Program Specification
— (Bachelor)

Program:	Bachelor in Health Education and Promotion
Program Code (as per Saudi university ranking):	091911
Qualification Level:	6
Department:	Public Health
College:	Nursing and Health Sciences
Institution:	Jazan University
Program Specification:	New ☐ updated* ☒
Last Review Date:	2018

*Attach the previous version of the Program Specification.

TP-151 Program Specifications 2023

Table of Contents

A. Program Identification and General Information

1. Program's Main Location :

University Main Campus (Jazan University Office 6809, Jazan 82817-2820, Kingdom of Saudi Arabia)

2. Branches Offering the Program (if any): Not Applicable

3. Partnerships with other parties (if any) and the nature of each: Not Applicable

4. Professions/jobs for which students are qualified

Health Education Specialist (SCFHS)

5. Relevant occupational/ Professional sectors:

- Governmental and private hospitals
- Primary health care centers
- School health services
- Professional institutions
- Regional health organizations
- Workplace organizations

6. Major Tracks/Pathways (if any): Not Applicable

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1.		
2.		
3.		

7. Exit Points/Awarded Degree (if any): Not Applicable

exit points/awarded degree	Credit hours
1.	
2.	

8. Total credit hours: (125)

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Health Education and Promotion program is committed to provide quality based academic education, research and innovative community services within the spirit of professional ethics, responsibility and collaboration.

2. Program Goals:

1. To graduate competent health education and promotion specialists to serve in different health care and community settings, based on Health education and Promotion core competencies.

2. To foster multidisciplinary health promotion research and intervention programs within academic institutions and in collaboration with the Ministry of Health and relevant sectors, in order to improve individuals, families and community's well-being.

3. To cultivate strong work ethics, teamwork and responsibility towards lifelong personal and community development.

4. To facilitate students' and staff members' engagement in community based health education and promotion programs and activities to promote health and improve quality of life.

5. To foster high quality of health education and promotion practices through providing consultation services and continuous professional and academic training program.

3. Program Learning Outcomes*

Knowledge and Understanding

K1	To identify the risk factors responsible for various health problems.
K2	To describe health educational and behavior promotion strategies for prevention of diseases.
K3	To describe the role of different behavior theories in prevention of diseases.
K4	To explain the disciplinary and interdisciplinary theories, concepts, principles, and ethics of health education and promotion.

Skills

S1	To apply different health behavior and preventive strategies for prevention of diseases.
S2	To analyze the role of theories/models for prevention of behavior and lifestyle related to health issues.
S3	To apply appropriate technologies and related technical skills and practices to promote, communicate, implement, evaluate, and adapt behavioral health information in an effective and ethical manner.

Values, Autonomy, and Responsibility	
V1	To demonstrate personal competencies, leadership abilities and motivation to achieve environmental safety and community well-being.
V2	To demonstrate the ability to extrapolate the surrounding conditions when preparing various health educational and promotional strategies to solve health behavior problems.
V3	To demonstrate the best talents and innovative scientific practices to conduct research with integrity and high ethical standards while pursuing professional endeavors within Islamic ethics.

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	6	4.8%
	Elective			
College Requirements	Required	5	23	18.4%
	Elective			
Program Requirements	Required	38	88	70.4%
	Elective	1	2	1.6%
Capstone Course/Project		1	4	3.2%
Field Training/ Internship		1	2	1.6%
Residency year				
Others				
Total		49	125	100%

* Add a separated table for each track (if any).

