

# **Kingdom of Saudi Arabia**

## **The National Commission for Academic Accreditation & Assessment**

### **COURSE REPORT**

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location. A combined report should be prepared by the course coordinator and the separate location reports attached.

Diet planning ( 376 FSN )

2014 - 2015 / 1<sup>st</sup> semester

## Course Report

*For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements*

Institution: <b>King Saudi University</b>
College/ Department: <b>College of Food and Agricultural Sciences / Food Sciences and Nutrition Department</b>

### A Course Identification and General Information

1. Course title and code <b>Diet planning ( 376 FSN )</b>
3. Year and semester to which this report applies. <b>2014 - 2015 / 1<sup>st</sup> semester</b>
4 Location (if not on main campus)

### B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<i><b>Definition of planning ,the different between plans and programs</b></i>	<b>2</b>	<b>8</b>	Workshops
<b>Balance diets , energy requirements, food composition tables</b>	<b>1</b>	<b>4</b>	Workshops
<b>Food exchange lists</b>	<b>2</b>	<b>8</b>	Workshops
<b>The concepts of diet planning for groups The concepts of diet planning for individuals</b>	<b>1</b>	<b>4</b>	Workshops
<b>Identify medical nutritional problems , Planning for individual cases</b>	<b>1</b>	<b>4</b>	Workshops

<b>Planning and preparing diet manuals for :</b> - Routine diets ( example : general diet ) - Lactose free , restricted diet - Fat restricted diets - liquid diets and Modifications (Clear liquid diets , Blenderized liquid diets, Full liquid diets ) - Post- surgical Diets & Enteral Feeding - Vegetarian diets	<b>3</b>	<b>12</b>	Workshops
<b>Planning and preparing diet manuals for :</b> - Diets for weight Management - Diets for diabetes - Diets for hypertension /DASH /Sodium restricted diets	<b>3</b>	<b>12</b>	Workshops
<b>Planning and preparing diet manuals for :</b> - Modified diets Fiber Modified diets Gluten restricted diets Purine restricted diets Tyramien restricted diets	<b>2</b>	<b>8</b>	Workshops

**2. Consequences of Non Coverage of Topics**

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

**3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)**

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	
a. Knowledge	<ul style="list-style-type: none"> <li>- Lectures and the website</li> <li>- workshops practices and writing reports by the students report.</li> <li>- the fieldtrips to the hospitals.</li> </ul>			
b. Cognitive Skills	<ul style="list-style-type: none"> <li>- Skill to develop nutritional , biological , and clinical knowledge's related to diet s planning</li> <li>- Skill to planning and preparing diet manuals ( with Diet-plan 5 principles : Adequacy , , Balance , Calorie control , Moderation , Variety . )</li> </ul>			
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> <li>- Sharing and communication ability of the student with the group.</li> <li>- Ability to listen and answer questions when discussion .</li> </ul>			
d. Numerical and Communication Skills	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Workshops practices and writing reports by the students.</li> <li>- The fieldtrips</li> </ul>			
e Psychomotor Skills (if applicable)	<b>Not applicable</b>			

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

### C. Results

1 Number of students commencing the field experience:

2 Number of students completing the field experience:

3 Result Summary:

Passed: 24      Percent      Failed 6      Percent     

Did not complete No  Percent

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	3	OR	95-100		70-47	
B	3		90-94		65-69	
C	6		85-89		60-64	
D	12		80-84		< 60	
F	6		75-79			
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass	24		Pass			
Fail	6		Fail			
Withdrawn	2		Withdrawn			

5 Special factors (if any) affecting the results



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6. Variations from planned student assessment processes (if any) ( See items C 4 and 5 in the Course Specification.)	
a. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion

**D Resources and Facilities**

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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### E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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### H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

## I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)
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3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.)		

Name of Course Instructor: Adnan S. Bajaber -

Signature:  Date Report Completed: 11-1-2015

Received by Program Coordinator | Date: \_\_\_\_\_