|  |
| --- |
| **Program Name:** MD (Medicine Doctor; Doctor of Medicine). |
| **Qualification Level:** Undergraduate (Post-Secondary Education). |
| **Department:**   * Basic Medical Sciences Department, and * Clinical Departments. |
| **College:** Unaizah College of Medicine and Medical Sciences (UCM). |
| **Institution:** Qassim University (QU). |

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# A. Program Identification and General Information

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Program Main Location: | | | |
| Unaizah College of Medicine and Medical Sciences (UCM), Unaizah, Qassim University (QU). | | | |
| 2. Branches Offering the Program: | | | |
| The Program is offered by Unaizah College of Medicine and Medical Sciences (UCM) male and Female Sections only. | | | |
| 3. Reasons for Establishing the Program:  (Economic, social, cultural, and technological reasons, and national needs and development, etc.) | | | |
| The Program was established to satisfy the dramatic improvement and development in all aspects of life, which the Kingdom of Saudi Arabia has witnessed during the last three decades. Health services in particular have developed to a great extend as indicated by the improved accessibility and coverage indicators of healthcare services. There have been also improvements in all healthcare indicators. However, it is noted that Saudi national health manpower is not developing in parallel with the momentum of the developmental growth. Thus, the need for expansion in health profession education is well justifiable to fill up the great need for health professionals.    There is even a greater need for changing medical education and medical practice in the Kingdom of Saudi Arabia in order to produce health professionals in the needed numbers, at the right time and the appropriate place, and with the appropriate competencies that comply with the approved Saudi competence specification for Saudi medical graduates the SaudiMeds. This is a national frame-work for a competence specification for Saudi medical graduates that were developed in order to ensure the delivery of equivalent standards between medical schools throughout the country while guaranteeing the schools' autonomy at the same time.  Furthermore, all medical schools in the Kingdom of Saudi Arabia follow the European system and award the degree of Bachelor of Medicine and Surgery (MBBS) upon satisfactorily completing a 6-year medical program with a 1-year compulsory rotating internship. Many of the medical schools in the Kingdom adopt the traditional discipline-based approaches in their medical curricula. In these conventional approaches, there is lack of horizontal and vertical integration between the basic bio-medical knowledge and clinical reasoning and thus knowledge is often delivered fragmented and disintegrated. The teaching and learning strategies in the traditional system are mostly teacher-centered with the students taking only minimal responsibilities for their own learning. Another major criticism of the traditional approach is that it is very less community-oriented. Medical schools following this system therefore produce graduates who opt to work only in urban areas and thus contributing further to poor distribution of stable national health personnel and services throughout the Kingdom.  Some medical schools in the Kingdom adopt the modern integrated system-based modular curriculum supported by Problem-Based Learning; PBL tutorials. In work-place settings, healthcare professional should work in teams. However, none of the medical schools neither in the Kingdom, nor in the Gulf region adopt the more recent TBL-Based (Team-Based-Learning) educational system.  Therefore, the establishment of a new medical college in Unaizah; Unaizah College of Medicine and Medical Sciences (UCM), which implements the most recent trends and advances in Medical Education; particularly the adoption of the TBL-based approach as the main learning and assessment strategy in delivering the MD Program was badly needed to respond to these medical education/technological challenges.  Thus, UCM at Qassim University (QU) was established in 1432 Hijri (2011 AC) in accordance with the vision of His Majesty King Abdullah Bin Abdul Aziz, as a distinguished medical education center and a necessity for another undergraduate medical college in the geographically broad and big Al-Qassim Province in addition to the Mother College of Medicine in QU. | | | |
| 4. Total Credit Hours for Completing the Program: ( 316 ) | | | |
| 316 credit hours:   * 72 credit hours for a Pre-medical Foundational Phase over 2 years of, followed by * 244 credit hours for the proper MD Program over 4 years | | | |
| 5. Learning Hours: (18960 )  The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times) | | | |
| In order to achieve the Program Learning Outcomes, 3 additional study/learning hours outside of class are required *per week* for each credit hour. Thus, each 1 credit hour requires a commitment of approximately 4 hours *per week* during each week of the standard 15-week semester. These 4 hours *per week* include the contact hour itself plus the 3 study/learning hours. Therefore, during the standard 15-week semester, each 1 credit hour would require a total of 60 hours for achieving the Program Learning Outcomes.  Total Learning Hours for Achieving the Program Learning Outcomes (316 x 60 = 18960):  18960 learning hours:   * 4320 learning hours for 2 the years the Pre-medical Foundational Phase, followed by * 14640 learning hours for the 4 years of the proper MD Program | | | |
| 6. Professional Occupations/Jobs: | | | |
| By the end of the program, graduates are qualified to practice as a generalist in any of the following sectors:   1. University hospitals 2. Ministry of Health hospitals 3. Military hospitals 4. Family and community medicine primary healthcare centers 5. Research facilities 6. Government's health and environmental agencies 7. Forensic medicine sector of Ministry of Health 8. Official medicine sectors 9. Academic staff in health professions colleges 10. Private practices | | | |
| 7. Major Tracks/Pathways (if any): | | | |
| Major track/pathway | | **Credit hours**  (For each track) | **Professional Occupations/Jobs**  (For each track) |
| 1. None | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |
| 8. Intermediate Exit Points/Awarded Degree (if any): | | | |
| Intermediate exit points/awarded degree | **Credit hours** | | |
| 1. None |  | | |
|  |  | | |
|  |  | | |

