

**KFU**  
جامعة الملك فيصل  
KING FAISAL UNIVERSITY  
جامعة ووطن.. نماء.. واستدامة..



## COLLEGE OF MEDICINE

# MANUAL OF POLICIES AND PROCEDURES

2021

## PREFACE

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The contents of this manual were compiled and organized from the existing rules and regulations of King Faisal University and the Teaching and Examination Guidelines of the Bachelor of Medicine and Surgery (MBBS) Program. This serves as the official manual aimed for all stakeholders; the administration, faculty, staff and students. Any policy and order promulgated after the issue of this material shall be honored.

The College of Medicine has the sole right and authority to modify contents of this guide.

It is advised that medical students, faculty members and staff of the College are knowledgeable of its contents.

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## MESSAGE OF THE DEAN

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I have the honour of welcoming you in the college of medicine, King Faisal University's policy and procedures manual. The college falls under the administration of the Ministry of Education in our dear country in the public higher education system. The medical school is endeavouring, in accordance with national educational standards, to prepare qualified graduates in the medical and health services to contribute to science research and community services through community participation.

In addition, the College of Medicine has the greatest devotion to helping students achieve their educational achievement and also to encourage them in scientific research and innovation in order to promote a level of university education that reflected positive results.

This guidebook is aimed to provide comprehensive information to faculty, staff, and students. Furthermore, this manual describes the college's services and facilities, which are available to both students and staff. This guidebook also explains the job descriptions of the faculty members. This booklet thoroughly defined all essential rules and regulations that were implemented and practiced in teaching, learning, and examination.

In the future, it will be changed and modified to include all other elements required for a great learning environment. Last but not least, I would like to thank all members of the college for their contributions to the manual's preparation.

**Dr. Fahd Al Wadaani**

Dean

## UNIVERSITY VISION, MISSION AND VALUES

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### **Vision**

A vibrant institution that is stimulated to enrich knowledge of future and develop competitive human capabilities.

### **Mission**

Acting as a development engine and major knowledge partner in supporting vital sectors, locally and regionally by providing futuristic education, research driven by change and development, community engagement for mutual enrichment, and sustainable business development.

### **Values**

1. Responsible citizenship
2. Integration based on interdisciplinary
3. Innovation in originating, producing, and applying knowledge
4. Respect for ideas, opinions, and diversity
5. Justice that boots transparency and belonging
6. Empowerment of expertise and capabilities

## COLLEGE OF MEDICINE VISION, MISSION AND VALUES

---

### **Vision**

To become a model in community engagement through excellence and international recognition in medical education, research and health care.

### **Mission**

To promote higher standards in medical education, health care, research and community health services.

### **Values**

1. Islamic values
2. Excellence
3. Creativity
4. Compassion
5. Leadership
6. Responsiveness to community
7. Commitment to lifelong learning

## COLLEGE OF MEDICINE BACHELOR IN MEDICINE AND SURGERY PROGRAM MISSION AND GOALS

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### **Program Mission**

To prepare Medical Graduates (MBBS) who will provide High Quality Patient Centered Care and fulfil the health care needs that covers the entire levels of clientele through scientific and evidence based researches and community engagement.

### **Program Goals**

- A Faculty structure able to support and deliver excellence
- Improving quality of the manpower
- Quality management and support structures
- State of the art infrastructure
- Provide conducive environment for conducting high standards researches
- Effective community collaboration, communication and partnership

### **Graduate Attributes**

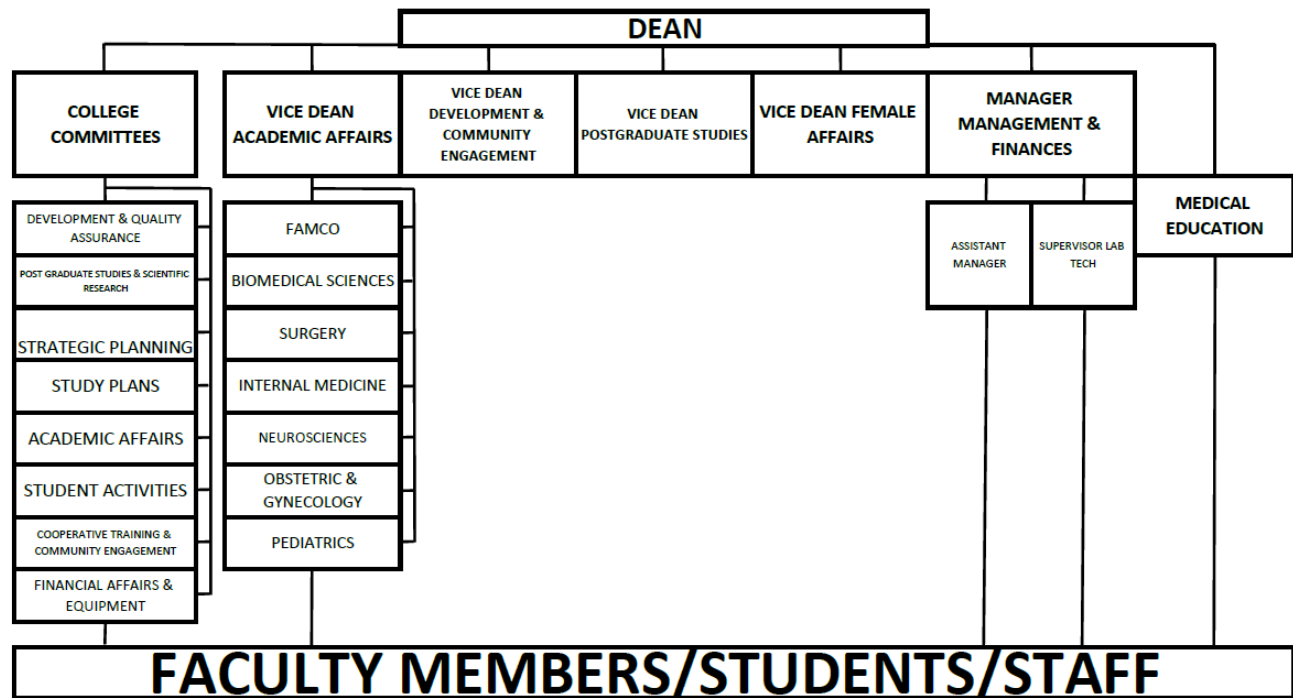
- A positive attitude towards study.
- A passion for the chosen course subject.
- An ability to think and work independently.
- An ability to persevere and complete tasks.



# COLLEGE OF MEDICINE ORGANIZATIONAL CHART



## COLLEGE OF MEDICINE ORGANIZATIONAL CHART



## COLLEGE OF MEDICINE COUNCIL

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The College of Medicine Council is consists of the following:

1. Dean
2. Vice Dean for Academic Affairs
3. Vice Dean for Development and Community Engagement
4. Vice Dean for Post Graduate Study and Research
5. Vice Dean for Female Affairs
6. Head of Departments
  - 6.1. Family and Community Medicine
  - 6.2. Biomedical Sciences
  - 6.3. Surgery
  - 6.4. Internal Medicine
  - 6.5. Clinical Neurosciences
  - 6.6. Obstetrics and Gynecology
  - 6.7. Pediatrics

## COLLEGE OF MEDICINE ADVISORY COUNCIL

The College of Medicine Advisory Council is consists of the following:

| Name                      | Designation  |
|---------------------------|--|
| Dr. Fahd Al Wadaani       | Chairman, Dean of College  |
| Dr. Abdulrahman Al Mulhim | Committee Member, Vice Dean of Academic Affairs                        |
| Dr. Naif Al Hamam         | Committee Member, Vice Dean Quality Development & Community Engagement |
| Dr. Basil Al Shaikh       | Committee Member   |
| Dr. Mohammed Al Abdel Ali | Committee Member   |
| Dr. Kamal Mubarak         | Committee Member   |
| Dr. Fatma Al Mulhim       | Committee Member   |
| Dr. Najla Al Dawsari      | Committee Member   |
| Dr. Abdul Sattar Khan     | Committee Member   |

## COLLEGE OF MEDICINE DEPARTMENTS

The College of Medicine Departments and respective heads:

| Departments                   | Head of Department          |
|-------------------------------|-----------------------------|
| Family and Community Medicine | Dr. Abdul Sattar Khan       |
| Biomedical Sciences           | Dr. Abdurahim Al Abdulsalam |
| Surgery                       | Dr. Ibrahim Al Jabr         |
| Internal Medicine             | Dr. Muthana Al Sahlawi      |
| Clinical Neurosciences        | Dr. Osama Al Saeed          |
| Obstetrics and Gynecology     | Dr. Humaira Zareen          |
| Pediatrics                    | Dr. Abdulrahman Al Naim     |
| Medical Education             | Dr. Fahd Al Wadaani         |

## TEACHING AND EXAMINATION GUIDELINES

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## BACKGROUND

This section is the fourth revised edition of the guidelines governing the teaching and examination in the existing curriculum after completion of the 5 years a full cycle of the whole curriculum. It would not have been possible without the help of several individuals. Most of the crucial guidelines were adapted to KFU conditions and based of experiences of faculty, students and administration. The main part of this booklet has been taken from the third edition, however, the unclear or ambiguous information was clarified. There are many new articles have been developed and added to the threads of old articles.

First and foremost, outmost gratitude is to His Excellency Professor Mohammad bin Abdulaziz bin Mohammed Al-Oahli, President of King Faisal University. He has been always supported to overcome all the obstacles for the college of medicine.

Appreciation is highlighted to the KFU steering committee for its guidance and advice throughout the implementation of the curriculum. We found all the academic, financial and logistic support from the members of this committee.

Last but the not the least, all gratitude to the Curriculum Committee team members. They played a very well-organized role in revision of this booklet. In addition, many thanks had to be expressed to all vice deans, who were devoted their time to review the booklet beside their administrative works.

This fourth edition was revised by many members in the College who sent their comments which were compiled and edited by curriculum committee made this document to be ready for the new academic year 1439 – 1440.

## JUSTIFICATIONS

### A. Philosophy Behind the New Curriculum of the College of Medicine

#### 1. SPICES Model <sup>1</sup>

S            Student Centered

P            Problem – Based

- I Integrated
  - C Community Based
  - E Electives – Based
  - S Systematic
2. CanMEDS Roles<sup>2</sup>
    - a. Medical Expert
    - b. Communicator
    - c. Collaborator
    - d. Manager
    - e. Health Advocate
    - f. Scholar
    - g. Professional
  3. Modified Roles of Groningen Medical Graduates<sup>3</sup>
    - a. Communicator
    - b. Problem Solver
    - c. Using Science as a Research
    - d. Patient Diagnosis
    - e. Patient Management
    - f. Social and Community Handler
    - g. Reflector
  4. Saudi Meds Role of New KSA Medical Graduates<sup>4</sup>
    - a. Doctor and Daily Practice

- b. Doctor and Patient Care
- c. Doctor and the Community
- d. Communication
- e. Professionalism
- f. Doctor and Information Technology
- g. Doctor and Research

#### B. KFU By - Laws

| B. KFU Bylaws                                    | Description   |
|--|---|
| القواعد التنفيذية للمواد من الخامسة وحتى السابعة | خامساً: تحدد مجالس الكليات الصحية الضوابط اللازمة للدورات السريرية لطلاب كليتهم بحيث تشمل:<br>1- طريقة تسجيل طلاب هذه الدورات في كل فصل دراسي بالتنسيق مع عمادة القبول والتسجيل.<br>2- شروط الانتقال من مستوى الى آخر في هذه الدورات.<br>3- شروط الجلوس للاختبارات النهائية لهذه الدورات. |

#### C. To Adapt the New Curriculum

| C. To adapt the new curriculum   |
|--|
| نظراً لأن المنهج الجديد ومنذ اليوم الأول في العام الأول وحتى التخرج يعتمد على المرضى من المستشفى ويتم التحاور معهم من قبل الطلاب ونظراً لأن المنهج الجديد مبني على الأساس الإكلينيكي السريري وأسلوب البلوكات أو الدورات السريرية.<br>لذلك كله فإن المنهج الجديد سيعتمد في طريقة تسجيل الطلاب وانتقالهم من مستوى الى آخر وفي شروط الجلوس للاختبارات النهائية على القواعد التنفيذية للمواد من الخامسة وحتى السابعة من لائحة الدراسة بجامعة الملك فيصل وهي أن تحدد مجالس الكليات الصحية الضوابط اللازمة لطلاب كلياتهم |

#### LIST OF ABBREVIATIONS

|         |   |
|---------|---|
| ACGME   | Accreditation Council for Graduate Medical Education  |
| BC      | Block Coordinator                                     |
| CanMEDS | Canadian Medical Education Directives for Specialists |

|                   |  |
|-------------------|--|
| CPS               | Clinic Pathological Seminar  |
| CU                | Credit Unit  |
| DOPS              | Direct Observation of Practical Skills   |
| Dr                | Doctor   |
| ER                | Emergency Room   |
| GMC               | General Medical Council  |
| GMCA              | Groningen Medical Curriculum Adaptation  |
| GMER – ME         | Global Minimal Essential Requirement- Medical education                              |
| GP                | General Practitioner   |
| GPA               | Grade Point Average  |
| Groningen CanMEDS | Competence Framework for Groningen Medical Graduates (adapted from original CanMEDS) |
| IT                | Information Technology   |
| KFU               | King Faisal University   |
| MBBS              | Bachelor of Medicine, Bachelor of Surgery  |
| MCQ               | Multiple Choice Questions  |
| MEQ               | Modified Essay Questions   |
| Mini – CEX        | Mini Clinical Evaluation Exercise  |
| OPD               | Out Patient Department   |
| OR                | Operating Room   |
| OSCE              | Objective Structured Clinical Exam   |
| OSPE              | Objective Structured Practical Exam  |
| PD                | Professional Development   |
| PHC               | Primary Health Care  |
| PS                | Problem Solving  |
| PT                | Progress Test  |



Saudi Meds  
Graduates

Competence Framework for Saudi Medical

SDL

Self Directed Learning

SLE

Saudi Licensing Exam

RUG

University of Groningen

## SECTION 1

### GENERAL PROVISION

#### Article 1.1 Applicability

These guidelines apply to the teaching and examinations of the Bachelor of Medicine, Bachelor of Surgery (MBBS), here-in-after referred to as 'the program'. The program is provided by the College of Medicine – King Faisal University; hereinafter referred as 'the college'.

#### Article 1.2 Definitions

The following definitions apply to these guidelines:

**Student.** A person enrolled in the university for the purpose of taking course units and/or examination leading to the conferral of university degree.

**College Board.** Composed of the Dean, Vice Deans and Department Chairmen. It has many regulatory and supervising functions. It assigns the block and line coordinators, producers and educationists. It organizes and coordinates the overall plans of teaching and examinations. Responsible body similar to the Board of Examiners in Western Countries. Dean and Vice Deans constitute the Appeal committee according of the KFU by-laws.

**Block Coordinator.** Faculty member responsible for organization, running, and management of the block and supervising the final preparation and conduct of all tests (form and content).

**Line Coordinator.** Faculty member responsible for organization, running and management of the line and supervising the final preparation and conduct of all tests (form and content).

**Producer.** Staff member responsible for all logistics related to the block.

**Educationist.** Faculty member responsible for the educational philosophy and revision of the block content. He is also responsible (with the examination

committee) for the revision of the questions referred to him from the block coordinator and re-sending them to the BC before final preparation.

**Examination.** An investigation of the acquired knowledge, understanding and skills of the student as well as the assessment of the results of that investigation for the course unit in question. (Block, line or part of them).

**Practical Obligations.** Practical exercise in one or more of the following forms:

1. Taking part in a tutor group.
2. Taking part in a mentor group.
3. Taking part in a group training students to function as a doctor (coaching group).
4. Taking part in a skill group
5. A written assignment or draft.
6. Conducting research.
7. Writing a report/thesis.
8. Taking part in a field trip or excursion.
9. Taking a clerkship.
10. Taking part in workshops.
11. Taking part in ordinary practical or lab session.
12. Taking part in IT lab session.
13. Practical Tests.

**Semester.** Half of the academic year comprising 18 teaching weeks excluding any vacation, starting on and ending on a date to be determined by the Ministry Calendar Guidelines and announced by the University.

**Credit Unit.** One credit unit is equivalent of 15 sessions (lecture; 1 contact hour, practical; 2 contact hours, workshop; 3 contact hours). Each contact hour is composed of 50 minutes.

**Study Workload.** Number of credit units per year must not exceed 36 according to the Saudi national Qualification Framework for higher education. The program has a study workload of 180 credit units (Saudi credit system). Hours of study include the physical contact hours and self-study hours.

**Self- Directed Learning (SDL).** Program guarantees the student self-learning as one of the main philosophies of the recent medical curricula. SDL is representing a major part of the student timetables. Nearly 1/3 of the total week time is for direct teacher-student contact while the remaining time is for the SDL. The student will use this time at library, labs, IT areas for reading, research, finding evidence,

solving a problem or preparing assignments. Also, SDL is the main learning strategy for the knowledge development line in preparation for the 5 yearly progress tests.

### **Article 1.3 Aims of the Program**

The MBBS is the start of the training continuum for becoming a doctor. The Learning Outcomes that a Saudi physician must satisfy are set out in the Saudi Meds competencies<sup>4</sup>. All new medical colleges in KSA should ensure the competencies for their graduates. These competencies are nearly similar to the recent competency frameworks adopted elsewhere like GMC's 'Tomorrow's Doctor Competencies' in England, ACGME competencies and GMER-ME in USA and CanMEDS in Canada. The curriculum committee at Groningen University had translated the CanMEDS competencies and incorporated them into seven competences for the undergraduate medical students.

### **Article 1.4 Competencies Considered in the Program**

- I. **Saudi Meds<sup>4</sup>**
  1. **Approach to daily Practice.**
    - a. Utilization of the basic and clinical sciences in daily practice
    - b. Evidence – based medical practice
    - c. Teamwork and inter- professional collaboration.
    - d. Leadership and management skills.
  2. **Doctor and Patient Care:** The focused practice on patient's safety and well – being.
    - a. Basic clinical procedures
    - b. Patient management, investigation and managing common medical problems, including acute and chronic problems.
    - c. Management of life - threatening conditions
    - d. Patient education
    - e. Clinical reasoning, decision making and problem solving skills
    - f. Consideration of patient safety and error management
    - g. Applying bio, psycho, or social approach in certain clinical encounters
  3. **Doctors and the Community**
    - a. Undertaking of population healthcare/health system in Saudi Arabia

- b. Orientation to health services/providers in the community
- c. Health promotion and disease prevention in the community
- d. Commitments to the social responsibility of the doctor and medical colleges
- e. Role as health advocate

**4. Communication Skills:** Doctor's appropriate communications skills and behaviors with patients and their families, colleagues, other health professionals and the public.

- a. Apply general principles of communication skills
- b. Communication using different methods in different patients and clinical encounter.
- c. Breaking bad news.

**5. Professionalism:** Doctor and his obligation towards the medical profession and colleagues.

- a. Professional attitudes and behavior of doctors
- b. Basic ethical principles and their application to medicine
- c. Acceptance of different role and responsibilities of a medical professional.
- d. Role as a teacher.
- e. Quality focus practice (maintenance and development of quality).
- f. Professional development, self – assessment and professional growth.

**6. Doctor and Information Technology**

- a. Keep a patients records
- b. Access date sources
- c. Application of medical informatics to the principles of health care.

**7. Doctor and research**

- a. Introduction to medical research and appreciation in the medical field
- b. Conducting medical research

**II. CanMEDS Competencies<sup>2</sup>**

**I. Medical Expert**

1. **Knowledge – Based Competencies.** As a medical experts, physicians integrate all of the CanMEDS roles, applying medical knowledge, clinical skills and professional attitudes in their provision of patient – centered care.

- II. **Collaborator.** As a collaborators, physicians effectively work within a health care team to achieve optimal patient care.
  - III. **Communicator.** As a communicators, physicians effectively facilitate the doctor – patient relationship and the dynamic exchanges that occur before, during and after medical encounter.
  - IV. **Health Advocate.** As health advocates, physician's responsibility use their expertise and influence to advance the health and well – being of individual patients, communities and populations.
  - V. **Manager.** As managers, physicians are integral participants in healthcare organizations, organizing sustainable practices, making decisions about allocating resources, and contributing to the effectiveness of the health care system.
  - VI. **Professional.** As a professionals, physicians are committed to the health and well – being of individuals and society through ethical practice, professional – led regulation, and high personal standards of behavior.
  - VII. **Scholar.** As scholars, physicians demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical knowledge.
- III. **RUG competencies in G2010 guarantees that the graduate will be able to do<sup>3</sup>:**
- 1. **Communicating.** A medical practitioner is able to communicate empathically, effectively and efficiently with regards to medical treatment and professional behavior within the context of patient care and cooperation with other care providers.
  - 2. **Problem Solving.** A medical practitioner is able to identify a problem and take adequate steps to solve it. He/she integrates this competence with all other competences and applies it in medical decision – making process that can be substantiated.
  - 3. **Applying Knowledge and Science.** A medical practitioner is able to approach scientific information critically and form an independent opinion. He/she is able to translate this information into medical policy.
  - 4. **Patient Investigation.** A medical practitioner is able to independently take down a problem – based history and carry out physical examination and other diagnostic procedures, as well as interventions that are part of the treatment.

5. **Patient Management.** A medical practitioner is able to manage the most common health problems of individual patients in relation to their living conditions and to society. He/she can specify the aim of treatment, list the possibilities for treatment, justify the chosen treatment, monitor the effects of the treatment and adjust it, if necessary following consultation with third parties. A medical practitioner is also able to provide basic first aid.
6. **Handling the Social and Community Contexts of Health care.** A medical practitioner is able to place the individual problems (the complaint) of the patient into a social context and adapt the treatment as necessary. He/she is aware of the factors that influence health, illness, and the consequences of those factors both on a collective and individual level.
7. **Reflection.** A medical practitioner is able to reflect on himself/herself as a person and as a professional in contacts with the patients and colleagues as well as in relation to work and duties and to reflect on the principles of medicine in a culturally relevant context. On the basis of this reflection, the medical practitioner will develop as a person and a professional in the course of his/her career.

#### IV. **Competency Levels**

The medical program in Saudi Arabia is composed of two main parts: the medical academic program, which is spent in both the college and the affiliated hospitals until graduation, and the internship year which is spent totally in hospitals as a pre-requisite for medical licensure and future medical practice, which mandate passing a National SLE.

At graduation, the students will master all the basic theoretical and clinical concepts underlying the medical problems specified in the Netherlands 2009 Blueprint with stress on the CanMEDS and Saudi Meds competencies.

These competencies are adopted from RUG curriculum with some adaptations in competencies IV and V. At the end of third year, students must have mastered all the competences up to level I (A-C). In year 4, year 5 and internship year, other levels of competences (II – V) will be mastered.

#### **Level I:**

- A. Students have knowledge and understanding of those branches of science that are relevant to medicine.
- B. Students demonstrate in standardized situations that they have skills that are relevant to medicine.
- C. Students demonstrate that they possess the basic skills required for professional behavior.

**Level II:** Students used integrated knowledge, skills, and professional behavior in an adequate approach to the issues of illness and health incorporated in this framework. They demonstrate such competence in the context – rich training situations.

**Level III:** Students adequately perform the professional activities defined in the physician's competencies in proposed – designed training situations and /or simulated professional situations.

