هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Program Specification

Program Name: Bachelor in Food Science and Nutrition
Qualification Level: Level 6 or (6th Level) Refer NQF
Department: Department of Food Science and Nutrition
College: College of Science
Institution: Taif University

Content

A. Program Identification and General Information:

1. Program Main Location:

Main Campus, Hawiyah, Taif

1) Male Section in Hawiya.
2) Female Section in Hawiya.

2. Branches Offering the Program:

1) University College – Taraba.
2) University College – Ranyah.
3) University College – Khurma.

3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

In agreement with the Kingdome's Vision (2030) and the modernized national strategy, Taif University paid great attention for launching applied scientific programs. Food sciences and nutrition have been considered as very important fields of life sciences that combine both the academic and applied sciences related to development and modernization of food industry and assurance of food safety and quality. Also, nutrition is vital for understanding nutrient roles in health and disease prevention. Advances in the field drive dietary guidelines and identify disease-lowering nutrients. This is a substantial reason for establishing the "Food science and nutrition" program. This requires: Application of modern techniques for maximizing the gain from the available national agricultural resources for producing and manufacturing food to fulfil the community requirements, in such a way supporting the general health and improving the life pattern. The program will focus on the relations between food and humans concerning balanced diet, food health and safety and customer protection as well.

Reasons for Establishing the Program:

1) Prepare qualified students to meet national standards and regional needs at the fields of food science, food industries and nutrition science.
2) The technological progress in the field of food industry in the Kingdome Saudi Arabia and particularly in Taif region creates a necessity for preparing food science and nutrition specialists to cover the shortage of qualified personnel in this field.
3) Technological progress in the nutrition and food industries is closely related to economic issues. Thus, it is necessary to apply the scientific research in this field to find applicable solutions for problems within the different production sectors.
4) This should be relevant to serving and sustainable development of the national community.

4. Total Credit Hours for Completing the Program: (138 h)

Total Credit Hours (138 h)

5. Professional Occupations/Jobs:

1. Food technologist at different institutions of food industries.
2. Food technical manager.
3. Food quality inspector.
4. Food health and safety inspector.
5. Food law enforcement officer.
6. Food service specialist.
7. Nutrition advisor.
8. Nutrition supervisor.
9. Food and nutrition researchers.
10. Technologist in food and medical analytical laboratories.
11. Research assistants in scientific research institutes.

6. Major Tracks/Pathways (if any):		
Major track/pathway	**Credit hours** (For each track)	**Professional Occupations/Jobs** (For each track)
1. **None**		
2.		

7. Intermediate Exit Points/Awarded Degree (if any):	
Intermediate exit points/awarded degree	**Credit hours**
1. **None**	

B. Mission, Goals, and Learning Outcomes

1. Program Vision:

The program vision of the food science and nutrition is to be a premier academic program that excels in the discovery, dissemination, and translation/application of knowledge in food science and nutrition.

2. Program Mission:

Prepare highly qualified graduates in the field of food science and nutrition at a high level of quality in education - Provide integrated instruction, research, and outreach programs to improve the nutritional well-being and health for individuals, families, and the public - To pursuit of postgraduate studies and serve community.

3. Program Goals:

1) Access and maintaining a high standard of teaching, learning and student success in the program.
2) Preparing and developing the program in preparation for applying for program accreditation.
3) Serving the community through highly qualified graduates of the program to economic, cultural, and community engagement.
4) Preparing program graduates to pursuit of postgraduate studies.

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

Relationship between Program Mission and Mission of College of Science

		Collage Mission		
		(Education) Prepare competent graduates through programs in fields of education	**(Scientific Research)** and scientific research in order to compete in the labor market	**(Community Service)** and to contribute to community development.
Program Mission	Prepare highly qualified graduates in the field of food science and nutrition at a high level of quality in education.	√	√	
	Pursuit of postgraduate studies.		√	
	Community Service.			√

Mission of College of Science:

Prepare competent graduates through programs in fields of education and scientific research in order to compete in the labor market and to contribute to community development.

Relationship between Program Goals and Goals of College of Science:

	Collage Objective 1	**Collage Objective 2**	**Collage Objective 3**	**Collage Objective 4**	**Collage Objective 5**	**Collage Objective 6**
Program Goal 1		√			√	√
Program Goal 2	√					
Program Goal 3				√		√
Program Goal 4			√			

Goals of College of Science:

1) Improve quality of academic programs to achieve academic accreditation.
2) Support graduates to become inventive and capable of competing in the labor market.
3) Promote excellence in scientific research and postgraduate programs to fulfil national ambitions and community outreach.
4) Contribute positively to community services and environmental development.
5) Improve educational and technical environment to assist the educational process.
6) Provide an academic and administrative atmosphere that boosts learning, productivity, creativity, and innovation.