# B. Mission, Goals, and Learning Outcomes

|  |  |  |
| --- | --- | --- |
| **1. Program Mission:** | | |
| Preparing highly qualified physicians; capable of working in the different medical specialties, by training them in the needed scientific and clinical skills through the adoption of an interactive and integrated competency based curriculum consistent with the SaudiMED Framework. | | |
| **2. Program Goals:** | | |
| 1. Providing medical education that achieves medical professional competencies and contributes in applying national and international academic accreditation and quality assurance in all fields. 2. Graduating and training medical students on a high level of scientific knowledge and on the ability of life-long self-directed learning, analytical thinking, and problem solving. 3. Preparing medical graduates more efficiently and with less cost. 4. Increasing the number of medical graduates, especially in underserved areas in the Kingdom of Saudi Arabia, who will provide patient-centered care. 5. Supplying the Residency programs in the Kingdom with a dedicated group of medical graduates who are trained in a focused way based on new trends and advances in Medical Education. 6. Guiding and developing scientific research to address social responsibilities. 7. Committing to the values of teamwork, mutual respect, and professional performance in achieving targets. 8. Disseminating health awareness and providing distinct health services to the community. 9. Recruiting outstanding local, regional, and international faculty members to improve academic standards. | | |
| **3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.** | | |
| Since currently the MD Program is the only running program by the College, the Program Mission and Goals were clearly defined and precisely set so as to align with and achieve the Mission of the College in graduating competent, highly-qualified medical graduates, committed to life-long learning, and serving their society by providing patient-centered health care on scientific bases and in a professional and ethical way. | | |
| **4. Graduate Attributes:** | | |
| 1. Provision of humanistic patient care based on scientific approach. 2. Integrity, responsibility, and accountability. 3. Adherence to Islamic professionalism and ethical principles of clinical practice. 4. Capability to function effectively and collaboratively as a member of interdisciplinary health care team. 5. Commitment to continuous and independent learning in medical practice and carrying out research pertinent to the common and important health problems in the Kingdom of Saudi Arabia. | | |
| **5.Program learning Outcomes\*** | | |
| **Knowledge** : | | |
| **K1** | | Describe thenormal structure and functionsof the organs of the systems of the healthy human body in the different developmental stages, through integration of molecular, genetic, cellular, biophysical, histo-chemical, behavioral, and psycho-social bases. |
| **Skills** | | |
| **S1** | Discuss the interactions between the body systems in maintaining homeostasis and health. | |
| **S2** | Explain the basic cellular, tissue, and organ reactions that are common to all pathological processes affecting the organs of the body, including trauma, genetic and developmental abnormalities, nutritional, metabolic and toxic factors, ischemia, inflammation, neoplasia, autoimmune disease, and infections, and characterize the structural, morphological and pathophysiological impacts of these processes on the affected body tissues and organs. | |
| **S3** | Predict **how changes in the normal structure and functions of the organs of the body systems cause pathophysiological consequences that lead to diseases and abnormal conditions of the body.** | |
| **S4** | Correlate **the pathophysiological consequences of the disease processes affecting the body organs with the** symptoms and signs and recognize the potential for variations in their clinical presentations. | |
| **S5** | Discuss the epidemiology, bio-psycho-social bases of etiology, pathogenesis, pathophysiology, clinical picture, natural history, prognosis, and the impact of the common diseases affecting the organs of the body systems on family dynamics, economics, and psychosocial functioning. | |
| **S6** | Identify and interpret the relevant diagnostic tests and procedures that can help to define the pathophysiology, and ultimately identify the pathological processes at work. | |
| **S7** | Demonstrate a systematic, integrated and effective evidence-based approach to problem solving in the diagnosis and management of diseases and **emergency conditions affecting the body**, in the different developmental stages. | |
| **S8** | Describe and use the healthcare system in Saudi Arabia, and support health promotion and disease prevention. | |
| **S9** | Recognize the principles and roles of spiritual and Prophetic Medicine, and Complementary, Alternative, and Osteopathic Medicine. | |
| **Competence** | | |
| **C1** | Demonstrate the communication skills that allow effective interaction with their peers, faculty members, patients, their families and members of the health care team, as well as the essential information technology and numerical skills. | |
| **C2** | Obtain an accurate and comprehensive medical history. | |
| **C3** | Perform complete systematic clinical examination. | |
| **C4** | Integrate the scientific approach to practice with clinical reasoning, decision making and problem solving skills to construct a systematic approach to differential diagnosis and evaluation **of common diseases and emergency conditions affecting the body** in the different developmental stages. | |
| **C5** | Integrate medical knowledge, clinical findings and laboratory, radiologic and other diagnostic tests to **prevent, alter the course, and treat diseases, emergency conditions and intoxications,** using pharmacologic and other interventions. | |
| **C6** | Counsel and educate the patient effectively and prioritize the patient's needs and safety in the care process. | |
| **C7** | Demonstrate a combination of interpersonal skills, attitudes, and behaviors necessary to function as a respected member of a learning team and in dealing with the patients, their families and members of the health care team. | |
| **C8** | Demonstrate awareness of own strengths and weaknesses and exemplify reflective practice with commitment to continuous self-directed independent learning, and leadership. | |
| **C9** | Demonstrate basic research skills and scholarly behaviors. | |
| **C10** | Integrate medical knowledge and clinical findings for a correct diagnosis and conformation of natural and suspected death. | |