**Level IV:** Students adequately perform the professional activities defined in the physician's competencies in authentic professional situations, having received prior case – specific instruction(s) and being intensively supervised by an experienced practitioner.

**Level V:** Students adequately and independently perform the professional activities defined in the physician's competencies. An experienced practitioner is immediately available on stand – by and always provides supervision after the event.

- A. Students will perform under observation.
- B. Interns will independently perform with stand – by supervisor.

### **Article 1.5 Academic Reference Standards and Benchmarks**

The newly adopted curriculum from University of Groningen (RUG) at the College of Medicine, KFU (GMCA 2012) will be based on both Groningen 2010 curriculum with its modified competencies and all the recent modifications mentioned in the Raamplan a verifier 2009 regarding applying the 7 CanMEDS roles. For this, our GMCA 2012 competencies will be cross mapped with CanMEDS competencies framework (Academic Reference Standards), Saudi Meds medical competencies and NCAA domains of learning outcomes. The GMCA 2012 objectives will be benchmarked versus Canadian Medical Schools; Toronto, Manitoba and British Columbia (Benchmarks). [Details were published in GMCA 2012 competency attainment booklet]



**Article 1.6**  
**Academic Merits**

**I. The first 3 years of the program concentrates on the following merits:**

- A. The scientific backgrounds to the basic concepts needed to properly understand the structure and function of the human body and its clinical correlation such as the origin of the disease process and its progression and basics of its management and essentials of clinical problems and cases.
  - i. Locating information that is important to the profession, the ability to assess it and where necessary important it to others.
  - ii. Using and referring to subject – specific scientific knowledge in a wider context.
  - iii. Acquiring a critical attitude towards the scientific knowledge on which medical intervention are based.
- B. The principles of scientific methodology, biostatistics and epidemiology.
  - i. Mastering the general principles of hypothesis formation, methodologies (including those related to data collection) and concepts for those types of scientific research relevant to medicine.
  - ii. Understanding the approach underlying scientific research.

**II. The last 2 years of the program concentrates on the following academic merits:**

- A. The clinical picture and management options for different pathological conditions of the human body.
  - i. Referring to best evidence subject – specific literature.
  - ii. Adopting a critical attitude towards the medical procedures or interventions.
  - iii. Making decisions and selection of the suitable plan, utility or procedure
- B. The application of scientific methodology, biostatistics and epidemiology.

- i. Starting specific data collection and concept formulation
- ii. Discussing the findings in reference to literature.
- iii. Concluding a research with final publication

## **SECTION 2**

### **ORGANIZATION OF THE PROGRAM**

#### **ARTICLE 2.1**

##### **Organization and Final Assessments**

1. The program consists of 5 years after passing the preparatory year; followed by one year of internship which includes research module.
2. The following final assessments are held:
  - a. The preparatory year must be successfully passed with a score of at least 3.5 out of 5 to be eligible to continue at the College of Medicine. After joining the college, the credit of the preparatory year is nullified and not added to the overall credits of the medical program.
  - b. For any course (block or unit) in the 5 years, the success means that the student had passed all examinations of the modules and components of that course.
  - c. For each course, the scores of the students will be transformed into grades from A+ ( $\geq 95\%$ ) to F ( $< 60\%$ ). Based on these grades, the yearly GPA is calculated.
  - d. At the end of semester and at the end of each year, the Banner system calculates the GPA as a separate entity for that semester or year, besides calculating the overall or summative GPA by considering the previous GPA. At the end of the fifth year, the Banner calculates the overall student GPA.
  - e. Final overall assessment includes summation of successfully passed courses (blocks and lines), elective courses and the obligatory university Islamic courses throughout the five years before joining the internship.
  - f. Successfully passing all the assessment in all years grants students the right to the title Bachelor of Medicine and Bachelor of Surgery (MBBS).

g. The Internship year is conducted at the affiliated hospitals with some obligatory clinical rotations in Medicine, Surgery, Gynecology, Pediatrics and Family medicine. Elective rotations are also present. The last two months of the internship is composed of research module, where the intern will be affiliated to the college for preparation and presentation of his research project. The assessment in this internship year is either pass or fail. Passing this year is a compulsory pre – requisite for the Licensure for medical practice. All graduates must also pass a National Saudi License Exam (SLE) before being their registration in any of the medical specialties to practice Medicine.

## Article 2.2 Curriculum at a Glance

I. The first year consists of 36 credit units distributed over 2 semesters:

First Semester courses (credit units = CU) are:

1. Fundamentals of Medicine (6CU)
2. Infection and Immunity (6CU)
3. Islamic Course I (2CU)
4. Professional Development I (5CU)\*

Second Semester courses (credit units =CU) are:

1. Circulation and Hemostasis (6CU)
2. Mind and Motion (6CU)
3. Knowledge Progress I (3CU)\*
4. Islamic Course II (2CU)

| Year   | Semester        | Course Title  | Course Code | Prerequisite | Credit Units | Type     | Period   |
|--------|-----------------|---|-------------|--------------|--------------|----------|----------|
| Year I | First Semester  | Block 1.1<br>Fundamentals of Medicine                                   | 1000101     |              | 6            | Quarter  | 9 weeks  |
|        |                 | Block 1.2<br>Infection, Immunity<br>Digestion, Kidney &<br>Pharmacology | 1000102     |              | 6            | Quarter  | 9 weeks  |
|        |                 | Islamic Course I  |             |              | 2            | Semester | 18 weeks |
|        |                 | Professional<br>Development I*  | 1000105     |              | 5            | Semester | 18 weeks |
|        | Second Semester | Block 1.3<br>Circulation and<br>Hemostasis<br>Block 1.4                 | 1000103     |              | 6            | Quarter  | 9 weeks  |
|        |                 | Mind and Motion   | 1000104     |              | 6            | Quarter  | 9 weeks  |
|        |                 | Islamic Course II   |             |              | 2            | Semester | 18 weeks |
|        |                 | Knowledge Progress I*   | 1000106     |              | 3            | Semester | 18 weeks |
|        |                 | Total   |             |              |              | 36       |          |

*\*This is a line course where teaching, training, learning and assessment are spread all over the year. For logistic reasons "KFU Banner System", they were placed as semester courses. Half of the Credits will be covered per each semester; hence the semester workload and credits are equal to 18 credit units.*

### II. First Year Practical

The following course units include obligations in addition to the lectures, which students must satisfy. These obligations will take place unless modified later on by RUG.

## 1. Fundamentals of Medicine

- a. Laboratory Sessions (Cell biology/Histology/Anatomy)
- b. Small - group meeting (tutor group meetings)
- c. Workshop (Anatomy/Pharmacology/Cell biology/Histology)

## 2. Infection and Immunity

- a. Weekly practical (Infectious Diseases/Pharmacology)
- b. Small group – meeting (tutor group meetings)
- c. Small group – meeting (mentor group meetings)
- d. Workshops (Histology/Immunology/Pathology/Anatomy)

## 3. Circulation and Hemostasis

- a. Weekly Practical
- b. Small - group meeting (tutor group meetings)

## 4. Mind and Motion

- a. Weekly practical
- b. Small – group meeting (tutor and mentor group meetings)
- c. Basic Life Support
- d. Mentorship activities concluding with report writing

## 5. Professional Development I

- a. Small – group meeting (coaching group meetings)
- b. Intake interviews
- c. Practical – related workshops as ethics and global health
- d. Activities within the framework of the formative assessment of the portfolio
- e. Care internship in a nursing ward at a nursing home or hospital

### III. Form of Examinations

The examinations for the first year course units will be taken in the following way:

#### 1. Fundamentals of Medicine

- a. Written test 1 and written test 2
  - b. Oral test (case presentation and video consultation)
  - c. Practical – related obligations (Reports – OSPE)
  - d. Practical Histology and Cell Biology tests (OSPE)
2. Infection and Immunity
- a. Written test 1 and written test 2
  - b. Practical – related obligations (Reports – OSPE)
  - c. Practical tests (practical – OSPE)
3. Circulation and Hemostasis
- a. Written test 1 and written test 2
  - b. Oral test (case presentation and video consultation)
  - c. Practical – related obligations (Reports – OSPE)
  - d. Practical Anatomy test with OSPE lab stations
4. Mind and Motion
- a. Written test 1 and written test 2
  - b. Report on the research training project
  - c. Practical – related obligations (OSPE)
  - d. Practical Basic Life Support test
5. Professional Development 1
- a. Ethics assignments
  - b. Global Health assignments
  - c. Science (Mentorship) Module assessments &/or symposium
  - d. Continuous behavior assessment
  - e. Portfolio assessment (Completion – obligations – quality)
6. Progress test I
- a. Progress test 1
  - b. Progress test 2
  - c. Progress test 3
  - d. Progress test 4

## Article 2.4 Structure of the Second Year

- I. The second year consists of 36 credit units distributed over 2 semesters:

First Semester courses (credit units = CU) are:

1. Motion and Senses (6CU)
2. Emotion and senses (6CU)
3. Islamic Course III (2CU)
4. Professional Development II (5CU)\*

Second Semester courses (credit units =CU) are:

1. Dysregulation and Chronic Diseases I (6CU)
2. Dysregulation and Chronic Diseases II (6CU)
3. Knowledge Progress II (3CU)\*
4. Islamic Course IV (2CU)

| Year   | Semester        | Course Title                                       | Course Code | Prerequisite | Credit Units | Type     | Period   |
|--------|-----------------|--|-------------|--------------|--------------|----------|----------|
| Year 2 | First Semester  | Block 2.1<br>Motion and Senses                     | 1000201     | 1000101      | 6            | Quarter  | 9 weeks  |
|        |                 | Block 2.2<br>Emotion and Senses                    | 1000202     | 1000102      | 6            | Quarter  | 9 weeks  |
|        |                 | Islamic Course III                                 |             |              | 2            | Semester | 18 weeks |
|        |                 | Professional Development II*                       | 1000205     |              | 5            | Semester | 18 weeks |
|        | Second Semester | Block 2.3<br>Dysregulation and Chronic Diseases I  | 1000203     | 1000103      | 6            | Quarter  | 9 weeks  |
|        |                 | Block 2.4<br>Dysregulation and Chronic Diseases II | 1000204     | 1000104      | 6            | Quarter  | 9 weeks  |
|        |                 | Islamic Course IV                                  |             |              | 2            | Semester | 18 weeks |
|        |                 | Knowledge Progress II*                             | 1000206     |              | 3            | Semester | 18 weeks |
|        | Total           |  |             |              | 36           |          |          |

*\*This is a line course where teaching, training, learning and assessment are spread all over the year. For logistic reasons "KFU Banner System", they were placed as semester courses. Half of the Credits will be covered per each semester; hence the semester workload and credits are equal to 18 credit units.*

## II. Second Year Practical

The following second year course units include obligations in addition to the lectures, which students must satisfy. These obligations take the following forms:

1. Motion and Senses
  - a. Weekly practical
  - b. Small – group meeting (tutor group meetings)
2. Emotion and Senses
  - a. Weekly practical
  - b. Small – group meeting (tutor group meetings)
3. Dysregulation and Chronic Disease I
  - a. Weekly practical
  - b. Small – group meeting (tutor group meetings)
4. Dysregulation and Chronic Disease II
  - a. Weekly practical
  - b. Small – group meeting (tutor group meetings)
5. Professional Development II
  - a. Small group meeting (coach group meetings)
  - b. Interviews with patients
  - c. Practical – related workshops as ethics and global health
  - d. Activities within the framework of the formative assessment of the portfolio

## III. Forms of Examinations

The examinations for the second year course units will be taken in the way indicated:

1. Motion and Senses
  - a. Written test 1 and written test 2
  - b. Practical – related obligations (Reports and OSPE)
2. Emotion and Senses
  - a. Written test 1 and written test 2
  - b. Oral test (case presentation and video consultation)



- c. Practical – related obligations (Reports and OSPE)
- 3. Dysregulation and Chronic Diseases I
  - a. Written test 1 and written test 2
  - b. Practical – related obligations (Reports and OSPE)
- 4. Dysregulation and Chronic Diseases II
  - a. Written test 1 and written test 2
  - b. Oral test (case presentation and video consultation)
  - c. Practical – related obligations (Reports and OSPE)
- 5. Professional Development II
  - a. Ethics assignment
  - b. Global Health assignment
  - c. Continuous behavior assessment
  - d. Practical – related obligations
  - e. Portfolio assessment
- 6. Progress Test II
  - a. Progress test 5
  - b. Progress test 6
  - c. Progress test 7
  - d. Progress test 8

**Article 2.5**  
**Structure of the Third Year**

I. The third year consists of 36 credit units distributed on 2 semesters:

First Semester courses (credit units = CU) are:

- 1. Oncology, Trauma - Orthopedics (6CU)
- 2. Acute Loss of Function (6CU)
- 3. College Elective I (1CU)
- 4. Free Elective 1 (1CU)
- 5. Professional Development III (5CU)\*

Second Semester courses (credit units =CU) are:

1. Life Cycle I (6CU)
2. Life Cycle II (6CU)
3. College Elective II (1CU)
4. Forensic Medicine (1CU)
5. Knowledge Progress III (3CU)\*

| Year   | Semester        | Course Title                                 | Course Code         | Prerequisite | Credit Units | Type     | Period   |
|--------|-----------------|--|---------------------|--------------|--------------|----------|----------|
| Year 3 | First Semester  | Block 3.1<br>Oncology, Trauma<br>Orthopedics | 1000301             | 1000201      | 6            | Quarter  | 9weeks   |
|        |                 | Block 3.2<br>Acute Loss Function             | 1000302             | 1000202      | 6            | Quarter  | 9weeks   |
|        |                 | College Elective 1                           | 1000308-<br>1000318 |              | 1            | Semester | 18weeks  |
|        |                 | Free Elective (student<br>choice) 1          | 1000300             |              | 1            | Semester | 18 weeks |
|        |                 | Professional<br>Development III*             | 1000305             | 1000205      | 5            | Semester | 18 weeks |
|        | Second Semester | Block 3.3/ Life Cycle I                      | 1000303             | 1000203      | 6            | Quarter  | 9 weeks  |
|        |                 | Block 3.4/ Life cycle II                     | 1000304             | 1000204      | 6            | Quarter  | 9 weeks  |
|        |                 | College Elective II                          | 1000319-<br>1000329 |              | 1            | Semester | 18 weeks |
|        |                 | Forensic Medicine                            | 1000301             |              | 1            | Semester | 18 weeks |
|        |                 | Knowledge Progress III*                      | 1000306             | 1000206      | 3            | Semester | 18 weeks |
|        | Total           |  |                     |              | 36           |          |          |

*\*This is a line course where teaching, training, learning and assessment are spread all over the year. For logistic reasons "KFU Banner System", they were placed as semester courses. Half of the Credits will be covered per each semester; hence the semester workload and credits are equal to 18 credit units. Electives are one credit unit = 15 lectures or 30 practical hours or Mixed.*

## II. Third Year Practical

The following third year course units include obligation in addition to the lectures which students must satisfy. These obligations take the following forms:

1. Oncology, Trauma – Orthopedics
  - a. Weekly practical
  - b. Small – group teaching (tutor group meeting)

2. Acute Loss of function
  - a. Weekly practical
  - b. Small – group teaching (tutor group meeting)
3. Life Cycle I
  - a. Weekly practical
  - b. Small – group teaching (tutor group meeting)
4. Life Cycle II
  - a. Weekly practical
  - b. Small – group teaching (tutor group meeting)
5. Professional Development III
  - a. Ethics/Global Health assignments
  - b. Socio – medical clerkship report
  - c. Disciplinary hearing report
  - d. Continuous behavior assessment
  - e. Portfolio assessment
6. Progress Test II
  - a. Progress Test 9
  - b. Progress Test 10
  - c. Progress Test 11
  - d. Progress Test 12

## **Article 2.6**

### **Structure of the Fourth Year**

- I. The fourth year consists of 36 credit units distributed on 2 semesters:

First Semester courses (credit units = CU) are:

1. Medicine I (6CU) \*\*
2. Surgery I (6CU) \*\*
3. College Elective III (1CU)
4. College Elective IV (1CU)
5. Professional Development IV (5CU)\*

Second Semester courses (credit units =CU) are:

1. Life Cycle III (6CU) \*\*
2. Movement (6CU) \*\*

3. Free Elective II (1CU)
4. College Elective V (1CU)
5. Knowledge Progress IV (3CU) \*

| Year  | Semester        | Course Title                               | Course Code         | Prerequisite | Credit Units | Type                 | Period   |
|-------|-----------------|--|---------------------|--------------|--------------|----------------------|----------|
| Year4 | First Semester  | Block & Clerkship 4.1<br>Medicine I **     | 1000401             |              | 6            | Quarter/<br>Rotation | 9 weeks  |
|       |                 | Block & Clerkship 4.2<br>Surgery I**       | 1000402             |              | 6            | Quarter/<br>Rotation | 9 weeks  |
|       |                 | College Elective III                       | 1000407-<br>1000416 |              | 1            | Semester             | 18 weeks |
|       |                 | College Elective IV                        | 1000417-<br>1000426 |              | 1            | Semester             | 18 weeks |
|       |                 | Professional<br>Development IV*            | 1000405             |              | 5            | Semester             | 18 weeks |
|       | Second Semester | Block & Clerkship 4.3<br>Life Cycle III ** | 1000403             |              | 6            | Quarter/<br>Rotation | 9 weeks  |
|       |                 | Block & Clerkship 4.4<br>Movement **       | 1000404             |              | 6            | Quarter/<br>Rotation | 9 weeks  |
|       |                 | Free Elective II                           | 1000400             |              | 1            | Semester             | 18 weeks |
|       |                 | College Elective V                         | 1000427-<br>1000436 |              | 1            | Semester             | 18 weeks |
|       |                 | Knowledge Progress IV*                     | 1000406             |              | 3            | Semester             | 18 weeks |
|       | Total           |  |                     |              | 36           |                      |          |

*\*This is a line course where teaching, training, learning and assessment are spread all over the year. For logistic reasons "KFU Banner System", they were placed as semester courses. Half of the Credits will be covered per each semester; hence the semester workload and credits are equal to 18 credit units.*

*\*\* This is divided into 4 weeks in the skills Lab (3 credit units) [skill lab activities, clinical seminars and SDL and preparation for PT] and 4 weeks clinical rotation (3 credit units) [clinical activities, night shifts, 1 week end and some general lectures]*

## II. Fourth Year Courses and Practical Conduct

The fourth year encompasses training on four major medical integrated disciplines; Medicine I (General Internal Medicine & Dermatology), Surgery I (ENT, Oncology & General Surgery), Life cycle III (Obstetrics and Gynecology, and Pediatrics) and Movement (Neurology, Rehabilitation, Orthopedics, Ophthalmology, Psychiatry). Furthermore, professional behavior and knowledge development lines which are conducted as year courses and elective courses which are mostly clinical and/or practical small courses. All disciplines in the fourth year are divided in two parts, blocks and clerkships with the following obligations:

The first part (blocks) will be conducted purely in the clinical skills laboratory for specific skills training before going to the health facilities. This training ensures the actual practice in simulated medium without fear from endangering the patient. This is divided into 4 weeks in the skills lab (3 credit units) [skill lab activities, clinical seminars and SDL and preparation for PT].

The second part (clerkship) will be conducted in hospital and health facilities clerkships with observation and complete supervision. The student will clerk patients (take history, do examination, write notes, share in planning of the management and share in the clinical rounds discussion. This period encompasses 4 weeks clinical rotation (3 credit units) [clinical activities, night shifts, 1 week end and some general lectures]].

All the fourth year course units are obligatory. No compensation for any practical. Critical situations can be compensated by arrangement with both the skills Lab and the rotation coordinators, in the time of SDL.

The first week all blocks are devoted for clinical consultation. Assessment will be done based on each week evaluation, log book and final week consultation. Its marks will be added to PD4 (30%).

All professional behavior skills will be practiced and mastered in a live medium. Observation forms have the same concept as the evaluation forms used in the previous years. Professional behavior has its inherent part in the clinical clerkship and the preceptor of clinical observer assesses it. All forms will be reported to clerkship coordinator and professional behavior coordinator.

### III. Forms of Examinations

The examinations of the fourth year course units will concentrate on the higher two levels of Miller's pyramid; i.e. Show how and Do, in addition to the knowledge and understanding.

#### **The typical distribution of all fourth year blocks' assessment will be:**

- Continuous Assessment (30%)
  - The practical skills Lab (15%) [Skills Lab Protocol using DOPS] and
  - Clinical clerkship (15%) [Clerkship Protocol using multiple assessment methods as Mini – CEX, reports, presentation, log book]
- Summative Assessment

- Mid-block examination
  - MCQ (10%)
  - PS (5%)
- Final-block examination
  - MCQ (20%)
  - PS (5%)
  - OSCE (30%) this should contain  $\geq 12$  stations with multiple clinical areas.

**The typical distribution of all fourth year lines' assessment will be:**

1. Professional Development (Professional Behavior) IV
  - a. Ethics /Global Health assignments
  - b. Disciplinary report, Patient report, Nursing report
  - c. Continuous behavior assessment
  - d. Judgement interview
  - e. Portfolio assessment
  - f. Consultation assessment (30%)
  
2. Progress Test IV
  - a. Progress test 13
  - b. Progress test 14
  - c. Progress test 15
  - d. Progress test 16

**Article 2.7**

**Structure of the Fifth Year**

- I. The fifth year consists of 36 credit units distributed on 2 semesters:

First Semester courses (credit units = CU) are:

1. Medicine II (4CU)
2. Surgery II (4CU)
3. Community Health/PHC (4CU)
4. Emergency Medicine/GP (4CU)
5. Knowledge Progress V (3CU)\*

Second Semester courses (credit units =CU) are:

1. Ear Nose Throat (1.5CU)

2. Ophthalmology (1.5CU)
3. Radiology (1.5CU)
4. Dermatology (1.5CU)
5. Anesthesia (1.5CU)
6. Orthopedics
7. Social Medicine
8. Psychiatry

| Year  | Semester        | Course Title                | Course Code | Prerequisite | Credit Units | Type     | Period   |
|-------|-----------------|-----------------------------|-------------|--------------|--------------|----------|----------|
| Year5 | First Semester  | Medicine II                 | 1000501     | 1000401      | 4            | Rotation | 4 weeks  |
|       |                 | Surgery II                  | 1000502     | 1000402      | 4            | Rotation | 4 weeks  |
|       |                 | Community Health/PHC        | 1000503     | 1000401      | 4            | Rotation | 4 weeks  |
|       |                 | Emergency Medicine/GP       | 1000504     | 1000402      | 4            | Rotation | 4 weeks  |
|       |                 | Knowledge Progress V*       | 1000506     |              | 3            | Semester | 18 weeks |
|       |                 | Final Exam                  |             |              |              |          | 2 weeks  |
|       | Second Semester | Ear Nose Throat             | 1000507     | 1000402      | 1.5          | Rotation | 2 weeks  |
|       |                 | Ophthalmology               | 1000508     | 1000402      | 1.5          | Rotation | 2 weeks  |
|       |                 | Radiology                   | 1000509     | 1000401      | 1.5          | Rotation | 2 weeks  |
|       |                 | Dermatology                 | 1000510     | 1000401      | 1.5          | Rotation | 2 weeks  |
|       |                 | Anesthesia                  | 1000511     | 1000402      | 1.5          | Rotation | 2 weeks  |
|       |                 | Orthopedics                 | 1000512     | 1000402      | 1.5          | Rotation | 2 weeks  |
|       |                 | Social Medicine             | 1000513     | 1000401      | 1.5          | Rotation | 2 weeks  |
|       |                 | Psychiatry                  | 1000514     | 1000401      | 1.5          | Rotation | 2 weeks  |
|       |                 | Professional Development V* | 1000505     |              | 5            | Semester | 18 weeks |
|       |                 | Final Exam                  |             |              |              |          | 2 weeks  |
|       |                 | Total                       |             |              |              | 36       |          |

\* This is a line course where teaching, training, learning and assessment are spread all over the year. For logistic reasons "KFU Banner system", they were placed as semester courses.