2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	101 ISLM	Islamic Culture 1	Required	...	2	Institution
	102 ARB	Arabic Writing	Required	....	2	Institution
	181 ENG-4	English Language for Health Specialties	Required	....	8	College
Level 2	105 PHYS	Physics for Health Specialties	Required	181 ENG-4	4	College
	105 BIO	Biology for Health Specialties	Required	181 ENG-4	4	College
	105 CHEM	Chemistry for Health Specialties	Required	181 ENG-4	4	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 3	182 ENG-4	English Language for Health Specialties	Required	….	3	College
	102 ISLM	Islamic Culture 2	Required	--	2	Institution
	211 PHS	Introduction to Public Health	Required	--	3	Department
	211 HID	Learning Skills for Health Specialties	Required	--	2	Department
	212 PHYSIO-2	Human Physiology	Required	105 BIO	2	Department
	220 ANAT	Introduction to Human Anatomy	Required	--	2	Department
	221 ENV	Principles of Environmental & Occupational Health	Required	105 PHYS 105 CHEM	2	Department
	243 PHCL	Introduction to Ethics in the Health Professions	Required	--	2	Department
Level 4	212 HSM	Healthcare Systems and Policies	Required	---	2	Department
	213 PHS	Microbiology and Parasitology for Public Health	Required	220 ANAT, 212 Physio-2	3	Department
	214 PHS	First Aid and Physical Assessment	Required	220 ANAT, 212 Physio-2	2	Department
	215 PHS	Medical Terminology	Required	---	2	Department
	221 HEP	Introduction to Health Education & Promotion	Required	---	2	Department
	221 HID	Introduction of Health Informatics	Required	---	2	Department
	222 EPI	Principles of Epidemiology	Required	211 PHS	2	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 5	222 STA	Fundamentals of Biostatistics	Required	---	2	Department
	316 PHS	Pharmacology for Public Health	Required	---	2	Department
	322 HEP	Health Promotion	Required	---	3	Department
	323 STA	Applied Biostatistics	Required	222 STA	3	Department
	323 HEP	Psychosocial Foundation of Health Promotion	Required	---	2	Department
	324 HEP	Primary Health Care	Required	---	2	Department
	331 HEP	Communicable Diseases	Required	213 PHS	3	Department
Level 6	325 HEP	Community Health	Required	---	2	Department
	326 HEP	Health Education Methods and Materials	Required	332 HEP	3	Department
	332 HEP	Non-Communicable Diseases	Required	220 ANAT	2	Department
	333 HEP	Maternal and Child Health	Required	---	2	Department
	341 HEP	Theories in Health Promotion	Required	323 HEP	3	Department
	342 HEP	Health Education Practicum 1	Required	---	2	Department
	352 GPH	Research Methodology	Required	323 STA, 222 EPI	3	Department
Level 7	427 HEP	Patient Health Education	Required	332 HEP	3	Department
	428 HEP	School Health Education	Required	---	2	Department
	434 HEP	Nutrition and Health	Required	---	3	Department
	435 HEP	Mental Health	Required	323 HEP	2	Department
	444 EPI	Evidence Based Practices	Required	352 GPH	2	Department
	443 HEP	Health Education Practicum 2	Required	342 HEP	2	Department
	451 HEP	Health Research Design	Required	352 GPH	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 8	414 HSM	Health Service Management	Required	---	2	Department
	415 HSM	Health Care Quality and Patient Safety	Required	---	2	Department
	433 EPI	Global Health and Mass Gathering	Required	---	2	Department
	444 HEP	Health Promotion Program Planning and Evaluation	Required	341 HEP	2	Department
	445 HEP	Field Training	Required	443 HEP	2	Department
	459 HEP	Graduation Research	Required	451 HEP	4	Department
	Elective Courses	From Elective List	Required	---	---	----
Elective Courses	413 HSM	Health Economics	Elective	---	2	Department
	436 HEP	Life style and health behavior	Elective	---	2	Department
	446 HEP	Social Marketing for Health Promotion	Elective	---	2	Department
	447 HEP	Graphic Design for Health	Elective	---	2	Department

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (TP-153)

Level 1
Islamic Culture 1 101 ISLM
Arab Writing 102 ARAB
English Language for Health Specialties 181 ENG

Level 2
Physics for Health Specialties 105 PHYS
Biology for Health Specialties 105 BIO
Chemistry for Health Specialties 105 CHEM
English Language for Health Specialties 182 ENG

Level 3
Islamic Culture 2
Introduction to Public Health_211PHS
Learning Skills for Health Specialities_211HID
Human Physiology_212PHYSIO

Introduction Anatomy_220ANAT
Principles of Environmental and Occupational Health_221 ENV
Introduction to Ethics in the Health Professions_243 PHCL