\* 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 | **6** | **12** | **3.8%** |
| Elective |  |  |  |
| **College Requirements** | Required |  |  |  |
| Elective |  |  |  |
| **Program Requirements** | Required | **51** | **275** | **87%** |
| Elective | **6** | **23** | **7.3%** |
| **Capstone Course/Project** |  |  |  |  |
| **Field Experience/ Internship** |  |  |  |  |
| **Others** | **Free Courses** | **2** | **6** | **1.9%** |
| **Total** | | **65** | **316** | **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) |
| **Prep**  **Year** 1 | **ENG 001** | **Preparatory English 1** | **Required** | | None | 8 | **Institution** |
| **STAT 100** | **Statistics** | **Required** | | None | 2 | **Institution** |
| **PHYS 110** | **Physics** | **Required** | | None | 2 | **Institution** |
| **CSC**  **100** | **Computer Skills** | **Required** | | None | 4 | **Institution** |
| **PSYC**  **101** | **Thinking Skills and Learning Styles** | **Required** | | None | 2 | **Institution** |
| **ENG 002** | **Preparatory English 2** | **Required** | | None | 5 | **Institution** |
| **ESP 101** | **English for Health Profession** | **Required** | | None | 2 | **Institution** |
| **BHS 111** | **Human Biology** | **Required** | | None | 4 | **Institution** |
| **MDL 111** | **Introduction to Biochemistry** | **Required** | | None | 3 | **Institution** |
| **PHS 115** | **Medical Ethics** | **Required** | | None | 2 | **Institution** |
| **MDEU 111** | **Health Profession Education and Communication Skills** | **Required** | | None | 2 | **Institution** |
| **Prep**  **Year** 2 | **BMS 211** | **Body Structure and Function** | **Required** | | None | 6 | **College** |
| **BMS 212** | **Growth and Development** | **Required** | | None | 4 | **College** |
| **MDL 244** | **Molecular Genetics** | **Required** | | None | 2 | **College** |
| **HSA**  **213** | **Health Care System** | **Required** | | None | 2 | **College** |
| **IC**  **101** | **Introduction to Islamic Culture** | **Required** | | None | 2 | **Institution** |
| **ARAB 101** | **Arabic Language Skills** | **Required** | | None | 2 | **Institution** |
| **BMS 231** | **Principles of Disease I** | **Required** | | None | 5 | **College** |
| **CNUT 232** | **Nutrition and Metabolism** | **Required** | | None | 6 | **College** |
| **MDL 262** | **Hematology and Immunology** | **Required** | | None | 5 | **College** |
| **IC**  **102** | **Islam and Community Development** | **Required** | | IC 101 | 2 | **Institution** |
| **MD1** | **MED\***  **311** | **Introduction to Clinical Medicine I** | **Required** | | None | 6 | **College** |
| **BMS**  **313** | **Human Structure** | **Required** | | None | 11 | **College** |
| **IC**  **103** | **Economic System in Islam** | **Required** | | IC 101 | 2 | **Institution** |
| **BMS**  **314** | **Cell Tissues and Organ Systems** | **Required** | | None | 9 | **College** |
| **ARAB 103** | **Arabic Expository Writing** | **Required** | | None | 2 | **Institution** |
| **MD2** | **MED**  **412** | **Clinical Decision Making** | **Required** | | None | 2 | **College** |
| **MED\***  **413** | **Introduction to Clinical Medicine II** | **Required** | | None | 8 | **College** |
| **BMS**  **433** | **Pathobiology**  **&**  **Therapeutics** | **Required** | | None | 3 | **College** |
| **BMS**  **421** | **Medical**  **Neuroscience** | **Required** | | None | 5 | **College** |
| **BMS**  **422** | **The Mind** | **Required** | | None | 3 | **College** |
| **BMS**  **434** | **Hematology** | **Required** | | None | 2 | **College** |
| **BMS**  **415** | **Musculoskeletal**  **& Integumentary systems** | **Required** | | None | 2 | **College** |
| **IC**  **104** | **Principles of Political System in Islam** | **Required** | | IC 101 | 2 | **Institution** |
| **BMS**  **423** | **Cardiovascular** | **Required** | | None | 4 | **College** |
| **BMS**  **424** | **Respiratory** | **Required** | | None | 3 | **College** |
| **BMS**  **425** | **Renal** | **Required** | | None | 3 | **College** |
| **BMS**  **442** | **Endocrine** | **Required** | | None | 2 | **College** |
| **BMS**  **426** | **Reproductive** | **Required** | | None | 2 | **College** |
| **BMS**  **427** | **Digestive** | **Required** | | None | 2 | **College** |
| **CFM 322** | **Family Physician in the Community Setting** | **Elective** | | None | 1 | **Program** |
| **MD3** | **SURG 511** | **Surgery** | **Required** | | None | 16 | **College** |
| **SURG 531** | **Orthopedics Surgical Elective** | **Elective** | | None | 4 | **Program** |
| **SURG 591** | **Ear, Nose and Throat Surgical Elective** | **Elective** | | None | 2 | **College** |
| **SURG 592** | **Ophthalmology Surgical Elective** | **Elective** | | None | 2 | **College** |
| **MED 532** | **Psychiatry** | **Required** | | None | 12 | **College** |
| **CFM 521** | **Family Medicine** | **Required** | | None | 12 | **College** |
| **MED 514** | **Medicine** | **Required** | | None | 24 | **College** |
| **MD4** | **OBGN 511** | **Women's Health** | **Required** | | None | 16 | **College** |
| **PED 511** | **Pediatrics** | **Required** | | None | 16 | **College** |
| **IMG**  **511** | **Introduction to Radiology** | **Required** | | None | 4 | **College** |
| **EMR 511** | **Emergency Medicine** | **Required** | | None | 8 | **College** |
| **MED 533** | **Neurology** | **Required** | | None | 8 | **College** |
| **MED 591** | **Clinical Dermatology** | **Required** | | None | 2 | **College** |
| **SURG 582** | **Introduction to Anesthesiology** | **Elective** | | **None** | 4 | **Program** |
| **PED 561** | **Pediatric Infectious Diseases** | **Elective** | | **None** | 4 | **Program** |
| **EMR 514** | **Emergency Medicine Clerkship** | **Elective** | | **None** | 2 | **Program** |
| **MED 516** | **Sub-Internship in Internal Medicine** | **Elective** | | **None** | 8 | **Program** |
| **SURG 518** | **Sub-Internship in General Surgery** | **Elective** | | **None** | 8 | **Program** |
| Free Courses | | | | None | | **6** |  |
| Total | | | |  | | **316** |  |