## II. Fifth Year Format and Practical

The fifth year encompasses training on these medical disciplines:

1. Medicine II
2. Surgery II
3. Community Health/PHC
4. Emergency Medicine/GP
5. Ear Nose Throat
6. Ophthalmology
7. Radiology

8. Dermatology
9. Anesthesia
10. Orthopedics
11. Social Medicine
12. Psychiatry

All courses are conducted as clerkships in hospitals and health facilities with observation and supervision. The student will clerk patients (take history), do examination, write notes and share in planning of management) and share in clinical rounds discussion. The student will attend more clinical facilities, OPDs, OR and ER. The one - month clerkship (four credit units) includes 20 days clinical activities (four hours each) in addition to other hospital duties [4 night shifts (2 hours each) and 1 weekend shift (4hours)] plus 13 lectures (10 for the specialty + 3 general lectures). The two weeks clinical rotation (1.5 credit units) means 8 days clinical activities (4 hour each) in addition to other hospital duties [2 night shifts (2 hours each) and 1 weekend shift (4 hours)]. It may include 4 lectures for the specialty.

All fifth year course units are obligatory. No compensation for any practical. Critical situations can be compensated by arrangement with the coordinator, in the time of SDL.

All the professional behavior skills need to be practiced, mastered in live medium. Observation forms have the same concept of the professional evaluation forms used in the previous years. Professional behavior has its inherent part in any clinical clerkship and the preceptor or a clinical observer assesses it. All forms will be reported to clerkship coordinator and Professional Behavior coordinator.

### III. Forms of Examinations

The examinations for the fifth year course units will concentrate on the higher two levels of Miller's pyramid; i.e. Shows how and Does.

#### **The typical distribution of all fifth year blocks' assessment will be:**

- Continuous assessment (30%)
  - Clinical clerkship (30%) [Clerkship Protocol using multiple assessment methods as Mini – CEX, reports, presentation, log book]



- Summative Assessment
  - Final-block examination
    - PS (40%)
    - OSCE (30%)
- Any further modalities advised or recommended by Groningen University Experts or adopted by the GMCA Supervisory Team (GST).

**The typical distribution of all fifth year lines' assessment will be:**

Professional Development (Professional Behavior) V

1. Ethics/global Health assignments
2. Patient, Nursing report, disciplinary report
3. Continuous behavior assessment
4. Portfolio assessment
5. Consolation assessment

Progress Test V

1. Progress 17
2. Progress 18
3. Progress 19
4. Progress 20

### **Article 2.8 Structure of the internship Year**

1. Medicine (8 CU-2 months)
2. Surgery (8CU-2 months)
3. Obstetrics and Gynecology (8 CU-2 months)
4. Pediatrics (8CU-2months)
5. PHC (4CU-1month)

6. Electives (4CU-1month)
7. Research Project Conduct and Submission (8CU-2months)\* (4 CU – 1 month)

| Internship | Medicine                             | Surgery   | Gynecology | Pediatrics | PHC       | Electives | Research Project Conduct and Submission** |
|------------|--------------------------------------|-----------|------------|------------|-----------|-----------|---|
| 1438 -1439 | 2 M                                  | 2m        | 2M         | 2M         | 1M        | 1M        | 1 month                                   |
| 2017-2018  | 8 credits                            | 8 credits | 8 credits  | 8 credits  | 4 credits | 4 credits | 4 credits                                 |
|            | At KFU or at any affiliated Hospital |           |            |            |           |           | Obligatory At KFU                         |

*\*\* Research projects will be organized through the Vice Dean for Postgraduate affairs, where all Specialties will nominate a group of research points. Student will select 3 choices, organization will be done to fill all areas.*

The research point will be selected from the start of the third year during block 3.1 research module. The point will be acted upon during the internship year. The intern will search and review the literature and finally will present his proposal to the assigned supervisor. Candidates will attend at KFU in the last two months for conduct, follow up and submission.

Research report submission, presentation and assessment will be done as per research report protocol. Successfully passing this module is a must to finish off the internship year and for being legible for final certification.

## SECTION 3

### EXAMINATIONS AND ASSESSMENTS

#### Article 3.1 Compulsory Order

1. Students must have taken their first intake interview in the Professional Development I module before being allowed to take any written parts of the first year
2. Passing of block 1.1 is prerequisite for Block 2.1, which is prerequisite for block 3.1. the same situation occurs with other blocks (1.2,1.3 and 1.4)

| <b>THE STUDENT IS ONLY ALLOWED TO REGISTER AND SIT FOR HIS BLOCK</b> | <b>AFTER</b> | <b>PASSING THIS BLOCK</b>              |
|--|--------------|--|
| Motion and Senses (2.1)  | Passing      | Fundamentals of Medicine (1.1)         |
| Emotion and Senses (2.2)   | Passing      | Infection and Immunity (1.2)           |
| Dysregulation & Chr. Diseases I (2.3)                                | Passing      | Circulation and Hemostasis (1.3)       |
| Dysregulation & Chr. Diseases II (2.4)                               | Passing      | Mind and Motion (1.4)                  |
| Professional Development II (2.5)                                    | Passing      | Professional Development I (1.5)       |
| Progress Test II (2.6)   | Passing      | Progress Test I (1.6)                  |
| Oncology, Trauma-Orthopedics (3.1)                                   | Passing      | Motion and Senses (2.1)                |
| Acute Loss of function (3.2)   | Passing      | Emotion and Senses (2.2)               |
| Life cycle I (3.3)   | Passing      | Dysregulation & Chr. Diseases I (2.3)  |
| Life cycle II (3.4)  | Passing      | Dysregulation & Chr. Diseases II (2.4) |
| Professional development III (3.5)                                   | Passing      | Professional development II (2.5)      |
| Progress Test III (3.6)  | Passing      | Progress Test II (2.6)                 |

3. During the first three years, failing in more than 12 credits units (out of 32, excluding Islamic courses) will prevent the student from admission to next year.

4. For admission to the fourth year, the student must pass all course units in the first three years.

### **Article 3.2**

#### **Overview, Frequency and Periods**

1. Assessment from different aspects is the policy in our new curriculum to achieve the CanMed & SaudiMed competencies of all roles of a medical graduate. Assessment is different from the traditional written, oral and practical methods.
2. Written assessment entails a new modality which is the open book exam to allow for in depth evaluation of the higher thinking skills and test ability of the student to find the correct information. Non-written assessment includes oral and/or practical assessment.
3. Oral exam will be conducted in 2 blocks per year; 1.1 and 1.3, then reverse arrangement in second and third year; as 2.2, 2.4, 3.1 and 3.3 it depends on the assignments of the tutor group cases and the patient lectures. Oral exam assesses communication, presentation, clinical reasoning management skills besides the cognitive skills.
4. Practical testing is applicable for the block practical sessions and workshops. This assessment may include practical continuous and final assessment. Practical continuous assessment may include either reports, manual skill test or written assignment. Final practical assessment may include either reports after theoretical workshops or OSPE after practical workshops and practical sessions. Report writing after ethics and global health workshops will have certain form. It will assess managerial, collaborative and advocacy competencies. Practical testing allows for testing many competencies besides the cognitive and psychomotor skills; as the communication, collaboration, health advocacy, management and professionalism.
5. Scientific research methodology and statistics will be ensured in mentor group sessions and the assessment will include a final report and presentation. Tutor group, mentor and coach group assessment includes professionalism and reflection. Forms of professional behavior assessment are used weekly. The average block mark will be assigned. None of these forms will be considered without student reflection which should be also checked. Reflection will be asked for any form of assessment and behavior. It is not just a paper work to be filled out but it is a mandatory to develop reflective skills which are of paramount importance for lifelong learning. Feedback from different parties is mandatory to assure the student

professionalism. Different assignment and behavioral evaluation will be compiled to formulate a portfolio, which is the cornerstone for professionalism behavior.

6. In the 4<sup>th</sup> and 5<sup>th</sup> year, weight is given to the theoretical part of the clinical rotation either in learning or assessment. Stress is put on the continuous clinical learning and assessment followed by OSCE utilizing different clinical situations. Most of the theoretical knowledge throughout the curriculum years will be assessed four times a year through the knowledge of progress testing.
7. All examinations dates will be announced in the proceedings of the block and it will be written in the course material for the different course units. The time and place of the examination would be announced in suitable time.
8. In each academic year, there will be two opportunities to take the examination of all course units with the exception of progress test. Re-sit exams will be conducted during summer month before the start of the new academic year OR see special conditions on page NO.42.

### **Article 3.3**

#### **Mark Distribution in the First Three Years**

1. The written part of the examination in the first three years represents 60% of the total mark. The non – written parts represent 40% of the mark. They include continuous assessment 10% (tutor group assignment and patient presentation and reports.....etc.) oral exam 10% and/or practical tests (OSPE) and/or assignment and/or report 20% of the marks.
2. In blocks having no oral exams, its mark will be added to the practical part; so that the practical will represent 30% of the mark.
3. Assessment tools In all blocks must consider the following:
  - a. Assessment drive learning
  - b. It should have a 360° approach and concept
  - c. All CanMEDs competencies should be reflected during block assessment blueprinting
  - d. All SaudiMed competencies should be reflected during block assessment blueprinting

### **Article 3.4**

#### **The Written Part of the Examination**

1. The description of the material needed for the written part of the examination is available in the student manual and via the electronic learning environment.
2. The timing of the written examination will be announced to students in the student manual or via the electronic learning environment at the start of the relevant course unit and will not be subsequently changed except in situation of force majeure.
3. Written exam covers all the block study materials (width of the content) with strict consideration of the student study load during blueprinting of the exam. All Bloom's levels need to be considered (depth of the content) with Levels I, II and III representing 50, 30, 20% respectively.
4. Each block has 2 written exams; one in the 5<sup>th</sup> week and one in the 9<sup>th</sup> week. The first exam covers the study materials of the first 4 weeks. The second covers the whole block material.
5. The questions will be prepared as per protocols (20 – 25 questions per week) covering the first 4 weeks are divided in two parts; one to be presented in the first exam and the second to be included in the final exam with the remaining week's questions.
6. Written exam is composed of both closed and open book questions and both of them are in the form of MCQ with two, three, four or five options.
7. The closed book exam items represent around 60% of the total exam items. The open book exam items will represent around 40% of the exam items.
8. The conduct of the written exam should strictly follow a fixed timing from getting the questions till final printing of the exam. The following policy will be applied.
  - a. The block coordinator (BC) is responsible for the finalization of the written exam after considering the breadth and depth and matching all questions with the learning questions and objectives.
  - b. All the concerned faculty members will send their questions to the block coordinator as per guidelines of the examination committee. The BC will return the questions to them again if not suitable with a report copy to the Dean.
  - c. The BC will send all the provisionally suitable questions (matched with block objectives) to the educationalist (Examination committee, Faculty Development Committee, Others) in a very confidential

manner to revise its technical writing and also he/she may help the BC in blueprinting based on BC request.

- d. The full pool of the revised and corrected questions will be returned back again to the block coordinator who will select the final questions according to the block blueprint.
- e. The final copy of the exam will be prepared and kept by the block coordinator in a very confidential matter.
- f. The producer will help the block coordinator in printing stapling, distribution, and invigilation and collection of the answer sheets. He/she will help in post exam analysis.

### **Article 3.5**

#### **Non – Written Obligations and Testing**

1. The description of the material for the non – written examination will be announced at the start of the relevant course unit in the manuals and via electronic learning environment and will not be subsequently changed during the current academic year.
2. In any segment of the non – written components, the block coordinator will nominate members to the Dean to select the suitable member to be assigned responsibility as a coordinator for this segment to regulate the sessions, examination and finalize marking of this segment.
3. Each segment of the non – written components has its own learning outcomes and its unique method of assessment (reports, practical test and OSPE). Different assessment (examination) modalities are use according to the intended learning outcomes, to ensure alignment of learning and assessment.
4. The non – written exam marks are distributed according to the student study load with accurate blueprinting of all non – written components.
5. Success in each part of the non – written components is mandatory to ensure student achievement of the related learning outcomes and ensure the overall course objectives. Re-sit chances should be given to all non – written components during the course time. In these situations, the student will not be awarded more than 60% of the mark of that part.
  - 3.5.5a.** Only one re-sit chance to be given for formative assessment. If candidate do not get 60%, then his obtained score to be taken for tabulation and no additional re-sit to be given.

6. Reporting of the results and marks should ensure that all segments are presented in the mark list and should highlight those who had passed after any re-sit trial for further help and academic support.
7. The conduct of the oral exam will follow certain guidelines as in Groningen University (areas to be assessed, objectives for each case, time and methodology of asking, marking and reporting).
8. To avoid holistic approaches in the ordinary oral exams, structured oral exam (SOE) rules will followed to include themes and objectives needed to be assessed in each case and expected student response. This will ensure that certain intended learning outcomes were achieved and guarantee the complementary approach in the overall student assessment from different assessment modalities.
9. The oral exam is composed of 2 separate sessions; one for the case presentation and one for the patient video consultation. In each session, two different examiners should assess the student.
10. In each session, the marking will be done by one of the following methods. Either the two examiners submit two anonymous separate evaluation forms or the student is assessed in the session by two examiners, one for asking and one for marking.
11. Re-sit for the oral exam will be allowed and it will be conducted within the same block after finishing of written exam. In these situations, the student will not be awarded more than 60% of the mark of oral exam (If he/she has no accepted definite cause for absence).

### **Article 3.6**

#### **The Distribution and Conduct of the Fourth and Fifth Year Marks**

1. The description of the fourth year marks is as following:
  - a. Continuous assessment (30%) will include:
    - i. The practical skills Lab (15%) [Skills Lab Protocol using DOPS/OSATS]
    - ii. Clinical clerkship (15%) [Clerkship Protocol using multiple assessment methods as Mini – CEX, DOPS, OSATS, reports, presentation and a logbook]
  - b. Written Assessment (40%)
    - a. Multiple Choice Questions (30%)
    - b. Problem Solving (10%)
  - c. Final OSCE (30%)



2. The description of the fifth year marks as is following:
  - a. Continuous clinical assessment (60% of the marks ) [Clerkship Protocol using multiple assessment methods as Mini – CEX, DOPS, OSATS, reports, presentation and a log book]
  - b. Final OSCE (40% of the marks)
  
3. The description of the exams of the fourth year as following:
  - a. Continuous assessment in the skills lab (20%) will be done by frequent Direct Observation of Practice (DOPS protocol). The best scores are calculated for each student and the forms are documented.
  - b. Continuous clinical assessment of the clerkship (20%) is equally distributed on the clerkship weeks and will be observed by multiple tools as Mini – CEX (2 per week), case reports, case presentations and practical Log book for OR, ER and OPD activities. For each of these modalities, the clinical preceptors will objectively assess the students. The clerkship weekly score is calculated by summation of the best student scores in each of these assessment modalities. Student will hand their assessment forms from the preceptors to their supervisors. The weekly scores will be summed to calculate the continuous assessment mark of the clerkship. The preceptor will keep a copy of all the weekly documents. The supervisor will keep mark for discussion of some points in the logbook.
  - c. Multiple Choice Questions Written exam (30%) and Problem Solving Questions (PSQ) (10%), will be used which goes in depth in certain issues, by multi – level questions to guarantee integration and inclusion of multiple areas with suitable depth.
  - d. OSCE will concentrate on multiple specific directed tasks with patients, simulated patient or manikin in a single final exam (30%). Paper based OSCE will be omitted or markedly restricted. Number of OSCE stations will be decided to guarantee reliability (not less than 12). Blueprinting of all clinical skills will be done to guarantee validity.
  
4. The description of the exams of the fifth year as following:
  - a. Continuous clinical assessment of the clerkship (30%) is equally distributed on the clerkship weeks and will be observed by different assessment tools as Mini – CEX for consultation (2 per week), case reports, case presentations, practical Log book for OR, ER, OPD activities and DOPS for procedures. In these modalities, the preceptors will objectively assess the students and the weekly score

is calculated by summation of the best student scores in each of these assessment modalities. Students will hand their assessment forms from the preceptors to their supervisor. The weekly scores will be summated to calculate the continuous assessment mark. The preceptor will keep a copy of all the weekly documents. The supervisor will keep copies in the student's clinical portfolio as an evidence for their mark. A part of the mark will be for discussion of some points in the Log book by the supervisor.

- b. OSCE will concentrate on multiple specific directed tasks with patients, simulated patient or manikin in a single final exam (30%). Paper based OSCE will be committed or markedly restricted. Number of OSCE stations will be decided to guarantee reliability and blueprinting of all clinical skills will be done to guarantee validity.
5. Continuous assessment allows for daily chances for reform and improvement. Absence or non – improvement will lead to no mark or very low mark in that week. Absence needs to be compensated by extra time at night shifts in the following weeks. Inability to show improvement from week to week means failure in the continuous assessment.
6. Failure in the continuous assessment will prevent the student from attending the final exams and he will be considered failed and he will re – register in the following year.
7. Students failing to pass the clerkship final (OSCE &/or PSQ/Written) will be given a second chance for re – sitting in summer, and the final mark of that OSCE &/or PSQ/Written will not exceed 60%.
8. Any student fails in any of the 4<sup>th</sup> year blocks (failed in the continuous assessment or failed in OSCE &/or PSQ/Written re-sit), should re – register for this block before registering in 5<sup>th</sup> year courses with consideration to the number of maximum allowed credit units in KFU bylaws and respecting the fifth year prerequisite from the 4<sup>th</sup> year.

### **Article 3.7**

#### **Professional Development Obligations and its Testing**

1. The professional development line (PD line) encompasses the Professionalism and Science modules in the first year. Later on, the PD line will only concentrate on professionalism.
2. The description of the material needed for the PD evaluation will be announced at the start of the relevant year in the coach manual via the electronic learning environment and will not be subsequently changed during the current academic year.

3. The components included in PD evaluation are professional behavior evaluation, written assignments, interviews, reports, and all will be compiled in a PD portfolio. Global Health issues in the form of workshops and its related assignments are included in PD evaluation. Ethics module workshops and assignments are also included.
4. Mark distribution of PD line in the first year will be divided into Science 20% and Professionalism 80% (10% Global Health, 10% Ethics, 20% PD behavioral forms and 40% for the portfolio). Later on, in the following years, 100% of the PD lines marks will only be on professionalism with additional professional tasks in these years. Two assessors according to its specific protocol will assess the portfolio.
5. The Science module includes mentorship in the form of sessions and meetings to guide the student grasp the scientific research methodology basis and the research, which will be carried out by the students. The research report is a conclusion of the mentorship activity (science) will be primarily assessed by the mentor (60% of the mark). Assessment during report symposium (posters or presentation) represents 40% mark. Some parts of the research project will be assessed per group of involved students while other parts are assessed per individual student.
6. Consultation skills in the fourth and fifth year will also be assessed by keeping a consultation logbook plus final assessment to show that they have gained experience in several situations (an emergency case, pediatric case, etc.) and this logbook is judged on the basis of its completeness and quality. After completing three or more clerkships, students may be assessed in an observed consulting – hour examination of a simulation patient.
7. Weekly evaluation of PD will be done either by the tutor, mentor, coach or nurse. These weekly forms will be delivered with the student self – reflection to the line producer. Average score will be calculated by the producers. This average will be included in the portfolio.

### **Article 3.8**

#### **Post Exam Procedures**

#### **Marking, Item Elimination and Publication Marks**

1. The results of an oral examination will be determined within 24 hours of the exam.

2. The results of continuous assessment, practical, non – written component and/or clinical examination will be determined within 3 working days of the day of examination.
3. All students will be officially notified in their areas that need improvement in the whole block/line components.
4. The results of a written examination will be determined within 7 – 10 working days after the day of the examination following the coming strict steps;
  - a. The student feedback on the content, construct and distribution of the questions will be taken after the finishing the exam.
  - b. The block coordinator and producer will finalize marking and assess the items accuracy after doing item analysis. This must depend on a standardized protocol as used in RUG considering some of the indices. Discriminatory index (DI) must be positive and above 0.18, Difficulty index (Pc value) should be reasonable (very difficult if <25 and very easy if >90). Questions having negative DI needs to be considered for elimination. Questions having DI <0.18 and P value <25 needs to be discussed with the expert and to be considered only for elimination if failure rate is >10%.
  - c. These steps need to be in coordination with coordinator to ensure harmony of the policies of the GST.
  - d. The block coordinator will consult the educationalist, the Faculty members and experts of the concerned block to discuss the exam analysis after including all the previous reports and to end in suggesting elimination of the non – suitable items.
  - e. The block coordinator will prepare a final report to be presented to the Dean and GST with all findings and they will give the final decision.
  - f. The final report will be summarized, announced and notified to the students with the response to their feedback.
  - g. Student appeal is allowed within 3 days after result publication through the block coordinator who will investigate and report the findings to the Dean to decide.
5. The block/line coordinator will determine the final mark for an examination for a course unit within 10 working days of completion of the course unit in question. The final mark of the course unit will only be announced to the students through KFU Banner system at the end of each semester.

### **Article 3.9**

#### **Low Performance and Slow Learners**

1. It is not allowed at all to neglect any student with special academic needs throughout the curriculum, lines, blocks and courses. Suitable actions need to be timely decided through the cooperation between faculty, block coordinators and student support committee.
2. It is mandatory to diagnose any student learning difficulty no more than the 9<sup>th</sup> week of starting the study in the block or line with the possible written reporting and action plan to be done per each case. Academic support by repetition of the deficient areas should be mandated and documented.
3. To avoid complex academic load of slow learner students, re-sit chances for the non – written components in the first three years will be offered during the block/line period and may be given in the subsequent blocks.
4. Presenting the mark list to the College Board should ensure transparent marking of each segment in the blocks/lines with highlighting of those areas passed after re –sitting to be reported, documented, latter corrected and to be avoided.
5. At a student's request, the College Board may allow an examination for any segment of the non – written components to be taken in a form of different from its original stipulated form, with consideration to cover all curriculum domains and intended learning outcomes.
6. Students with a performance disability will be given the opportunity to take examination in a form that will compensate as far as possible for their individual disability. If necessary, the College Board will seek expert advice on this matter.

### **Article 3.10**

#### **Extended Examinations**

1. Students who by the end of their first year enrolment and
  - a. Have passed block 1.1
  - b. Have earned a final grade of at least D+ for two of the other three blocks
  - c. Have earned a final mark near 60 ( $\geq 55/60$ ) for the remaining block, will be considered for an extended examination for part of the material from the relevant block where the student was deficient in,

to be safe during the regular re-sit period. The final result of an extended examination can never be more than 60%.

2. Students who in the first year of enrolment and after the re-sit examinations
  - a. Have passed 3 of the course units, of which one must be Professional Development I
  - b. Have satisfied all obligations for the other three course units, including the oral part of examination 1.3 and the report on the research training project of course unit 1.4
  - c. Have earned a mark of at least 55% for written part of the failed blocks, will be offered the opportunity to sit an extended examination in a part of the block units or modules to be chosen by the Faculty. The final result of this extended examination can never be more than 60%.

