# Program Specification

— (Bachelor)

| | |
|---|---|
| **Program:** | **Bachelor of Medicine and Surgery (MBBS)** |
| **Program Code (as per Saudi university ranking):** | *Enter Program Code.* |
| **Qualification Level:** | **Bachelor Degree - 7th level** |
| **Department:** | -- |
| **College:** | **College of Medicine** |
| **Institution:** | Imam Abdulrahman bin Faisal |
| **Program Specification:** | New ☐ updated* ☒ |
| **Last Review Date:** | **Imam Abdulrahman bin Faisal University** |

*Attach the previous version of the Program Specification.

## Table of Contents

## A. Program Identification and General Information

### 1. Program's Main Location :

Main Campus: Dammam, Al-Raka
- Male Campus: Basic Medical Science - building No A72
- Female campus: Female section building No 65 and 350
- King Fahd Hospital of the University: Al-Khobar, Al-Agrabia

### 2. Branches Offering the Program (if any):

N/A

### 3. Partnerships with other parties  (if any) and the nature of each:

The College of Medicine adheres to all the institutional policies and regulations set by IAU for developing partnerships and collaborations. As such the COM is involved in a number of educational and research partnerships with several academic organizations:

**A. Educational and academic partnerships:**

1. Modernization and development of the curriculum:

A service contract for modernization and development of the Medical Curriculum has been undertaken with Monash University, Australia and includes:
- Monash Faculty visits to COM-IAU
- Faculty professional development and training
- Sharing curriculum materials and assessments
- Issuing certificates of recognition to students

**2. Residency training and accreditation**:

A partnerships for accreditation and residency training is in place with the Royal College of Surgeons in Canada

**3. Benchmarking**:

Benchmarking agreements are in place with:
- King Saud University
- King Abdulaziz University
- Monash University, Australia

**4. Training**:

Partnerships are ongoing for Training of students and faculty with the following institutions:

- Dhahran General Hospital
- Saudi Commission for Health Specialties
- Saudi Diabetes & Endocrine Association
- Johns Hopkins ARAMCO Healthcare (JHAH)
- Academy for Academic Leadership, USA

**B. Research partnerships**:

1. Collaborations with IRMC
   - The COM encourages its faculty members to conduct multidisciplinary research collaborations through IRMC.
   - By providing the optimal environment for highly innovative basic and applied research to take place, IRMC conducts research that is directed towards improving the health of the population of the Eastern Province and the surrounding areas.
   - By using its extensive facilities and experienced scientists, technicians and engineers, the COM faculty and staff are able to conduct strategic research that will lead to innovations in the field of medicine in the region.

   **2. International research partnerships**

   A number of international research partnerships are in place with several international universities and organizations including the following:
   - The University of Queensland, Australia
   - University Medical, Center Utrecht, Netherlands
   - University of Strasbourg, France
   - Boston University
   - Imperial College, UK
   - Boston University, USA
   - Maastricht University, The Netherlands
   - The Georges Portman Institute- Bordeaux, France
   - Monash University, Australia

## 4. Professions/jobs for which students are qualified

Physician (General Practitioner)

## 5. Relevant occupational/ Professional sectors:

**Healthcare Sector**

## 6. Major Tracks/Pathways (if any):

| Major track/pathway | Credit hours (For each track) | Professions/jobs (For each track) |
|---|---|---|
| **1.**    N/A | | |
| **2.** | | |
| **3.** | | |
| … | | |

## 7. Exit Points/Awarded Degree (if any):

| exit points/awarded degree | Credit hours |
|---|---|
| 1.  NA | |
| 2. | |
| 3. | |

## 8. Total credit hours: (234)

## B. Mission, Objectives, and Program Learning Outcomes

### 1. Program Mission:

The MBBS Program mission is to support the development of future physicians and academic health leaders who will promote the health of individuals and the community and contribute to research through competency in knowledge, skills, and attitudes.

### 2. Program Goals:

- Promote the understanding and application of Islamic values and traditions in all aspects of medical practice.
- Enable undergraduate medical students to acquire the knowledge, skills and attitudes necessary to become competent professionals and to develop lifelong habits of scholarship and service.
- Advance knowledge through research in all areas related to healthcare. These areas include: Basic Sciences, Clinical Sciences, cultural and behavioral aspects of medicine, methods for the delivery of healthcare, and the medical education process.
- Promote continuing professional development to maintain and improve the competency of all professionals engaged in healthcare delivery.
- Provide exemplary healthcare and services that meet the needs of society.
- Serve as a Medical Education Resource Center to related health professions and to the community and organizations involved in healthcare delivery.
- Commit to continuous academic quality improvement of higher academic standards according to national and international bodies.

### 3. Program Learning Outcomes*

#### Knowledge and Understanding

| | |
|----|----|
| K1 | Discuss the key concepts of medical ethics, law, and professionalism. |
| K2 | Identify the social determinants of health and the role of community related health care services. |
| K3 | Describe different perspectives on health, illness, and medical practice and associations between health, illness and social position. |
| K4 | Demonstrate knowledge of normal and altered structure and function of the body systems from different basic sciences perspectives |
| K5 | Demonstrate basic knowledge in clinical approach and management of common diseases. |

| K6 | Demonstrate understanding of basic medical research and commitment to scholarly pursuit. |
|---|---|
| **Skills** | |
| S1 | Utilize strategies for sensitive and effective communication and interaction with others (patients, peers, teaching staff, healthcare team) |
| S2 | Demonstrate basic skills in accessing and analyzing information resources and research methodology. |
| S3 | Demonstrate the ability to approach the patient clinically (elicit accurate medical history, identify manifestations, clinical reasoning and problem solving, develop differential diagnosis, interpret and request investigations and formulate management plan) |
| S4 | Demonstrate skill in performing physical examination and basic clinical procedures. |
| **Values, Autonomy, and Responsibility** | |
| V1 | Show respect and maintain privacy and confidentiality (for peers, university & health care staff, patients, clients). |
| V2 | Recognize own strengths and limitations, including personal factors that impact upon performance. |
| V3 | Demonstrate responsibility for own self-care and health issues. |
| V4 | Identify the roles and responsibilities of health care team members and show the ability to work collaboratively within a team. |
| V5 | Practice the use of principles of ethical and professional decision making in consultation with peers and teachers |

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

## C. Curriculum

### 1. Curriculum Structure

| Program Structure | Required/ Elective | No. of courses | Credit Hours | Percentage |
|---|---|---|---|---|
| Institution Requirements | Required | 5 | 10 | 4.25% |
| | Elective | | - | - |
| College Requirements | Required | 9 | 28 | 12% |
| | Elective | - | - | - |
| Program Requirements | Required | 15 | 191 | 81.5% |
| | Elective | | | |
| Capstone Course/Project | | - | - | - |
| Field Training/ Internship | | 1 | 5 | 2.25% |
| Residency year | | | | |
| Others | | | | |
| **Total** | | 30 | 234 | 100% |

\* Add a separated table for each track (if any).