\* 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

|  |
| --- |
| <http://unaizacm.org/elu/> |

**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** | **Skills** | | | | | | | | | **Competence** | | | | | | | | | |
| **K1** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **S9** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **C8** | **C9** | **C10** |
| IC 101 | **These are University Requirements Courses and not Program Courses** | | | | | | | | | | | | | | | | | | | |
| IC 102 |
| ARAB 101 |
| IC 103 |
| IC 104 |
| ARAB 103 |
| ENG 001 | **These are Courses for the Pre-medical Foundational Phase, which runs for 2 years** | | | | | | | | | | | | | | | | | | | |
| STAT 100 |
| PHYS 110 |
| CSC 100 |
| PSYC 101 |
| ENG 002 |
| ESP 101 |
| BHS 111 |
| MDL 111 |
| PHS 115 |
| MDEU 111 |
| BMS 211 |
| BMS 212 |
| MDL 244 |
| HAS 213 |
| BMS 231 |
| CNUT 232 |
| MDL 262 |
| BMS 231 |
| MED 311 |  | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| MED 331 | I | I |  |  |  |  | I |  |  |  | I |  |  |  |  |  | I | I |  |  |
| BMS 313 | I | I |  |  |  |  | I |  |  |  | I |  |  |  |  |  | I | I |  |  |
| BMS 341 | I | I | I | I | I | I | I | I |  |  | I |  |  |  |  |  | I | I |  |  |
| STAT 300 |  |  |  |  |  |  |  |  |  |  | I |  |  |  |  |  | I | I | I |  |
| BMS 314 | P | P |  |  |  |  |  |  |  |  | I |  |  |  |  |  | I | I |  |  |
| BMS 332 |  |  | I | I | I | I |  |  |  |  | I |  |  |  |  |  | I | I |  |  |
| CFM 312 |  |  |  |  |  |  |  |  |  |  | I |  |  |  |  |  | I | I |  |  |
| MED 412 |  |  |  |  |  |  |  |  |  |  | I |  |  |  |  |  | I | I | I |  |
| MED 413 |  | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| BMS 433 | I | I | I | I | I | I | I |  |  |  | I |  |  |  |  |  | I | I |  |  |
| BMS 421 | I | I | I | I | I | I | I |  |  |  | I |  |  |  |  |  | I | I |  |  |
| BMS 422 | I | I | I | I | I | I | I |  |  |  | I |  |  |  |  |  | I | I |  |  |
| BMS 434 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 415 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 423 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 424 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 425 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 442 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 426 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| BMS 427 | M | M | P | P | P | P | P | P | P | P | P | I | I | I | I | I | I | I | I | I |
| SURG 511 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| SURG 531 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| SURG 591 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| SURG 592 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| MED 532 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| CFM 521 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| MED 514 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| OBGN 511 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| PED 511 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| IMG 511 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| EMR 511 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| MED 533 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| MED 591 |  |  | M | M | M | M | M | M | M | P | M | M | M | M | M | M | M | M | P | P |
| Elective Courses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Free Courses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\* 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. |
| We stress upon active learning, and student-centered education, and promote self-directed, life-long learning among our students. Thus, weadopt a number of interactive and innovative instructional activities in order to achieve the Program Learning Outcomes.  *In addition to the Conventional Lectures, the following instructional activities are adopted for knowledge acquisition and knowledge application to problem solving, and learning the theoretical aspects of the Program Learning Outcomes:*   1. Team-Based Learning Sessions (TBLs).   .   1. The flipped classroom model with Just-in-Time-Teaching (JiTT). 2. Peer Instruction Sessions (PIs). 3. Engaged-learning sessions. 4. Case-discussion sessions.   *The following instructional activities are adopted for learning the practical aspects and acquiring the skills and competencies of the Program Learning Outcomes:*   1. Laboratory practical sessions. 2. Clinical simulation sessions. 3. Demonstration sessions. 4. Bed-side teaching. 5. Ward Round. 6. Case Rounds. 7. Topic Rounds. 8. Operation theatre learning sessions. 9. Delivery room learning sessions. 10. Outpatient department learning sessions. |
| **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. |
| Performance of the students in the different blocks and clerkships of the Program and hence achievement of the Program Learning Outcomes is assessed using appropriate assessment tools and tasks, which assure the quality criteria for student assessment including validity, reliability, authenticity, cognitive complexity, educational impact, etc.  We ensure that the teaching and the learning activities, and the assessment tasks are clearly related to the intended learning outcomes. Thus, the assessment tasks are aligned with the level of learning. We also emphasize that the assessment tasks reflect the core intended learning outcomes and core contents, so that the students learn the core intended learning outcomes and the core contents.  *We thus use a variety of assessment tools for the* ***direct measurement of the achievement of the different learning domains of the Program learning outcomes****. These include:*   1. Multiple choice questions (MCQs). 2. Extending matching questions (EMQs). 3. Short answer questions (SAQs). 4. Modified essay questions (MEQs). 5. Slide show questions. 6. Spotter exam (spot stations). 7. Objective structured practical examination (OSPE). 8. Objective structured clinical examination (OSCE). 9. Structured Direct Observation Experience (SDOT). 10. Mini-clinical Evaluation Exercise (Mini-CEX) and Consultation Observation Tool (COT). 11. Direct observation of procedural skills (DOPS). 12. Professionalism Mini-Evaluation Exercise (P-MEX).   All assessment activities are planned according to well-designed blueprints, where the topics of the courses (blocks and clerkships) of the Program are given appropriate weight based on an educational prioritization system and all assessment items are tagged with the specific Intended Learning Outcomes (ILOs) of the topics of each course in order to ensure content validity of the assessment. In addition, the items are aligned with the Course's Learning Outcome (CLOs), which are themselves aligned with the Program Learning Outcomes. For minimizing subjectivity in the grading, model answers are provided to concerned faculty members and examiners, and well-constructed check lists and a five-point Likert scale are used in the marking process. Furthermore, each assessment activity is followed by thorough item analysis in order to determine the direct achievement of each Program Learning Outcome.  *We also use a number of assessment tools for the* ***indirect measurement of the achievement of the different learning domains of the Program learning outcomes****. These include:*   1. Logbooks. 2. Students' portfolio. |