Relationship between Program Mission and Mission of Taif University

		University Mission		
		(Education) (Developing locally competitive competencies)	**(Scientific Research)** (Contribute to the production of knowledge)	**(Community Service)** (Transformation of knowledge into a drive for development)
Program Mission	Prepare highly qualified graduates in the field of food science and nutrition at a high level of quality in education.	√		
	Pursuit of postgraduate studies.		√	
	Community Service.			√

Mission of Taif University:

Developing locally competitive competencies that contribute to the production and transformation of knowledge into a drive for development.

Relationship between Program Goals and Goals of Taif University:

	University Objective 1	**University Objective 2**	**University Objective 3**	**University Objective 4**	**University Objective 5**	**University Objective 6**
Program Goal 1	√					
Program Goal 2				√		
Program Goal 3		√	√			
Program Goal 4					√	

Taif University Strategic Objectives

1) Improve the quality of teaching and the outcomes of learning.
2) Effectively use research to contribute to community development.
3) Participate effectively in the provision and development of community services.
4) Improve the efficiency of the administrative systems.
5) Improve the efficiency of the human resources and of the infrastructure.
6) Improve financial efficiency and develop university-owned resources.

4. Graduate Attributes:

A. Able to demonstrate advanced knowledge and skills in the interdisciplinary field of food science and nutrition.
B. Develop the cognitive, technical, and creative skills necessary to underpin understanding of recent trends, innovations and problem solving by appropriate technologies and research methodologies with demonstrate personal accountability to applying solutions to food production and nutrition challenges.
C. Interpret, critically analyses, and evaluate data generated through research activities to effectively understand and implement improved systems within food science and nutrition.
D. Investigate and apply innovative approaches, strategies, and food programs in contemporary management of commercial food industry systems to avoid diseases caused by malnutrition or common mistakes in eating and preparation of food.
E. Recognize the nutritional care of the individual and groups through the design and preparation of models of diets commensurate with their health and age.

Relationship between Program Graduate Attributes and Graduate Attributes of Taif University:

		University Mission		
		Learning and innovation skills	**Information technical, media and technical skills**	**Life and professional skills**
Program Graduate Attributes	A. Able to demonstrate advanced knowledge and skills in the interdisciplinary field of food science and nutrition.		√	
	B. Develop the cognitive, technical, and creative skills necessary to underpin understanding of recent trends, innovations and problem solving by appropriate technologies and research methodologies with demonstrate personal accountability to applying solutions to food production and nutrition challenges.	√		
	C. Interpret, critically analyses, and evaluate data generated through research activities in order to effectively understand and implement improved systems within food science and nutrition.	√	√	
	D. Investigate and apply innovative approaches, strategies, and food programs in contemporary management of commercial food industry systems to avoid diseases caused by malnutrition or common mistakes in eating and preparation of food.			√
	E. Recognize the nutritional care of the individual and groups through the design and preparation of models of diets commensurate with their health and age.	√		

5. Program learning Outcomes*	
Knowledge and Understanding:	
K1	Describe the basic and applied sciences related to food and nutritional patterns.
K2	Recognize the importance of languages, values, Islamic culture, and civilization; in such a way serving the community.
K3	Define the properties of food constituents and the scientific basis of industrial food processing and different food preservation techniques and identify the role of microorganisms in food production and food-borne diseases.
K4	Discusses the basis and concepts of the quality control management systems, food health and safety practices and recycling of wastes.
Skills	
S1	Design, skillfully and professionally, the balanced diets and specific nutrition programs for individuals and populations.
S2	Apply mathematics, biostatistics, and data analysis in applied food sciences.
S3	Demonstrate the role of microorganisms in the incidence of food spoilage and how could it be overcome.
S4	Compare the role of the food additives, their production and preservation techniques as well as the hazards resulting from their consumption.
S5	Innovate solutions to overcome the main and common problems in the food industrial institutions for achieving the targets of their production sectors.
Values	
V1	Cooperate during work in groups and realize the teamwork concept in various fields of food industry and nutrition.
V2	React with modern technology, computer applications for data presentation and explanation of food science and nutrition -related issues.
V3	Support to using the suitable audiovisual media in presentation of the data of the different industrial processes.

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	**12**	**24**	**17.39%**
	Elective	**1**	**2**	**1.45%**
College Requirements	Required	**7**	**25**	**18.12%**
	Elective	**---**	**---**	**---**
Program Requirements	Required	**30**	**81**	**58.70%**
	Elective	**---**	**---**	**---**
Capstone Course/Project		**1**	**3**	**2.17%**
Field Experience/ Internship		**1**	**3**	**2.17%**
Others		**---**	**---**	**---**
Total		**52**	**138**	**100%**

* Add a table for each track (if any)