Level 4
Healthcare System and Policies_212 HSM
Microbiology and Parasitology for Public Health_213 BHI
First Aid_214 PHS
Medical Terminology_215PHS
Introduction to Health Education_221 HEP
Introduction of Health Informatics_221 HID
Principles of Epidemiology_222 EPI
Fundamentals of Biostatistics_222 STA

Level 5
Pharmacology of PH_316 PHS
Health Promotion 322 HEP
Applied Biostatistics_323 STA
Psychosocial Foundations of Health Promotion 323
Primary Health Care_324HEP
Communicable Disease 331 HEP

Level 6
Research Methodology_352 GPH
Community Health_325 HEP
Health Education Methods and Materials_326 HEP
Non-Communicable Diseases_332 HEP
Maternal and Child Health_333 HEP
Theories in Health Promotion 341 HEP
Health Education Practicum 1_342 HEP

Level 7
Patient Health Education_444 HEP
School Health Education_428 HEP
Nutrition and Health_333 HEP
Mental Health_435 HEP
Evidence Based Pratice_444 EPI
Health Research Design 2_451 HEP
Health Education Practicum 2_443 HEP

Level 8
Health Service Management_414 HSM
Healthcare Quality and Patient Safety_415 HSM
Global health and mass gathering_433 EPI
Health Promotion Program Planning and Evaluation_HEP 444
Field Training_445 HEP
Graduation Research_459 HEP
Life Style and Health Behavior_436 HEP
Social Marketing for Health Promotion_446 HEP
Graphic Design for Health__447 HEP

4. Program learning Outcomes Mapping Matrix:

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

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	---	V1	V2	V3
101 ISLM	I		I	I		I					I
102 ARB	I	I	I	I	I		I			I	I
181 ENG	I	I	I	I	I				I		
105 PHYS	I	I				I			I	I	
105 BIO	I	I	I	I			I				
105 CHEM	I	I			I		I		I		
182 ENG	I		I	I	I				I		
102 ISLM	I	I		I	I	I	I		I		I
211 PHS	I		I	I		I	I			I	I
211 HID		I	I	I	I				I		I
212 PHYSIO	I	I	I	I	I	I	I		I	I	I
220 ANAT	I	I				I	I			I	
221 ENV	I	I	I			I	I		I		
243 PHCL	I			I	I		I			I	
212 HSM	I	I					I		I		I
213 PHS	I		I	I		I	I		I	I	I
214 PHS	I	I	I		I	I			I	I	
215 PHS		I		I	I		I			I	I
221 HEP	I	I	I	I	I	I	I		I	I	
221 HID	I		I		I		I		I		I
222 EPI		I	I	I		I	I		I	I	
222 STA		I	I	I			I			I	
316 PHS	P	P	P		P	P				P	P
322 HEP	P	P	P		P		P		P		P
323 STA	P	P		P	P	P	P			P	
323 HEP			P	P	P	P				P	
324 HEP	P		P	P	P		P				P
331 HEP	P	P	P		P				P		P
325 HEP	P	P	P	P	P		P				
326 HEP		P	P		P		P			P	
332 HEP	P	P	P	P	P	P			P		P
333 HEP	P		P	P	P		P			P	

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	---	V1	V2	V3
341 HEP		P		P	P	P	P		P		P
342 HEP	P	P	P	P	P	P				P	
352 GPH	P	P	P	P	P	P	P		P	P	P
427 HEP		M	M		M		M		M		M
428 HEP	M		M	M	M	M			M		
434 HEP		M		M	M					M	
435 HEP	M	M			M		M				M
444 EPI	M	M	M				M		M		
443 HEP	M	M	M		M	M			M	M	
451 HEP	M		M	M	M		M			M	M
414 HSM	M	M				M			M		
415 HSM	M		M	M			M		M		M
433 EPI				M	M	M			M	M	
444 HEP	M		M			M	M				
445 HEP					M	M	M		M	M	M
459 HEP	M	M	M	M	M	M	M		M	M	M
413 HSM	M	M	M	M	M	M	M		M	M	
436 HEP	M	M	M	M	M	M	M		M	M	
446 HEP	M	M	M	M	M	M	M		M	M	
447 HEP	M	M	M	M	M	M	M		M	M	

