|  |  |
| --- | --- |
| **Course Title** |  |
| **Course Code** |  |
| **Course Categories**  |  |
| **No. of units(hr)** |  |
| **Target Audience:** |  |
| **Prerequisite (if any)** |  |
| **Benefits**  |  |
| **Language:****Course Instruction**  | English Arabic English/Arabic  |

## 1. Mode of Instruction (mark all that apply)

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Mode of Instruction** | **Contact (Hours/Min)** | **Percentage**  |
| **1** | **E-learning** |  |  |
| **2** | **Blended**  |  |  |
| **3** | **Face to Face** |  |  |
| **4** | **Practical**  |  |  |
| **5** | **other** |  |  |

1. **Brief Course Description**

**2) Course Objectives**

At the end of this course the student should be able to:

# 3. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| ... |  |  |
| **Total** |  |

# 4. Training tools

|  |  |  |
| --- | --- | --- |
| **Type**  | **Time (min)** | **Percentage**  |
| Video /Audio  |  |  |
| Presentation (Power points with Sound) |  |  |
| ILT (instructor lead training) classroom via meeting tools (live session/ Synchronous). |  |  |
| Lectures Content ( PDF ) |  |  |
| Case Study  |  |  |
| Assessment  |  |  |

# 4. Course Assessment

## Alignment of Course Learning Outcomes with training- Strategies and Assessment Methods

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Course Learning Outcomes** | **Training Strategies** | **Assessment Methods** |
| **1.0** | **Knowledge** |
| 1.1 |  |  |  |
| 1.2 |  |  |  |
| … |  |  |  |
| **2.0** | **Skills** |
| 2.1 |  |  |  |
| 2.2 |  |  |  |
| … |  |  |  |
| **3.0** | **Competence** |
| 3.1 |  |  |  |
| 3.2 |  |  |  |
| … |  |  |  |

**6) Reference Books:**

**7) Markets**

|  |  |
| --- | --- |
| Is the number of potential students sufficient? |  |
| How much of the course content is readily available? |  |
| What is the age group of the audience? |  |
| Course maintenance and upgrades |  |
|  |  |
|  |  |
|  |  |
|  |  |