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# D. Student Admission and Support:

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| **1. Student Admission Requirements** |
| To enroll in Unaizah College of Medicine and Medical Sciences (UCM) MD program, a student must complete the Pre-medical Foundational Phase, achieve a passing cumulative grade that is not less than 3.5, passing the personal interview and passing a standardized English Test.  Another group of distinguished students, either graduates or actively-enrolled, from other educational programs of QU or other universities can also be selected for enrollment in the UCM MD program if they fulfill the following requirements:   1. Earning of a Bachelor Degree or its equivalent from either Health Educational Programs such as Dental Medicine, Pharmacy Doctor, Pharmacy, Basic Medical Sciences (Anatomy, Histology, Cell Biology, Biochemistry, Physiology, Pharmacology, Pathology, Microbiology, Immunology), Applied and Allied Health Sciences (Medical Laboratories, Optometry, Rehabilitation et. cet.) with Grade Point Average that is not less than 4.0 in a 0 to 5.0 scale and its equivalency) or Natural Sciences Programs such as Chemistry and Biology with Grade Point Average that is not less than 4.5 in a 0 to 5.0 scale and its equivalency) of QU or other Saudi or International universities. 2. Passing a specially designed UCM MD program Admission Test. The Admission test will be specially designed and prepared based on the intended learning outcomes (ILOs) of the Premedical (Health Track) Program, which was approved by QU for the accelerated Track of UCM MD program. In order to give the students enough time to prepare for this Admission Test, these ILOs will be available to them well in advance. This test will be conducted at least a month before the First Day of instruction in each academic year and the results revealed with the successful candidates within a week of that date. The detailed rules and Regulations will be prepared and approved by the UCM College Council. 3. An English Test (TOEFL/ILETS). The minimum score for acceptance: an internet-based TOEFL test (IBT) is 79/120, paper TOEFL test is 550, and for ILETS is 6.0/9.0. 4. Passing a personal UCM interview. |
| **2. Guidance and Orientation Programs for New Students** |
| A well-designed Orientation Program is offered to new students for one week at the beginning of each academic year. The Dean of the College, Vice-Dean for Academic Affairs and Faculty with special expertise in the various fields of Medical Education are involved in the preparation and delivery of the Orientation Program. The program is delivered in the form of a series of presentations and hands-on workshops on the following aspects:   1. Establishment of Unaizah College of Medicine and Medical Sciences (UCM). 2. What distinguishes UCM from other medical colleges in the Kingdom of Saudi Arabia. 3. Mission and Vision of UCM. 4. Structure of the MD Program run by UCM. 5. MD Program Learning Outcomes. 6. Instructional activities. 7. Assessment. 8. Use of the College's E-Learning System. 9. Use of the Course's Specification. 10. College's learning resources including laboratories and library. 11. College's Mentoring System. |
| **3. Student Counseling Services**  (academic, career, psychological and social ) |
| Students are provided with meticulous guidance and constructive feedback along with all types of educational and psychological support that help them achieve the desired competencies and maximize their academic, personal and spiritual potentials. A functioning mentoring system with clearly defined operational system and well-stated policies and procedures is running at Unaizah College of Medicine and Medical Sciences (UCM). These policies include:   * How students are assigned a Mentor * How the Mentor and Mentee communicate. * How often the Mentor and Mentee meet. * Recording of the Meetings. * Students' issues that could not be handled by the mentor.   Students (8-10) are assigned to one academic advisor. Faculty is required to post their office hours on office bulletin board and provide means of alternative communication if otherwise not available. A Student Progress Committee was formulated to monitor border-line students and provide them with appropriate counseling. |
| **4. Support for Special Need Students**  (low achievers, disabled, gifted and talented) |
| A Student Progress Committee looks after monitoring the performance of border-line students and provide them with appropriate counseling and support on regular bases.  The College has not yet enrolled disabled students but it is ready to provide them with all necessary physical and psychological support and required devices that would prevent their disability from hindering their academic performance.  Gifted and talented students are encouraged to keep up their performance. All types of help are provided to them to meet their current needs and feed their interests. Furthermore, they are involved in tutoring junior students. |

# 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** | **All Basic Medical and Clinical Sciences** | 1. Anatomy 2. Histology 3. Physiology 4. Biochemistry 5. Pathology 6. Microbiology and parasitology 7. Pharmacology 8. Medicine 9. Neurology 10. Psychiatry 11. Dermatology 12. Radiology 13. Pediatrics 14. Family Medicine 15. General Surgery 16. ENT 17. Orthopedics 18. Ophthalmology 19. OBGYN 20. Community Medicine 21. Anesthesia |  | **15** | **15** | **30** |
| **Associate Professors** | **All Basic Medical and Clinical Sciences** | **Same as above** |  | **25** | **25** | **50** |
| **Assistant Professors** | **All Basic Medical and Clinical Sciences** | **Same as above** |  | **25** | **25** | **50** |
| **Lecturers** | **All Basic Medical and Clinical Sciences** | **Same as above** |  | **15** | **15** | **30** |
| **Teaching Assistants** | **All Basic Medical and Clinical Sciences** | **Same as above** |  | **15** | **15** | **30** |
| **Technicians and Laboratory Assistants** | **All Basic Medical Sciences** | **Same as above** |  | **6** | **6** | **12** |
| **Administrative and Supportive Staff** | **HR, Secretaries, Librarian, IT** | 1. Program Administrator 2. Program Coordinator 3. HR Administrator 4. Administrative Manager 5. Administrative Director 6. Administrative Support Manager 7. Administrative Support Supervisor 8. Librarian 9. IT Specialists |  | **20** | **20** | **40** |
| **Others ( specify )** |  |  |  |  |  |  |