* Add a separated table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

NQF Domains	Teaching and Learning Strategies
Knowledge and Understanding	- Lectures - Problem Based Learning - Case Studies - Group Discussions
Skills	- Lectures - Practical lab - Brainstorming - Case study - Field visits and training - Research Project - Tutorial - Problem based learning - Group discussions - Demonstration - Individual Task - Group Task
Values, Autonomy, and Responsibility	- Individual tasks - Group Tasks - Group Discussion - Field visits - Community programs - Graduation project

6. Assessment Methods for program learning outcomes.

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

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

NQF Domains	Assessment Methods	
	Direct	**Indirect**
Knowledge and Understanding	- Multiple Choice Questions (MCQ's) - Assignment (Rubric)	PLOs survey by stakeholders (Graduate Students, Employers and Alumni)
Skills	- Multiple Choice Questions (MCQ's - Practical/Lab exams - Viva Voice Exam (Oral exam) (Rubric) - Assessment of group discussion (Rubric) - Assessment of Power Point Presentation (Rubric) - Assignment (Rubric) - Evaluating the Field visits (Rubric) - Assessment of project (Rubric)	
Values, Autonomy, and Responsibility	- Class Participation - Oral Exam - Assignment (Rubric) - Assessment of Power Point Presentation (Rubric) - Assessment of project (Rubric) - Evaluating the Field visits (Rubric)	

D. Student Admission and Support:

1. Student Admission Requirements

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites. Students admission mechanism and procedure, p.15-17

   a. Students are required to score a minimum GPA for entering into the program after completing higher secondary.

   b. English language is used as the medium of communication at all levels of courses.

   c. The age of applicant should not be less than 17 years and not exceed 25 years

   d. Applicants must be of good conduct and behavior.

   e. Should have obtained a general high secondary school certificate or its equivalent from inside or outside the Kingdom.

   f. The certificate of secondary school must be issued by a public school or a school that the University recognizes and approves.

   g. Adhere to full-time study.

Should meet any other conditions determined by the Program and the University at the time of submission.

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level). Students Manual for Policy and Procedures

During the start of every new semester, the new students are given a brief orientation about the program by the Dean and vice dean of the faculty Announcement of the new student' orientation on the faculty website. The students are brief about the following aspects.

   1. Learning outcomes of the program

   2. Roles and responsibilities of the staff

   3. Approach to solve various administrative issues in the program

   4. Different programs and its roles in community

   5. Study plan for program

   6. Jobs and opportunities of the program in the kingdom of Saudi Arabia

3. Student Counseling Services
(Academic, professional, psychological and social)
(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level). Student Advising Unit Guide, Guidance and Counselling Guide

In order to improve the performance of students, under the supervision of the vice dean of Academic Affairs, the Academic advising unit of the CPH&TM is in charge of managing academic advising and counselling services for students at all levels Policy of Student advising and Counselling. The academic Advising Unit (AAU) in the College of Public Health and Tropical Medicine offered comprehensive counseling services to the students of the HEP program:

Academic and Professional counselling: The AAU provides academic and professional counselling to promote the intellectual and academic development of the students under management by professional operational plan. **Psychological and social Services:** Along academic and professional counselling AAU provide psychological and social services to the students. The students having psychological issues are counselled by professional staff i.e., psychologist through systematic assessment and maintaining the counselling ethics.

   a. Each staff is assigned with a group of few students for their ongoing follow up and supervision regarding academic affairs and support.
   b. Each staff member is assigned for 10 hours per week as office hours for advising the students on course related matters and for any discussion on problem solving and also for career planning, psychological and social issues.

The eligibility for all these academic and other counselling is determined by the AAU based on documented need. Students are encouraged to register with HEP academic counselling committee office as soon as possible after admission to the university to ensure timely provision of academic services. The HEP program had their own faculty members assigned to follow up the students.