2. Program Study Plan:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	1 st Year					
Level 1	2031204-4	General Physics (1)	Required	---	4	Collage
	2051204-3	Introduction to Biotechnology	Required	---	3	Collage
	2004111-2	Fundamentals of Islamic Culture	Required	--	2	University
	999801-2	English for Academic Purposes (1)	Required	---	2	University
	Total Credit Hours/Level				11	
Level 2	201104-4	General Biology	Required	---	4	Collage
	202112-3	Introduction to Mathematics	Required	---	3	Collage
	990211-2	Arabic Language Skills	Required	---	2	University
	999802-2	English for Academic Purposes (2)	Required	999801-2	2	University
	Total Credit Hours/Level				11	
Level 3	204101-4	General Chemistry (1)	Required	---	4	Collage
	2021204-4	Calculus (1)	Required	202112-3	4	Collage
	990311-2	University Study Skills	Required	---	2	University
	999803-2	English for Academic Purposes (3)	Required	999802-2	2	University
	Total Credit Hours/Level				12	
	2 nd Year					
Level 4	2062101-2	Fundamentals of Human Nutrition	Required	201104-4	2	Department
	2062141-3	Microbiology	Required	201104-4	3	Department
	2062203-3	Chemistry of Food Components	Required	204101-4	3	Department
	105115-2	History of the Kingdom	Required	---	2	University
	999804-2	English for Academic Purposes (4)	Required	999803-2	2	University
	Total Credit Hours/Level				12	
Level 5	2062205-3	Organic Chemistry	Required	204101-4	3	Department
	2062204-3	Food Microbiology	Required	2062141-3	3	Department
	2062201-2	Preventive Nutrition	Required	2062101-2	2	Department
	2004112-2	Islamic Culture (Morals and Values)	Required	2004111-2	2	University
	999807-2	Special English for science	Required	---	2	University
	Total Credit Hours/Level				12	
Level 6	2062102-3	Fundamentals of Food Industries	Required	---	3	Department
	2062140-3	Physiology	Required	201104-4	3	Department
	2062240-3	Molecular Biology	Required	2051204-3	3	Department
	2062106-3	Analytical Food chemistry (1)	Required	204101-4	3	Department
	Total Credit Hours/Level				12	
	3 rd Year					
Level 7	2063104-3	Food Metabolism	Required	2062203-3	3	Department
	2063208-3	Analytical Food Chemistry (2)	Required	2062203-3	3	Department
	2063202-3	Nutrition through the Life Cycle	Required	2062101-2	3	Department
	Variable	Elective Course (Variable).	Elective	--	2	University
	Total Credit Hours/Level				11	
Level 8	2063201-3	Food Preservation	Required	2062102-3	3	Department
	2063105-2	Therapeutic Nutrition (1)	Required	2062201-2	2	Department
	2063102-2	Food Hygiene and Safety	Required	2062204-3	2	Department
	2062202-2	Community Nutrition	Required	2062101-2	2	Department
	2004313-2	Islamic culture (The social system in Islam)	Required	2004112-2	2	University
	Total Credit Hours/Level				11	
Level 9	2063101-3	Cereals Technology and Products	Required	2062102-3	3	Department
	2063203-3	Fats and Oils Technology	Required	2062102-3	3	Department
	2064102-3	Laboratory Techniques in Food Sciences and Nutrition	Required	2062106-3	3	Department
	2004414-2	Islamic culture (Human Rights)	Required	2004313-2	2	University
	Total Credit Hours/Level				11	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	4 th Year					
Level 10	2064101-3	Food Quality Control	Required	2063208-3	3	Department
	2064202-3	Industrial Fermentations	Required	2062240-3	3	Department
	2064104-3	Fruits and Vegetables Industry Technology	Required	2062102-3	3	Department
	2064204-3	Meat and Fish Technology	Required	2063201-3	3	Department
	Total Credit Hours/Level				12	
Level 11	2063204-3	Field Training	Required	---	3	Department
	2064105-2	Therapeutic Nutrition (2)	Required	2063105-2	2	Department
	2064103-2	Food Packaging	Required	2063201-3	2	Department
	2064201-2	Recycling of Food Industry Wastes	Required	2064104-3	2	Department
	2023210-3	Biostatistics	Required	202112-3	3	Collage
	Total Credit Hours/Level				12	
Level 12	2063103-2	Food Additives	Required	2062205-3	2	Department
	2064203-3	Dairy Technology	Required	2063201-3	3	Department
	206303-3	Genetically Modified Food	Required	2062240-3	3	Department
	2064205-3	Graduation Project	Required	----	3	Department
	Total Credit Hours/Level				11	
Elective Course (Variable).						
Elective course	9903142-2	French Language	Elective	----	2	University
	990315-2	Chinese Language	Elective	----	2	University
	999809-2	Presentation Skills	Elective	----	2	University
	999809-2	IELTS Preparation	Elective	----	2	University
	999815-2	Academic Writing	Elective	----	2	University
	999821-2	English and the 21 st Century Skills	Elective	----	2	University

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

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

https://tinyurl.com/nt6ssfea

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance

(I = Introduced P = Practiced M = Mastered)

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
	Level (1)											
2031204-4	I											
2051204-3	I											
2004111-2		I										
999801-2		I									I	
	Level (2)											
201104-4	I										I	
202112-3	I					I						
990211-2		I										
999802-2		I										I