## 2. Program Courses

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| Level 1 | ENGL 101* | English language | Required | Acceptance to health sciences program | 5 | College |
| | BIOL-102 | Biology | Required | Acceptance to health sciences program | 2 | College |
| | CHEM-103 | Chemistry | Required | Acceptance to health sciences program | 1 | College |
| | PHYS-104 | Physics | Required | Acceptance to health sciences program | 1 | College |
| | ISLM 181 | Creed & Family in Islam | Required | Acceptance to health sciences program | 2 | Institution |
| | COMP 131 | Computer Skills | Required | Acceptance to health sciences program | 2 | College |
| | LRSK 141 | Learning and Searching Skills | Required | Acceptance to health sciences program | 2 | College |
| Level 2 | ENGL* 101 | English language | Required | Acceptance to health sciences program | 2 | College |
| | ENGL 102 | English for academic and specific Purpose | Required | Acceptance to health | 3 | College |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| | | | | sciences program | | |
| | BIOL 102* | Biology | Required | Acceptance to health sciences program | 1 | College |
| | CHEM 103* | Chemistry | Required | Acceptance to health sciences program | 1 | College |
| | PHYS 104* | Physics | Required | Acceptance to health sciences program | 1 | College |
| | ARAB-182 | Arabic Language Skills | Required | Acceptance to health sciences program | 2 | Institution |
| | PHEDU 162 | Health and physical education | Required | Acceptance to health sciences program | 1 | College |
| | LRSK 142 | Communication Skills | Required | Acceptance to health sciences program | 2 | College |
| Level 3 & 4 | MED* 201 | Foundations of Medicine I | Required | Acceptance to College of Medicine MBBS program | 40 | Program |
| | HIST 281 | History and Civilization of the Kingdom of Saudi Arabia | Required | Acceptance to College of Medicine MBBS program | 2 | Institution |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| | ISLM 282 | Islamic Ethics and Values | Required | Acceptance to College of Medicine MBBS program | 2 | Institution |
| Level 5&6 | MED 301* | Foundations of Medicine II | Required | MED 201 | 40 | Program |
| | BUS 381 | Entrepreneurship | Required | Second Year Courses | 2 | Institution |
| Level 7 & 8 | MED 401* | Practice of Clinical Medicine I | Required | MED 301 | 40 | Program |
| Level 9 & 10 | WHLT 511** | Woman Health | Required | MED 401 | 8 | Program |
| | CHTH 512** | Child Health | Required | MED 401 | 8 | Program |
| | MHLT 514** | Mental health | Required | MED 401 | 8 | Program |
| | FMLM 515** | Family Medicine | Required | MED 401 | 8 | Program |
| | HLTM 513 | Health Service Management | Required | MED 401 | 2 | Program |
| | HECON 516** | Health Economics | Required | MED 401 | 2 | Program |
| Level 11 & 12 | MED 611** | Internal Medicine | Required | Fifth year courses | 8 | Program |
| | GERT 612** | Geriatrics | Required | Fifth year courses | 4 | Program |
| | PATH 613 | Forensic Medicine | Required | Fifth year courses | 3 | Program |
| | EMED 615** | Emergency Medicine | Required | Fifth year courses | 8 | Program |
| | SURG 616** | Surgery | Required | Fifth year courses | 8 | Program |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| | RSPR 614** | Research project | Required | Fifth year courses | 5 | Program |
| | ELECT 605** | Selective Rotation | Required | Fifth year courses | 4 | Program |

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

## 3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

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## 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, Autonomy, and Responsibility | | | | |
| | K1 | K2 | K3 | K4 | K5 | K6 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 | V5 |
| ISLM 181 | I | | I | | | | | | | | I | | | | |
| ISLM 182 | I | | I | | | | | p | | | | | | | |
| LRSK 141 | | | | | | | | I | | | I | | | | |
| COMP 131 | | | | | | | | I | | | | | | | |
| LRSK 142 | | | | | | | | P | | | P | | | | |
| PHEDU 162 | | | | | | | | | | | | | I | | |
| ENGL 101 | | | | | | | | I | | | | | | | |
| ENGL 102 | | | | | | | | P | | | | | | | |
| BIOL 102 | | | | I | I | | | | | | | | | | |
| CHEM 103 | | | | I | I | | | | | | | | | | |

| Course code & No. | Program Learning Outcomes | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Knowledge and understanding | | | | | | Skills | | | | Values, Autonomy, and Responsibility | | | | |
| | K1 | K2 | K3 | K4 | K5 | K6 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 | V5 |
| PHYS 104 | | | | I | I | | | | | | | | | | |
| MED 201 | I | I | I | I | P | | I | P | I | I | I | I | I | I | I |
| ISLM 282 | P | | P | | | | | | | | | | | | |
| HIST 281 | | | P | | | | | | | | | | | | |
| MED 301 | P | P | P | P | P | I | P | P | P | P | P | P | P | P | P |
| MED 401 | P | P | P | | M | I | P | P | P | P | P | P | P | P | P |
| BUS 381 | | | | | | I | | | | | | | | | |
| WHLT 511 | M | M | M | | M | P | M | M | M | M | M | M | M | M | M |
| CHTH 512 | M | M | M | | M | P | M | M | M | M | M | M | M | M | M |
| MHLT 514 | M | M | M | M | M | P | M | M | | | M | M | M | M | M |
| FMLM 515 | M | M | M | | M | P | M | M | M | M | M | M | M | M | M |
| HECON 516 | M | M | M | | | | | | | | | | | M | M |
| HLTM 513 | M | M | M | | | | | | | | M | M | | M | M |
| MED 611 | M | M | M | | M | P | M | M | M | M | M | M | M | M | M |
| GERT 612 | M | M | M | | M | P | M | M | M | M | M | M | M | M | M |
| EMED 615 | M | M | M | | M | P | M | M | M | M | M | M | M | | |
| SURG 616 | M | M | M | | M | P | M | M | M | M | M | M | M | | |
| PATH 613 | M | M | | M | | P | M | M | M | | M | M | M | M | M |
| RSPR 614 | M | M | M | | | M | | | | | M | M | | M | M |
| ELECT 605 | M | M | M | | M | | M | M | M | M | M | M | M | | |

\* Add a separated table for each track (if any).