The College of Public Health and Tropical Medicine had an advisory council for the students, where the students can submit their appeals on academic matters like counseling, any grievances etc Complains and Grievance Policy.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

Academic advising unit of the CPH&TM is in charge of monitoring the low achiever, gifted and talented students. Through AAU, HEP Program, categorized students into various groups like gifted, talented, and under-achievers based on their performance in examinations and provide them required and special support. The issues of students with special needs are also addressed by AAU and special support is provided them.

- **Low Achievers**–

  Academic advising unit closely monitored academically weak students/low achievers, who are at risk of failing in their courses and do the needful counselling and alert those students early enough to ensure that they do not find themselves in a difficult situation.

- **Disabled**-

  Disabilities according to CDC is any condition of the body or mind (impairment) that makes it more difficult for the person with condition to do certain activities (active limitation) and interact with world around them (participation restrictions). There are different types of disabilities such as: learning disabilities, deafness, low vision or blindness, physical disabilities and chronic health impairment in general. AAU provides support and an equal opportunity to students with disabilities/special needs [Policy for Students with Special Needs](#).

- **Gifted and Talented**–

The students who achieve GPA of more than 4.75 out of 5.00 are considered gifted or excellent students and are placed in the "blue zone". Through AAU, academic advisors carefully observe and guide these students so that they can get admission to the best higher educational Institutions (both national and international). The Program has provision to encourage them by providing appreciation certificates and recommendation letters for higher studies etc. Moreover, such students got associated directly with the Head of the department and they get the opportunity to participate in various councils of the department. Additionally, for excellent students, there is a provision to provide once double amount of their monthly allowance. Furthermore, another category of students that are considered good is the one who obtained a GPA of 4.05-4.75/5.00 and such students got the opportunity to be in direct contact with the student Affairs Unit [Guidance and Counselling Guide](#)

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	Public health	Ph. D. Public health/MD community medicine/Health Education & Promotion		2	2	4
Associate Professor	Public health	Ph. D. Public health/MD community medicine/Health Education & Promotion		3	3	6
Assistant Professor	Public health	Ph. D. Public health/MD community medicine/Health Education & Promotion		4	4	8
Lecturer	Public health	Master Public Health/Health Education & Promotion		5	5	10
Teaching Assistant	Public health	Bachelors		2	3	5
Technicians and Laboratory Assistant				0	0	0
Administrative and Supportive Staff				0	0	0
Others (specify)				0	0	0

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

- Assigning textbooks through a textbook committee after reviewing the appropriateness of the material by concerned faculty and approval in the departmental and higher academic councils.
- Writing laboratory manuals and some other textbooks by faculty and reviewing them with independent advice before approval.
- Committees are formed to inspect the current textbook and compare it to the most recent textbooks in the field. The new books selected will be approved by departmental and higher academic councils in the university.
- Students are encouraged to give active feedback about textbooks during different surveys and through informal discussion with them.

Comprehensive list of books is compiled with inputs from all faculty members and is approved by the resource committee of the college then the procurement process is initiated

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

As is well known, teaching aids are the cornerstone of the teaching and learning process. The Department of Health Education and Promotion provides students with adequate learning resources, facilities, and equipment List of learning resource male section, List of learning resources female section, Lab Manual:
- There are approximately 18 classrooms in both male and female campuses that are equipped with a projector and board and have a capacity of 40 to 30 students per room.
- Microbiology labs are also available in both male and female sections and are equipped with the necessary equipment. Microbiology lab Female section , Microbiology lab Male section
- The department has health education labs for both male and female students, as well as a wealth of brochures and models to assist students in understanding. Health Education lab-Male section , Health Education lab female section
- Students are provided with (4) computer labs (2 on each male and female campus). , Computer lab Female section , Computer lab Male Section
- To access to the campus library for the female section, access to the digital library (SDL)SDL guide , Arabic SDL guide, a blackboard, and official university email for all,

as well as the university platform (E- JUST), and free open WI-FI access for students in the male section.

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

CPHTM provides a safety environment free from risks that affects positively on the health of workers and the progress of the educational process and this is evident in the availability of safety.