### **Article 3.11 Exemptions**

1. At the student's request with the supporting official documents, the College Board, after opinion of the concerned block/line coordinator, may grant exemption from studying of all or part of the block or from some sessions and assignment of the concerned line if the student has studied this part in RUG or similar Universities running the same curriculum. He will be permitted to continue the block/line at KFU program.
2. At the student's request with the supporting official documents, College Board, after opinion of the concerned block coordinator may grant exemption from studying and from examination of a block if the student has completed and passed this block in RUG or similar Universities running the same curriculum.
3. In this situation, the student assessment will be transformed to KFU system as pass/fail without being included in the GPA calculation.

### **Article 3.12 Validity**

1. The examination's marks of course unit (block/line) that have been passed remain valid indefinitely for students without interrupted study period (withdrawal or postponement).
2. The examination's marks of course units (block/line) that have been passed remain valid for only one and half year (3 semesters) for the students who

stopped their study for any cause (withdrawal, postponement or stopping). This is highly justified by the curriculum philosophy of continuous nature and additive value of subsequent learning situations. The everyday new medical knowledge, which is guaranteed by continuous studying is also another strong factor.

3. If the student in article 3.12.2 returned to the College, the College Board will decide to require him/her to take the nearest Progress Test according to his academic level just before his stoppage. If he/she gets the cut off score of passing that test, he/she will be allowed to continue his/her remaining units and complete his/her study. If he/she fails to pass that test, he/she will be given another last chance for the next progress test. If he/she fails again, he/she will not be allowed to continue the study in the College.

### **Article 3.13** **Re-sit Exam Details**

1. Re-sitting examination of the first three years:
  - a. As all the components/modules of any course unit (block/line) should be passed separately before endorsing student passing that course unit, all the components or modules have a chance for re-sit.
  - b. Except the written components, the re-sits for all other components (oral examination, practical, research report, etc.) are done within the course unit time. Failure in these semester or year results, taking in consideration the statement of Article 3.9.
  - c. Re-sit for the written component of the block 1.1, 'Fundamentals of Medicine' examination will take place in the first day after midyear vacation; the second chance of the re-sit will take place during summer vacation.
  - d. Re-sit for the written component of the other blocks will take place during summer vacation. Exceptionally, re-sit exams for first semester, may be done in the second semester, if it was expected that there was impossibility to be held in summer.
  - e. The re-sit for a written component will consist of one written test covering the entire components of the block in question. The number of items covering a particular subject will be proportional to the study load required for mastering this subject.
  - f. After re-sitting examinations of any component (written or non – written), the mark obtained by the examinee will never exceed 60% in this component.

- g. Examinee failing to pass re-sitting examinations of the written component, will re-register for this block in the next academic year, taking inconsideration the compulsory rules of passing the course units and prerequisites.
  - h. All first three years' courses should be passed before enrollment in 4<sup>th</sup> year.
- 2. Re-sitting examinations of fourth and fifth years:**
- a. As all clerkships or clinical blocks concentrate on acquisition of practical clinical skills needed for medical practice, a great concern is put on the daily performance of the student. The overall passing of this component is mandatory to attend the final clinical exam. Day to day clinical performance assessment is mandatory. Clinical performance will be used as a formative and cumulative summative assessment of the student. By this, a daily chance of correction and improvement is allowed, i.e. daily chance of re-sit.
  - b. Failure to pass the clerkship continuous clinical evaluation will prevent the student from attending the final clerkship OSCE exam and the student will re-register in the next year.
  - c. Failure to pass the clerkship final written and/or OSCE will give the student a second chance for re-sitting the OSCE in summer, considering that the final mark of that clinical block or clerkship will not exceed 60%.
- 3. Re-sit for Professional Development I examination:**
- a. If the mark for the module is a fail, the PD coordinator will determine whether the examinee must repeat the entire module or parts thereof or carry out other activities to obtain a pass. He will also determine whether the examinee can engage in other activities to complete any components to be repeated before the start of the new academic year. If these activities do not provide sufficient evidence for the necessary professional level, the PD coordinator will provide a suitable replacement assignment.
  - b. If the student does not pass the Professional Development I after the activities stipulated in article 3.13.3.a, and to avoid interference with subsequent blocks, the College Board will exceptionally allow the student to be admitted to Professional Development II after



arrangement between professional development coordinator and the coordinators of other blocks before the start of these blocks to arrange the student study program. These arrangement must be documented in writing in the examinee's personal file.

- c. In this case of Exceptional admission to Professional Development II, he or she must meet the requirements of Professional Development I before a mark can be awarded for Professional Development II.
- d. To avoid any academic troubles to the student, if he failed again in Professional Development I by the end of the first semester of the second year, exceptionally the College Board can allow him for a last chance in the second semester. If he failed again, he is not allowed to continue in the college.
- e. The same rules mentioned in articles 3.13.3.b, 3.13.3.c and 3.13.3.d are applicable for the students failing PD II and PD III
- f. All these articles will consider article 3.1.4. As no admission to the fourth year will be allowed except passing all course units in the first three years.
- g. CTC missed for 3 – weeks in 4<sup>th</sup> year due to repeat of 3.1 & 3.2 blocks. All students to start CTC even they are failed so cannot miss the CTC weeks, if would not clear the block.  
3.13g (I): Student of year 4 who is not able to attend CTC/hospital rotation/ has insufficient hospital / CTC attendance with valid medical or other excuse is allowed to attend Hospital alone or with CTC.

#### 4. Re-sitting examinations of the Progress Test (PGT):

- a. As there are 4 tests per year, each test has an effect on the overall success. Each year has a final grade for cumulative passing (how many pass or fail or good and their consequence). The scores in the individual tests will be also considered (the numerical score average and numerical cutoff average). The final course grade will be transformed into GPA system.
- b. All student must pass PGT at the end of the third year in order to be eligible to be enrolled in the fourth year.
- c. Re-sit chances can be allowed based on the situations.

## **Section 4**

### **MISCELLANEOUS / SPECIAL CONDITIONS (Year 4 & 5)**

#### **Article 4.1**

If student is failed in, one block only of year 4 and passes all other blocks in 4th year then she / he is allowed to register and attend the same block in the first quarter of the next year. The students will register and join for PD5 from the beginning of the year and continue (Appendix 1).

4.1.1: If she/he passes the complete examination (Written & OSCE) in the first quarter, final examination of the block as a re-sit examination, then she/he can continue the PD line 5.

4.1.2: If she/he fails in block re-sit examination, then withdrawn from the PD line 5 and in the banner mentioned as "IP" and at the end will be given "F". She / he will repeat PD Line 5 only after clearing all year 4 blocks and will start year 5 at the same time.

#### **Article 4.2**

If student is failed in two blocks of year 4. She / he needs to register and pass the first block in first quarter and second block in second quarter. The student will register and join for PD Line 5 from the beginning of the year and continue (Appendix 2).

4.2.1: In order to join the year 5, the repeater student is supposed to pass the both blocks at the end of first semester.

4.2.2: If the repeat student passes one block and failed in second block, then will not have an additional chance.

4.2.3: The student will withdraw from PD 5 at the end of first semester and has to repeat the whole PD 5 next year.

#### **Article 4.3**

If student fails in more than two blocks in year 4, cannot join 5th year.

4.3.1: If student fails more than two blocks, then cannot register for PD5.

**Article 4.4**

If student fails in year 4-electives, he/she will be able to appear in re-sit examination of the next coming block. If she/he unable to pass the electives in re-sit examination, will have to repeat the elective course the next year.

4.4.1: If student is failed to complete 12 credit hours of year 5. She/he does not allow to register and attend the internship.

**Article 4.5**

If student is failed in, one block only of year 5 and passes all other blocks in 5th year then she / he is allowed to appear in re-sit examination of the same block in the first quarter of the 5th year (Appendix 3).

4.5.1: If passes the re-sit examination, then wait to join internship in second semester

4.5.2: If fails in re-sit examination and female student, then repeat the block in second quarter and appear in examination. It would be vice versa depending upon specialty.

4.5.3: If fails in re-sit examination and male student, then repeat the block in third quarter and appear in examination. It would be vice versa depending upon specialty

4.5.4: Whoever passes in the second quarter then enter internship if possible in second semester.

**Article 4.6**

If student is failed in two blocks of year 5. She / he needs to register and pass the available first block in first quarter and second block in second quarter (Appendix 4).

In order to join the internship, the repeater student is supposed to pass the both blocks at the end of first semester.

4.6.1: If regular student passes one, block and failed in second block, then will have a chance in second quarter to pass in re-sit as in the final exam of the same block.

4.6.2: If fails in both blocks then will repeat both blocks in second semester.

4.6.3: If student fails in more than two blocks in year 5, cannot join the internship.

**Article 4.7**

Student in any block not attending any component of examination after completing the block requirements (Appendix 5).

4.7.1: If have a valid medical/or other excuse approved from academic committee, re-sit in summer with marks as 100%.

4.7.2: If does not have valid excuse; re-sit in summer with maximum 60% marks.

4.7.2: If students not completing any component of examination due to misconduct would be considered as failed. Further punitive action to be taken as per academic committee decision on an individual basis.

**Article 4.8**

If student has passed in all blocks and lines in year 5 except progress test **cannot join** internship.

## Section 5

### PROGRESS TEST

#### Article 5.1

How to pass the progress test?

##### 5.5.1 For first year students:

1. Any two passes regardless the arrangement
2. If the student passes May exam with GOOD score
3. If the student passes the resit with GOOD score

##### 5.1.2 For second year, third, fourth and fifth year students

1. Any three passes regardless the arrangement
2. If the student passes the last two exams
3. In case of third year passing the resit exam with GOOD score is enough to pass the PT

#### Article 5.2

##### General rules and regulations of progress test in resit

5.2.1 For all years; **If the student got** One pass only, the student remains IP

| September | December | February | May  | Resit | Final |
|-----------|----------|----------|------|-------|-------|
| Fail      | Fail     | Fail     | Fail | Pass  | IP    |

5.2.2 For all years; **If the student got** Two passes in resit + May (last 2 consecutive exams), the student will pass the line

| September | December | February | May  | Resit | Final |
|-----------|----------|----------|------|-------|-------|
| Fail      | Fail     | Fail     | Pass | Pass  | Pass  |

5.2.3 For years 2-5; **If the student got** two passes in resit + any other previous exam (Not May), we calculate the average (AV) (AV is considered HELP). If his mark reach AV, the student will pass the line and if not, he remains IP

| September | December | February | May | Resit | Final |
|-----------|----------|----------|-----|-------|-------|
|           |          |          |     |       | AV    |

|      |      |      |      |      |            |
|------|------|------|------|------|------------|
| Fail | Pass | Fail | Fail | Pass | Pass or IP |
|------|------|------|------|------|------------|

5.2.4 For first year; **If the student got** any two passes, the student will pass the line.  
No average in first year

|           |          |          |      |       |       |
|-----------|----------|----------|------|-------|-------|
| September | December | February | May  | Resit | Final |
| Fail      | Pass     | Fail     | Fail | Pass  | Pass  |

5.2.5 For all, **If the student got** any three passes in resit+ any two previous exams, the student will pass the line

|           |          |          |      |       |       |
|-----------|----------|----------|------|-------|-------|
| September | December | February | May  | Resit | Final |
| Pass      | Fail     | Pass     | Fail | Pass  | Pass  |

5.2.6 For years 1 and 3 **ONLY; If the student got** One Good in resit, the student will pass the line

|           |          |          |      |       |       |
|-----------|----------|----------|------|-------|-------|
| September | December | February | May  | Resit | Final |
| Fail      | Fail     | Fail     | Fail | Good  | Pass  |

### Article 5.3

(Progress Test 1)

5.3.1 Any two passes

5.3.2 One pass only with score Good in May exam

5.3.3 One pass only with score good in resit exam

5.3.4 No average will be calculated for PT1

### Article 5.4

(Progress Test 2-5)

5.4.1 Any three passes

5.4.2 Passing the last two exams ( Feb+May) or (Resit + Sept) and so on

5.4.3 In case the student passes two exam other than the last two exams the Average will be calculated after May and also after the resit exam

**Article 5.5**  
(Special Cases)

5.5.1 Third year will pass PT3 if the students score Good in the resit ( first or the second resit)

5.5.2 In third year Student after ten trials , as help we can look for previous year results( any two passes student can pass PT3) Provided the student has no blocks

5.5.3 In case of PT3 after ten trials if the student can benefits from the next September exam ( trial 11) we can wait before giving F , if he/she pass September will be given D otherwise F and need to reregister

5.5.4 in case the student has Pt2 and PT3 Passing with Good in the resit PT3, in this case the result will be not accepted in the banner system till passing PT2

5.5.5 fifth year student after ten trials can pass the PT5 if he/she score Good in the second resit

5.5.6 fifth year Student after ten trials , as help we can look for previous year results( any two passes student can pass PT5)

## Section 6

### REFERENCES AND APPENDICES

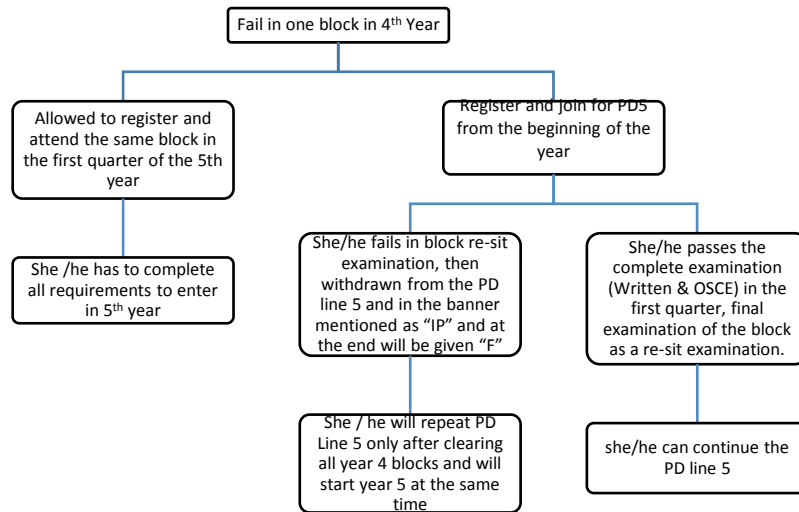
#### Article 6.1 (References)

1. Harden RM, Sowden S, Dunn WR. Educational strategies in curriculum development; the SPICES model. *Med. Educ.* 1984 July; 18(4):284-97.
2. Frank JR, [Ed] *The CanMEDS 2005 Physician Competency Framework: Better standards. Better Physicians. Better care.* 2005, The Royal College of Physicians and Surgeons of Canada. Copyright © 2006 The Royal College of Physicians and Surgeons of Canada. <http://rcpsc.org/canmeds>. Reproduced with permission.
3. Van Herwarden C.L.A., Laan R.F.J.M., and Leunisswn, R.R.M. (Ed) *The 2009 Framework for Undergraduate Medical Education in the Netherlands.* Dutch Federation of University Medical Centers, Utrecht, the Netherlands. Copyright October 2009.
4. Zaini RG, Bin Abdulrahman KA, Al-Khotani AA, Al-Hayani AM, Al-Alwan IA, Jastaniah SD. Saudi Meds; A Competence Specification for Saudi medical graduates. *Med Teach.* 2011;33(7):582-4.

