

# External Reviewers Independent Evaluation

Professor Martin Henson

## Standard 1

- 1-0-1 \*\*\* *The mission statement is clear and appropriate, mentioning three core areas of education, research, and community engagement. There is clear evidence (SSRP, p. 37) that the mission is well aligned with those of the MD, the FSUT, and TU. There have been changes to the mission – and these are well documented and explained (SSRP, p. 35). Greater effort in publicizing the mission would be a good next step.*
- 1-0-2 \*\*\*\* *The SSRP sets out the relationship between the goals of TU, those of FSUT and the MD, with those of the Program (Tables 5-8, pp. 38 – 51). This analysis is detailed and compelling.*
- 1-0-3 \*\*\* *The extensive material provided under Standard 1 in the SSRP demonstrates clearly that the mission and program goals lead to relevant focused decisions and allocations through strategic and operational activities.*
- 1-0-4 \*\*\* *Operational planning is well discussed (SSRP, pp. 53-57, including Table 10).*
- 1-0-5 \*\*\* *Table 10 (SSRP, pp. 54-57 provides detailed information that relates strategies to operations. The SSRP could have provided more detail to demonstrate implementation. However, this is sound.*
- 1-0-6 \*\*\* *There is a clear process for mission revision (SSRP, pp. 29-30). There is evidence of stakeholder engagement (Table 3, SSRP, p. 36).*

Total points 19 over 6 applicable criteria.

**Star Rating 3**

## Standard 2

- 2-1-1 \*\*\* The SSRP (pp. 65-67 and Figures 4 and 5, pp. 63-64) set out the organizational structure of the FSUT and Department within which the Program is hosted. At the program level the Department Council and Faculty Council are discussed in detail. Evidence (2-1-1d) suggests that there are other committees that play a role. The SSRP (p. 68) also sets out the responsibilities of the Head of Department (Program) and the department supervisor in the F section.
- 2-1-2 \*\*\* The Program has appointed individuals to leadership positions with appropriate experience and qualifications.
- 2-1-3 \*\*\* The SSRP provides detailed information relating to both leadership and professional roles. It is clear that the program is well supported in this area.
- 2-1-4 \*\*\* The SSRP (p. 70) indicates (Evidence 2-1-4d) that a supportive climate is ensured through the involvement of all staff in decision making with high levels of consultation. Also, that there is recognition of excellence (Evidence 2-1-4c
- 2-1-5 \*\*\* The Program is delivered on two campuses in Tabuk and Umluj. The SSRP (p. 70) explains that courses are unified at all levels and quality assurance processes are undertaken separately. There is careful separation of data gathering so that disaggregation is possible and comparative analysis undertaken. Overall, these are exactly the steps one would hope to see – and they are well evidenced.
- 2-1-6 Not Applicable.
- 2-1-7 Not Applicable.
- 2-1-8 \*\*\*\* Community engagement is part of the mission of the Program. The SSRP (p. 71) sets out the evidence showing levels of activity. Importantly, it also explains how these are monitored (e.g., Evidence 2-1-8e). This demonstrates particular commitment to the areas of community engagement
- 2-1-9 \*\*\* Research is built into the FSUT's Strategic Plan (Evidence 2-1-9d) and there is good evidence that this area is well monitored in terms of research performance (Evidence 2-1-9f). There is other evidence of commitment (e.g., Evidence 2-1-9c), although the criterion focuses on monitoring commitment. In that area there is evidence of disparity between the two campuses, which is analysed in the KPI reports but not discussed in the SSRP though it appears in the recommendations later.
- 2-1-10 \*\*\* There is evidence through example to demonstrate flexibility in relation to distance education during the COVID emergency.
- 2-1-11 \*\*\* Fairness is ensured by approaches that require uniformity of practices across M and F sections, and through more general policies that govern behaviors and procedures that would rectify any problematic areas.