## 5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

### 1. Integration

The curriculum emphasizes the inter-connections between different fields of knowledge. Essential elements of basic science and clinical practice are learnt through an integrated approach. The MBBS program has been integrated both horizontally and vertically. What this means is that the content of lectures, tutorials and rotations is designed and delivered in a way that facilitates students learning and ability to make links between subject areas and themes (horizontal integration). In addition, students revisit topics repeatedly during the program, building on their knowledge and other skills with each iteration (vertical integration). In addition, the thematic organization of the curriculum allows maximum degree of horizontal integration across the themes and vertical spiral integration within the themes. Spiral integration augments understanding: as knowledge accumulates, material covered in earlier weeks is reinforced, allowing students to revisit and progressively build on their skills. The curriculum is organized into integrated learning weeks, anchored by case based learning and problem based learning tutorials and typically includes lectures, tutorials, practical, anatomy sessions and self-directed study.

### 2. Problem Based Learning (PBL)

A key integrating feature of the Years 2 and 3 is the Problem Based Learning (PBL). The PBL provides a context for the program objectives and content, creating for students an awareness of the relevance to medicine and medical practice of the curriculum and its components. It integrates all the different subjects that are taught during that week including clinical skills, practical's and tutorial sessions, to enable an understanding of the clinical application as well as being able to recognize the psycho-social aspects of illness and health. Consequently, students learn to view and understand patients in an integrated and holistic manner right from the first week of their learning.

In PBL, students have to identify their own learning objectives as opposed to these being provided. The majority of the PBLs are based on real patients.

Small group learning is the method of teaching so that individual attention can be given while at the same time group and collaborative work habits are encouraged.

Each of the case scenarios features a health related problem that will require the student to work with a small group of approximately fourteen peers to identify key social, cultural, legal, ethical, and clinical and community aspects impacting on the case. These cases act as a key integration exercise for all the weekly learning.

### 3. Team-Based Learning:

Team-based learning is a learner-cantered, instructor-directed strategy that incorporates class-based teamwork and assessment to enhance active learning and critical thinking. It can be used with large or small classes, and involves dividing a class into multiple small groups of between 6-12 students in a single classroom. One content-expert can instruct 20 or more teams, and grading, peer evaluation and feedback are used to promote individual and team accountability and learning.

### 4. Community Based Learning

The Community Based Practice Program (CBP) is an integral and innovative component of the MBBS program for third-year medical students in which students will be community oriented through primary health care centers. CBP provides a meaningful context for future medical practitioners to gain an understanding of issues that relate to social justice, equity and diversity in the wider community. Students complete a community-based placement, attend orientation and integration lectures, and complete a report so that they understand the context and links between health and illness, medicine and social system. A wide variety of community-based teaching is employed to complement the activities that take place in hospitals, these include but are not limited to the educational experiences in family medicine centers, maternal and child health services, rehabilitation centers and other health services. 5. Patient-centered Learning Activities A patient-based learning model will be used, where the knowledge, skills and attitudes that form the content of the curriculum are brought to life via formal patient-centered

teaching exercises. Most of the learning activities are designed to support students as they work with patient-centered scenarios.

## 5. Active, student-centered learning

Students are encouraged to be active in managing their own learning and to question both what and how they learn through problem-based learning, seminars, and small-group tutorials. These tutorials foster the development of skills for interpersonal communication and teamwork and help train students to become lifelong learners.

## 6. Early clinical exposure

Medical students are introduced early in the program to clinical skills, and are exposed to simulated and real patient contact early in the curriculum starting in the first two years, after the preparatory year, emphasizing the relevance and application of knowledge learned from the Basic Medical Sciences domains. These early clinical experiences relate closely to theoretical teaching. Students develop clinical skills in a purpose-built Clinical Skills Lab to achieve early and effective training.

## 7. Core and options approach

Selective modules are offered in the sixth year which allows students to choose and explore specific areas of interest or experience in either medical or non-medical fields. At the same time, students learn a core of materials providing essential medical knowledge, skills and attitude taught during the MBBS program.

## 8. Relevance to future practice

Medical education and medical sciences are rapidly changing. The curriculum is built to assure that medical students are well equipped with the skills they need to practice effectively in a changing health care and learning environment. This includes such skills as the ability to work in teams and understand the health care system, practicing in a patient centered manner, and developing the ability to be a

life-long learner who can evaluate and integrate new knowledge and skills throughout one's professional life.

**Teaching & Learning Methods**

A wide variety of teaching methods is used in order to accommodate the large numbers of students whilst providing an opportunity to deliver and discuss content. The varied approaches to teaching allow for self-directed learning to be fostered as well as allowing for students to experience the practical side required in the MBBS program. Listed below is an outline of the different approaches to teaching that students will come into contact with.

- Interactive lectures
- Tutorials
- Practical's
- Laboratory
- Simulation
- Electronic learning
- Seminars
- Panel discussion and debate
- self-directed learning
- Peer learning
- Field & site visits

## 6. Assessment Methods for program learning outcomes.

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

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

The MBBS Program ensures that its Program learning outcome are regularly assessed. Assessment of Program learning outcomes is achieved by applying direct and indirect methods of assessment:

**I. Direct Methods:**

**a. Formative assessment**: with feedback to students on their performance

**b. Continuous assessment** of participation in the PBL sessions, seminars, different assignment, laboratory and clinical skills

**c. Summative assessment**:

- Multiple Choice Questions (MCQs): A-type questions: one best answer
- Extended Matching Questions (EMQs): R-type
- Short Answer Questions (SAQs)
- Objective Structured Clinical Exam (OSCE)
- Objective Structured Practical Exam (OSPE)
- Portfolio
- Research projects

**d. Assignments**:

- Formative Exam Practice - online
- Reflective Journal
- Case Commentary Assignment
- Evaluating Popular Information Assignment
- Human Life Span Development (HLSD)
- Weekly revision
- Logbook and analysis

**II. Indirect Methods:**

Stakeholder Surveys including:

- CES
- PES
- SES
- Internship Survey
- Alumni Survey
- Employers Survey

| Program Learning Outcomes | Learning Outcomes Assessment Measures | |
|---|---|---|
| Knowledge | Direct Measures | Indirect Measures |

| | | Direct Measures | Indirect Measures |
|---|---|---|---|
| K.1 | Discuss the key concepts of medical ethics, law, and professionalism. | MCQ, EMQ, SAQ<br><br>Assignment<br><br>Rubrics<br><br>Results of SMLE | CES<br><br>PES<br><br>Final Year Students Survey |
| K.2 | Identify the social determinants of health and the role of community related health care services. | MCQ, EMQ, SAQ<br><br>Assignment<br><br>Rubrics | CES<br><br>PES<br><br>Final Year Students Survey |
| K.3 | Describe different perspectives on health, illness, and medical practice and associations between health, illness and social position. | MCQ, EMQ, SAQ<br><br>Assignment<br><br>Rubrics | CES<br><br>PES<br><br>Final Year Students Survey |
| K.4 | Demonstrate knowledge of normal and altered structure and function of the body systems from different basic sciences perspectives | MCQ, EMQ, SAQ<br><br>Assignment<br><br>Rubrics | CES<br><br>PES<br><br>Final Year Students Survey |
| K.5 | Demonstrate basic knowledge in clinical approach and management of common diseases. | MCQ, EMQ, SAQ<br><br>Assignment<br><br>Rubrics<br><br>Results of SMLE | CES<br><br>PES<br><br>Final Year Students Survey |
| K.6 | Demonstrate understanding of basic medical research and commitment to scholarly pursuit. | Student Project case (SPC)<br><br>Research project results | CES-Research Project |
| **Skills** | | **Direct Measures** | **Indirect Measures** |

| | | Direct Measures | Indirect Measures |
|---|---|---|---|
| S.1 | Utilize strategies for sensitive and effective communication and interaction with others (patients, peers, teaching staff, healthcare team) | OSCE<br><br>Clinical Evaluation<br><br>Clinical Evaluation | CES<br><br>PES<br><br>Employers survey |
| S.2 | Demonstrate basic skills in accessing and analyzing information resources and research methodology. | OSCE<br><br>Case presentations<br><br>Clinical Evaluation | CES<br><br>PES<br><br>Employers survey |
| S.3 | Demonstrate the ability to approach the patient clinically (elicit accurate medical history, identify manifestations, clinical reasoning and problem solving, develop differential diagnosis, interpret and request investigations and formulate management plan) | Clinical skills exam<br><br>OSCE<br><br>Clinical Evaluation | CES<br><br>PES<br><br>Employers survey |
| S.4 | Demonstrate skill in performing physical examination and basic clinical procedures. | OSCE<br><br>Clinical Evaluation | CES<br><br>PES<br><br>Employers survey<br><br>Interns survey |
| **Values** | | **Direct Measures** | **Indirect Measures** |

| V.1 | Show respect and maintain privacy and confidentiality (for peers, university & health care staff, patients, clients). | OSCE<br><br>Direct observation by faculty (Rubrics) | Employers survey<br><br>Alumni survey |
|---|---|---|---|
| V.2 | Recognize own strengths and limitations, including personal factors that impact upon performance. | OSCE<br><br>Direct observation by faculty (Rubrics) | Employers survey<br><br>Alumni survey |
| V.3 | Demonstrate responsibility for own self-care and health issues. | OSCE<br><br>Direct observation by faculty (Rubrics) | Employers survey<br><br>Alumni survey |
| V.4 | Identify the roles and responsibilities of health care team members and show the ability to work collaboratively within a team. | PBL and CBL (Case Based Learning) assessments<br><br>Direct observation by faculty (Rubrics) | Employers survey<br><br>Alumni survey |
| V.5 | Practice the use of principles of ethical and professional decision making in consultation with peers and teachers | PBL and CBL assessments<br><br>Direct observation by faculty (Rubrics) | Employers survey<br><br>Alumni survey |

## D. Student Admission and Support:

### 1. Student Admission Requirements

Admission is centrally managed by deanship of admission via the deanship gate and according to the higher education bylaws

**Admission requirements for MBBS Program**:

- Be a Saudi citizen, with limited seats for citizens of the Gulf Countries
- Fulfill IAU admission requirements.
- Hold a Saudi High School Certificate Science Section (or its equivalent), with a General and Science Grade Point Averages as specified and announced annually by the Faculty Board.
- Pass General Aptitude test.
- Pass Standard Achievement Admission test.
- Pass a physical fitness assessment as specified by the College of Medicine.
- Obtain a grade of 80% or higher in five courses (Biology, Chemistry, Physics, English 101 and English 102) of the preparatory year. Students with the highest GPA will be accepted according to the quota approved by the College Board each year.
- Preference in admission is given to applicants who have obtained their High School Certificates in the same academic year.

## 2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

**Orientation Program**:

Incoming students attend a weeklong orientation program the aim of which is to introduce the College of Medicine's curriculum with a strong emphasis on the second-year course. The orientation program enables students to appreciate the rationale for the different educational activities that they will undertake and understand how they will begin to work collaboratively in with their classmates. The orientation program also provides students the opportunity to meet many of the faculty members.

During the Orientation Program students participate in a range of activities that are designed to assist them to:

- Learn about the structure and content of the MBBS Program
- Learn about the structure and content of your second-year course (MED 201)
- Become familiar with MBBS teaching, learning and assessment strategies.
- Reflect upon what it means to be a medical student.
- Think about themselves as potential physicians.
- Develop social and collegiate networks to enhance their learning environment.