- Emergency equipment's available
- Emergency kits facilitates
- Research protocol
- Safety training for staff and students
- Safety plan
- Evacuation plan Male section ,
- Evaluation plan Female section

CPHTM have excellent procedures for the management of hazardous waste in labs ,

- Contract for waste disposal
- Students handbook

and there is a clear policy for safety and disposal of hazardous waste to prevent the lab environment

- Hazardous waste management policy

Provision of firefighting training one of the procedures of safety environment

- Fire safety training staff and students

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

1. Manual of Policies and Procedures Program Quality Management and Assurance System
2. HEP Manual & Policies for Program Development and Reform
3. HEP PLO assessment plan 2023

2. Procedures to Monitor Quality of Courses Taught by other Departments

1. Weekly Quality meetings with the quality assurance unit of faculty.

2. Annual Program Reports review.
3. Formation of committees and Decentralization of quality works.
4. Course reports analysis and action plan.
5. Stakeholders survey and analysis.
6. Course evaluation survey analysis.
7. Other Surveys like employers survey, Alumni survey etc are used for quality monitoring of programs.

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

For the consistency between male and female sections following arrangements are done
1. Every course taught by the lecturers in both male and female sections are made consistent with contents.
2. Course coordinator is supervising the taught courses.
3. Every activity planned was supervised by the Vice Dean of Academic Affairs for consistency.

4. Assessment Plan for Program Learning Outcomes (PLOs),
(Detailed PLOs Assessment document attached as PLO Assessment Plan_ 2023.pdf)

The PLOs are linked to the CLOs (course learning outcomes). CLOs are statements that describe what students are expected to know and be able to do or achieve by the end of the courses, and they are linked to the domains of knowledge, skills, and values.

For assessing PLOs, the HEP program has identified total of 13 capstone courses. Each course has its own set of course learning outcomes (CLOs), as well as different delivery and assessment methods and tools. Each CLO of the particular course is aligned with levels of performance (I = Introduce, P = Practiced, M = Mastered) to the particular PLO as shown in Table mapping matrix for capstone courses. Through the CLO-PLO mapping matrix, the contributions of the CLOs towards the achievement of the PLOs will be evaluated. For evaluation, different methods, exemplary, formative and summative assessments, questionnaires, and interviews, can be used to assess the PLOs' achievement. In general, these methods can be classified into two categories: direct and indirect approaches. For measuring PLOs from the capstone courses, the HEP program incorporates appropriate tools which are determined as per the direct and indirect assessments approaches and NQF learning domains.

Table Showing PLO Mapping Matrix for Capstone Courses

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding				Skills			Values		
	K1	K2	K3	K4	S1	S2	S3	V1	V2	V3
212 HSM	I	I					I	I		I
323 HEP			P	P	P	P			P	
331 HEP	P	P		P	P			P	P	
352 GPH	P		P	P	P	P	P	P		
326 HEP		P	P		P			P		
332 HEP	P	P			P			P		
341 HEP		P		P	P	P			P	
427 HEP		M		M	M		M		M	
428 HEP	M		M	M	M	M			M	
434 HEP		M		M	M		M	M		
415 HSM	M		M	M			M		M	
444 HEP	M		M			M	M	M		
459 HEP	M	M	M	M	M	M	M	M		M
Total (13)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10

Table: Tools for assessing PLOs (capstone Courses -13)

Type of assessment	Mode	Methods/Tools	Output	Responsible
Direct	Students	**Knowledge** Multiple Choice Questions (MCQs) Assignment (Rubric) **Skills** MCQs, Practical exams, Oral exam, Assignment (Rubric), Assessment of PowerPoint Presentation (Rubric), Assignment (Rubric), Assessment of project (Rubric), **Values, Autonomy, and Responsibilities** Class Participation, Oral exam, Assignment (Rubric), Assessment of project (Rubric), Assessment of PowerPoint Presentation (Rubric)	Students Achievements	Course Instructor/ Coordinator
Indirect	PLOs survey by stakeholders (Graduate Students, Employers and Alumni)	Annual Survey (To assesses stakeholders' perception in terms of graduates' abilities to attain the PLOs)	Report	Quality Assurance Committee (QAC)

Setting the Performance (Target performance, New Target, Benchmark target)

Targeted Benchmark: The acceptable performance to achieve the PLOs for the program in the previous year is the targeted benchmark.