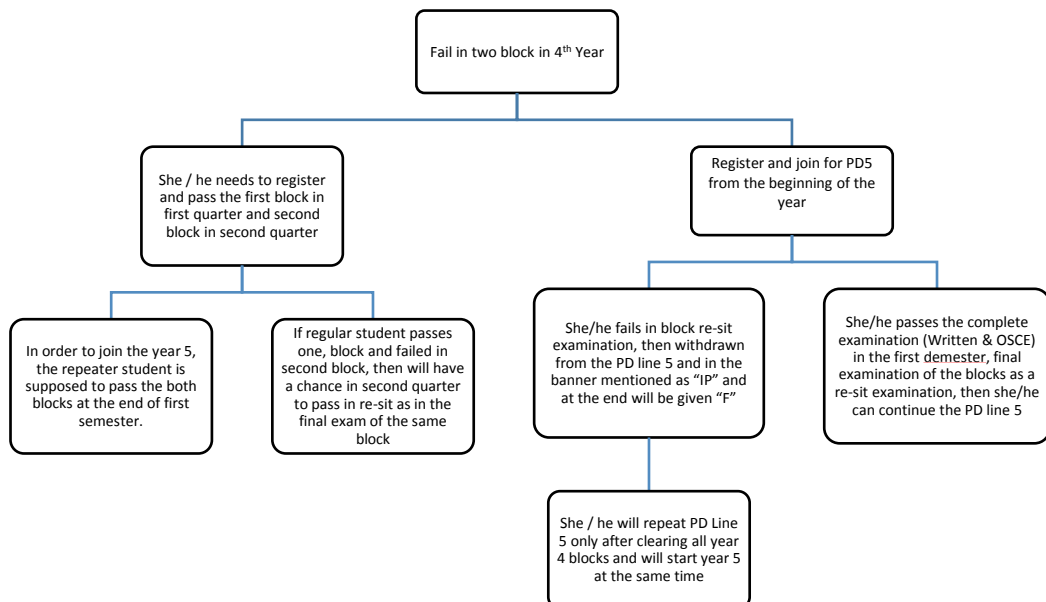


## Article 6.2 (Appendices)

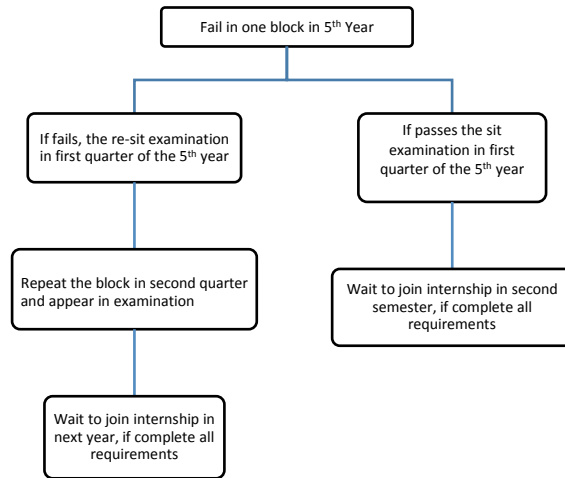
### Appendix 1



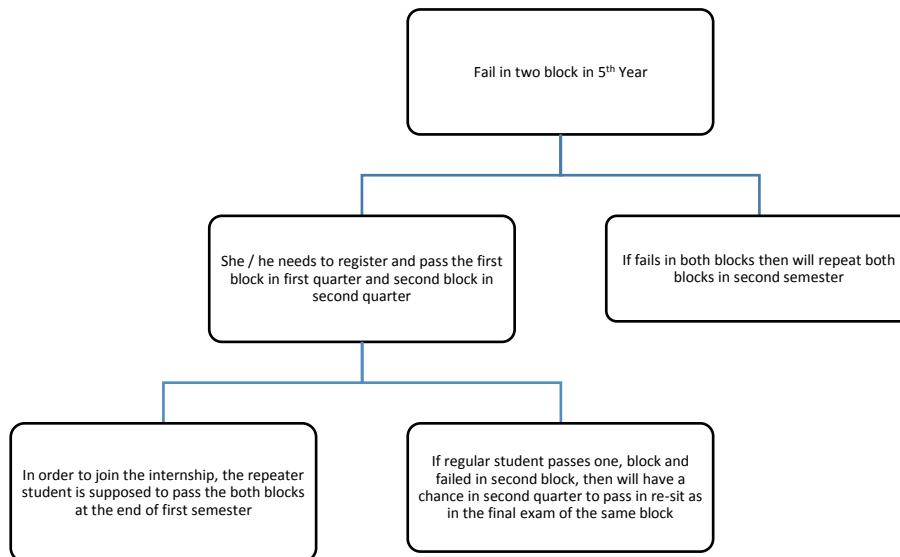
### Appendix 2



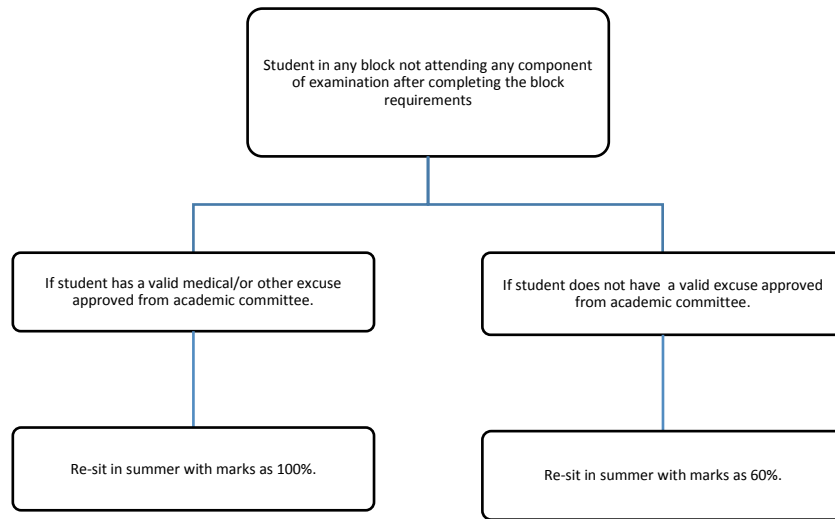
### Appendix 3



### Appendix 4



## Appendix 5

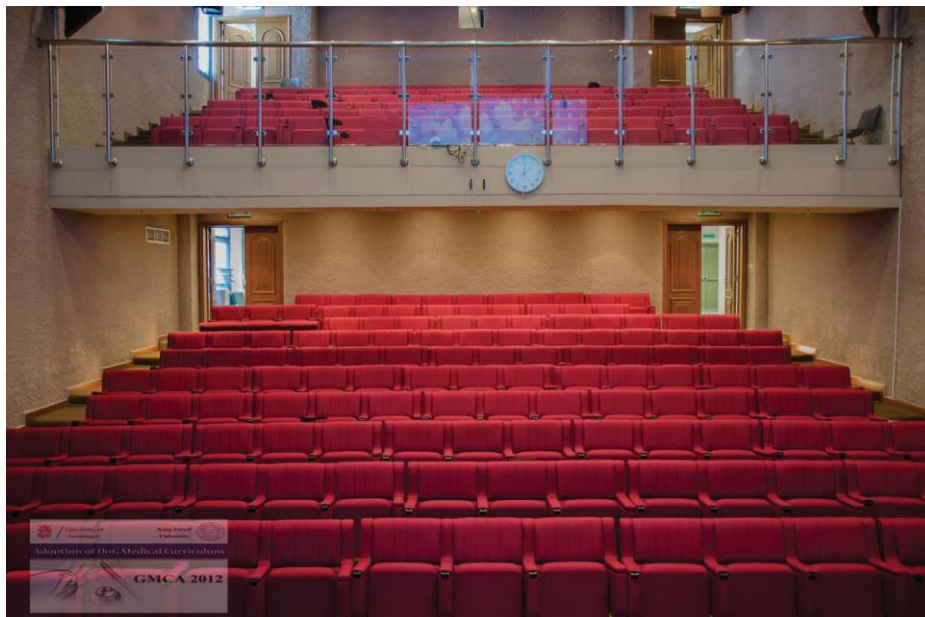


## FACILITIES

### The College of Medicine Building



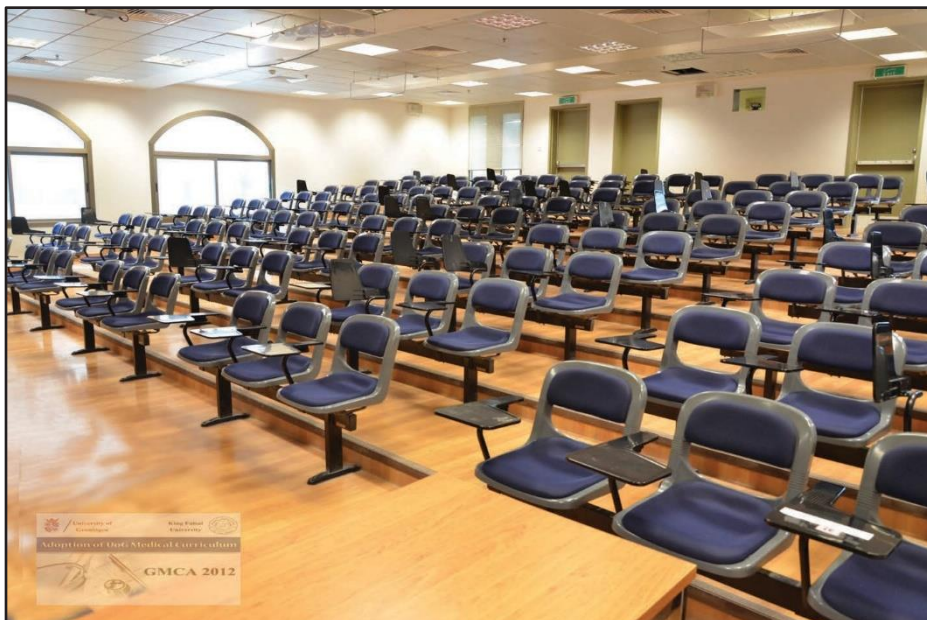
## College Auditorium



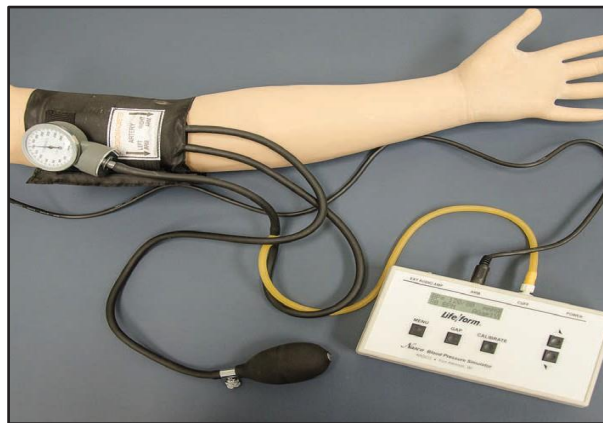
## College Library



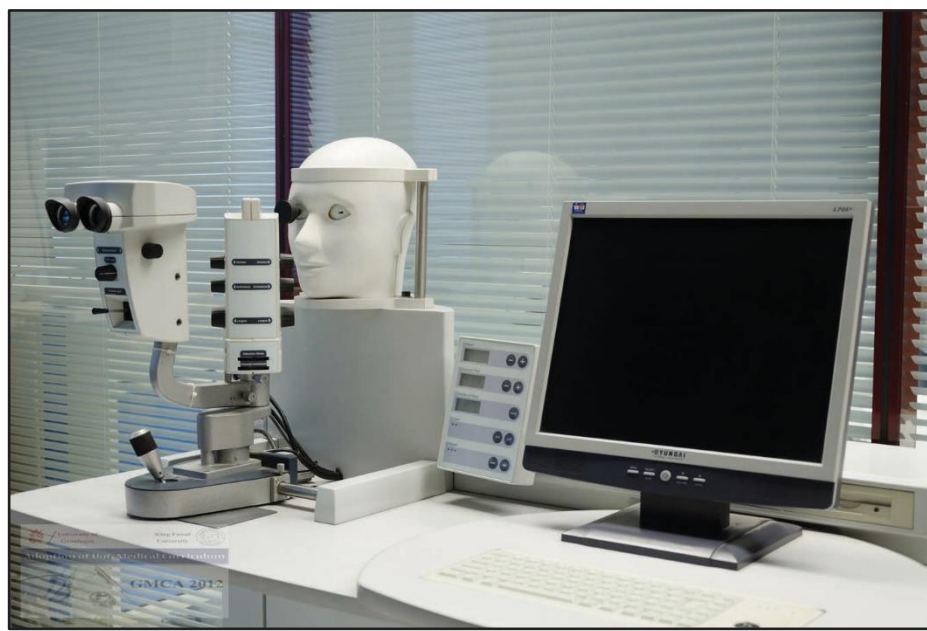
## Lecture Hall



# Clinical Training Center



# Simulation Laboratory





## Electron Microscope



## Ultramicrotome



# Anatomy Laboratory



## PBL Seminar Room



## PBL Room



## Computer Laboratory



## College Cafeteria



## Recreational Facilities in the College



## FACULTY AND STAFF

The King Faisal University [Deanship of Faculty Affairs](#) provide guiding documents for the following below. Click the link to access the documents.

[KFU Faculty Manual – English](#)

[KFU Faculty Manual – Arabic](#)

[Code of Ethics](#)

### Regulations:

- [The system and regulations of the council of higher education and universities](#)
- [List of financial rights and benefits](#)
- [Regulations governing the affairs of saudi university employees, including faculty members and the like](#)
- [Job performance list](#)
- [Code of conduct and ethics for public service](#)
- [Regulations for saudi universities affiliates of faculty members](#)
- [Holidays list](#)
- [List of dispatches to study inside](#)
- [Promotions list](#)
- [Assignment list](#)
- [List of health fitness for public office](#)
- [Regulations for the organization of treatment of employees delegated abroad](#)
- [Compensation for regular vacation](#)
- [List of non-saudis employment in universities](#)
- [Regulations governing the affairs of saudi university employees. Executive and procedural rules of king faisal university](#)
- [Scholarship list](#)
- [Loan list](#)
- [Training list](#)
- [List of appointments to public office](#)
- [List of diplomatic representation](#)
- [User list](#)
- [New transport regulation](#)
- [List of health jobs](#)
- [List of delegation of authority](#)
- [Non-saudi employment list](#)
- [For a scholarship to study or train abroad](#)
- [The retirement](#)
- [The system of exchange of benefits between the civil and military retirement systems and the social insurance system](#)

## **Job Descriptions for Faculty Members: Revised Edition AY 2017-2018**

This section is compiled from the report of the Ad-hoc Committee for Faculty Job Description, College of Medicine, King Faisal University.

### Ad-Hoc Committee

Dr. Abdul Sattar Khan, Coordinator Pre-Clinical, GMCA

Dr. Bhupendra Bhikhabharthi Gosai, Coordinator, Department of Biomedical Science

Dr. Ali Ahmad Awad Al-Rawabdeh, Associate Professor of Health Planning and Management, Quality Assurance Coordinator.

Dr. Imran Sabri Coordinator, Medical Ethics Teaching

Dr. Muhammad Talha Khan, Member, Committee

## Section 1: Preamble

The College of Medicine, King Faisal University (KFU), Al-Ahsa, Kingdom of Saudi Arabia (KSA) adopted new curriculum from the University of Groningen, Netherlands in year 2012 termed as Groningen medical curriculum adoption (GMCA-2012)). GMCA-2012 is a competency based curriculum.

Job descriptions provide the opportunity to clearly communicate each individual's roles and responsibilities and also serve as a way to measure performance by setting Key Performance Indicators (KPI's) against the tasks or requirements.

This document is applicable to faculty members and staff of the College of Medicine, KFU, Al-Ahsa, KSA.

This Job Description was prepared by ad-hoc job description committee (JDC) as per the requirement of the College of Medicine for the faculty members and staff. In preparation of this document JDC reviewed the KFU faculty handbook, KFU college of medicine's: regulation and guidelines for block committee, quality assurance booklets, and role of faculty members in new curriculum i.e. faculty development committee (FDC) guidelines. After the process of review and inclusion of relevant details of job description in above mentioned documents, first draft of job description was prepared. JDC then reviewed the first draft and eliminated various elements so as to make this document more relevant and to the point. As a result, second draft of this document was created which further underwent the review process by the committee to prepare the final draft. The final draft is then submitted to the higher administration for review and issuance of final version of this document.



## **1.2: Policy Statement**

Academic members' autonomy, accompanied by responsibility, attaches to all aspect of teachers professional conduct. They shall have the freedom of investigation to fulfill all academic duties; should not subject students to discussion irrelevant to teaching, learning and assessment; make available of all materials supporting teaching, research and general learning functions; avoid appearing on behalf of the university in public arena; and, should be punctual, honest, accurate and respect others views.

## **1.3: Code of Professional conduct**

The main functions of academic members are teaching, learning research, clinical appointments, and academic administration. Based on that, academic members must show rational speech, intellectual honesty, mutual respect and sincerity to revolution. As an a KFU employee faculty should acquire rights and responsibilities of the entire university to protect it in an effective and efficient manners.

## **1.4: Overview**

The provision of faculty members apply to those who take over teaching, research, clinical appointments, and academic administration, both fulltime and part-time tracks, should accept without reservations the rules and regulations employed within the entire university.

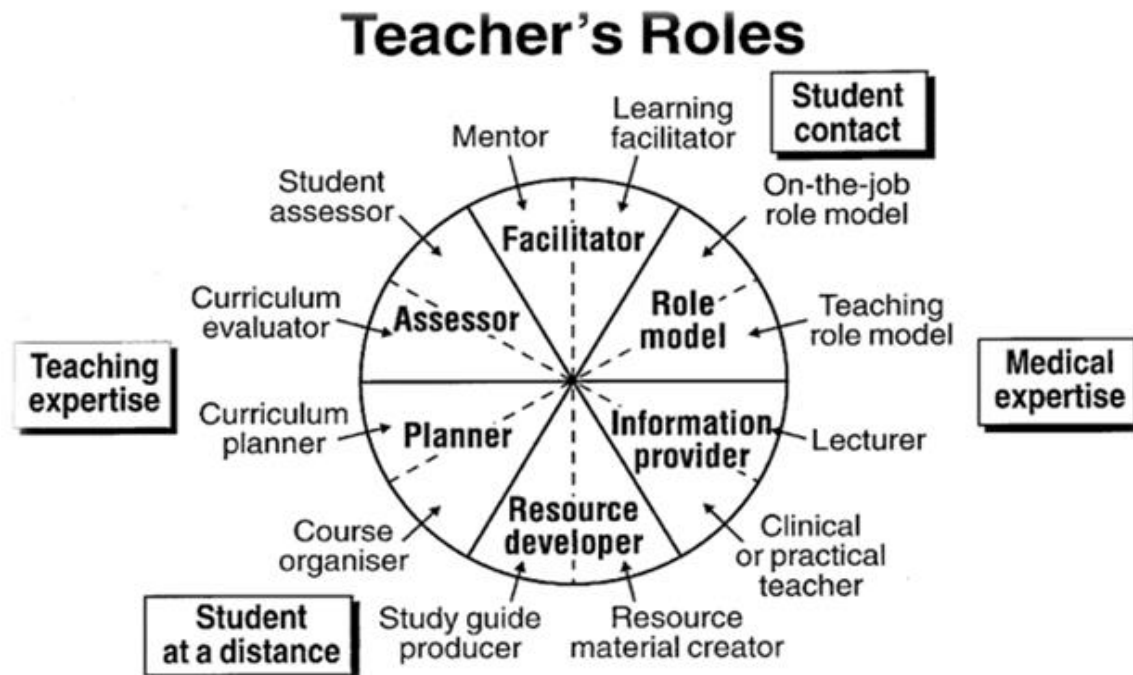
Scholarly activities: faculty members should recognize the responsibility to state the truth without bias, improve scholarly competence, keep abreast of knowledge, self-disciplined, extending and transmitting knowledge, and practicing intellectual honesty.

**1.5A: Aims:**

1. Improve the quality of medical education in an effective and efficient manner.
2. Define and describe the role of Faculty members.

**1.5B: Objectives:**

1. Orient and reorient the faculty members.
2. Standardize the teaching methodologies in accordance with Deanship of Quality Assurance and Accreditation of King Faisal University.
3. Facilitate all stakeholders in implementation of GMCA-2012.
4. Promote the policy of KYS [Know Your Student] in Student Centred Curriculum.

**TEACHERS ROLES:**

**Figure 1:** The Twelve roles of teacher [Harden R M et al, 2000]

| <b>S.</b> | <b>Teacher Role</b>  | <b>Main Head</b>     |
|-----------|--|----------------------|
| 1         | Lecturer in Classroom Setting  | Information Provider |
| 2         | Teacher in clinical or practical class setting   | Information Provider |
| 3         | On-the-job role mode   | Role model           |
| 4         | Role model in the teaching setting   | Role model           |
| 5         | Mentor, personal adviser or tutor  | Facilitator          |
| 6         | Learning facilitator   | Facilitator          |
| 7         | Planning or participating in formal examinations of students                               | Examiner             |
| 8         | Curriculum evaluator   | Examiner             |
| 9         | Curriculum planner   | Planner              |
| 10        | Course organizer   | Planner              |
| 11        | Production of study guides   | Resource developer   |
| 12        | Developing learning resource materials in the form of computer programs, videotape or prin | Resource developer   |

## **Section 2: Roles and Responsibilities of Faculty Members in GMCA-2012**

### **2.1: Faculty Roles in GMCA**

1. Tutor
2. Mentor
3. Coach
4. Expert
5. Facilitator
6. Moderator
7. Observer
8. Invigilator
9. Examiner
10. Counselor
11. Educationist.

### **2.2: Academic Positions Task**

1. Tutor to facilitate small group teaching [Tutor Session].
2. Mentor to facilitate research activity of the students.
3. Coach to facilitate professional development activity.
4. Subject expert to facilitate large and Medium group teaching in specified subjects.
5. Facilitator of different session.
6. Moderator of Teaching Sessions Like patient presentation.
7. Facilitator/resource provider for Practicals/workshops and training at KFU.

8. Invigilator to conduct examinations.
9. Examiner to conduct Block examinations.
10. Students Counselor to guide the students in proper management of studies.
11. Educationist to review curriculum contents and assessment process.

### **2.3: Non-Academic Professionals**

- Producer

### **2.4: Managerial and Administrative Responsibilities:**

1. Member, Block committee
2. Member, Support Committee
3. Co-Coordinator, Block Committee
4. Co-Coordinator, Support Committee
5. Coordinator, Block Committee
6. Coordinator, Support Committee
7. Head Coordinator, GMCA Coordinator
8. Coordinator for specifics Subject in Blocks.
9. Coordinator for Specific Course [Mandatory/Elective].
10. Course Coordinator
11. Chairman of Block Committee.
12. Chairman of Support Committee

### **Section 3.0: General Roles and Responsibilities**

1. Faculty members are required to encourage students to pursue learning, introduce them to the best scholarly standards, provide full respect to them, establish an extraordinary mutual trust excellent relationship with student cohort, and fully adherence to the intellectual guidance and counseling roles.
2. Faculty members are obliged to make sure that they provide every effort to foster honest academic performances to assure that student's assessment reflect their actual achievements in conjunction with the marking scheme.
3. Faculty members should be influential and transparent by assuring that their colleagues and students are free to voice opinions and exchange ideas.
4. Relationship with colleagues: Faculty members are obliged and committed to derive from the common membership of the community of scholars; defend and respect inquires of their associates, provide due respect to criticism and exchange of thought, acknowledged colleagues debts and be objective in their professional judgment.
5. Relationship with students: The mission of the university and college of medicine is promoted by professionalism in student/staff relationship, which is raised by mutual trust and respect.
6. Faculty members must express their power over students "without abuse" in evaluation, recommendation over foreseeable future, giving praise or criticism, and consulting other benefits to them.
7. Faculty members are expected to maintain the highest standards of professional activities to keep abreast of his/her discipline by continuing studies, researches and participation health services.
8. Faculty members supposed to do their best to improve the effectiveness of their teaching.
9. Show high interest to develop the progress of their students

10. Maintain accurate records of academic standing of their students
11. Prompt record of grads and other assignments to department heads
12. Meet their classes regularly as scheduled.
13. Inform the department heads of their disabilities to handle their scheduled assignments.
14. Participation in advisory programs (personal, academic tutorials)
15. Attend the annual meetings (college, students).
16. Participation in departmental, college administrative duties and cooperate fully with the management to promote all interests of the university, college and departments.
17. Faculty members should demonstrate their understanding of competency and dedication and devotion to the university's diverse mission in teaching, research and services.
18. Maintain clear connection between course (teaching and training) update, content and conduct.
19. State academic intellectually justifiable and consistent with rules and regulation course goals and "objectives", assessment methodologies, marking schemes, and educative answers.
20. Plan and adjust class time regularly with complete awareness of its value for every student.
21. Available to students and keep office horse (office front door) convenient to student's time.
22. Motivate students to respect each other's and their opinions regardless of race, gender, religion, background, age and special needy.
23. Generate proper respect for understanding of academic freedom by students with emphasis on high standards, and protecting students from trivial and irrelevant interpretations.
24. Refrain from adverse personal comments, courses and sister colleges in the university.

25. Constrictive criticism should be channeled in confidence for corrections to the proper authorities.
26. Outreach duties should not interfere in terms of energy, timeframe, and conflict of interest with obligation to the university.
27. Share the obligation (i.e, participating in committees, burden of administrative duties...etc.) of helping the university to run smoothly as a living vigorous entity, achieving its goals and objectives in effective and efficient manner.
28. Safeguard and productive usage of resources to achieve and promote excellence.
29. Faculty members are required to provide annual report of their professional activities and accomplishments to department heads.
30. Maintain the rule of plagiarism by providing appropriate credit to another person's ideas, processes, results and words.
31. Become a role model in community engagement through excellence and international recognition in medical education, research and health care.
32. Utilize innovative and modern methods to keep up higher standards in education,
33. Promote student centered learning.
34. Foster life-long & self-directed learning and leadership skills;
35. Create conducive environment for meaningful research relevant to local and international needs; and, Keep liaison with local, national and international institutions to promote and exchange knowledge.
36. Maintain the confidentiality of confidential documents/issues.
37. Abide by the rules and regulation of King Faisal University.
38. Comply with the instruction by competent authority.
39. Develop good faculty-student interactions.
40. Develop and maintain good inter-personal relation with highest degree of respect to each other.



41. Maintain highest degree of professionalism, ethics and etiquettes.
42. Be a lifelong learner and a promoter of lifelong learning.
43. Comply with all the relevant guidelines of King Faisal University, Al-Ahsa.
44. Suggest any change for improvement in the future
45. Any other relevant task allotted by the competent authority

## **Section 4.0: Specific Roles and Responsibilities**

### **4.1: GMCA Coordinator**

1. Oversee the organization and management of the block.
2. Consult with the dean, college of medicine for any clarification.
3. Implement to Policy Document of KFU and GMCA.
4. Address the complaints against any subordinate staff.
5. Approve or disprove the suggestions given by subordinate staff.
6. Implement any change as per protocol and taking care of legal and copyright issues.
7. Recommend action whenever needed.
8. Recommend and dissolution of Block and Support committee
9. Instruct the block team for delivery of the block.
10. Call the meetings of GST/Coordinators/Staff.
11. Prepare the agenda of GST meetings.
12. Perform the tasks delegated by the dean of the college.
13. Guide the staff members about policies, rules and regulations.
14. Collaborate with higher administration of the university on behalf of Dean.
15. Collaborate with external agencies on behalf of Dean.
16. Be well informed about all the documents related to GMCA-2012.
17. Maintain highest degree of confidentiality of confidential documents and process.
18. Provide all the needed document to block team/support committee.

19. Implement or suggest change for future improvement.
20. Any other relevant task allotted by the competent authority

#### **4.2: Roles and Responsibility: Block Coordinator/Co-Coordinator**

1. Organize, implement and manage the block.
2. Supervise final preparation and conduct of all block tests (nature, content and method as per GMCA guidelines)
3. Call the meeting of the relevant staff members.
4. Maintain integration [Horizontal and Vertical] within the block and among the blocks
5. Help in implementing the Policy Documents of KFU/GMCA.
6. Take decisions on need based changes in the block according to the need, which may later approved by competent authority.
7. Consult with competent authority for guidance and actions whenever necessary.
8. Apply and follow the application of the rules mentioned in GMCA booklets, GMCA guidelines, framework of competencies, and working in tutor groups.
9. Suggest any change for improvement in the future
10. Any other relevant task allotted by the competent authority

#### **4.3: Roles and Responsibility: Block Committee Members**

1. Can be assigned as co-coordinator for a particular block.
2. Help in implementing the Policy Documents of KFU/GMCA.
3. Oversee all lectures and practical activities.
4. Oversee students and faculty affairs.
5. Revising and finalizing all study materials needed for the block.
6. Share in preparation of all written, practical, and oral examination.
7. Prepare and review examination/question paper.

8. Apply the rules mentioned in GMCA booklets, GMCA guidelines, framework of competencies, and working in tutor group.
9. Suggest any change for improvement in the future
10. Any other relevant task allotted by the competent authority

#### **4.4: Roles and Responsibility: Educationist [Medical Educationist]**

1. Provide consultation essentially helps to monitor and improve the quality of all aspects of program implementation, including teaching-learning and assessment.
2. Collaborate with consultants, core lecturers and the producers to monitor and improve quality of teaching
3. Guide the faculty members about the theories of Medical Education.
4. Provide support to the faculty members in attaining highest level of academic excellence.
5. Review the content of the block.
6. Promote problem based learning.
7. See that content delivery is in accordance with Instructional Design Principles.
8. Verify, any change recommended by the block coordinator, is in accordance with GMCA guidelines or approved by University of Groningen.
9. Help the block coordinators in revising the content delivery
10. Revise and suggest the examination paper.
11. Provide consultation whenever needed by the block team during the block
12. Be available for consultation by the faculty members about educational design and content delivery.
13. Evaluate the data/feedback including evaluation of quality of assessment, including item analysis for progress test.

14. Promote educational research.
15. Any other relevant task allotted by the competent authority.

#### **4.5: Roles and Responsibility: Expert [Subject Expert]**

1. Deliver the theme lectures allotted as per timetable.
2. Conduct tutorials as per timetable.
3. Conduct the practicals or workshops.
4. Manage the clinical reasoning sessions.
5. Prepare and conduct the examination of their subject.
6. Be available for response session whenever needed.
7. Communicate, well in advance in case of non-availability.
8. Submit the presentation to the block coordinator well in time so as to reviewed by the educationist.
9. Implement the necessary suggestions in the presentation.
10. Prepare the question in accordance with the prescribed format.
11. Clear/rectify any mistake/error in the question paper concerned.
12. Comply with GMCA guidelines.
13. Consult block coordinator in case need any clarification.
14. Suggest any change for improvement in the future.
15. Any other relevant task allotted by the competent authority.

#### **4.6: Roles and Responsibility: Tutor**

1. Conduct Tutor Session allotted as per timetable.
2. Do necessary preparation before each tutor session.
3. Conduct Tutor Session as per GMCA guidelines.
4. Evaluate the students in the tutor session.
5. Be aware of available tutor and students manuals.