- 2-1-12 \*\*\* *An advisory committee of the kind appropriate to the subject has been established.*
- 2-1-13 \*\*\* *It is good to see that this area is included explicitly in the FSUT Strategic Plan (Evidence 2-1-13d). There is good evidence that these skills are developed as stated (e.g., Evidence 2-1-13c).*
- 2-1-14 \*\*\* *The website is a major mechanism for communication.*
- 2-1-15 \*\*\* *Satisfactory and well evidenced (Evidences 2-1-15a and 2-1-15b).*
- 2-1-16 \*\*\* *The narrative in the SSRP provides details of performance that covers all levels of employee from leaders to the most junior staff.*
- 2-1-17 \*\*\* *All areas relating to integrity, and for all those who should be covered, is discussed and there is plenty of evidence of policy and procedure covering this area.*
- 2-1-18 \*\*\* *The Program inherits most of this from UT and from the Ministry. All is in order and the narrative is well supported by evidence.*
- 2-1-19 \*\*\* *Financial regulations are established at UT and Ministry levels.*
- 2-2-1 \*\*\* *The governance arrangements are well described, and the Program has its own quality assurance manual (Evidence 2-2-b). Reference to the UT system and how it is involved is explained (Evidence 2-2-1d). There is an adequate discussion of quality assurance in the context of M/F sections and the two campuses.*
- 2-2-2 \*\*\* *There is good evidence (Evidences 2-2-2a – 2-2-2c) to show involvement in planning and quality assurance activities.*
- 2-2-3 \*\*\* *The is clear commitment to KPIs.*
- 2-2-4 \*\*\*\* *The narrative and evidence is extensive and clearly show regular analysis and evaluation at many levels.*
- 2-2-5 \*\*\* *It is good to see that periodic review is well established (Evidence 2-2-5a).*

Total points 68 over 22 applicable criteria.

**Star Rating 3**

### Standard 3

- 3-1-1 *\*\* The SSRP (Table 3.1) shows how the PLOs are related to the mission (through the goals – which are aligned with the mission).*
- 3-1-2 *\*\*\* Table 3.2 demonstrates alignment of the PLOs with the goals and GAs.*
- 3-1-3 *Not Applicable.*
- 3-1-4 *\*\*\* The SSRP indicates that there are seven KPIs which relate to the assessment of GAs and PLOs.*
- 3-2-1 *\*\*\* The narrative sets out the framework within which the curriculum is designed, developed, and modified. Table 3.2.1 sets out the levels within the institution where decisions must be taken.*
- 3-2-2 *\*\*\* The SSRP provides a thorough description of the mechanisms used at UT for curriculum design.*
- 3-2-3 *\*\*\* The SSRP sets out the study plan.*
- 3-2-4 *Not Applicable.*
- 3-2-5 *Not Applicable.*
- 3-2-6 *\*\*\* There is good evidence of extracurricular activities integrated into student life.*
- 3-2-7 *\*\*\* The Program Specification includes, as expected, a matrix linking the courses in the Program to the PLOs. These links are classified as I, P, and A, again as expected. All solid and compliant.*
- 3-2-8 *\*\*\* The Program Specification is well constructed and includes, as expected, alignment of PLOs with T&L Strategies and Assessment Methods. There is a great deal of supporting analysis and data in the SSRP, including the various tables provided.*
- 3-2-9 *\*\*\* It is clear that the Program carefully considers the student learning experience and encourages active learning. This extends beyond the taught courses to capstone experiences.*
- 3-2-10 *\*\*\* There is good evidence of a variety of teaching and learning strategies, including group work, case studies, discussions and a novel “brain-streaming” strategy. This also addresses research skills.*
- 3-2-11 *Not Applicable.*
- 3-2-12 *Not Applicable.*
- 3-2-13 *\*\*\* The Program is delivered and assessed identically across the two campuses.*

- 3-3-1 \*\*\* *The SSRP sets out the mechanisms through which the coordination of course delivery takes place. This is compliant.*
- 3-3-2 \*\*\* *There is considerable evidence that UT and FSUT provide adequate support in terms of training for staff on T&L.*
- 3-3-3 \*\*\* *Students are provided with the course specifications at the beginning of each course. In addition, they can access this information through the LMS. Instructors provide orientation. Overall, this is satisfactory.*
- 3-3-4 \*\*\* *The Program is solid in this area. There is considerable evidence of high quality course reporting and of follow-up regarding action planning and implementation.*
- 3-3-5 \*\*\* *At the UT level there is a teaching excellence award and a Stars of Excellence in E-Learning Award. There are additional awards at the Program level. All this is well evidenced.*
- 3-3-6 \*\*\* *The course reports and annual reports are very comprehensive and clearly indicate that this criterion is embedded in practices at the program level.*
- 3-3-7 \*\*\* *All policies are evidenced and there is good evidence that these are followed in practice.*
- 3-3-8 \*\*\* *There is clear evidence of student feedback and there is also evidence that the quality of feedback is assessed by students through surveys. The results are satisfactory, but not exceptional (56.4% satisfaction).*

Total points 59 over 21 applicable criteria.