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
	Level (3)											
204101-4	I		I								I	
2021204-4	I											
990311-2		I										
999803-2		P									P	
	Level (4)											
2062101-2	I		I		I					I	I	
2062141-3			I				I				I	
2062203-3			I	I	I			I		I		I
105115-2		I										
999804-2		P									P	
	Level (5)											
2062205-3	P			P		P	P			P		P
2062204-3			P	p			P			p		
2062201-2	I				I						I	
2004112-2		P										
999807-2		P									P	
	Level (6)											
2062102-3	I		I					I			I	I
2062140-3	I				I		I			I	I	
2062240-3	I			I			I				I	
2062106-3	I						I		I		I	
	Level (7)											
2063104-3	P				P						P	P
2063208-3			P		P		P			P		P
2063202-3	P				P					P	P	
Variable		P									P	
	Level (8)											
2063201-3			P	P			P	P	P	P		P
2063105-2	P				P				P	P	P	
2063102-2		P	P				P			P	P	
2062202-2	P				P	P				P	P	
2004313-2		P										
	Level (9)											
2063101-3			P				P		P	P		
2063203-3			P	P				P	P			P
2064102-3			P	P	P				P	P		
2004414-2		M										
	Level (10)											
2064101-3			P	P		P				P	P	
2064202-3	M			M	M	M	M			M	M	
2064104-3			P	P	P			P		P	P	
2064204-3			M					M		M		M
	Level (11)											
2063204-3	P		P		P				P	P	P	
2064105-2	P				P				P	P	P	
2064103-2			P					P		P		P

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
2064201-2		M	M		M					M		
2023210-3	P					P					P	
	Level (12)											
2063103-2				P				P			P	P
2064203-3			M		M			M				M
206303-3	P		P			P		P		P	P	P
2064205-3		M	M			M	M			M	M	

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

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

- Lecture – Discussion- Practical - Creative problem solving- Self-learning- Brainstorming.
- Project- Work in groups- Power Point presentations, research activities, lab demonstrations - role playing, case studies, guest speakers, memorization, humor, individual presentation, and a wide variety of hands-on student learning activities.
- For more information, see Guide for Teaching and Learning Strategies and Assessment Methods:

https://www.tu.edu.sa/Attachments/ffbf5723-4d0e-4ce3-bff9-4381cc15b104_.pdf

6. Assessment Methods for program learning outcomes.

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

Written exam- Oral evaluation- Achievement's portfolio- Lab reports- Worksheets- Evaluation of assignments- Continuous evaluation- Opinion evaluation- Evaluation of the presentations, results and communication of each group and each student with the other students.

- For more information see Guide for Teaching and Learning Strategies and Assessment Methods:

https://www.tu.edu.sa/Attachments/ffbf5723-4d0e-4ce3-bff9-4381cc15b104_.pdf

D. Student Admission and Support:

1. Student Admission Requirements

The council of the college of science determines the numbers of students to be admitted in the Food Science and Nutrition Program; in accord to the Plan of General development in the Kingdome. In addition to the general regulations for admission requirements for Taif University, the candidate student must complete his/her General Secondary Education with a minimum CGP of 70% to be admitted in the Food Science and Nutrition Program.

All required information are available in:

The official web-site of Deanship of Admission and Registration (https://webapps.tu.edu.sa/admission)
https://www.tu.edu.sa/Attachments/c0a3e8a1-12e5-4c57-b9d5-97b4c67c50ef_.pdf
In addition, the following link contains the admission requirements for the College of sciences.
https://www.tu.edu.sa/En/Colleges/97/College-of-Science

2. Guidance and Orientation Programs for New Students

- There is a unit for new students Deanship of Admission and Registration Taif University **https://www.tu.edu.sa/Ar/112/عمادة-القبول-والتسجيل/Pages/21713/الطلبة-المستجدون**
- An introductory week for new students is held at Taif University
- The college of Science and Food Science and Nutrition Department undertakes the following procedures:

- An introductory week for new students is held at Taif University
- They receive a student guide explaining the rules and regulations of the college and the programs and courses.
- Explain how they can use the university website.

3. Student Counseling Services

(academic, career, psychological and social)

- The college has an academic guidance unit that coordinates with the department for general guidance for female students.
- There are 6 h per week for this purpose and the students know these hours according to the time of professor who teach the course.
- Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office hours, and advising on program planning, subject selection and career planning (which might be available at college level).
- Student satisfaction surveys are conducted for academic guidance.
- Develop an improvement plan for academic guidance based on the results of the questionnaire analysis.

- **All required information are available in:**
  https://www.tu.edu.sa/Ar/112/عمادة-القبول-والتسجيل/Pages/21163/اصدارات-العمادة
- **Administration of University Counseling:**
  https://www.tu.edu.sa/En/الإدارات/238/إدارة-الإرشاد-الجامعي
- **Management of Academic Support:**
  https://www.tu.edu.sa/En/الإدارات/232/إدارة-الدعم-الأكاديمي

4. Special Support

(low achievers, disabled, gifted and talented)

- There is a Special Need Unit:
  https://www.tu.edu.sa/En/University-Guidance-/238/Pages/21367/Unit-of-special-Needs-counseling
  - They have specialist teams on hand to help – so students are encouraged to be open about the kind of support they might need.
  - For students with mobility difficulties, the campuses have fully accessible in terms of lift access to all floors, so students can get to lectures and seminars.
- There is a Talent Unit.