**2. Professional Development**

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| **2.1 Orientation of New Teaching Staff**  Describe briefly the process used for orientation of new, visiting and part-time teaching staff |
| In parallel with the Orientation Program Offered to new students, a well-structured Orientation Program is offered to new teaching staff for one week at the beginning of each semester of the academic year. The Dean of the College, Vice-Dean for Academic Affairs and Faculty with special expertise in the various fields of Medical Education are involved in the preparation and delivery of this Orientation Program. Similarly, the program is delivered in the form of a series of presentations and hands-on workshops on the following aspects:   1. History of Qassim University (QU) and establishment of Unaizah College of Medicine and Medical Sciences (UCM). 2. Regulations of study at QU and UCM. 3. Mission and Vision of UCM. 4. Structure of the MD Program run by UCM. 5. MD Program Learning Outcomes. 6. Educational design and curriculum development. 7. Setting up and writing course specification and course report. 8. Innovative Instructional activities adopted at UCM. 9. Types of assessment of student performance utilized by UCM.. 10. Regulations of examinations at QU and UCM. 11. Use of the College's E-Learning System. 12. College's infrastructure and learning resources. 13. Mentoring system and academic advising at UCM. 14. Student affairs. 15. Faculty Members’ obligations and rights. 16. Technical and administrative support. 17. Workplace safety. |
| **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.) |
| We plan to establish a structured Faculty Development Program that would be dedicated to the professional development of the Faculty Members. In order to motivate the faculty members to participate actively in the Faculty Development Program, the College plans to run the program in the form of a Program for Certification in Medical Education Practice.  The program will be organized and managed by the Faculty Development Committee in the Medical Education Unit. Certification will be controlled by the Accreditation Authority of QU, and the Program will be an officially accredited program of QU.  The program will be delivered in 3 sequential levels or phases; level 1, 2 and 3.  **Level 1:**  Level 1 is mandatory and all Faculty Members need to register for it. It include the basic requirements for Medical Educators, in terms of the essential skills in the major components of the hybrid PBL- and TBL-based curricula, which are Educational Planning, Teaching and Learning, and Assessment and Evaluation. Candidates will be awarded a Certificate in Medical Education practice upon successful completion of this level, and can proceed to level 2 if they like.  Level 1 will be delivered in the form of a series of hands-on workshops. Each workshop would be followed by a post-workshop assignment, which involves reflective description of educational practice before the workshop, and how learning, knowledge and skills gained from the workshop have impacted on practice post-training. Thus, candidates will be asked to include the following items in the assignment:   1. Strategies that will be employed, 2. Timelines that will be employed, 3. Expected outcomes, and 4. Samples of work before and after the workshop.   Each candidate will be also asked to submit an academic work portfolio by the end of level 1 for evaluation by external reviewers. The portfolios will be returned to the participants with suggestions for further improvement, areas of strength and weakness**.** This process thus will identify areas of strength that can be developed further in Level 2 of the Program.  The following Medical Educational Issues would be addressed in level 1:  *In Educational Planning:*   1. The need for having an outcome-based educational system in health professions education. 2. Specifying the intended learning outcomes. 3. Describing and communicating the learning outcomes. 4. Implementing the outcome-based educational system in health professions education. 5. Course design models. 6. Curriculum design and how to prepare logically mapped curricula. 7. Sequencing the contents of a spiral curriculum. 8. Building learning around problems and clinical presentations.   *In Teaching and Learning:*   1. The role of the teacher in a hybrid PBL- and TBL-based curricula. 2. What is a good teacher? 3. How to prepare effective lectures using interactive animations and concept mapping. 4. How to teach effectively. 5. The flipped classroom. 6. Teaching and learning in the clinical context. 7. Simulation of the clinical experience. 8. How to write effective PBL scenarios. 9. How to conduct the PBL sessions. 10. How to write effective TBL readiness assurance tests and application exercises. 11. How to conduct TBL sessions. 12. How to promote independent learning such as e-learning and peer learning. 13. How to give constructive feedback.   *In Assessment and Evaluation:*   1. Assessments in an out-come based educational system. 2. Formative and summative assessments. 3. Logical steps in preparing for an assessment. 4. Choosing the appropriate assessment tool in terms of validity and reliability. 5. MCQs construction. 6. Construction of OSPE and OSCE stations 7. Blueprinting. 8. Standard setting. 9. Item analysis.   **Level 2:**  Level 2 of the Program is more advanced than level 1, and involves specialized courses in the Key Disciplines in Medical Education. Candidates will be awarded a Diploma in Medical Education upon successful completion of level 2, and can proceed to level 3 if they like.  **Level 3:**  Level 3 is even more advanced that level 2, and would be research based on specialization at level 2. Candidates will be awarded a Professional Masters in Medical Education upon successful completion of this level, which requires 1 to 2 major publications. |