**Star Rating 3**

## Standard 4

- 4-0-1 \*\*\* Admission is, as expected, largely a matter of UT policy. There is good evidence that relevant policies for admission and registration are documented on the website and in other relevant institutional documentation. The existence of detailed procedures certainly aids fairness, though this matter is not discussed explicitly.
- 4-0-2 \*\*\* The SSRP provides comprehensive evidence that student numbers are compatible with resources in the form of data covering student/faculty ratios and classroom/laboratory availability. In addition, there is evidence of satisfaction from feedback from students, which is commendable. The situation on the Umluj campus is weaker than on the main campus – but this is not discussed. However, the Program is to be phased out there.
- 4-0-3 \*\*\* The SSRP discusses a variety of mechanisms by which information is communicated to students. This includes the website, handbooks, and guides, and the LMS. Overall, this is satisfactory.
- 4-0-4 \*\*\* Policy in this area is a matter for UT and the Program is subject to that. The policies at the program level are a matter for the Academic Affairs Committee.
- 4-0-5 \*\*\*\* There is good evidence (e.g., in folder 4-0-5B) that demonstrates that orientation exists and is well designed. It is particularly pleasing to note that feedback is obtained and that this shows a high degree of satisfaction.
- 4-0-6 \*\*\* There is extensive information and mechanisms that ensure this criterion is met.
- 4-0-7 \*\*\* All aspects of guidance are well covered at either the Program, Faculty, or UT level. There is, in addition, good evidence that – at least – academic and career counselling is considered good by students on both campuses.
- 4-0-8 \*\*\*\* There is a Creativity and Talent Unit at UT level, which is especially good to see here. There is also evidence at the Program level (e.g., 4-0-8G). Regarding poor achievers, there is a robust system at FSUT level (4-0-8A). There is good evidence of support in terms of extra tuition (e.g., 4-0-8C).
- 4-0-9 \*\*\*\* There is clear evidence of support for extra-curricular activities at UT and at FSUT levels – including a Student Activities Committee (e.g., Evidence 4-0-9B and 4-0-9C). It is good to see that there are results in the SSRP that demonstrate this area is monitored and evaluated – with positive results.
- 4-0-10 \*\*\* There is an Employment Support Unit at UT level and further support through the Vice Deanship of Alumni and of Student Affairs. There is evidence of support at the Program level for alumni (e.g., Evidence 4-0-10B).

- 4-0-11 \*\*\* *The procedures are centralized at the UT level through the Deanship of Admission and Registration and the Vice Deanship of Academic Affairs, FSUT, Department, and Program faculty. The evidence shows that records are kept.*
- 4-0-12 \*\* *At the Program level communication with alumni is effected by the Academic Affairs Committee. There is an alumni database. The evidence includes an action plan relating to alumni. Missing is any discussion or evidence of feedback from alumni through a survey.*
- 4-0-13 \*\*\* *There is a good discussion of the various mechanisms in place for evaluating services. This is supported by evidence of results and improvement plans.*
- 4-0-14 \*\*\* *Compliant.*
- 4-0-15 \*\*\* *There is no field experience, so this is not covered. The SRRP explains how UT systems provide a mechanism for monitoring and recording attendance.*
- 4-0-16 \*\*\* *There is an FSUT Students Committee with student representation (Evidence 4-0-16A). Representation is not extensive, but it is adequate.*

Total points 48 over 16 applicable criteria.