| Week # 1 Orientation | Sunday 1-Sep-2019 | Monday 2-Sep-2019 | Tuesday 3-Sep-2019 | Wednesday 4-Sep-2019 | Thursday 5-Sep-2019 |
|---|---|---|---|---|---|
| 08-10 am | | • How to be reflective learner. (Dr. Lubna) <br> • Small group learning(Dr. Abdulmohsin Elq) <br> • Preparing for the future. (Dr. Madadin) <br> • Patient centered clinical methods( Dr.Catrin) <br> (Each seminar of 25 mins ) | Medical Terminology 1 <br> Dr. Pauline Dergham <br> VDAA Faculty | How to Participate in Problem Based Learning Sessions <br><br> Dr. Sujata and 2nd Year PBL Facilitators | Medical Terminology 5 <br> Dr. Pauline Dergham <br> VDAA Faculty |
| 09-10 am | Welcome University bylaws and regulation <br> Prof. Fatema Mulhim | | Medical Terminology 2 <br> Dr. Pauline Dergham <br> VDAA Faculty | | Medical Terminology 6 <br> Dr. Pauline Dergham <br> VDAA Faculty |
| 10-11 am | Student Counselling <br> Ms. Abeer Alsubaie | • Principles of SDL.(Dr. Sara Hashim) <br> • Study skills. (Dr. Sara Hashim) <br> • Presentation skills. (Dr. Sara Hashim) <br> Start at 10.30 <br> (Each seminar of 25 mins ) | Introduction to Medical Professionalism 1 <br> Dr. Nouf | | Medical Ethics-1 Introduction-1 <br> Dr. Wejdan |
| 11-12 am | Student Feedback <br> Dr. Radwa | | Introduction to Medical Professionalism 2 <br> Dr. Nouf | | Medical Ethics-1 Introduction-2 <br> Dr. Wejdan |
| 12 – 01 | Break | Break | Break | Break | |
| 01-02 pm | Overview of MBBS Program and Course MED201: <br> Dr Reem Al Dosary | Medical Ethics <br> شرف العمل بمهنة الطب ومكانتها <br> Dr. Wejdan | Medical Terminology 3 <br> Dr. Pauline Dergham <br> VDAA Faculty | How to use Blackboard Learning System <br> E-learning Staff <br> Mr. Omair | Medical Terminology 7 <br> Dr. Pauline Dergham <br> VDAA Faculty |
| 02-03 pm | Assessment <br> Dr Reem Al Dosary | | Medical Terminology 4 <br> Dr. Pauline Dergham <br> VDAA Faculty | Library Database <br> Library Services Faculty | Medical Terminology 8 <br> Dr. Pauline Dergham <br> VDAA Faculty |

## 3. Student Counseling Services

(Academic, professional, psychological and social)
(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

**Student Counseling**:

Students can access support through guidance, instruction and comprehensive services to deal with their educational, psychological and social problems. These

services are provided by the College of Medicine Guidance Unit supported by the University Counseling and Advising Center.

- Each student is assigned to a faculty to help students understand the program requirements and registration process and to advise students about their academic decisions and review their portfolio periodically.
- There is an orientation program for new students, and another orientation program in the transition between phases.
- There is a student-to-student (peer) advising system for new students, where senior qualified undergraduate students help during the transitional period between the preparatory year and the professional program.
- Students receive some guidance and advice from appointed faculty and through the university website.
- Each faculty member posts office hours on his door for students' guidance, and these are also distributed in the course workbook and syllabus
- There is one mandatory hour per week scheduled for advising and mentoring by faculty for all students.
- The Vice Dean for academic affairs additionally provides further assistance for students on course scheduling, academic appeals, student employment issues, extracurricular activities and student group activities.
- The course coordinator and secretary are also available for any inquiries and to offer support to students.
- The advisee/student has the responsibility to:
  - Recognize that advising is a shared responsibility and accept responsibility for all decisions.
  - Share personal values, abilities and goals.
  - Prepare for advising sessions and bring relevant materials.
  - Meet with the advisor when asked or when in need of assistance.
  - Learn policies, procedures and requirements, i.e. add/drop deadlines, graduation and general education policies.

**Career days**:

- Career days are conducted annually where faculty, administrators and potential employers are invited to advise students.

**Career Development Unit**

The College of Medicine Career Development Unit provides students with career advisory services. The main goals of the Unit are:

- To help the students, interns, graduates discover their true potential and hone their skills.
- To help them form a future career plan.
- To help them learn the communication skills to present their selves (CV, Interview, etc...).
- To help them network with other health care professionals if /when possible.
- To follow their progress through the years of building career.

The Career Advisory Committee is composed of 5 academic faculty members who are available and dedicated to give guidance, advice and assistance to students.

All consultations are handled with respect and confidentiality.

## 4. Special Support

(Low achievers, disabled, gifted, and talented students).

(Low achievers, disabled, gifted, and talented students).
Student counseling in the college or by referral to the university counseling center are available for students who are low achievers.
The preparatory year is expected to strengthen the students' proficiency in the English language, and to enhance computer, study and communication skills. The college sets a high standard of entry level requirement for students incoming from the Prep Year (80% and above for a limited number seats).
In addition, revisiting these skills is emphasized in the subsequent years through proper learning and teaching methods and advanced contents.
The core medical courses are structured to equip the students with important competencies required for future clinical practice i.e. lifelong learning, ethics, professionalism, medical language, self-directed learning (SDL), problem solving, communication skills, and reflective learning.

Talented students are provided with various support procedures to keep them moving forward and ensure their continuous level of performance.
Although the university take provide some services and precautions with special needs students, but it is not applied in our program which require physically fit students on admission to program

## E. Faculty and Administrative Staff:

### 1. Needed Teaching and Administrative Staff

| Academic Rank | Specialty | | Special Requirements / Skills (if any) | Required Numbers | | |
|---|---|---|---|---|---|---|
| | General | Specific | | M | F | T |
| Professor | Medicine | <ul><li>Biochemistry</li><li>Family and Community Medicine</li><li>Microbiology</li><li>Pathology</li><li>Physiology</li><li>Anesthesia</li><li>Dermatology</li><li>Emergency Medicine</li><li>Ear, Nose and Throat</li><li>Internal Medicine</li><li>Neurology</li><li>Neurosurgery</li><li>Obstetrics and Gynecology</li></ul> | | 30 | 7 | 37 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Ophthalmology<br>• Orthopedic Surgery<br>• Pediatrics<br>• Psychiatry<br>• Radiology<br>• Surgery<br>• Urology<br>• Medical Education | | | | |
| Associate Professor | Medicine | • Biochemistry<br>• Family and Community Medicine<br>• Microbiology<br>• Pathology<br>• Physiology<br>• Anesthesia<br>• Dermatology<br>• Emergency Medicine<br>• Ear, Nose and Throat<br>• Internal Medicine<br>• Neurology<br>• Neurosurgery<br>• Obstetrics and Gynecology<br>• Ophthalmology<br>• Orthopedic Surgery<br>• Pediatrics<br>• Psychiatry<br>• Radiology | | 38 | 15 | 53 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Surgery<br>• Urology<br>• Medical Education | | | | |
| Assistant Professor | Medicine | • Biochemistry<br>• Family and Community Medicine<br>• Microbiology<br>• Pathology<br>• Physiology<br>• Anesthesia<br>• Dermatology<br>• Emergency Medicine<br>• Ear, Nose and Throat<br>• Internal Medicine<br>• Neurology<br>• Neurosurgery<br>• Obstetrics and Gynecology<br>• Ophthalmology<br>• Orthopedic Surgery<br>• Pediatrics<br>• Psychiatry<br>• Radiology<br>• Surgery<br>• Urology<br>• Medical Education | | 117 | 94 | 211 |
| Lecturer | Medicine | • Biochemistry | | 14 | 13 | 27 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Family and Community Medicine<br>• Microbiology<br>• Pathology<br>• Physiology<br>• Anesthesia<br>• Dermatology<br>• Emergency Medicine<br>• Ear, Nose and Throat<br>• Internal Medicine<br>• Neurology<br>• Neurosurgery<br>• Obstetrics and Gynecology<br>• Ophthalmology<br>• Orthopedic Surgery<br>• Pediatrics<br>• Psychiatry<br>• Radiology<br>• Surgery<br>• Urology<br>• Medical Education | | | | |
| Teaching Assistant | Medicine | • Biochemistry<br>• Family and Community Medicine<br>• Microbiology<br>• Pathology<br>• Physiology | | 86 | 62 | 148 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Anesthesia<br>• Dermatology<br>• Emergency Medicine<br>• Ear, Nose and Throat<br>• Internal Medicine<br>• Neurology<br>• Neurosurgery<br>• Obstetrics and Gynecology<br>• Ophthalmology<br>• Orthopedic Surgery<br>• Pediatrics<br>• Psychiatry<br>• Radiology<br>• Surgery<br>• Urology<br>• Medical Education | | | | |
| Technicians and Laboratory Assistant | Medicine | • Laboratory supervisor<br>• Laboratory technician<br>• Laboratory assistant<br>• Clinical Skill Lab Assistant | | 11 | 25 | 36 |
| Administrative and Supportive Staff | Medicine | • Director of Administrative and Financial Affairs | | 30 | 8 | 38 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Assistant Director of Administrative and Financial Affairs<br>• Administrator<br>• Assistant administrator<br>• Secretary<br>• Computer Operator<br>• Typist<br>• Medical Secretary<br>• Social worker<br>• Pharmacy Technician<br>• Student Affairs and Registration Supervisor | | | | |
| Others (specify) | | | | | | |

## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

- Textbooks, laboratory manuals and electronic and web-based resources are recommended by concerned faculty and approved by departmental committee and board.
- Textbooks are acquired by the library based on the recommendations from departments.
- Committees are formed to inspect the current textbooks and compare it to the most recent textbooks in the field. The new books selected will be approved by the department.

- Surveys are carried out for students to give their assessment of the resources provided.

## 2. Facilities and Equipment
(Library, laboratories, classrooms, etc.)

- The Curriculum Committee is responsible for evaluating the adequacy of resources for library, and classrooms textbooks, and reference materials for each course and units. The committee ensures that the resources are suitable for teaching & learning.
- The laboratory committee is responsible for ensuring the quality of the laboratory facilities and for ordering required equipment and supplies based on course requirements.
- Required resources by different disciplines are discussed in the departmental board meetings and then sent to the dean or responsible vice deans.
- Departments have committees that plan the equipment needed for acquisition for the laboratories
- The Vice Dean for Academic Affairs is responsible for classroom allocation and the furnishing of classrooms through appropriate university channels.

## 3. Procedures to ensure a healthy and safe learning environment
(According to the nature of the program)

**Hemaya Risk Management Program**:

Risk is inherent in any activity, and in any sector including universities, which undertake teaching, research, consulting and perform a variety of activities across a diverse spectrum of disciplines, fields, & environments. The variety of functions and activities in universities make their functioning complex. Therefore, the Risk Management (RM) in IAU has become a central part in its management.

Imam Abdulrahman Bin Faisal University (IAU) is passionate in adopting global best practices. It desires to include RM in its administration and activities. While implementing RM, it found the importance of electronic incident reporting therefore developed it as a risk management tool.

Keeping the purpose of system in view, the system has been named Hemaya -an Arabic phrase meaning 'to Protect'. Hemaya has been launched on March 17, 2020 in the University, amidst lockdown situation in Saudi Arabia.

Lots of challenges has been encountered besides lockdown during the process of developing electronic incident reporting system which are worth to mention as:
- Bringing right people on the board to develop the function as passion
- Developing adequate knowledge on risk management – RM handbooks

- Making related knowledge available in English as well as in Arabic to benefit the native users.
- Identifying risk categories by benchmarking with global institutions. Indeed, it took 6 months to consolidate knowledge on RM and to find key risk categories. At last identified seven categories of risks
- Organizing workshops on RM in colleges to build risk management culture.
- Conducting barnstorming sessions in the colleges to identify various risks faced.
- Conducting in-depth desk research on RM in HEI
- Developing an electronic incident reporting system to capture the events from various entities of IAU.
- Putting the system on trials and further tests (by RM Units and IT units)
- To avoid blame game culture, it has been decided to keep the reporter's identity confidential.

The advantage and benefits of Incident reporting system 'Hemaya' are as-
- System will build a culture of safety and security across the university thereby reducing any deviations thereby protecting people associated with the university (students, faculty, clinicians, administrative and supportive staff and visitors) from possible accidents or injuries as well as protect facilities or properties of latter from loss or damage.
- System ensures a consistent reporting, investigation and help in preventing the re-occurrence of incidents.
- System will encourage self-criticism and prevent re-occurrence of risks.
- System is a best practice in managing the risks.

MBBS Program Risk Management and Safety Procedures:
- Ensuring the safety and health of its students, employees, and environment is among the highest priorities of the MBBS Program. Therefore, all COM staff are encouraged to exercise great care in protecting themselves and ensuring a safe environment for students. To accomplish this goal, all levels of staff, technicians, instructors, and faculty are vigilant in the performance of their jobs to eliminate practices or conditions that could result in injury to students, or employees, or could cause damage/loss to property.
- The laboratory committee includes a Safety Coordinator as well as two Safety Officers: one in the female campus and another in the male campus.
- The responsibilities of the Safety Coordinator include the following:

- Develop and update safety manuals and safety policies and procedure annually.
- Provide safety items required by all laboratories in collaboration with Laboratory chief.
- Conduct periodic laboratory safety inspection to all laboratories.
- Conduct periodic Fire Drill to all laboratory staff in collaboration with Safety Supervisors.
- Investigate all safety accidents and injuries and follow up OVR reports.
- Follow up the result and keep record of all accidents.
- Follow up the result and keep record of all accidents.
- Recommend necessary training to laboratory faculty and staff.
- Respond to emergencies as needed.