All required information are available in:

- The official web-site of Deanship of Admission and Registration:
  https://webapps.tu.edu.sa/admission
- Deanship of Student Affairs:
  https://www.tu.edu.sa/En/Deanships/114/-Deanship-of-Students-Affairs

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Food Science and Nutrition	- Food Chemistry - Food Analysis - Food Microbiology	-----	3	0	3
Associate Professors	Food Science and Nutrition	- Food Microbiology - Therapeutic Nutrition - Food Chemistry - Food Analysis	-----	4	4	8
Assistant Professors	Food Science and Nutrition	- Human nutrition - Food Technology - Food Chemistry - Food Analysis	-----	2	7	9
Lecturers	Food Science and Nutrition	- Food Science and Nutrition	-----	0	3	3
Teaching Assistants	Food Science and Nutrition	- Food Science and Nutrition	-----	0	5	5

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Technicians and Laboratory Assistants	Science, medical and food analytical laboratories	- Food Chemistry - Food Analysis - Food Microbiology - Biology.	-----	**3**	**4**	**7**
Administrative and Supportive Staff	-----	-----	-----	**1**	**2**	**3**
Others (specify)	-----	-----	-----	---	---	--

2. Professional Development

2.1 Orientation of New Teaching Staff

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

- Application of the special instructions in the link of the Agency for Professional Development in the Deanship of University Development:
  https://www.tu.edu.sa/En/Deanships/84/-Deanship-of-University-Development
- **All required information are available in:**
  - Deanship of University Development:
    https://www.tu.edu.sa/En/Deanships/84/-Deanship-of-University-Development
  - Management of Academic Support:
    https://www.tu.edu.sa/En/الإدارات/232/ادارة-الدعم-الأكاديمي
  - The official web-site of Administration of Public Relations and Media:
    https://www.tu.edu.sa/En/Administrations/171/Public-Relations-and-Media
- **The process includes the following steps:**
  - When they arrived, the dean and head of department hold a meeting to explain the rules of work at the university and to familiarize them with the training programs, the university regulations and the instructions applied at the university.
  - They receive a handbook about the faculty and program regulations.
  - Explain how they can use the university website.
  - Clarifying specialized courses in the Agency for Professional Development of the Deanship of University Development.
  - Explain the strategy of deal with students according to the culture and social habits.

2.2 Professional Development for Teaching Staff

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

a. Improvement of skills in teaching and student assessment?
See attached certificates for:

- Training courses prepared by development deanship.
- Department seminars and workshops throughout the academic year.

b. Other professional development including knowledge of research and developments in their field of teaching specialty:

- International, regional and national conferences.
- Organization of scientific conferences in Taif University for staff members and annually for students.
- Deanship of University Development-Professional Development Unit Handbook:
  https://tinyurl.com/yp8ysnxn

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

All required information are available in:

- Guidebook for Finding Books and References in the Central Library
  https://www.tu.edu.sa/Attachments/6158332b-3150-4cdf-9e48-487ae2842375_.pdf
  https://www.tu.edu.sa/Attachments/5ee5c6c0-fb15-4a76-9ad1-a19f8cf88243_.pdf

According to the guidelines guide for approving and approving textbooks at Taif University:

1) The department nominates the textbooks for approval as a textbook and approval by the department council.
2) The Dean of the College shall approve the approval of the College Council.
3) Sending a letter directed by the Dean of the College to an independent arbitrator to judge the validity of the textbook.
4) Forming a committee to examine the criteria for the approval of the textbook and its adoption by a decision of the Vice-Dean for Academic Affairs and Development.
5) Issuing the decision of the subcommittee to approve and approve the textbook.
6) Implementation of the decision.

1) Mechanism for providing of learning resources:

1) The books, periodicals and journals are found in general university library as hard copy and electronically through a general national library system in Saudi Arabia.
2) Each year, Staff members estimate the requirements of recent textbooks for supporting and developing the course content.
3) The list of required books is sent to the college dean to provide it.

2) Mechanism for quality assurance of learning resources:

1) Faculty follows the processes for evaluating the learning resources by teaching staff throughout applying questionnaires about adequacy of textbooks, reference and other resource provisions and then there are collected and analyzed.
2) Faculty follows the processes for evaluating the learning resources by students throughout the direct discussion with teaching stuff in office hours and applying questionnaires and then there are collected and analyzed.

3) Mechanism for quality assurance of textbook acquisition and approval:

1) The list of required textbooks at first take approved by college dean and then submitted to the deanship of library to provide it according to the institution rules.
2) The deanship followed the official processes for providing these books.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

Faculty follows the processes for confirmed that modern facilities and equipment to assist in the delivery of the program by: Facilities and equipment must be adequate to support the delivery of the program and increase student training on use of modern scientific instruments.