6. Issue violation slip to students in case of violation of students code of conduct.
7. Observe Tutor sessions as allotted.
8. Give the feedback to the students regularly.
9. Submit all the documents well in time.
10. Apply and promote KYS Policy.
11. Motivate the students for Self Directed Learning.
12. Guiding the students to conduct Searching resources.
13. Consult block coordinator in case need any clarification.
14. Suggest any change for improvement in the future.
15. Any other relevant task allotted by the competent authority

#### **4.7: Roles and Responsibility: Mentor**

1. Conduct Mentor Session allotted as per timetable.
2. Observe Mentor sessions as allotted.
3. Do necessary preparation before each mentor session.
4. Replace the main mentor in case of absence
5. Motivate the students for Self Directed Learning.
6. Check Plagiarism of research paper.
7. Give the feedback to the students regularly.
8. Issue violation slip to students in case of violation of student's code of conduct.
9. Evaluate the students as prescribed in GMCA guide/Manual.
10. Guiding the students to conduct research.
11. Help the students in publishing the research work.
12. Consult coordinator in case need any clarification.
13. Apply and promote KYS Policy.
14. Suggest any change for improvement in the future

15. Any other relevant task allotted by the competent authority

#### **4.8: Roles and Responsibility: Coach**

1. Conduct Coach session as per timetable
2. Observe coach sessions as allotted.
3. Do necessary preparation before each coach session.
4. Be aware of available tutor and students manuals.
5. Replace the main mentor in case of absence
6. Evaluate the student as per GMCA guidelines.
7. Give the feedback to the students regularly.
8. Submission of Documents in time.
9. Guiding the students for appropriate professional behaviour.
10. Issue violation slip to students in case of violation of students code of conduct.
11. Recommend action in case of Inappropriate behavior of the students.
12. Apply and promote KYS Policy.
13. Consult coordinator in case need any clarification.
14. Suggest any change for improvement in the future.
15. Any other relevant task allotted by the competent authority

#### **4.9: Roles and Responsibility: Facilitator**

1. Facilitate the allotted session
2. Moderate the allotted session
3. Help in smooth delivery of the session.
4. Provide resources for a particular session.
5. Prepare a plan of a particular session.
6. Deliver relevant content in a session.
7. Give feedback in particular session

8. Consult block coordinator in case need any clarification.
9. Suggest any change for improvement in the future
10. Any other relevant task allotted by the competent authority

#### **4.10: Roles and Responsibility: Observer**

1. Observe the allotted session.
2. Prepare a report for the session.
3. Replace tutor/mentor/coach in case instructed by the block coordinator.
4. Be available as standby member in a block to compensate absence.
5. Give feedback to stakeholder in the session.
6. Consult block coordinator in case need any clarification.
7. Suggest any change for improvement in the future
8. Any other relevant task allotted by the competent authority

#### **4.11: Task and Functions: Invigilator**

1. Observe and manage the allotted examination.
2. Pass necessary instructions to the students in examination hall.
3. Take attendance of the students during examination.
4. Inform the competent authority in case of absence of student.
5. Deliver the examination document to producer/authority.
6. Recommend action in case any student found guilty of cheating.
7. Prepare a report of incidence in the examination process, whenever advised by competent authority
8. Consult coordinator in case need any clarification.
9. Suggest any change for improvement in the future
10. Any other relevant task allotted by the competent authority

**4.12: Roles and Responsibility: Assessor**

1. Acquire optimum knowledge of GMCA guidelines for conduct of examinations.
2. Follow the GMCA assessment guidelines for conduct of examinations.
3. Conduct the oral and written examination of the Block.
4. Prepare, review and rectify error in question paper.
5. Submit the question paper to the block coordination as per GMCA guidelines
6. Consult the competent authority for review of question paper.
7. Implement the changes suggested by educationist in the question paper.
8. Maintain highest degree of confidentiality.
9. Suggest any change for improvement in the future
10. Any other relevant task allotted by the competent authority

**4.13: Roles and Responsibility: Student Counsellor**

1. Guide the students in management of studies.
2. Discuss the problems faced by the students in studying.
3. Display the office hours well visible on the door.
4. Refer the student to suitable person, when it is needed.
5. Recommend student, who are need of special attention.
6. Consult block coordinator in case need any clarification.
7. Apply and promote KYS Policy.
8. Promote self-directed learning.
9. Suggest any change for improvement in the future
10. Any other relevant task allotted by the competent authority

**4.14: Roles and Responsibility: Coordinator Support Committee**

1. Comply with the task and functions allocated to the committee.



2. Conduct regular meetings as GMCA guidelines.
3. Communicate on behalf of the committee.
4. Plan and conduct seminars/workshops of the assigned committee
5. Assign relevant task to the committee members through proper medium of communication
6. Prepare and submit the annual report of the committee functions.
7. Recommend any change in the task and functions of the committee/curriculum
8. Collaborate with relevant organization in purview of the task and functions.
9. Help the block team whenever requested by Block coordinator.
10. Maintain the confidentiality of the committee documents.
11. Recommend the inclusion and exclusion of Committee members.
12. Collaborate with other committee/faculty members useful for his committee tasks.
13. Consult the GMCA- Coordinator in necessary cases/guidelines
14. Recommend any change for future improvement.
15. Any other relevant task allotted by the competent authority

#### **4.15: Roles and Responsibility: Member Support Committee**

1. Comply with the task and functions allocated to the committee.
2. Attend all the meetings of the committee.
3. Consult the Committee coordinator for any clarification.
4. Inform the competent authority in case issues need quick action.
5. Facilitate and attend the Seminars/workshops of the assigned committee.
6. Comply with the allotted task within the committee.
7. Maintain the confidentiality of the committee documents.
8. Recommend any change in the task and functions of the committee
9. Any other relevant task allotted by the competent authority

**4.16: Roles and Responsibility: Producer**

1. Assist the faculty members in conducting sessions
2. Assist the smooth conduct of various sessions.
3. Facilitate the block team in managing the block.
4. Facilitate the support committee in their task and functions.
5. Issue violation slips to students in case of violations.
6. Collaborate with educationist and block coordinator.
7. Take attendance of the sessions
8. To maintain all records of the block.
9. To maintain highest degree of confidentiality.
10. Any other relevant task allotted by the competent authority

**Section 5: Good Faculty-Student interactions:**

1. Develop and maintain good rapport with the students.
2. Care for the students concerned.
3. KNOW YOUR STUDENT [KYS]: Make an effort to get to know and connect with each student.
4. Make an effort to spend time individually with each student
5. Be aware of the explicit and implicit messages you are giving to your students.
6. Create a positive climate in your classroom by focusing not only on improving your relationships with your students, but also on enhancing the relationships among your students
7. Treat the students like son and daughter of your own.
8. Be friendly behavior with the students.
9. Do you entertain abnormal demands of the students?
10. Avoid all kind of biased behavior against the students.
11. Realistic expectations from the students.

12. Develop positive discourse with students with challenging behavior.
13. Give students meaningful feedback

### **Section 6: General Ground Rules in Session:**

1. Students will be instructed to be well dressed.
2. They should arrive in time [Punctuality].
3. Use of mobile phone is strictly prohibited.
4. Food and drinks are not allowed in the sessions.
5. Students should be well prepared before the sessions.
6. Students must show highest degree of respect to each other.
7. Students should Participate/contribute in the session to their maximum extent.
8. The students should cooperate with each other.
9. The students should listen to each other [without interruption] during the session.
10. Students should communicate constructively.
11. The students should give effective feedback.
12. The students should have critically self reflect.
13. The students should be open to feedback
14. The students should tries to improve.
15. The students should not interrupt the session.

### **Section 7: Some definitions**

1. **GMCA-2012:** Groningen Medical Curriculum Adoption 2012
2. **Staff Members:** Teaching and Non-teaching Members employed at college of Medicine KFU.
3. **Faculty Member:** The titles used to describe faculty members of the University are: Assistant Professor, Associate Professor, and Professor.

4. **Lecturers:** Lecturers are appointed to the position of teaching, research and services that support teaching courses subject to departmental/college approval, except clinical duties.
5. **Full Professor:** In addition of their primary roles of teaching, research and services, they assigned to provide instructional responsibilities and other activities that support student development and placement, promote excellence in their field of practice; and, transfer the college to local, regional and international prominence. In addition to their teaching workload (10 credit hours at most), they should contribute to the research efforts at the university, college, department, and student levels and not expected to conduct individual rather than collaborative researches.
6. **Assistant and Associate Professor:** Assistant/Associate professors are usually engage in activities typically of a faculty (teacher), i.e., lecturing, tutoring, and laboratory instructions, supervising students at training fields and/or clinical fellows (hospital, health centers, ..etc), . Provide judgment over students' performance, student counseling, and of colleagues sharing same course work. They supposed to provide creative researches and other scholarly activities related to the medical fields and published in respectable entities i.e., books articles ...etc. significant evidences of scholarly merits of a single or joint contribution or in a series of studies are required annually. Technical competencies and professional skills should be reflected in terms of researches and teaching in outreach services while contribution to the value of faculty as a member in the university. Teaching proficiency and genuine scholarly activities will be considered the primary criteria for his/her promotion and rewording.
7. **Non-Professional Ranks:** The non-professorial ranks in the University are Lecturer [Including Producers], Graduate Assistant, Research Assistant.
8. **General Task and Functions:** These are the task and functions which are part of the employment at College of Medicine. It is implied that the faculty

members as part of their employment requisite are consenting for these tasks. Failure to comply means definitive action by the competent authority.

9. **Specific Task and functions:** These are the task and functions which are allotted in person by competent authority.
10. **Examination Documents:** They include questions paper, Answer sheet, attendance sheet, feedback paper etc.
11. **Competent Authority:** A competent authority is any person or organization that has the legally delegated or invested authority, capacity, or power to perform a designated function. Similarly, once an authority is delegated to perform a certain act, only the competent authority is entitled to take accounts therefrom and no one else.
12. **Confidential Document:** Those documents protected by copyright of University of Groningen and categorize as confidential in KFU list.
13. **KYS:** Know your Students. It means that the faculty member gather information about his/her student, to understand the needs of the student in acquiring knowledge skills and attitude.
14. **Student:** a person enrolled in the university for the purpose of taking course units and/or examinations leading to the conferral of a university degree.
15. **Block Coordinator:** Faculty member responsible for organization, running and management of the block and supervising the final preparation and conduct of all tests [Form and content].
16. **Block Co-Coordinator:** Faculty member to assist the block coordinator in organization, running and management of the block. The co-coordinator will take-over charge of coordinator in his/her absence.
17. **Line Coordinator:** Faculty member responsible for organization, running and management of the line and supervising the final preparation and conduct of all tests [Form and content]. The line is managed by a committee termed as Line committee.

18. **Line Co-Coordinator:** Faculty member to assist the Line coordinator in organization, running and management of the line. The co-coordinator will take-over charge of coordinator in his/her absence.
19. **Line Committee:** The team responsible for organization, running and management of the line eg Mentor Line Committee, Professional Development Line Committee. The task and functions of line committee are same as other committees.
20. **Producer:** Staff member responsible for all logistics related to the block and line.
21. **Educationist [a specialist in educational theory]:** Faculty member responsible for the educational philosophy and revision of the block content. He also is responsible for the revision of the questions referred to him from the block coordinator and re-sending them to the block coordinator before final preparation.
22. **Semester:** Half of the academic year comprising 18 teaching weeks excluding any vacation, starting on and ending on a date to be determined by the Ministry Calendar Guidelines and announced by the King Faisal University Al-Ahsa.
23. **Credit Unit:** One credit Unit is the equivalent of 15 sessions [Lecture: 1 contact hour, Practical 2 Contact Hours, Workshop: 3 contact hour].
24. **Study Workload:** Number of credit units per year must not exceed 36 according to the Saudi National Qualification Framework for higher education. The program has a study workload of 180 credit units [Saudi credit system]. Hours of study include the typical contact hours and self-study hours.
25. **Self-Directed Learning [SDL]:** the individual takes the initiative and the responsibility for what occurs. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age.

## Section 8: Mandatory Readers

1. [Faculty handbook- Daleel](#)
2. Vision and Mission Statement, College of Medicine, KFU

### References

1. [Faculty handbook- Daleel](#)
2. Vision and Mission Statement, College of Medicine, KFU
3. Quality Assurance booklets [QMS V 1.3, QMS Annex V 1.3], Deanship of Quality Assurance and Academic Accreditation, KFU
4. Block Committee Regulations Manual: GMCA-2012
5. Role of Faculty Members in New curriculum-FDC guidelines.
6. Teacher and examination guidelines, Third Edition. GMCA-2012: March 2015.
7. Tutor Manual, GMCA-2012
8. Mentor Manual, GMCA-2012.
9. Coach Manual, GMCA-2012.
10. Harden R M and Crosby J R (2000). AMEE Education Guide No 20: The good teacher is more than a lecturer – the twelve roles of the teacher. Medical Teacher 22(4): 334-347.
11. <http://www.apa.org/education/k12/relationships.aspx>

## COLLEGE COMMITTEES

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This section consist of the KFU Colleges Committee Guide for year 2021-2022.

### **Preface:**

The committees are considered as working groups consisting of a number of individuals from different sides (or from one side) who are assigned to carry out specific tasks entrusted to them, or express an opinion on the proposals before them, or suggest solutions to problems that impede their tasks. Committees are usually formed due to the diversity of tasks and duties and their multiplicity in the administrative institution, which is difficult for a limited number of individuals to carry out these tasks and duties. On this basis, committees are considered as an administrative means, and an integral part of the administrative structure in the college that helps the administration to carry out various functions and duties.

It assists the college council, or its dean, in taking appropriate and rational decisions that advance the college's work process in the performance of its educational, research and service tasks through its recommendations in this regard. It also participates in alleviating the burdens of the administrative work carried out by the dean and his agents. The presence of committees is also one of the positive things that characterize the colleges, as it contributes to spreading the spirit of teamwork rather than the rule of individual work, which achieves actual participation in decision-making, and reduces the holder of authority to assume responsibilities and perform duties.

King Faisal University seeks to establish academic work within the colleges and establish its methodology according to the strategic plan of the university. Perhaps the formation of committees - which work to contribute to achieving the university's mission and goals - is one of these principles and foundations upon which the university is based. The Vice-Rectorate also seeks to meet the requirements of the National Authority for Academic Calendar and Accreditation, which aims to obtain all university colleges on academic accreditation. It may be noted through reading this manual that each committee has formulated its tasks in accordance with the university's rules and regulations, and in accordance with performance indicators drawn from the operational plan of the vice-rectorate for academic affairs and the National Authority for Academic Accreditation and Accreditation.



Finally, we hope that this manual will contribute to the development of the educational, research and service process at the university, and help colleges carry out their academic and administrative duties in a manner that achieves their mission and goals.

### **About the College Committees Guide**

The College Committees Guide seeks to achieve a set of goals; such as active participation in the decision-making process, raising the effectiveness and efficiency of work, and achieving excellence within colleges, as well as reducing administrative burdens on college management, and providing an appropriate environment to share views, proposals and experiences, and choosing the most appropriate considerations to address problems and obstacles facing the educational, research and service process in the colleges. The College Committees Guide includes all committees operating in the colleges:

1. Development and Quality Assurance Committee
2. Graduate Studies and Scientific Research Committee
3. Study Plans Committee
4. Academic Affairs Committee
5. Student Activities Committee
6. Cooperative Training and Community Partnership Committee
7. Strategic Planning and Decision Support Committee
8. Sustainability Committee

### **The Committees' Goals:**

The college committees formed to achieve a set of main goals, the most important of which are:

1. Achieving excellence in institutional performance at the academic and administrative level.
2. Achieving effective participation in decision-making, and engaging all parties to the educational process, including faculty members, staff, and students. In some cases, the university may benefit from other experienced individuals from outside the university.

3. Raising the effectiveness and efficiency of work in colleges, both academically and administratively.
4. Reducing administrative burdens on the college administration and contributing to its performance.
5. Providing an appropriate environment for sharing views, proposals and experiences, and choosing the most appropriate decisions to address problems and obstacles facing the educational, research and service process in colleges.
6. Collect data and information related to the committee's tasks and make it available to the college administration, university administration, and other beneficiaries.
7. Follow up on the implementation of decisions issued by the college council and its recommendations in all matters related to the educational, research and service process with the academic departments in the college, in accordance with the tasks related to the committee.

### **Committees Formation**

Committees are formed based on an administrative decision issued by the college dean - based on an administrative order issued by the college council - in which the committee's chairman and members are nominated for a period of one academic year, with the following considerations:

1. Taking into account the necessity of having representation from all academic departments in the college in the following committees:
  - Development and Quality Assurance Committee
  - Graduate Studies and Scientific Research Committee
  - Study Plans Committee
  - Academic Affairs Committee
  - Student Activities Committee
  - Cooperative Training and Community Engagement Committee
  - Strategic Planning and decision-making support Committee
  - Sustainability Committee
  - Committee of Internal Inspection<sup>1</sup>

<sup>1</sup> Based on committees assessment standards contained in the forms attached with manual and express an opinion and take the necessary procedures objectively and transparently, Committee of Internal Inspection has to inspect committees' performance reports, meeting minutes, supportive manuals as included in reports and meeting minutes, and improvement plans which have established on satisfaction measurements, in purpose to give it to the Quality Assurance and Development Dean.

2. According to paragraph (1) above, the formation of the above committees after their formation will be as follows: Chairman of the Committee - members of the main committee (with a representative from each scientific department) - members of sub-committees emanating from the main committee, consisting of two members from each science section, one of which is the department representative on the main committee - the committee coordinator.
3. According to what is mentioned in paragraphs (2 and 3), the total number of members of the Main Committee and its subsidiary committees must not exceed 15, including the Chairman and its coordinator.
4. The college dean may exclude some members or join others, if the work requires that.
5. Students of the college are represented in committees directly related to students' activities, and they are represented in other committees whenever the College Council deems it possible, with one member - at least - to be nominated by the Vice-Dean for Academic Affairs.

### **Committees Working Mechanism**

After forming committees in the college, and naming their chairman and members, they must abide by the following mechanisms of work:

1. The Chairman of the Committee shall invite the members for a meeting - by e-mail - once every month - at least - and such meetings shall be valid only in the presence of two thirds of the Committee members. The committee chairman also manages committee meetings, prioritizes the topics before it, and conducts voting on recommendations.
2. The committee shall perform the tasks entrusted to it, mentioned in the administrative decision issued to form the committee, and will discuss the issues referred to it by the college dean, and take the necessary recommendations in this regard.
3. The correspondences between the chairman and members of the committee and between each other shall be official and appropriate.
4. The Chairman of the Committee may invite individuals - other than the members of the committee - to the meetings of the Committee if necessary after the approval of the College Dean.
5. The place and time of the meeting shall be determined in agreement with the members at the first meeting of the committee.
6. A coordinator for the committee is chosen from among its members at the first meeting of the committee, who is responsible for preparing the presentation

notes - which must be sent to members three days before the meeting time - and writing down the committee's records, and coordinating its work.

7. The recommendations of the committee shall be approved unanimously, or by a majority. In the event of equality, the chairman shall have the casting vote.

8. The committee meetings and recommendations (Form No. 1) shall be recorded in minutes signed by all members of the committee, and submitted to the college dean in a period of time not exceeding one week from the date of the meeting, provided that the following shall be noted:

- The date, time, and place of the meeting.
- The names of the members present, the apologists and the absent.
- The agenda of the session.
- Any other business in the session
- The recommendations of the committee regarding what is being discussed, and the nature of the recommendation (unanimously, or by a majority).
- Justifications for the recommendations.
- Members' reservations, if any.
- Manuals and attachments included in the meeting minutes.

9. The college dean, after reviewing the minutes and the recommendations of the committee, will respond to the committee chairman with an official letter explaining his views and directions on the proposed recommendations within a period not exceeding two weeks from the date of receiving the minutes.

10. The committee prepares a quarterly (or semi-annual) report for colleges operating in the annual or quarterly system (Form No. 3) to be submitted to the college dean, provided that it includes the committee's activities and work, recommendations and accomplishments, obstacles faced, and beneficiaries' satisfaction rate on its services (Note: A measure of beneficiaries' satisfaction can be provided only once at the end of the academic year).

11. The College Dean will review the committees' performance reports (Form No. 3), meeting minutes (Form No. 2) for each committee and other manuals contained in the each report and minute, and improvement plans which have been conducted based on satisfaction measurements in order to study it, express an opinion on it and take the necessary measures towards it objectively and transparently (Form No. 4), before submitting them to His Excellency the Dean of Development and Quality Assurance after filling out the form No. (1-secret).

12. The college dean submits the reports to the college council for review, study and expressing opinion thereon and taking the necessary steps towards them, in

preparation for referring them to His Excellency the Dean of Development and Quality Assurance for evaluation and then presented his results to His Excellency the University President and the Chairman of the Supreme Supervisory Committee for Outstanding Awards, and considering the directions of His Excellency regarding them.

### **College committees**

Here we will state the college committees and listing the tasks of each committee and its performance indicators, according to the university's rules and regulations, and according to the performance indicators of the Vice-Rectorate Academic Affairs Plan, as follows:

#### **1- Development and Quality Assurance Committee**

The Development and Quality Assurance Committee is chaired by the Vice-Dean for Development and Quality Assurance, or whoever is authorized to carry out his duties. In the absence of such a position in the college, the director of the quality office in the college is delegated to chair this committee. It is also permissible to delegate a distinguished faculty member to chair the committee.

The tasks of the Development and Quality Assurance Committee:

#### **The tasks of this committee are as follows:**

1. Follow up on everything issued by the National Commission for Academic Accreditation and Assessment, and the Deanship of Development and Quality Assurance regarding quality and development, and circulate it to the various departments of the college.
2. Evaluating the quality of educational, research, and service process in the college (self-assessment), by conducting surveys for individuals or beneficiaries.
3. Spreading the culture of quality and introducing it within the college, by arranging internal training courses for students, faculty, technicians, and administrators.
4. Studying the "course evaluation" reports conducted by students, come up with appropriate recommendations for each course, and discuss them with the head of the relevant academic department.
5. Follow up the course report implementation and program report with the academic departments at the end of each academic year (or quarter year),

and receive final reports issued from workshops organized by the departments to discuss program and course reports.

6. Achieve the requirements of KFU's quality management system.
7. Preparing an annual plan to determine the training needs for faculty members and technicians and follow up on their implementation.
8. Supervising and monitoring the orientation programs for new faculty members.
9. Propose a mechanism to stimulate excellence and creativity in the performance of faculty members, and nominate distinguished individuals among them for outstanding awards at the college, university and community levels.
10. Studying the transactions referred by the college dean to the committee, providing comments and remarks on them, and submit the necessary recommendations in this regard.

**Performance indicators:**

1. The number of internal courses that have been organized in order to spread the culture of quality and introduce the requirements of academic accreditation.
2. The percentage of courses evaluated by students.
3. Students' evaluation for the quality on learning.
4. Students' overall evaluation on course quality.
5. The number of programs that held workshops regarding the discussion of course reports according to the time specified by the Vice-Presidency for Academic Affairs.
6. The number of programs that delivered a full program report on time from the Vice-rectorate of Academic Affairs.
7. The percentage of graduates who have obtained a job within six months of their graduation, or have completed their postgraduate studies, or are not looking for a job opportunity or an opportunity for postgraduate studies.
8. The satisfaction rate of the beneficiaries on various activities of the committee.
9. The number of internal courses that have been organized in order to develop staff's practical and administrative performance.
10. Develop and implement a plan for identifying training needs for the current and new faculty.
11. The number of college members who obtained Excellence Awards on the level of the college, university, and community.