The responsibilities of the Safety Officers include the following:

- Carry out safety check list when requested by Safety Coordinator.
- Update and review chemical inventory list and MSDS annually.
- Play an effective rule when safety drills for laboratory are conducted.
- Maintain appropriate literature and disseminate information on safety matters to their laboratory.
- Involves in training of safety issues in collaboration with Safety Coordinator if they asked to.

## G. Program Quality Assurance:

### 1. Program Quality Assurance System

Provide a link to quality assurance manual.

At the College of Medicine, the commitment to quality is led by the College Dean. The College of Medicine Quality assurance system is aligned with the quality assurance system in IAU. To facilitate the day-to-day operations, the Vice Deanship for Development and Community Partnerships (VDDCP) is entrusted with the responsibility of carrying forward the quality improvement initiatives in the college in discussion and coordination with all departments.

**Duties and responsibilities of the Vice Deanship for Development and Community Partnerships**:

Consolidate the concept of quality and spread its culture at the level of the entire college
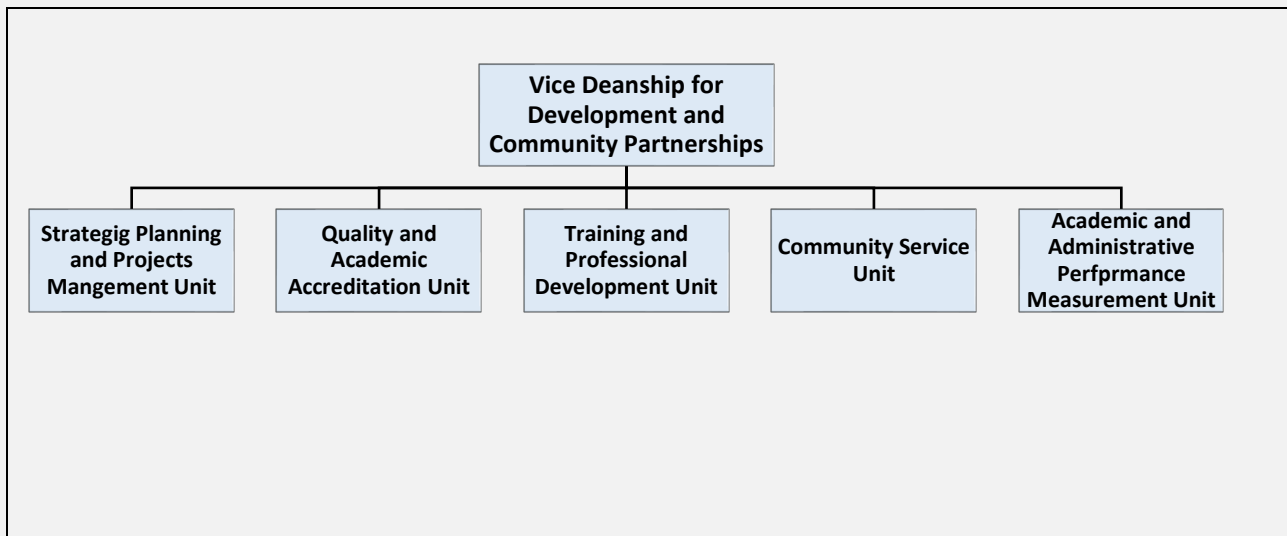
- Supervise the application and reinforcement of the quality programs of the college.
- Supervise the performance assessment in the college.
- Supervise and execute the academic accreditation program parameters.
- Prepare and supervise the execution of the College strategic plan.
- Follow up and track the educational facilities and resources of the college.
- Establish an internal system for the operation of the Vice Deanship for Development and Community Partnerships and the general description of the personnel duties.
- Establish appropriate incremental and phased plans for periodic review of the approved quality standards to ensure continuous and ongoing improvements in the performance of the college academic and administrative units.
- Set up a mechanism for identification of the expectations, demands and level of satisfaction of the College Stakeholders (internal and external) and communicate the information to the concerned academic divisions and administrative units.
- Execute and follow up on the assessment and development of the faculty teaching performance and help them attain professional and scientific excellence.
- Identify and coordinate the specialized training needs of the college faculty.
- Encourage participation by the faculty in training courses, programs and workshops.
- Supervise the preparation of a plan for the development of the skills of the faculty, personnel and students.
- Supervise the development of the college's annual report and its distribution to the relevant units following approval by the Dean.
- Submit periodic reports to the faculty dean on the progress of the work of the VDDCP units.

Units of the Vice deanship of Development & Community Partnerships

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                        ┌─────────────────────────┐
                        │   Vice Deanship for     │
                        │    Development and      │
                        │ Community Partnerships  │
                        └─────────────────────────┘
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| Strategig Planning and Projects Mangement Unit | Quality and Academic Accreditation Unit | Training and Professional Development Unit | Community Service Unit | Academic and Administrative Perfprmance Measurement Unit |
|---|---|---|---|---|

## 2. Procedures to Monitor Quality of Courses Taught by other Departments

- The College of Medicine has a structured monitoring system to collect information about the quality of its activities. To facilitate this, the college has developed a bank of Key Performance Indicators [KPIs].
- A well-structured methodology is in place for collecting, analyzing and reporting of the KPIs. UD Metrics application is used both to gather and report KPIs to the stakeholders of the college.
- Student's progress is systematically recorded and monitored. At the same time, feedback is provided to students and corrective actions are taken where and whenever necessary.
- Monitoring also includes feedback surveys from stakeholders namely, faculty, staff, students, alumni, employers of our graduates and the community. These surveys (CES, SES, PES, SSLS, AJSS, FYSS, OPS, SAS, Alumni survey, employer satisfaction survey and user satisfaction with facilities and learning resources) are conducted periodically to monitor and evaluate the feedback from the stakeholders. All these surveys are administered through an online application entitled; 'UD Quest'. Specific guidelines are in place to guide the implementation of these surveys. Further, the college has a structured monitoring system to collect information on the quality of its research output including number of publications and grants obtained by faculty and staff for research.

## 3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

- The College insists on equity between male and female sections and goes to great lengths to enforce it.
- Laboratory facilities in the preclinical section are basically the same for both males and females.
- The resources, facilities, staffing, assessment processes etc… are the same for male and female students.
- Facilities such as classrooms, labs, lab assistants, training equipment, and lab supplies are sufficient in both sections
- In the preclinical section of the college, there is some disparity in staffing but resources and facilities are comparable.
- The number of female faculty is comparatively less than male faculty, however male faculty help in teaching the female section. This minimizes any disparity in teaching in the female section.
- Teaching staff, in both sections, attend the same Departmental Board Meetings and are fully involved in the planning and reporting processes
- Male and female faculty involved in teaching the same courses, communicate regularly.
- Male and female faculty, as well as non-faculty consultants, teach male and female students in the clinical years.
- Although lectures and bedside teaching are given separately for male and female students, the teachers are the same. Furthermore, male and female students are taught in the same classrooms and hospitals and use the same clinical facilities available in the university hospital.
- Course specifications and course delivery are identical for both male and female students.
- Assessment processes are the same for male and female clinical students.
- Performance indicators and reports on courses and the program show results for males and females separately as well as the overall results for the program as a whole
- Females faculty and students are represented on all relevant boards and committees.