All required information are available in:

• Administration of Laboratory and Educational Equipment:
https://www.tu.edu.sa/En/Administrations/128/Laboratory-and-Educational-Equipment
• Saudi Digital Library (web-based resource):
http://apps.tu.edu.sa/sdl/default.aspx

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

All required information are available in:

• Professional Safety and Health Department Handbook:
https://tinyurl.com/2unut53w
https://www.tu.edu.sa/Attachments/2cb09215-d7c4-4d67-bb59-1ba634eeb723_.pdf

- The program must provide a safe working environment for students.
- Offering safety information notices within the labs.

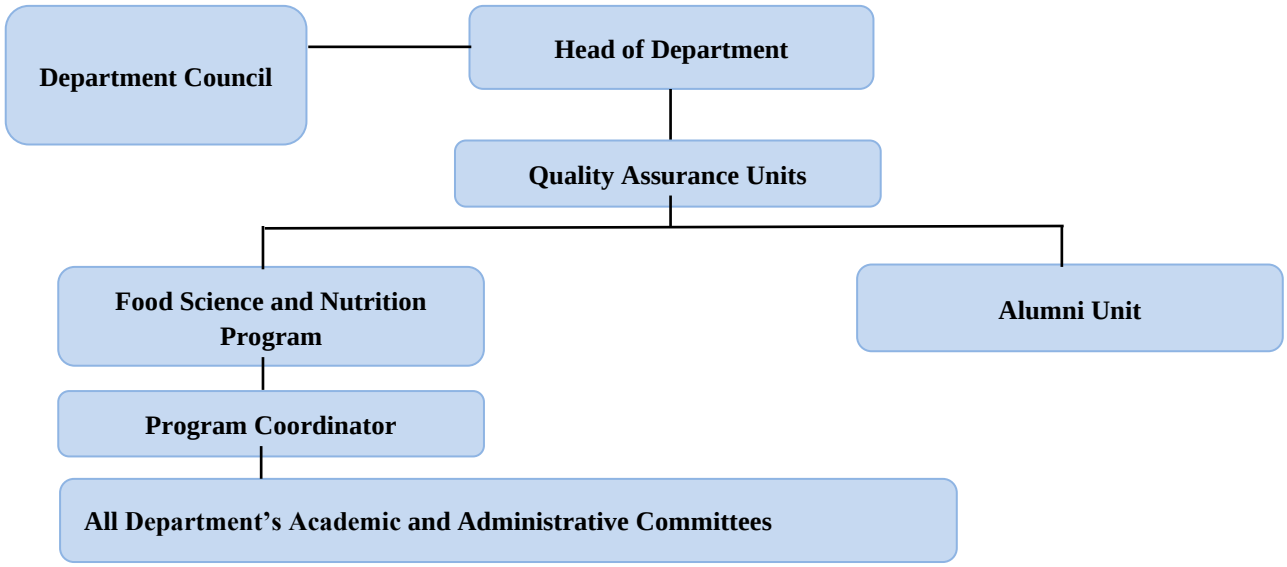
• Teaching staff and students' questionnaires on adequacy of facilities and equipment for providing a safe working environment and then there are collected and analyzed.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

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



Department's Academic and Administrative Committees:

- Academic Development Committee
- Committee of Post-Graduate Studies
- Academic Guidance Committee for Bachelor Students
- Committee for the equivalence of courses
- Committee of study schedules
- Exams' Rules and Regulations Committee
- Committee of educational and laboratory devices and tools
- Committee of Maintenance, Safety and Security
- Training and Graduation Projects Committee
- Activities Committee
- Electronic and Educational Resources Committee
- Scientific Research Committee
- Program advisory committee

1.2 Stakeholders Involvement

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

Mechanism of activating the system of the Advisory Board (Stakeholders Involvement) of the program:

The councils for the department discuss the system of the advisory board of the program and take the necessary to form the advisory board of the program from a number of senior employers in the areas in which the graduates of the program in institutions, food manufacturing and research companies (4-6 members) and one of the reviewer's peer quality assurances and a representative of graduates and students and representatives of scientific departments of faculty members.

1- The program committee shall convene the consultative council in October of each year, following the preparation of the agenda, which includes the discussion of topics among the functions of the consultative council, which include:

a) Employer's comments on the graduates' specifications and means of upgrading them.
b) Employer's opinion on the teaching program and their proposals to bridge the gap between graduates' abilities and the needs of the labor market.
c) Employer's vision in the field-training program for the program and means of developing the training system and the role they can play in this field.

d) In-kind and technical support that can be done by the companies and institutions represented by the employers to raise the services of the scientific departments provided to the program in the field of teaching and scientific research.
e) Participation of members of the Advisory Council from employers in the delivery of seminars and lectures in the field of their specialization to educate students about the programs of work of their institutions and the requirements of the labor market.