## **2. Postgraduate Studies and Scientific Research Committee**

The Vice-Dean for Postgraduate Studies and Scientific Research, or whoever is authorized to carry out his duties, shall preside this Committee.

### **The duties of the Postgraduate Studies and Scientific Research Committee:**

#### **The tasks of this committee are as follows:**

1. Establishing databases for faculty members in accordance to their scientific and research fields and updating them periodically.
2. Following up the research plans of the scientific departments of the college and connect them to the identity of the university and the national programs.
3. Monitor and document scientific faculties' research data.
4. Conduct a scientific research coordination between departments of the college and work to activate joint research between them to cooperate in solving scientific problems.
5. Develop the capabilities and skills of the faculty staff in the field of scientific research in coordination with the Deanship of Scientific Research.
6. Coordinate in publishing a list of faculty members 'research on the college's website and updating it periodically.
7. Have a coordination with the Deanship of Scientific Research with regard to scientific research support tracks, research groups, and policies that support the direction of scientific research to serve the university's identity and national programs.
8. Extend the bonds of cooperation between the college departments and the community to link scientific research with solving the problems facing society.
9. Follow-up the scholarship students affairs, prepare the necessary reports and submit them to the University Agency for Postgraduate Studies and Scientific Research.
10. Coordinate with the Deanship of Postgraduate Studies with regard to postgraduate students' affairs, including enrollment, postponement, and excuses, as well as deletion, addition and deprivation lists in accordance with the university regulations.
11. Review the graduate studies programs that are being created or developed from the scientific departments of the college and ensure that they meet the requirements in coordination with the Deanship of Graduate Studies.
12. Coordinate with the various university entities to fulfill the requirements of quality and academic accreditation for graduate studies programs in the college.

13. Establish databases for postgraduate students' research and doctoral studies in the college and updating them periodically, with coordination to publish them on the college's website.

14. Study the initiatives offered by the departments and employees of the college to develop graduate studies and scientific research.

15. Examine the beneficiaries' satisfaction of the college's employees (faculty members and students) about the committee's work with regard to scientific research and postgraduate studies. \*

**Note: Coordination is made with the decision-making Support Unit at the Strategic Planning and Corporate Identity Department with regard to questionnaires of examining the beneficiaries satisfaction for both scientific research and postgraduate studies.**

16. Study the transactions referred to the committee by the Dean of the College and express opinion about them, and make the necessary recommendations regarding them.

**Performance indicators:**

1. Updated databases for faculty members' scientific and research fields.
2. Prepare research plans for the scientific departments.
3. Follow up research plans reports of the scientific departments.
4. Statistics of scientific publication at the department and college levels.
5. Classifying scientific research according to the publication databases (ISI-Scopus)- or not classified.
6. A statistic of faculties' citations.
7. The number of common scientific research among college departments.
8. The number of training courses, workshops or conferences related to scientific research within the college.
9. The number of faculty members 'researches published on the college's website.
10. The number of research groups in the college.
11. The number of researches supported by various tracks of the Deanship of Scientific Research.
12. The number of published scientific papers that support the university's identity and national programs.
13. The number of partnerships or agreements related to scientific research that have been submitted to the community (internal / external).



14. The number of training courses related to scientific research that have been provided to community institutions.
15. The number of follow-up reports for the faculty scholarship and its recommendations.
- 16- The number of meetings held in purpose to develop the skills of teaching assistants and lecturers to enhance their enrollment in postgraduate programs in prestigious universities abroad.
17. The number of postgraduate programs that have been reviewed.
18. Commitment to provide all that is required for the implementation of quality and academic accreditation, such as course reports, program reports, measuring learning outcomes, and other matters on time.
19. The presence of scientific papers, master's, and doctoral theses for postgraduate students on the college's website.
20. The number of graduate studies and scientific research development initiatives that have been studied.
21. Results of measuring the beneficiaries' satisfaction with the committee's work for scientific research.
22. Results of measuring the beneficiaries' satisfaction with the work of the Committee for Postgraduate Studies.

### **3- Study Plans Committee**

The Academic Plans Committee is chaired by the College Dean, and it is composed of the departments' heads. In the event that it is not possible for the college dean to preside this committee, he shall assign who he deems appropriate to preside it.

#### **Tasks of the Study Plans Committee:**

The tasks of this committee are as follows:

1. To promote the vision, mission and goals for the scientific programs in the college, and proposing to amend the vision, mission and current goals, or building a new vision, mission or goals, according to the requirements of the university study plans guide.
2. Review the outputs of the various college programs, according to the requirements of the labor market.
3. Propose internal and external benchmarks to evaluate study plans for various college programs.

4. Propose the activation of new programs, building their study plans, stopping work with existing programs or adjusting their study plans, according to the requirements of the labor market, and based on the results of the beneficiaries' evaluation.
5. Study the transactions referred by the dean of the college to the committee and express an opinion on them, and submit the necessary recommendations in this regard.

**Performance indicators:**

1. The percentage of programs that evaluate program outputs.
2. The percentage of courses that are evaluated and compared with similar courses in other international universities, and they include:
  - A. Course content
  - B. Course Outputs
  - C. Teaching methods
  - D. Evaluation mechanisms
  - E. Textbooks
3. The percentage of programs that have been improved based on the evaluation results.
4. The percentage of courses that were started after the improvement.
5. The percentage of courses that use e-learning systems, such as: **blackboard**.
6. The number of programs evaluated internally and externally.
7. The number of programs created or updated.
8. The percentage of satisfaction of individuals and entities benefiting from the committee's activities.

**4- Academic Affairs Committee**

The Vice-Dean for Academic Affairs chairs the Academic Affairs Committee, or whoever is authorized to do his duties.

**Tasks of the Academic Affairs Committee:**

1. Coordination of academic affairs work for undergraduate students, which includes: coordination of the college's academic schedule, registration of courses, deletions and additions, postponement of study, interruption of study, enrollment folding and return, deprivation from study, transferring, coordinating

the schedule of tests, follow-up of results delivery, reception of new students, and reviewing students' records Expected graduation, and consider the excuses that students make for their absence from study, in accordance with the university's rules and regulations.

2. Coordination with the Deanship of Admission and Registration in everything related to academic affairs for undergraduate students.
3. Preparing the student's guide and updating it periodically, provided that it contains study plans for the college programs in a brief way, and the internal regulations of the college - if any - along with the materials related to the study regulations and tests for the undergraduate stage.
4. Setting a mechanism for distributing college students to the different departments and applying them after the approval of the college council.
5. Establish a mechanism to support students who are in trouble, and submit recommendations regarding them to the College council.
6. Establish a clear and publicized mechanism for receiving student complaints, and implement them after the approval of the college dean.
7. Propose a mechanism to stimulate excellence and creativity in student performance, and nominate distinguished students for outstanding awards at the college, university and community levels.
8. Study the transactions referred by the dean of the college to the committee and express an opinion on them, and submit the necessary recommendations in this regard.

**Performance indicators:**

1. Preparing a mechanism for distributing college students to the different departments, or updating such mechanism.
2. Whether a mechanism to help students who are in trouble is developed or updated or not.
3. The number of non-performing students who benefited from the mechanisms of assisting non-performing students.
4. Whether a mechanism to stimulate excellence and creativity in student performance has been developed or not.
5. Develop a mechanism to receive or update student complaints.
6. The number of student complaints that were resolved.
7. Student ratio to faculty numbers.
8. The percentage of faculty members holding a PhD.

9. The percentage of students who enrolled in the program and completed the first academic year, according to the study plan.
10. The percentage of students who enrolled in the program and completed the program requirements on time.
11. Student evaluation for academic and professional counseling.
12. The percentage of faculty members who left the program and did not reach retirement age in the past year.
13. The satisfaction rate of individuals and entities benefiting from the committee's various activities and effectiveness.

### **5- Student's Activities Committee**

The committee is headed by one of the faculty members or the like, who is distinguished in students activities and very famous in communication with college students.

#### **The duties of Student's Activities Committee:**

1. Prepare and pursue the work on a time plan for the student's scientific, sporting, cultural, and leisure activities, follow them, and supervise their implementation within the college.
2. Evaluate the student's activities, and submit the necessary proposals to develop them.
3. Encourage and adopt student's initiatives, and work on those events with a coordination with the Deanship of Student Affairs.
4. Strengthen the coordination with the Deanship of Student Affairs regarding all student's activities.
5. Implementing the targeted activities in coordination with the Deanship of Student Affairs, and having a minimum number of points according to the form approved for this by the Deanship of Student Affairs.
6. Study the transactions referred by the college's dean to the committee and express an opinion on it, and submit the necessary recommendations in this regard.

#### **Performance Indications:**

1. Either the time plan has been prepared or not, and the percentage of the plan implementation.

2. The number of student's initiatives which have been adopted and accomplished with a coordination with the Deanship of Student Affairs.
3. The percentage of students who took part with different activities during the academic year.
4. The percentage of students who participated in each activity during the academic year.
5. The percentage of student's satisfaction on the committee different activities and events.

Notes:

- Proposals for the development of student activities shall be submitted to the Deanship of Student Affairs, before starting their implementation, in order to ensure continued cooperation together in order to achieve the university's strategy for student activities and programs and in accordance with the Kingdom's 2030 vision.
- The assessment form proposed by the Deanship of Student Affairs is approved, and includes exhibitions, meetings, competitions, and the points shall be obtained for each activity.

#### **6- The committee of Cooperation training and community partnership**

This committee is headed by the college vice-dean who is competent in training and community partnership, or who will be authorized to perform his duties. In case there is no position created in the college, a one of the faculty members will be nominated because of his/her competence in all training and community engagement duties.

#### **The duties of the committee of Cooperation training and community engagement:**

The duties of this committee is restricted within the following:

1. Prepare an operational plan for each new academic year in community partnership, community service and cooperative training for faculty in accordance with the college and university strategic plan, institutional and program accreditation standards, and community needs.
2. Provide professional training programs according to the needs of society.

3. Inviting community institutions and employers to participate in planning and developing the institutional and programmatic performance of the college and to identify their societal and training needs and the graduate's specifications.
4. Examine the satisfaction of the community parties with the services provided by the college.
5. Create a database in regard of community institutions and cooperative training institutions.
6. Upload all programs and activities related to community partnership, community service and cooperative training on the database of community service programs on the university's website.
7. Provide scientific and technical consultations to the relevant external entities.
8. Evaluate the extent of faculty members 'participation in community service programs.
9. Evaluate students 'performance who joined Cooperative Training Institutions.
10. Prepare an annual report on the performance of Cooperative Training Institutions.
11. Prepare an annual report for the academic year on the programs and activities of the committee.
12. Propose new strategic partners and activating the existing community partnerships at the university.
13. Propose, plan, organize and coordinate all community partnership activities and cooperative training in the college.
14. Coordination with the Department of Community Partnership Development to communicate with the external community.
15. Satisfy the institutional and program accreditation requirements related to community partnership and cooperative training.
16. Educate the culture of community partnership in the college.
17. Activate the role of the college's employees in participating in the activities and programs of community partnership, cooperative training and cooperation with community institutions and various scientific and professional bodies and volunteer work.
18. Study the transactions referred by the dean of the faculty to the committee, express opinions about them, and make the necessary recommendations regarding them.

**Performance Indications:**

1. The percentage of achievement of the operational plan in the academic year.
2. The number of training programs provided to the community.

3. The number of entities involved in planning and developing the institutional performance of the college and the number of community and training needs.
4. The percentage of community parties' satisfaction with the services provided by the college.
5. The number of people who registered in the database of relevant community institutions and cooperative training institutions.
6. The number of programs and activities that have been designed.
7. The number of scientific and technical consultations that have been provided.
8. The percentage of faculty members 'participation in community service programs.
9. The percentage of students 'performance in Cooperative Training Institutions.
10. An annual report on the performance of cooperative training institutions.
11. An annual report that includes numbers of (active community partnership programs with various sectors, academic programs, community service initiatives, scientific studies in community service, hours of the faculty member in community service, community problems that the college dealt with and interfered with Remedy, the proportion of faculty, students and staff enrolled in community service programs).

### **7. The committee of strategic planning and support of decision-making**

This committee is headed by the dean of the, and it involves the members of the College Board, and those who see him/her could suit this position from the faculty members with good experience in developing, following up and implementing strategic plans and decision-making support. If the dean apologizes to occupy this position, he/she has the power to nominate the college vice-dean, or division chiefs, or one of the faculty members, who could suit this position. The committee members should be distributed in the form of sub-committees emanating from the main committee and no more than (15) members. In case of the need to include more than (15) members of the committee, a letter would be referred to the Deanship of Development and Quality Assurance with justification for the request.

### **The duties of the committee of strategic planning and support of decision-making**

The duties of this committee is restricted within the following:

1. Introduce the college's vision, message and goals, and recommend any modification on them or either suggest creating new ones.
2. Develop a strategic and operational plan for the college and follow up the process of implementation.

3. Follow up the implementation of the strategic plan projects.
4. Measuring project performance indicators.
5. Activate the university's institutional identity and fields, and working to educate the culture of food security and environmental sustainability within the college and contribute with the college in activating identity programs.
6. Contribute with the college's employees to presenting development initiatives and projects with strategic orientations.
7. Introduce the international rankings which the university takes part of, and faculty members contribution to enhance the position of the university.
8. Contribute to collecting data on classifications within the college.
9. Educate the culture of strategic planning among college employees.
10. Conduct supervision on the academic accreditation of the college's various programs.
11. Determine the research interests and their paths in the college and link them to the strategic plan of the university.
12. Update the faculty and the college web pages on the university's website.
13. Establish a database and update it every semester (or two quarters), it includes:
  - Establish statistical charts from the data collection regarding scientific publications, translation and other services in the academic divisions in the colleges and provide them to the Deanship of Scientific Research and Postgraduate Studies.
  - Establish statistical charts show the number of students, faculty members, technicians and administrators, and provide them to the committee of development and quality insurance in purpose to link them to the college developmental requirements.
  - Establish statistical charts show workshops, labs, offices, multipurpose halls, and various equipment in purpose to provide them to the committee of development and quality insurance in order to link them with
  - the college developmental requirements, and also validate them to the committee of safety and laboratories to assist them in giving recommendations in respect of purchase demands.



- Establish statistical charts show the names of outsiders that have a connection with academic college divisions and its different scientific programs, and provide them to the committee of cooperative training and community engagement in order to like them with the committee various events and activities.
- Prepare faculty members manual displays the member's name, degree, date of degree, university degree, the division where he/she belongs to and research interests.

14. Follow up documents issued by the university administration regarding the strategic plan of the university, as well as what is issued by the strategic planning department and circulate it to the various departments of the college.

15. Collect the college's internal executive regulations and administrative decisions, and facilitate the process of viewing them.

16. Study the transactions that the Dean of the College refers to the committee, express opinion about them, and make the necessary recommendations regarding them.

#### **Performance Indications:**

1. The number of activities and events that have been worked on in order to spread the vision, mission and goals of the college.
2. The percentage of college's projects that have been completed.
3. The percentage of performance indicators that have been measured.
4. The number of activities and events that have been supervised in order to activate the identity.
5. The percentage of development initiatives that have been supervised out of the total initiatives presented in the college.
6. The speed of response and the provision of data related to the rankings required of the college.
7. Create a time plan for accrediting academic programs or not.
8. Suggest college's research interests or not.
9. The percentage of activation of the college page.
10. The percentage of activated academic department pages / sites, including faculty members 'pages.

11. The percentage of updated data out of the total database required and stipulated in the committee's tasks.

12. The percentage of beneficiaries' satisfaction with the various activities and activities of the committee.

### **8- Sustainability Committee**

This committee is headed by one of the faculty members who has an experience in safety instructions and accommodation besides their knowledge of financial activities and regulations (as much as possible).

#### **The duties of the Committee of Financial Affairs and Accommodation**

1. Establish a database of classrooms, laboratories, and equipment and the tools and materials they contain in the college, and a report on their current status and the availability of environmentally friendly alternatives in the case of some devices and materials.

2. Inter-departmental coordination to standardize the devices that have common purposes.

3. Develop an electronic user guide for laboratory equipment (devices - tools - chemical materials description) in both Arabic and English. And make a coordination with the administration of central laboratories by providing them with a copy.

4. Provide the faculty with the forms and how to make purchase orders for laboratory equipment.

5. Redistribute devices and transferring the covenant between departments in the event of restructuring the operational departments to serve the needs of the newer structure. And make a coordination with the administration of the central laboratories by providing them with a copy of the updates.

6. Study the hardware purchase requests submitted by the college departments and submit the appropriate recommendation on them to the dean of the faculty, based on the available capabilities available in the various faculty laboratories. And make sure not to repeat the purchase of laboratory equipment available in the college's laboratories, and to coordinate between departments by investing the equipment available at the college level. And take into account that the equipment is compatible with environmental safety (the electrical voltage is appropriate for the building - it does not emit radioactive - sound pollution - toxic

chemical waste when operating) in coordination with the administration of the central laboratories.

7. Study and recommend in case it is possible to replace some of the existing laboratory equipment with less energy-consuming and safer equipment for the environment.

8. Educate the awareness of safety and security culture at work and equipping laboratories with their requirements, such as: chemical spillage and fire fighting tools, checking electrical wiring and ensuring safety.

9. Provide recycling containers and set up a recycling mechanism for recyclable waste.

10. Provide indoor trees (with appropriate specifications for interior lighting) in the corridors to improve air quality in colleges and to supervise the care and maintenance of them.

11. Assess the laboratory capabilities and scientific equipment and providing evaluation results to the Development and Quality Assurance Committee when preparing self-study for the college and coordinating with the central laboratories administration in terms of:

a) Examine their compliance with the requirements of environmental sustainability (energy consumption - presence of environmentally harmful wastes resulting from their operation).

b) Examine their compatibility with the requirements of the study plans of the academic departments, and the research interests of the faculty.

12. Ensure that all college departments abide by the safety requirements written and illustrated in the labs.

13. Ensure that all analytical procedures and laboratory methods are written in unified and clear forms. They show the following:

a. The name of the analysis or method.

b. The laboratory location where the analysis would be made.

c. Instruments and materials used in the analysis, mentioning the quality of the materials and their risks.

d. The description of the analysis (if any), and mention the risks that might occur during the process of analysis.

e. Precautions are required to perform such analysis.

f. The method of disposal of the used chemicals and the materials resulting from the analysis, and how to get rid of them.

14. Propose a mechanism to distribute the college budget and allocations to the different departments in the college, taking into account, the number of students in each department, and the equipment provided in the laboratories of the different departments.

15. Recommend to increase the allocations support for some departments, or reduce them based on what the committee already got available data, in terms of the number of offered courses, the number of laboratory lessons and their training needs.

16. Reassess the budget submitted by the university administration, besides measuring its compatibility with the requirements of the department academic plans, and the research interests of the college, and provide the assessment results to the Development and Quality Assurance Committee when the college's self-study has been prepared.

17. Review the documents referred by the dean of the college to the committee and express an opinion on it, and submit the necessary recommendations in this regard.

**Performance Indications:**

1. Design a procedural guide explaining how and models for ordering the purchase of laboratory equipment and devices.
2. The percentage of laboratory equipment features that has been specified.
3. The percentage of environmentally friendly laboratory equipment (free of environmental pollutants coinciding with their operation, whether radioactive or chemical contamination).
4. Create a quarterly database that contains all devices and their condition (new - good - needs repair).
5. The percentage of laboratories whose contents were inventoried from the total number.
6. The percentage of laboratory equipment operators of human competencies (technicians - faculty members - graduate students) to the total number of laboratory users.
7. The percentage of laboratories that have committed to developing written procedures for safety requirements in their laboratories.
8. The percentage of purchase requisitions that have been studied and recommended to the total number.
9. The number of computers or laboratory devices in general available for the undergraduate or postgraduate students.

10. The number of training courses supervised by the committee to train the faculty of staff on the use of laboratory equipment and tools and the transfer of expertise.
11. The percentage of laboratory equipment users compared to the actual number of laboratory users. (Faculty members - technicians and postgraduate students).
12. The percentage of laboratories that contain waste recycling containers (glass - biological hazardous waste - chemicals).
13. The existence of a guide and procedures for the disposal of laboratory waste.
14. Faculty members and students assessment of the adequacy of resources for the educational process.
15. The percentage of beneficiaries' satisfaction with the various committee's activities and events.
16. Suggest a way of the college's budget distribution according to priorities or not.
17. The percentage of the requirements of the various academic departments that have been achieved.

## STUDENTS

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The King Faisal University [Deanship for Student Affairs](#) provide guiding documents for the following below. Click the link to access the document.

[Student Disciplinary Action](#)

[Student Rights and Duties Manual](#)

[Deanship of Student Affairs Guide](#)

[Student Housing List](#)

### Section 1 College of Medicine Student Guide

#### **Code of Conduct for Students**

Students are expected to follow the Code of Conduct of the University. Failure to observe and involvement in a breach of discipline subjects a student to necessary actions.

#### **Classroom Rules and Regulations**

The rules and regulations provided below will be implemented to put order during classroom activities. Strict observance is required. Failure will result in disciplinary actions and penalties.

#### **Monitoring of Attendance**

The university strictly implements attendance monitoring. A student should attain at least an accumulated average of 75% mark of the total attendance per block, in order to take the final written examinations. Recording of attendance is a separate entity from the academic marks. The monitoring of attendance in the College includes the following: theme lectures, clinical exposures, practicals and workshops.

1. A student is considered absent if he/she arrives after the first 15 minutes for a fifty minute class,
2. 30 minutes for a two hour class, and 45 minutes for a three hour class.
3. A student is considered late if he/she arrives between 1 - 14 minutes upon the start of class.
4. One absence will be calculated as 1 point while one late will be calculated as 0.5 point in the attendance record. All the points are collectively added to determine the overall percentage of attendance.

5. For the entire duration of the teaching session, students are not allowed to leave. Students who leave their classes earlier than the prescribed time will be marked absent.
6. Absences due to sickness will be considered excused if a medical certificate issued from an accredited clinic or hospital, is presented by the student upon returning to class.
7. Absences related to participation in academic/ extracurricular activities inside or outside the university are considered excused if a duly signed notification from the Dean and/or faculty member/s is presented at least three days prior to the date of absence, duly approved by the academic committee.
8. Instructor/s should be informed if a student cannot attend his/her class due to sickness through a sick call (either by the student, parent, guardian, and/or classmate) or a written/verbal notification from the student or parent/guardian.
9. Faculty members are expected to begin their classes promptly. Various unavoidable circumstances may cause them to be late or miss a class. In such cases the following guidelines are observed:
  - a. For a fifty minute class, students must wait for fifteen minutes before leaving.
  - b. For a two hour class, students must wait for thirty minutes before leaving.
  - c. A student representative should inform the Block Coordinator about the failure of the teacher to arrive within the expected waiting period

### **Subject Requirements**

1. Deadline for submission of block,subject, course, and Professional Development requirements is up to 3 days after the day of presentation.
2. Students who fail to submit subject requirements on time will have a deduction in the total score based on block and line policies.

### **Uniforms and University Identification**

1. The required dress code is compulsory unless the student has a written permission from the authorized personnel. This should be presented on demand.