**Star Rating 3**

## Standard 5

- 5-0-1 *\*\* The SSRP sets out the details of policies and procedures that relate to recruitment and these are appropriate and satisfactory. Details of retention are provided (SSRP, pp. 125-126). This shows one concern – F retention on the Umluj campus. There is no analysis or diagnostic relating to that.*
- 5-0-2 *\*\*\* The key point here is that the Program has determined that the poor faculty/student ratio on the Umluj campus is not sustainable and so the program will be phased out there. This is also noted in the summary of the Program History (SSRP, p. 9). The situation on the main campus is well described and satisfactory.*
- 5-0-3 *\*\*\* The Program is clearly well supported with well qualified faculty. The CVs and PhD certificates are provided.*
- 5-0-4 *\*\*\* It is clear that UT and the Program have strong orientation programs, relevant supportive manuals and other documentation.*
- 5-0-5 *NA*
- 5-0-6 *\*\*\* There is substantial evidence that UT is supporting the Program with financial and other resources that permit faculty to participate in a range of relevant academic activities.*
- 5-0-7 *\*\*\* There is clear evidence – especially from the KPIs – that demonstrate that the Program meets this criterion. More could be done to analyze and address the relative weaker performance in the F section.*
- 5-0-8 *\*\* There is some, but relatively little, evidence of a systematic approach to community engagement or to community engagement activities.*
- 5-0-9 *\*\*\* The SSRP provides good evidence of training (74 workshops) and the Program clearly meets this criterion.*
- 5-0-10 *\*\*\* Compliant.*
- 5-0-11 *\*\*\* Evidence 5-0-11A demonstrates that faculty evaluation activities are well established and analyzed. Figure 5.5 provides summary evidence.*
- 5-0-12 *\*\*\* UT operates comprehensive approach to faculty evaluation and there is clear evidence that this is operating in the Program as required*

Total points 34 over 11 applicable criteria.

## Star Rating 3



## Standard 6

- 6-0-1     *\*\* There is a Learning Resource Committee at the University level which is central to this criterion. There is also an inventory committee. The SSRP stresses monitoring of resources rather more than resource planning.*
- 6-0-2     *\*\* The SSRP indicates that resources are currently fit for purpose and that there is evidence of resource upgrading (e.g., S-6-2b). There is no reference, however, to policies and management arrangements that are responsible for ensuring this.*
- 6-0-3     *\*\*\* The narrative provides detailed information about central library facilities, which are clearly adequate for the needs of the Program. There is also evidence that satisfaction is monitored (6-0-3c and 6-0-3d). The opening hours recognize that students have broad needs for accessing materials. There are also faculty libraries for M and F students – and on the Umluj campus.*
- 6-0-4     *\*\*\* In addition to leadership in IT generally, UT has leadership in E-learning, and it is through this that the criterion is addressed at UT. As would be expected UT has access to the SDL.*
- 6-0-5     *\*\*\* It is clear from the narrative and the evidence that the Program has good resources in this area.*
- 6-0-6     *\*\*\* The Program evidences training and orientation to support the effective use of learning resources. Specific evidence includes training on the LMS (6-0-6 )*
- 6-0-7     *\*\*\* The SSRP provides details of classrooms on both campuses and for M and F sections.*
- 6-0-8     *\*\*\* The SSRP provides details of UT-level safety policies and laboratory rules that are specific to the Program.*
- 6-0-9     *Not Applicable.*
- 6-0-10    *\*\*\* The SSRP provides all necessary evidence here and this shows that the Program is adequately resourced.*
- 6-0-11    *\*\*\* Generally, UT has arrangements in place that meet this criterion. There are some issues in the F section, but the SSRP indicates how these problems are ameliorated.*
- 6-0-12    *\*\*\* Distance learning in the Program is restricted to the COVID emergency. The LMS is the appropriate vehicle through which e-learning has been delivered.*
- 6-0-13    *\*\*\* The SSRP indicates that effectiveness of learning resources and facilities is covered in a broad range of surveys. In particular, the SSRP provides detailed information regarding KPI-P-17 in this context. The results are satisfactory for the Main Campus – but less so at the Umluj Campus. However, the Program is being phased out there.*

Total points 37 over 13 applicable criteria.

**Star Rating 3**

## Recommendations for Improvement

No.	Professor Martin Henson	Tabuk Response
1	<i>Develop and implement a campus-recovery plan for the Umluj Campus, aimed to address all areas of current weakness and inequity.</i>	
2	<i>Develop and implement a plan for revising the approach to operational planning, with the aim of ensuring continuous improvement.</i>	
3	<i>Develop and implement a plan for more structured alumni relations, with an emphasis on activities for mutual benefit.</i>	
4	<i>Develop and implement a plan to address current weaknesses in research.</i>	
5	<i>Develop and implement a plan for community engagement.</i>	
6	<i>Develop and implement a plan for reviewing and upgrading learning resources across campuses, ensuring equity of student experience.</i>	
7	<i>Develop and implement a plan to address issues in student retention and progression.</i>	