2- The program committee shall prepare a report on the recommendations of the advisory board and submit it to the joint program boards of the program to discuss and take action on any necessary corrective action.
3- The practical departments shall submit their decisions by recommending corrective action to the education and student affairs committee.
4- The education and student affairs committee shall discuss the recommendations of the scientific departments, make their decisions thereon, and submit them to the college council for discussion and accreditation.

2. Program Regulations

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

All required information are available in:

- The official web-site of Committee for the Protection of Student's Rights:
  http://empservice.tu.edu.sa/ords_prod/f?p=132:LOGIN_DESKTOP:117351378029972:::::
  https://www.tu.edu.sa/Attachments/9c18e724-3210-48aa-ae10-2eef75a9e4bc_.pdf

1- Admission Requirements for the program:

- See attached handbook of faculty regulations for admission requirements including any course or experience prerequisites.
- The council of the Faculty of Science determines the numbers of students to be admitted in the Food Science and Nutrition Program, in accord to the Plan of General development in the Kingdome.
- In addition to the general regulations for admission requirements for Taif University, the candidate student must complete his/her General Secondary Education with a minimum CGP of 70 % to be admitted in the Food Science and Nutrition Program.

2- Student Assessment, Verification of Standards, Attendance and Completion Requirements:

- Attaching the descriptions within the Guide displaying Requirements:
- The minimal percentage of attending lectures and practical courses must be 75%.
- Transition to the next academic year (Study Level) requires pass with a minimal percentage of 60% for each course.
- A total of 138 Credit Hours are mandatory for completion of the program and for graduation.

3- Student Appeals:

- Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals (See attached faculty regulations).

Students' grievance towards their announced grades (academic request):

- The student submits a form to the faculty dean within one week after the date of exam results are announced.
- The student signs a declaration that grades are inaccurate, and he deserves higher grades than the announced ones.
- The dean's office converts the student's grievance form to the head of the department of Food Science and Nutrition to look into the matter.
- Head of the department constitutes a committee, not including the prof. of the course, to recount and monitor the student's grades and not correcting his papers.
- The committee submits a report to the head of the department stating the student's eligibility or not.
- If the student has a right to has a higher degrees (grades) than the announced ones, his grades will be corrected on the basis of the committee report to be presented to the department's council, faculty council, and university council.

H. Program Quality Assurance:

1. Program Quality Assurance System

Provide online link to quality assurance manual

All required information are available in:

https://www.tu.edu.sa/Attachments/97203199-8efc-440b-a497-ebf2c3e05b06_.pdf

- Deanship of University Development:
  https://www.tu.edu.sa/Ar/84/عمادة-التطوير-الجامعي/Pages/21816/ادلة-العمادة

- A guide to the design and development of academic programs at Taif University: **https://www.tu.edu.sa/Attachments/6f70d890-c4dd-41c2-a554-1cd2ca4e4fd5_.pdf**
- Directory of Quality Management System at Taif University: **https://www.tu.edu.sa/Attachments/6a76d7fc-44ac-4aa9-9ec0-ebafb65255be_.pdf**
- Guide to Teaching, Learning and Assessment Strategies at Taif University: **https://www.tu.edu.sa/Attachments/ffbf5723-4d0e-4ce3-bff9-4381cc15b104_.pdf**

2. Program Quality Monitoring Procedures

All required information are available in:

Quality Management Bulletin:
https://tinyurl.com/2p8c9wdn

- Management Regulations of Faculties and Deanships:
https://tinyurl.com/84f2ta29

This monitoring process include the following steps:

- All beneficiaries participate in the evaluation of quality assurance processes of the program through the questionnaire of measuring the satisfaction of beneficiaries
- Department council meetings.
- Questionnaires and meetings.
- Feedback of alumni, employment and program consulting committee.
- Workshops.
- Involving the College's internal audit department in the process of quality assurance through the tasks assigned to it in the review, evaluation and reporting.

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

The courses are reviewed regularly to ensure that they are relevant to the needs of students in the program of food science and nutrition through the development unit in the department and the college, which is reviewed based on the mission and goals of programs through:

- Studying and comparing students' results and their assessment of these courses.
- Guided by the opinions of students and beneficiaries on the effectiveness of the courses to measure the level of benefit and enrich their information in the course through questionnaires to provide feedback.
- The continuous pursuit of the development of teaching methods.
- Compare courses with courses offered in similar colleges.
- Internal and external audit whenever possible.

https://www.tu.edu.sa/Attachments/97203199-8efc-440b-a497-ebf2c3e05b06_.pdf

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

All required information are available in:

Girl's Campus Services: **http://tinyurl.com/yxume77h**

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

All required information are available in:

- Administration of Mission and Training Management **https://tinyurl.com/3zp7ewpe**
- External Grants Administration: **https://tinyurl.com/3yykxte6**
- See Attached Faculty regulations handbook and the site of Taif University