Internal Benchmark: To determine the best practices, the previous year's performance of the PLOs achievement is considered as benchmarking.

New Target Benchmark: The expected performance to achieve the PLOs is the new target benchmark. It is not fixed, every year the particular PLO target benchmark is changed according to the performance of the program in the current year. Based on the policy of the program for PLOs, if the target for the previous year is achieved, then a new target with the flexibility of 2 to 10% margin is expected to be increased for the new target after discussion in the department council meeting. If the target for the previous year had not been achieved yet, then the same target for the previous year is considered as the new target benchmark for the next year. The PLOs achievement performance levels for session 2022 and new target for 2023 have been mentioned in the table below.

Table: Showing Target Benchmark for PLOs achievement

	Program Learning Outcomes (PLOs)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
Targeted Performance (2022)	85%	85%	84%	82%	81%	83%	81%	77%	77%	86%
New Target (2023)	86%	86%	89%	86%	88%	85%	86%	93%	96%	97%
Internal (Achieved 2022)	83.52%	84.09%	86.34%	84.03%	85.56%	83.02%	84.05%	90.80%	93.69%	94.50%

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching & assessment	students, graduates, alumni	Surveys	End of academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of learning resources	students, graduates, alumni	Surveys	End of academic year
Mission and Objectives	students, graduates, alumni	Surveys	End of academic year
Program Learning Outcomes	graduates, alumni, employer	Surveys	End of academic year
Faculty satisfaction	Faculty Members	Surveys	End of Year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.

6. Program KPIs*

The period to achieve the target (2022-2023) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	90%	Strategic operational Plan	End of academic year
2	KPI-P-02	Students' evaluation of quality of learning experience in the programs	4	8th level students	End of the academic semester
3	KPI-P-03	Students' evaluation of the quality of the courses	4.13	8th level students	End of the academic semester
4	KPI-P-04	Program Complete rate for Students in the specified period	75%	Register of attendance	End of the academic calendar

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
5	KPI-P-05	First-year students retention rate	92%	Attendance register	End of the academic calendar
6	KPI-P-06	Students' performance in the professional and/or national examinations	NA	**NA**	**NA**
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	40%	Alumni survey	End of the academic year
8	KPI-P-08	Average number of students in the class	25	Students registration	End of the academic year
9	KPI-P-09	Employers' evaluation of the Program graduate's proficiency	4.3	Employer survey	End of the internship
10	KPI-P-10	Students' satisfaction with the offered services	3.5	5th level students	End of the academic year
11	KPI-P-11	Ratio of students to teaching staff	13:1	Admission register	End of the academic calendar
12	KPI-P-12	Percentage of teaching staff distribution	Prof: 5 Assoc 5 Asst.50 Lect.30	Staff data	Beginning of the semester
13	KPI-P-13	Proportion of teaching staff leaving the Program	TA 10	Staff data, Faculty skill matrix	End of the academic year
14	KPI-P-14	Percentage of faculty members 1with at least one p5ublication	4%	Research unit data	End of the academic year
15	KPI-P-15	Rate of published	95%	Faculty skill matrix,	End of the academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		research per faculty member		research unit data	
16	KPI-P-16	Citations rate in refereed journals per faculty member	1.5	Google scholar data, Faculty skill matrix	End of the academic year
17	KPI-P-17	Satisfaction of beneficiaries with learning resources	25	5th level students	End of the semester
			4	Faculty	End of the academic year

* including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	DEPARTMETNAL COUNCIL
Reference No.	9975
Date	15/05/2019

Approval:

Name	Department	Signature
Dr. Yahiya Al Ameer	Vice Dean (Male Section)	
Dr. Amani	Vice Dean (Female section)	
Dr. Tahani	Head of Department (HEP)	
Dr. Mohd Shanawaz	Program Quality Coordinator	
Dr. Nasir Ahmed Ali	Male Program Coordinator	
Dr. Pushp Lata Rajpoot	Female Program Coordinator	
Dr. Ashraf Khattab	Student Advisory Coordinator	