# F. Learning Resources, Facilities, and Equipment

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| **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.) |
| * By the end of each academic year, each department should submit a list of required textbook or other related resources to the Vice Dean for academic affairs of the college. The Vice Dean is then submitting the request to Deanship of Students Affair to process. * Curriculum development and assessment committee advice and monitor acquisition of textbooks. Feedback from faculty and students, Curriculum development and assessment committee periodical * evaluation * Each year the textbooks are reevaluated and updated in the library and the E-learning site. * The university rules as all public universities in the Kingdom |
| **2. Facilities and Equipment**  (Library, laboratories, medical facilities, classrooms, etc.). |
| Unaizah College of Medicine (UCM) has a library that supports the mission of Qassim University (QU) and UCM and the learning and research process by providing both print and electronic resources. The library also enables and encourages IT culture and knowledge that promotes self-learning among students and staff. The library provides the following services to students and faculty members:   1. Book order services. 2. Electronic reserving services. 3. Borrowing services. 4. Electronic renewal of borrowed books 5. Access to electronic libraries 6. Information services 7. Photocopying Services   In addition to the library, UCM has 2 multi-purpose labs in the male section and 2 multi-purpose labs in the female section. It has been proven that the utilization of multi-purpose labs is more effective and efficient than having specialized labs for each basic bio-medical discipline. One of the multi-purpose labs in both the male and female sections serves Histology, Physiology, Biochemistry and Pharmacology. The other multi-purpose lab serves Histopathology, Microbiology and Parasitology.  In addition to these multi-purpose labs, UCM also has:   1. Anatomy Dissecting Rooms for using cadavers, and Anatomy Practical Rooms for using Anatomical Models and Plastinated Specimens. 2. Pathology Museum for the Gross Pathology Jars. 3. Clinical Skills / Simulation Lab for teaching and training the students on the basic clinical skills in the Pre-Clerkship Phase of the Program and the advanced clinical skills in the Clerkship Phase of the Program. In addition, a Medical Simulation Center was recently established at UCM.   UCM also has a variety of classrooms in both the male and female sections that accommodate the students in the different years of the Program and suite the adopted instructional activities. These include lecture rooms, lecture-demonstration rooms, seminar rooms, TBL rooms and general purpose classrooms; all of which are well-equipped with the necessary audiovisual devices and instruments.  There are 2 computer-based assessment labs in the male section and 2 in the female section to run computer-based assessment for all blocks and clerkships of the Program.  UCM has also already started collaborating with all major hospitals in Qassim Province (King Saud Hospital, King Fahd Specialization Hospital, Central Buraydah Hospital and others) as well as with other health clinics and institutions. These prospective teaching hospitals and health institutions belongs mostly to the Ministry of Health and the Armed Medical Service. Plans are underway to build a new teaching hospital for UCM. |
| **3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program ) |
| QU and UCM try to ensure safety and security. To achieve that, UCM is has issued a Guide to Workplace Safely, Emergency Guide and Laboratory Safety Instructions. The health center at QU and the clinics at UCM provide basic health care and deal with emergency situations. |

# G. Program Management and Regulations

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| **1. Program Management**  **1.1 Program Structure**  (including boards, councils, units, committees, etc.) |
|  |
| **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.) |
| A range of stakeholders with different perspective were involved in the process of program planning and development, including representative from Ministry of Education, Ministry of Health, Saudi Commission for Health Specialties, Saudi Medical Deans Committee, regional hospital in Qassim Province, and alumni of the Mother College of Medicine in QU.  Well-defined strategies were implemented for ensuring broad participation of stakeholders in the key phases of program planning and development and also for retaining their participation. This has resulted in increased stakeholders’ commitment to the planning and development process, and their subsequent advocacy of the program.  Stakeholders initially played a major role in reviewing the mission statement of the Program. Thereafter, over a series of meetings, telephone calls and workshops with them, they provided valuable input on:   * Appropriateness and feasibility of the Program. * Program Learning Outcomes. * Achievement and assessment of the Program Learning Outcomes. * Important general and specific policies and procedures pertinent to the program. * Labor market. |
| **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.) |
| 1. Admission and Registration. 2. Suspension and Termination of Registration. 3. Regulations of Study. 4. Attendance Requirements. 5. Regulations of Examination. 6. Grading System. 7. Student Affairs. 8. Faculty Affairs. 9. Technical and Administrative Support. 10. Planning and Developing Courses. 11. Mentoring and Academic Advising. 12. Graduation Requirements. 13. Complaints and Appeals. 14. Recruitment.   [**http://unaizacm.org/elu/**](http://unaizacm.org/elu/) |

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# H. Program Quality Assurance

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| **1. Program Quality Assurance System**  Provide online link to quality assurance manual |
| <https://qa.qu.edu.sa/content/p/234/%D8%A5%D8%B5%D8%AF%D8%A7%D8%B1%D8%A7%D8%AA-%D8%B9%D9%85%D8%A7%D8%AF%D8%A9-%D8%A7%D9%84%D8%AA%D8%B7%D9%88%D9%8A%D8%B1-%D9%88%D8%A7%D9%84%D8%AC%D9%88%D8%AF%D8%A9> |
| **2.** Program Quality Monitoring Procedures |
| The faculty annually evaluates progress on existing objectives and revises its objectives in support of its mission and goals. **The evaluation is derived from the following sources:**   * **Faculty and Departments Annual Reports.**   The departments have recently produced a unified course specification for each of course. The course specifications have been written in “NCAAA Format”. They are to be observed by all instructors of the different disciplines of a course in both the men’s and women’s sections. Course Directors from male section and coordinator in female section has been appointed for each course.   * **Data from the quality deanship surveys.**   Curriculum committee in the college.   * **Survey and targeted evaluation data, including the student exit survey, survey of recent graduates and individual course evaluations.**   Additional information used to inform the annual planning process is derived from these sources:  • Department annual reports.  • Recommendations and observations made at the annual faculty retreat.  • Recommendations from UCM curriculum committees.  • Recommendations made by external reviewers.  • Recommendations from stockholders in the community.  **In addition to the annual evaluation and planning process outlined above, the faculty engaged in a**  **periodic, full-scale strategic planning effort, that process included:**  • A review of the mission, goals and objectives of the college.  • A review of the college values.  • Benchmarking with other peer institutions and to itself on available academic standards.  • An assessment of strengths, weaknesses, opportunities and threats. |
| **3. Arrangements to Monitor Quality of Courses Taught by other Departments.** |
| * Directors and coordinators have been appointed for each course. The Directors have been instructed to keep close contact and hold regular meetings with the instructors of the different disciplines of each course. The purpose is to make sure that the specification is being followed and that exams exhibit the same level of difficulty, and similar type of format. Directors have been instructed to have the different instructors check each other's’ marking of the exams as a peer review. * In Addition College reviews the periodical student evaluations (through student evaluation survey produced by the end of each course) for concerning patterns through the Quality unit and direct supervision from the Dean. Regular meetings between the Dean and the curriculum committee are conducted. Considerations and suggestions of improving reported by directors of courses through their annual course reports are also conducted on periodical basis. Suggestions for improvement are followed up and get implemented as possible. |
| **4. Arrangements Used to Ensure the Consistency between Main Campus and Branches** (including male and female sections) |
| The leaning process is the same in both male and female also the laboratories and education strategies and assessment methods and boys and girls take the same chance for graduation |
| **5.** Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any). |
| ---- |
| **6.** **Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes** |
| * Students periodically evaluate the program using questionnaires * External independent evaluator * Dean ship of quality assurance at Qassim university * Feedback from employers, preceptors, etc are sought regularly to improve the program, In addition, the college had established curriculum committee, and try to take the opinions of some of stakeholders in various medical practice areas and to join them as members of this committee |

