**Template for Programme Report****Programme Report****A- Basic Information**

- 1- Programme title:
 2- Programme type: Single Double Multiple
 3-Department(s):
 4-Co-ordinator:
 5- External evaluator:
 6- Year of operation

B- Statistic

- 1-No. of students starting the programme.
 2-Ratio of students attending the programme this year to those of last year
 3-No. and percentage of students passing in each year/level/semester
 4-No. of students completing the programme and as a percentage of those who started
 5-Grading: No. and percentage in each grade
 6-First destinations of graduates

Give percentages of the graduating cohort who have

- i. Proceeded to appropriate employment
- ii Proceeded to other employment
- iii Undertaken postgraduate study
- iv. Engaged in other types of activity
- v. Unknown first destination

Academic Standards**1- Achievement of programme intended learning outcomes**

Course	Programme ILOs (By No.)			
	K, U *	IS **	P.S ***	G.T.S ****

- * Knowledge and Understanding
 ** Intellectual Skills
 *** Professional and Practical Skills
 **** General and Transferable Skills

Commentary (quoting evaluations from external evaluator and other stakeholders)

.....

2. Achievement of programme aims

Commentary(quoting evaluations from external evaluator and other stakeholders)

.....
.....
.....
.....

3. Assessment methods

Commentary(quoting evaluations from external evaluator and other stakeholders)

.....
.....
.....
.....

4. Student achievement

Commentary(quoting statistics from Section B and evaluations from external evaluator and other stakeholders)

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.....
.....
.....

Quality of Learning Opportunities

5. Quality of teaching and learning

Commentary on the quality of teaching and learning (quoting evaluations by stakeholders including students)

.....
.....
.....
.....

6. Effectiveness of student support systems

Commentary on both academic and pastoral/personal support for all students

.....
.....
.....

7. Learning resources

a. No. and ratio of faculty members and their assistants to students

.....
.....

b. Matching of faculty members' specialization to programme needs.

.....
.....

c. Availability and adequacy of programme handbook

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.....

d. Adequacy of library facilities.

.....
.....

e. Adequacy of laboratories

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.....

f. Adequacy of computer facilities

.....
.....

g. Adequacy of field/practical training resources

.....
.....

h. Adequacy of any other programme needs

.....

8. Quality management**a. Availability of regular evaluation and revision system for the programme**

.....
.....

b. Effectiveness of the system

.....
.....

c. Effectiveness of Faculty and University laws and regulations for progression and completion

.....
.....

d. Effectiveness of programme external evaluation system:**i- External evaluators**

.....

ii- Students

.....

iii- Other stakeholders

.....

e. Faculty response to student and external evaluations

.....
.....

9. Proposals for programme development

a. Programme structure (units/credit-hours)

.....
.....
.....

b. Courses, deletions and additions and modifications

.....
.....
.....

c. Staff development requirements

.....
.....
.....

10. Progress of previous year's action plan

Action Identified	Person Responsible	Progress of action, state if completed and any reasons for non-completion
.....
.....
.....
.....
.....

11. Action plan

Action required	Person Responsible	Completion Date
.....
.....
.....
.....
.....

Annex

Attach all course reports as annexes