## 4. Assessment Plan for Program Learning Outcomes (PLOs),

The MBBS Program has clear policies and procedures to assure the quality of assessment of its students. All students are assessed using predefined criteria, regulations and procedures, and it is applied consistently across all the programs. Students' assessment is carried out professionally at all times and takes account of the extensive knowledge that exists on testing and examination processes. The

assessment process is designed in such a way that the students' achievement of each program learning outcomes is measured in a quantitative manner.

**Direct Assessment methods for evaluating students' achievement of Program Learning Outcomes**:

Direct summative assessment methods are used to measure student-learning outcomes both at the program-level (e.g., written and practical exams, oral exam, research project) and course-level (e.g., written and practical exams, case studies, oral presentations). It includes the evaluation of results of the graduates at the end of each of the levels of learning process, also, the interns at the end of rotations at different training areas.

**Indirect ways of assessing Students achievement of PLO's**:

Several indirect ways to assess student's achievement of Learning outcomes and it is usually carried out using stakeholder's evaluation surveys. The surveys used to assess student's achievement of Learning outcomes include:

- Program evaluation survey (PES),
- Student Experience Survey (SES)
- Course Evaluation Survey
- Alumni, Interns satisfaction survey
- Employers Survey to assess graduate characteristics.
- Program Learning Outcomes assessment survey.
- Performance of graduates in Professional exit exam or any Progress test conducted.

(Attached: MBBS Program Learning Outcomes Assessment Plan)

## 5. Program Evaluation Matrix

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|---|---|---|---|
| Leadership | Alumni, Faculty | Alumni Survey Academic Job Satisfaction Survey(AJS) | April/ May 2022 |
| effectiveness of teaching & assessment | Students | CES SES PES | April/ May 2022 |

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|---|---|---|---|
| | | FYSS Internship Survey | |
| learning resources | Students, Faculty | CES SES PES FYSS Internship Survey (AJS) | April/ May 2022 |
| Partnerships | VDHS&SR | Number of national and international partnerships | April/ May 2022 |
| Research productivity | DSR | Survey of faculty research productivity | April/ May 2022 |

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of the academic year, etc.)

## 6. Program KPIs*

The period to achieve the target: 1year.

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| 1 | KPI-P-01 | Percentage of achieved indicators of the program operational plan objectives | 70% | 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 | September/ October 2022 |
| 2 | KPI-P-02 | Students' Evaluation of quality of learning experience in the program | 3.8 | Average students' satisfaction rate with the quality of the learning experiences in the program on a five-point scale - Obtained from an annual survey of final year students.. | September/ October 2022 |
| 3 | KPI-P-03 | Student's evaluation of the quality of the courses | 4 | Average students' satisfaction rate with the various courses offered in the program on a five-point scale - Obtained from the Course Evaluation Surveys | September/ October 2022 |

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| 4 | KPI-P-04 | Completion Rate | 95% | Number of students who completed the program in the minimum number of years as a percentage of the total number of students enrolled in that same cohort | September/ October 2022 |
| 5 | KPI-P-05 | First-year students retention rate | 100% | Number of students who are retained till the end of the first year as a proportion of the total number of students enrolled in the first year | September/ October 2022 |
| 6 | KPI-P-06 | Student's performance in the professional and / or national examinations | 95% | Percentage of students or graduates who were successful in the Saudi Medical Licensing Examination (professional national examination) | September/ October 2022 |
| 7 | KPI-P-07 | Graduates' employability and enrolment in postgraduate program | 70% | The Alumni unit of the college collected data for the purpose of this KPI on the status of graduates within six | September/ October 2022 |

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| | | | | months of graduation for the year 2018/19. | |
| 8 | KPI-P-08 | Average number of students in the class | 60 | Total number of students divided by the number classes used for teaching | September/ October 2022 |
| 9 | KPI-P-09 | Employers' evaluation of the program graduates proficiency | | Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey | September/ October 2022 |
| 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. Data was collected from the students' experience survey. | September/ October 2022 |
| 11 | KPI-P-11 | Ratio of students to teaching staff. | 4:1 | Total number of Students divided by the total number of teaching staff | September/ October 2022 |

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| 12 | KPI-P-12 | Percentage of teaching staff distribution | Gender<br>1:1<br>Rank<br>4:1:1 | Percentage of teaching staff distribution based on:<br>a. Gender: Male to Female<br>b. Academic Rankings: Assistant to associated to Professor. | September/ October 2022 |
| 13 | KPI-P-13 | Proportion of teaching staff leaving the program | 3% | The data for this indicator was obtained from the Deanship of Faculty & Personnel Affairs at the institutional level. The percentage was calculated by the total number of teaching staff leaving the college against the total number of faculty members working that year. | September/ October 2022 |
| 14 | KPI-P-14 | Percentage of publication of faculty members | 95% | Number of publications by faculty in the academic year as proportion of number of | September/ October 2022 |

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| | | | | faculty members<br><br>Data was obtained by direct report from faculty and double checked against data obtained from DSR | |
| 15 | KPI-P-15 | Rate of published research per faculty member | 1 | The numerator of this KPI includes the refereed publications indexed in "Thomson Reuters database" and specifically with the IAU author affiliation. The denominator comprises assistant professors, associate professors & professors.<br><br>The data is calculated for the past calendar year | September/ October 2022 |
| 16 | KPI-P-16 | Citations rate in refereed journals per faculty member | 25 | The average number of citations in refereed journals from published research per faculty member in the program | September/ October 2022 |

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|-----|-----------|------|----------------|---------------------|------------------|
| | | | | (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published). | |
| 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. Data was collected from the students' experience survey Q5-Q9. | September/ October 2022 |
| | | | | | |

*including KPIs required by NCAAA

## H. Specification Approval Data:

| Council / Committee | College of Medicine Faculty Board (College Council) |
|---------------------|------------------------------------------------------|
| Reference No. | 04-2023-Decision 1/3 |
| Date | 05/11/2023 |