**7. Program Evaluation Matrix**

| **Evaluation**  **Areas/Aspects** | **Evaluation**  **Sources/References** | **Evaluation Methods** | **Evaluation Time** |
| --- | --- | --- | --- |
| Program Learning Outcomes | * Program manager * Faculty members * Students * Graduates * External stakeholders | * Survey * Interview * Focus group * Document review * Observation | End of academic year |
| Program Structure | * Program manager * Faculty members * Students * Graduates * External stakeholders | * Survey * Interview * Focus group * Document review | End of academic year |
| Learning resources | * Program manager * Faculty members * Students * Graduates | * Survey * Interview * Focus group * Document review * Observation | Beginning of semesters |
| Facilities and Equipment | * Program manager * Faculty members * Students * Graduates | * Survey * Interview * Focus group | Beginning of semesters |
| Instructional activities and effectiveness of teaching & learning | * Program manager * Faculty members * Students * Graduates | * Survey * Interview * Focus group * Document review * Observation | End of semesters |
| Assessment tasks and validity and reliability of assessment | * Program manager * Faculty members * Students * Graduates | * Survey * Interview * Focus group * Document review * Observation | End of semesters |
| Student Support | * Program manager * Faculty members * Students * Graduates | * Survey * Interview * Focus group * Document review * Observation | End of semesters |
| Faculty development | * Program manager * Faculty members | * Survey * Interview * Focus group * Observation | End of semesters |

**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 (**2**) year.

| **No** | **KPIs Code** | **KPIs** | **Target** | **Measurement Methods** | **Measurement Time** |
| --- | --- | --- | --- | --- | --- |
| **1** | KPI-P-01 | Percentage of achieved indicators of the program operational plan objectives | **80%** | * Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year * Collective data from surveys, interviews, focus groups and documents reviews of all indicators | End of academic year |
| **2** | KPI-P-02 | Students' Evaluation of quality of learning experience in the program | **3.8** | * Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey * Interview * Focus group | End of academic year |
| **3** | KPI-P-03 | Students' evaluation of the quality of the courses | **4** | * Average students overall rating for the quality of courses on a five-point scale in an annual survey * Interview * Focus group | End of academic year |
| **4** | KPI-P-04 | Completion rate | **90%** | * Proportion of undergraduate students who completed the program in minimum time in each cohort * Cumulative results of assessment activities and GPA | End of academic year |
| **5** | KPI-P-05 | First-year students retention rate | **100%** | * Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year * Cumulative results of assessment activities and GPA | End of academic year |
| **6** | KPI-P-06 | Students' performance in the professional and/or national examinations | **Above national average** | * Percentage of students or graduates who were successful in the professional and / or national examinations * Comparing performance with the national average and with performance of students of other colleges | End of academic year |
| **7** | KPI-P-07 | Graduates’ employability and enrolment in postgraduate programs | **100%** | * Percentage of graduates from the program who within a year of graduation were:   a. employed  b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year | End of academic year  **(The first batch graduated are still in the Internship)** |
| **8** | KPI-P-08 | Average number of students in the class | **30** | * Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session) | End of each semester |
| **9** | KPI-P-09 | Employers' evaluation of the program graduates proficiency | **4.5** | * Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey * Interview * Focus group | End of academic year  **(The first batch graduated are still in the Internship)** |
| **10** | KPI-P-10 | Students' satisfaction with the offered services | **4** | * Average of students’ satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey * Interview * Focus group | End of academic year |
| **11** | KPI-P-11 | Ratio of students to teaching staff | **6:1** | * Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program | Beginning of each semester |
| **12** | KPI-P-12 | Percentage of teaching staff distribution | **Equal Gender distribution and Balanced branches and academic ranking distribution** | * Percentage of teaching staff distribution based on: * a. Gender * b. Branches * c. Academic Ranking | End of academic year |
| **13** | KPI-P-13 | Proportion of teaching staff leaving the program | **≤ 5%** | * Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff. | End of academic year |
| **14** | KPI-P-14 | Percentage of publications of faculty members | **80%** | * Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program | End of academic year |
| **15** | KPI-P-15 | Rate of published research per faculty member | **2** | * The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year) | End of academic year |
| **16** | KPI-P-16 | Citations rate in refereed journals per faculty member | **50** | * The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published) | End of academic year |
| **17** | KPI-P-17 | Satisfaction of beneficiaries with the learning resources | **4** | * Average of beneficiaries’ satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases… etc.) on a five-point scale in an annual survey. * Interview * Focus group | End of academic year |

\* including KPIs required by NCAAA

# I. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** |  |
| **Reference No.** |  |
| **Date** |  |