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

- See guide academic tasks in the attached task guide: included (Written practical and oral exams - Evaluation of assignments - Lab exercise - Projects - Worksheets and reports).
- The program and courses' learning outcomes are measured periodically (each semester) and improvement plans are supervised and confirmed accordingly.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Students, graduates' members, faculty, program leaders, administrative staff	• Applying Questionnaires which available electronically on the university website • As Surveys and interviews	At the end of academic year
Effectiveness of teaching and assessment	Students, graduates, faculty, program leaders	• Continuous monitoring by directors of program and quality assurance unit. • Applying Questionnaires for Student evaluation. • Evaluation of course report.	At the end of academic year
Learning resources	The list of required learning resources	• Applying Questionnaires – interviews	Beginning of semesters
Students' educational services	Staff members and students	• Surveys	Beginning of semesters
Students' professional skills	Stakeholders, graduates, and employers	• Surveys and interviews	End of academic year

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

8. Program KPIs*

The period to achieve the target (4) years.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	**KPI-P-01**	Percentage of achieved target level of KPI of program operational plan	50%	(Statistics) by: Determine the Percentage of performance indicators that achieved the target level in the operational plan annually to the total number of targeted indicators per year.	At the end of academic year
2	**KPI-P-02**	Student's Evaluation of quality of learning in program	60% (3.0)	(Surveys by): Determine the average rating of the overall quality of students' learning experiences on a five-point scale in an annual survey of final year students	At the end of academic year
3	**KPI-P-03**	Student's evaluation of the quality of their courses	65% (3.25)	(Surveys by): Determine the average rating of the overall student's evaluation of courses on a five-point scale in an annual survey	At the end of each semester
4	**KPI-P-04**	Completion Rate	60% 3.0	(Statistics by): assess the proportion of students entering 6 undergraduate programs who complete the program in minimum time (i.e., in the set period)	At the end of each semester
5	**KPI-P-05**	First-Year Students Retention Rate	60% 3.0	(Statistics by): Assess the percentage of first-year undergraduate students who	At the end of academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				continue at the program the next year to the total number of first-year students	
6	**KPI-P-06**	Student's performance in the professional and/or national examinations	50% 2.5	(Statistics by): Measuring the performance ratios of first year students in the tests and professional or national skills.	At the end of academic year
7	**KPI-P-07**	Proportion of graduates who employed or enrolled in further study	≥ 5% (≥0.25)	(Statistics by): Proportion of graduates from the program who within a year of graduation are (employed - enrolled in further study	At the end of the semesters
8	**KPI-P-08**	Average Number of students in the class	≤ 25	(Statistics by): Average Number of students in each teaching sessions (lecture, small group, tutorial, laboratory and clinical sessions)	At the end of the semesters
9	**KPI-P-09**	Employers' evaluation of the program graduate's proficiency	60% 3.0	(Surveys by): The average rating of employers for the proficiency of the program's graduates on a scale of five levels in an annual survey	At the end of each academic year
10	**KPI-P-10**	Student satisfaction with the services	60% 3.0	(Surveys by): Student's satisfaction rate for the various services offered by the program (restaurants, transport, sports facilities, academic guidance) on a five-level scale in an annual survey of Student's	At the end of the semesters
11	**KPI-P-11**	Ratio of students to teaching staff	25 : 1	(Statistics by): Total number of full-time and full-time equivalent teaching staff to the total number of students in the program	At the end of the semesters
12	**KPI-P-12**	Percentage of teaching staff distribution	Variable a. Gender: 1 Male:1 Female b. Academic Ranking: 2 Pre-Ph.D. : 6 Post-Ph.D.	(Statistics by): Assess the percentage of teaching staff distribution based on: a. Gender b. Branches Academic Ranking	At the end of the semesters
13	**KPI-P-13**	Proportion of teaching staff leaving the program	≤ 5% (≥0.25)	(Statistics by): Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	At the end of each academic year
14	**KPI-P-14**	Percentage of publication of faculty members	≥25%	(Statistics by): Number of full-time faculty members who published at least one research during the year to total faculty members	At the end of each academic year
15	**KPI-P-15**	Average research per faculty member	2	(Statistics by): The average number of refereed or published researches per each faculty member during the year.	At the end of each academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
16	KPI-P-16	Average of citations in refereed journals	2 citations/publication	(Statistics by): Number of citations in refereed journals per total number of publication.	At the end of each academic year
17	KPI-P-17	Satisfaction of beneficiaries with learning resources	≥ 65% (≥3.25)	(Surveys by): Satisfaction rate of beneficiaries on the adequacy and diversity of learning resources (references, journals, databases… etc) on a scale of five levels in an annual survey.	At the end of each academic year

* including KPIs required by NCAAA

I. Specification Approval Data

		Signature
Council / Committee	1. Chairman of the Department: Dr. Taqwa Bushnaq	Taqwa Bushnaq
	2. Program Coordinator: Dr. Abdel Fattah Abdel Kareem	Abdel Fattah
Reference No.	Department council NO: 8 Subject NO: 1	
Date	30 / 02 /1444 H - 26 / 9 /2022 G	