2. Every enrolled student should carry his/her Identification card (ID). Anyone caught using others or faked IDs or violate this rules will be penalized accordingly.

### **Student Rights and Other Concerns**

Students have the rights to quality education and equal opportunities. Studying hard and passing course requirements, abiding the rules and regulations of the university, observing the code of conduct and the teachings of Islam are expected from each student. Complaints, appeals and representation policies are available through the University's Students Rights Manual. This can be accessed through the University Website.

### **Breach of Discipline and Disciplinary Action**

1. The Dean of the College is the Chairman of the Disciplinary Committee. He is responsible for the implementation of the disciplinary policies and decision making with regards to breach of the code of conduct among the students.
2. The penalties stated in this guidebook shall apply to all the students of the College of Medicine. Issues not covered in this booklet will be referred to the University Student Manual and Code of Discipline.
3. Smoking is strictly prohibited inside the University. Anyone violating this rule will face disciplinary action.

### **Eating and drinking**

1. Eating and drinking inside the auditorium and lecture halls is strictly prohibited. Students who have underlying health conditions and require to eat on a designated time, he/she may to eat or drink when necessary but should be responsible in putting the litter in the trash bins. He/she must present a medical abstract or medical certificate.
2. Students may to eat or drink before after class hours in the college canteen. They are to be responsible in putting the litter on the trash bins.

### **Professional Conduct**

Professional conduct is expected to be developed by medical students prior to becoming physicians. It generally includes participating attentively during lectures, making assignments at home and during self-directed learning, coming prepared and on time for class, being polite to people, wearing the appropriate uniform and many more. On the other hand, unprofessional behavior inside the classrooms will be monitored.



## Unprofessional Behaviors

1. Tardiness: includes coming late in class, clinical exposures, practicals and workshops.
2. Inattentiveness: includes sleeping, playing, creating inappropriate noise, making assignments and others that are unrelated to the current activity.
3. Walking in and out of the activity halls.
4. No uniform or improper wearing of the uniform.
5. Use of mobile phones, computers, iPad® or other technological gadgets: Use of mobile phones, tablets, computers or other electronic devices is strictly prohibited during class hours and examination. It should be turned off. If a student is expecting an important call, he/she should inform his/her teacher prior to the start of class.

### **Section 2: Other issues to be decided in a case-to-case situation.**

1. Students who will be caught behaving unprofessionally, the following guidelines will be observed:
  - a. 1st offense: Verbal reprimand from the teacher and the issuance of a violation slip.
  - b. 2nd offense: Warning slip with written explanation to be made by the student and confiscation of gadget
  - c. 3rd offense: Warning slip with written explanation to be made by the student, confiscation of gadget, and incident report to be made by the teacher. Parents/guardians will also be informed about the incident.
2. All confiscated gadgets can be collected from the Academic Affairs Office
3. Repeated acts will be endorsed to the College Board headed by the Dean, to take appropriate disciplinary actions provided in the University handbook.
4. Professional Development (PD) marks of violators will be deducted accordingly. Student will be given violation slips where they can also write their explanation. Violations of students are recorded, compiled and endorsed to the Block and Professional Development coordinators.
5. Warning will be given to all violators. It will kept in the student's file accordingly.

### Section 3: Student Support

1. **Admission.** A prospective student must successfully pass the university comprehensive admission exam. Should the applicant be able to achieve the required mark for the College of Medicine, he/ she will undergo an interview and medical examinations. Upon passing the requirements, the applicant will be endorsed and admitted to the Preparatory Year. After passing such, the student gains admission to the College of Medicine. Grade computations will be from the admission to the college, while earned marks during the Preparatory year will be nullified.
2. **University Website and Banner System.** Academic information and announcements are available through the official university website.
3. **Student Academic Consultations and Tutorials.** For students with difficulties in their studies, a student support program is available for them through mentors and tutors from the members of the faculty.
4. **English Support System.** The English language is the medium of instruction used in the college. For students with difficulties, they may visit the English Language Center of the university.
5. **Library Services.** The College of Medicine has its own library. The academic resources such as books, and research journals are available as well as the computer services. Student can also borrow materials for take home and can access the central university library for additional resources.
6. **IT Services.** Students are also provided with email addresses and usernames to access the wireless internet system within the whole vicinity of the University.
7. **Inappropriate Use of Services and Facilities.** Misuse of the university and college facilities are subject to disciplinary action based on the university's code of conduct.
8. **Field Experience Activities.** Academic learning in the college is supported by outside classroom activities. These includes community visits, outreach programs, field trips, internship duties, research activities and others. These programs are part of the new medical curriculum to assist the students in their learning needs.

9. **University Resources and Facilities.** The university is equipped with state of the art buildings, sport facilities and student friendly classrooms. Each room has its own LCD projectors, computers and audio systems. The Clinical Training Center and laboratories are complete with advanced training mannequins and instruments.
10. **Food Services.** Food and beverages for College students and staff may be availed of at the College cafeteria. A University canteen is also available for more variety of food services.
11. **Medical Services.** A dedicated polyclinic is available within the University to cater to the medical needs of students and staff. Consultations and medicines are provided free-of-charge.
12. **Academic Guidance and Counseling Unit.** This is a dedicated unit that assists students and staff with psychological or emotional concerns in an atmosphere of confidentiality. It provides advice, guidance and assistance to students to take advantage of their own capacities and skills in discussing issues and problems during the academic phase of their lives. The unit also helps students understand their problems and find solutions to these by providing information and guiding scientific expertise obtained by social workers. KFU also provides a supportive environment that will assist students with mental health difficulties to realize their academic potential and meet course requirements. It also aims to facilitate and promote good mental health and well-being.
13. **Extra-curricular Activities for Students.** The College is equipped with sports facilities such as various table and board games. This enables students to have additional opportunities for learning through social interaction, friendship and competition.
14. **Monitoring and Supervision of Research Students.** The students will be guided and supported by researchers and mentors in the conduct of their studies. They may also apply for research grants in the University.
15. **Procedure in the Event of the Death of a Student.** The College Board will be responsible for coordinating arrangements in the event of the death of a student during academic activities and must be notified immediately of such an event. It is essential that the Dean be provided any relevant information about the circumstances of the death, especially when the death appears to be by other means apart from natural causes or involves any kind of violence and whether the death took place on KFU premises or not.

16. **Prohibited Substance Use and Misuse.** Under the Saudi Law, it is prohibited to use addictive substances and the like. It should be clear that possession and use of these substances will be subjected to disciplinary actions.

17. **Prayer Observance.** The College has its own specified place for prayer. Schedules of classes are arranged with breaks to accommodate the times of worship.

#### Section 4: Student Questionnaires

Surveys and student feedback monitoring are essential tools in the improvement of educational management. This enables the College to assess and evaluate its performance and student progress. Students are then required to respond honestly for the purposes thereof.

1. **Frequency.** All courses in the College will have at least one evaluation survey per semester alongside specialized research surveys.
2. **Assessment Scale.** Majority of the questionnaires will utilize the five point Likert Scale allowing the medical students to evaluate and state their level of agreement with the provisions and themes of the questions. Some will use specialized types to address specific data needs.
3. **Types of Survey.** Typical questionnaires are post examination feedback forms, research, performance evaluation and self evaluations and specialized research tools.
4. **Contents for Assessment**
  - 4.1. Attendance
  - 4.2. Course or Program Structure
  - 4.3. Delivery and Style of Teaching
  - 4.4. Educational Materials
  - 4.5. Student Involvement
  - 4.6. Student Workload and Feedback
  - 4.7. Student Interest
  - 4.8. Educational Support and Research
  - 4.9. Student Comments and Suggestions
5. **Student Feedback.** Student may share their feedback through formal written letters and have appointments with respective Faculty members of the College. Suggestion boxes will be available in the College.
6. **Confidentiality.** Survey forms which requires personal information are kept in a safe and secure place. The faculty and department are responsible for the protection of data and therefore liable for any breach of confidentiality.

7. **Staff-Student Consultative Committees.** Student concerns are addressed through staff-student consultations. Regular meetings between faculty coordinators and student representatives will be held to allow students to fully express their ideas in a well respected manner. The committee meetings will have a collaborated report based on agreed principles and points that will be raised and reported to the College Board.

## ADMINISTRATION AND TECHNICAL STAFF

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This section comprise the duties and responsibilities of the administration, support staff and laboratory technicians developed by the Development and Quality Assurance Office of the College of Medicine.

### Section 1: Roles and Responsibilities

#### 1.1: Director of Administrative and Financial Affairs

##### General Roles and Responsibilities:

A point of contact between all employees, providing administrative support to them, supervising the management of offices and employees' inventory, directing them, distributing work among them, doing other work related to these areas, using the computer at work, following up on the proper progress of work, and contributing to setting the main administrative objectives of the college.

##### Specific Roles and Responsibilities:

1. General and direct supervision of the administrative and technical work of the college
2. Supervising and following-up on the implementation of operational plans and programs that achieve the objectives of the college's plans and programs
3. Reviewing and evaluating the work of administrative staff in various departments and working on developing the workforce and improving work methods and procedures
4. Coordination between departments and administrative units
5. Solve problems in the workflow.
6. Preparing reports on work and employees, making recommendations and making decisions according to authority

## 1.2: Director of Administrative Affairs for Female Section

### General Roles and Responsibilities:

A point of contact between all female employees, providing administrative support to them, supervising the management of office and employee inventory, directing them, distributing work among them, carrying out other work related to these areas, using computers at work, following up on the proper progress of work, and contributing to setting the main administrative objectives of the college.

### Specific Roles and Responsibilities:

1. Supervising and following up the administrative affairs of the college.
2. Supervising and following up the working hours of female employees on the present system and the ERP system in terms of attendance and departure, approval of vacations, exceptions, training courses, etc.
3. Keeping the files of the college employees, organizing and updating the data periodically.
4. Supervising the preparation of the career calendar for the faculty's employees and presenting it to the faculty of the faculty, approving it by the dean and sending it to the competent authority.
5. Supervising and following up the maintenance, cleaning and general services of the building - working on the Maximo system and the female students' lift.
6. Coordination with the Security and Safety Department regarding building safety issues.
7. Preparing a periodic report at the end of each semester that includes the progress of work and suggestions for developing work and submitting it to the Vice Dean of the College.
8. Supervising and participating in the inventory of the college affiliated warehouses.
9. Supervising the college buildings (Building 50 + Building 58) and following up on work in them.
10. Raise the weekly attendance and departure of official employees and contract employees to the Hours Control Division.
11. Raising the monthly attendance and leave of the technical support staff to the Deanship of Information Technology.
12. Uploading the attendance and leaving of the students' register daily to the Deanship of Admission and Registration.

13. Suggesting and raising training plans for the faculty's female administrative staff and technicians, and submitting them to the Vice Dean of the College, and following up on their implementation within the university's plan.

### **1.3: Secretary of Director of Administrative and Financial Affairs**

#### **General Roles and Responsibilities:**

Carrying out secretarial work for the office and what follows, such as arranging appointments, receiving guests and visitors, accompanying them, directing and following-up transactions, participating in relevant committees, preparing reports and doing other work related to this field.

#### **Specific Roles and Responsibilities:**

1. Determining and scheduling the official's interviews based on the notified instructions and directions.
2. Follow-up on topics in departments and departments inside and outside the college.
3. Editing of transactions and follow-up copying and exporting.
4. Answering phone calls and transferring them to the administrator based on the daily instructions reported.
5. Receiving the auditors, organizing their entry, and directing them to the relevant departments and sections.
6. Work on all administrative transactions of the office in the Sharek system and others.
7. Carrying out other work related to this field.
8. Completion of clerical and typing work for the office of the Director of the Faculty of Medicine's administration for female students' departments.

### **1.4: Director of Dean's Office**

#### **General Roles and Responsibilities:**

Supervision and administration of the college dean's office and what follows from arranging appointments, receiving guests and visitors, directing transactions and various topics and following them up in the entity until its issuance, preparing



reports, providing recommendations for work and office workers, and carrying out other work related to this field.

**Specific Roles and Responsibilities:**

1. Organizing office's works and arranging times for visitors' interviews.
2. Supervision, direction and follow-up of work and workers inside office.
3. Receiving calls sent from the university and outside the university.
4. Organize office-related files.
5. Arranging dean's meetings with management.
6. Excursions Arranging trips, accommodations, and visits to the Dean.
7. Securing the requirements of the dean's office.
8. Supervising the college inventory.
9. Performance of related tasks.

**1.5: Secretary of the Dean's Office**

**General Roles and Responsibilities:**

Carrying out secretarial work in the dean's office and what follows from arranging appointments, receiving guests and visitors, accompanying them, directing and following up on transactions, participating in relevant committees, preparing reports and carrying out other work related to this field.

**Specific Roles and Responsibilities:**

1. Carrying out letters and circulars of the Sharek system in the college.
2. Preparing confidential and general letters for the dean's office.
3. Follow up the work of the college departments.
4. Exporting bonuses' transactions for Saudi faculty members.
5. Upload the vacations and back to work action for the faculty members.
6. Assisting with administrative work in the office of the Vice Dean for Postgraduate and Scientific Research.
7. Exporting applications for employment and promotion of faculty members in the college.
8. Exporting the scholarship factors.
9. Follow up on transactions with departments
10. College statistics and data official

11. Work in the Graduate Studies Committee (work is presented to the Director of the Department and transferred to the section designated for him).
12. Performance of assigned works.

### **1.6: Secretary of the Vice Dean for Academic Affairs**

#### **General Roles and Responsibilities:**

Carrying out secretarial work in the office of the Vice Dean for Academic Affairs and what follows, such as arranging appointments, receiving guests and visitors, accompanying them, directing and following-up transactions, participating in relevant committees, preparing reports and doing other work related to this field.

#### **Specific Roles and Responsibilities:**

1. Coordination for the college council, receiving topics from department heads before submitting them to the council, and preparing the agenda for meeting.
2. Preparing the relevant executive letters and decisions and ensuring their compliance with the rules and regulations
3. Preparing the letters of the Dean of the College and the Vice Dean for Academic Affairs
4. Receiving and sending transactions in the Sharek system related to the Office of Academic Affairs
5. Determining and scheduling the official's interviews based on the notified instructions and directions
6. Subjects belong to departments and sections inside and outside the entity
7. Receiving the auditors, organizing their entry, and directing them to the relevant departments and sections
8. Answering phone calls and transferring them to the administrator based on the daily reported directions
9. Coordination of the Faculty of Medicine page on the university's website and the creation of advertisements, news and others related to it
10. Carrying out the tasks assigned to him by the direct official within his field of work.

## **1.7: Secretary of the Vice Dean for Development and Community Engagement**

### **General Roles and Responsibilities:**

Carrying out secretarial work in the office of the Vice Dean for Development and Community Partnership, and what follows in terms of arranging appointments, receiving guests and visitors, directing transactions and various topics and following them up in the entity until their issuance, preparing reports and carrying out other work related to this field.

### **Specific Roles and Responsibilities:**

1. Financial Director of the Medical Consulting Unit of the Business Units Center.
2. Supervision, guidance and follow-up the work in the office.
3. Receiving, coordinating and sending reports to be held, such as campaigns, events, and training courses, to be approved and announced on the means of communication.
4. Preparing reports and making recommendations on topics presented to the Vice Dean.
5. Determine the dates of visits and interviews for the Vice dean , view and follow up on important transactions and topics
6. Create files for important & confidential topics , Follow up on topics that need for speedily performance.
7. Answering the calls and reception of the visitors.
8. Accreditation and authentication of the certificates of medical graduates from the Faculty of Medicine at the ESFMG Education Committee for Foreign Medical Graduates.

## **1.8: Secretary of the Vice Dean for Postgraduate Studies and Scientific Research**

### **General Roles and Responsibilities:**

Implementation of all office and administrative work related to the office of the Vice Dean for Graduate Studies and Scientific Research, such as answering the phone, organizing appointments, keeping records and files in an easy way, organizing appointments, and securing the office's needs of office supplies, administrative and support services.

**Specific Roles and Responsibilities:**

1. General supervision of incoming and outgoing transactions, whether by Sharek system or from the office of the Vice Dean for Graduate Studies and Scientific Research.
2. Preparing letters for teaching assistants, lecturers and postgraduate students for the master's stage.
3. Preparing minutes of meetings for the office of the Vice Dean for Graduate Studies and Scientific Research
4. Preparing the minutes of the Graduate Studies and Scientific Research Committee at the college.
5. Preparing an inventory of teaching assistants, attendees and members of the Saudi faculty at the college
6. Follow up the progress of scholarship papers for teaching assistants and lecturers and present them to the department and the college council.
7. Communicate with the Scholarships Department of the Vice Rector for Graduate Studies and Scientific Research.
8. Communicating with the Deanship of Graduate Studies in the affairs of graduate students for the master's stage.
9. Coordination with college students in the submitted research and the College's Scientific Research Ethics Committee.
10. Submitting the research of the faculty members to the Deanship of Scientific Research.
11. Receiving incoming calls to the office of the Vice Dean for Graduate Studies and Scientific Research.
12. Supervision and coordination between the Department of Biomedical Sciences for postgraduate students of the master's stage in the college in applying to study and supervising the written tests and personal interview.
13. Keeping and archiving the files and papers of teaching assistants, lecturers, Saudi faculty members and postgraduate students for the master's stage.
14. Preparing an annual report on the preparation of research affiliated to the College of Medicine for students and faculty members and sending it to the Quality Office.
15. Carrying out any tasks assigned to him by the direct official within his field of work.
16. Supervising and coordinating between the college departments in the positions of applicants from teaching assistants and lecturers.

### **1.9: Secretary of Vice Dean for Female Affairs.**

#### **General Roles and Responsibilities:**

Carrying out secretarial work for the office and what follows, arranging appointments, receiving guests and visitors, accompanying them, directing transactions and what follows, participating in relevant committees, preparing reports, and doing other work related to this field.

#### **Specific Roles and Responsibilities:**

1. Determining and scheduling the official's interviews based on the notified instructions and directions.
2. Follow-up on topics in departments and departments inside and outside the college.
3. Editing of transactions and follow-up copying and exporting
4. Answering phone calls and transferring them to the administrator based on the daily instructions reported.
5. Receiving the auditors, organizing their entry, and directing them to the relevant departments and sections.
6. Completion of clerical and typographical work for the office of the Vice Dean of the College of Medicine for female student departments.
7. Work on all administrative transactions in the Sharek system and others.
8. Important coverage for the director of the college office and the personnel officer in case they are on leave.
9. Taking tours of the halls at the time of exams with the agent.
10. The representative of the college for the Sharek program and is ready to answer the inquiries of the female employees about how to use it and the problems with them.
11. Carrying out other work related to this field.

### **1.10: Coordinator of the Development and Quality Assurance Office**

#### **General Roles and Responsibilities:**

Improving the performance of the college through implementing plans and strategies, evaluating and evaluating performance, managing quality and

accreditation, and proposing ways of improvement and development in cooperation with the concerned authorities.

**Specific Roles and Responsibilities:**

1. Collecting and providing various information and data in paper and electronic forms related to all items of academic and administrative operations.
2. Supervising the preparation of studies related to the development of performance at the academic and administrative levels of the college.
3. Providing the required forms, evidence, reports and studies in their various forms.
4. Supervising the updating of executive work plans at the college level, in coordination with the concerned administrative units.
5. Supervising the preparation of evidence, studies and statistical reports, and providing appropriate recommendations that contribute to the development of the college.
6. Supervising the development, documentation and simplification of college procedures, in coordination with the concerned authorities.
7. Directing the development of the quality management system in the college and following up its implementation in coordination with the concerned authorities.

**1.11: Medical Secretary for Internship and Alumni Affairs**

**General Roles and Responsibilities:**

Managing, monitoring and supervising all aspects of field training for the internship stage for students, coordinating the work of the college and governmental and non-governmental hospitals, and ensuring that data is updated in line with best practice and meets the required standards.

**Specific Roles and Responsibilities:**

1. Writing letters for hospitals to train internship students.
2. Supervising the clinical training of internship doctors during the academic year phase devoted to field training.

3. Preparing and approving privilege schedules for medical students.
4. Coordination with hospitals to receive students of the academic year allocated for internships for field training.
5. Managing and distributing students, following up on their problems during the internship year and solving them.
6. Follow up on students' assessment of the majors to be completed and monitor grades.
7. Issuing privilege documents for students.
8. Preparing reports and sending them to the concerned authorities after their approval.
9. Discuss the results of the trainees' satisfaction survey with members of the appropriate improvement measures office.
10. Discussing the results of the trainees' satisfaction survey with the Academic Quality Unit and taking appropriate improvement measures.

### **1.12: Administrative Assistant of Medical Consultation Unit**

#### **General Roles and Responsibilities:**

Carrying out auxiliary administrative work in the department, organizational aspects, such as administrative and financial procedures, secretarial work, copying, relations and inquiries, and carrying out other work related to this field.

#### **Specific Roles and Responsibilities:**

1. Coordination of training courses with faculty members of the Medical Consultation Unit.
2. Writing letters and exporting transactions in the Sharek system.
3. Daily correspondence via e-mail, phone or personal mobile.
4. Receiving, recording and distributing the works received by the unit.
5. Performing administrative, secretarial and transcription relations in the organizational body in the unit.
6. Preparing reports and statistics and submitting them to the Quality Office in the college annually.

### **1.13: Writer**

#### **General Roles and Responsibilities:**

Carrying out standard clerical duties such as recording papers or keeping and arranging them, extracting information and data from records and files, preparing required statistics and reports, and performing other related work.

#### **Specific Roles and Responsibilities:**

1. Submitting requests for maintenance of the college, following it up, and supervising the maintenance of the College of Medicine building.
2. Registering the college's external requests for stationery and others, and following up on their provision.
3. Inventory of the college's belongings to warehouses, covenants, etc., and keeping and arranging the papers related to them.
4. Performing other related tasks assigned.

### **1.14: Technical Affairs Manager**

#### **General Roles and Responsibilities:**

Carrying out technical and supervisory work on technicians and carrying out the tasks assigned to them in his laboratory to conduct analyzes or chemical compositions and others and what follows from the output of results and preparation of reports and supervision of these works and carry out other work related to this field.

#### **Specific Roles and Responsibilities:**

1. Follow-up and supervision of the college laboratories and its full readiness for lectures and exams.
2. Follow-up and supervision of the college technicians.
3. Supervising the operation of laboratories, laboratories and their technical equipment.
4. Preparing job evaluation for technicians.



5. Preparing schedules for training units in laboratories in coordination with the specialized laboratory technician and faculty members.
6. Preparing an annual report on the work of the laboratories and submitting it to the Quality Office at the end of the academic year.
7. Holding periodic meetings with technicians in the college to discuss the obstacles and ways to solve them and provide the college administration with the minutes of the meetings and what was discussed.
8. Technical supervision of the experimental animal unit.
9. Supervising the maintenance of laboratory and laboratory equipment and raising them to the administration of the college, while registering them and following up on what has been accomplished.
10. Studying purchase requests related to the needs of laboratories and laboratories and submitting them to His Excellency the Dean of the College, following up with the relevant university departments and the supplying companies, and ensuring that they conform to the specifications and standards according to the rules and regulations followed in the university.
11. Supervising and making sure technicians take care of the general appearance of laboratories and laboratories and the readiness of security and safety means in each laboratory and at all times, and students' commitment to the safety rules of laboratories.
12. Supervising and recording the mechanism of preserving chemicals and laboratory materials by technical methods.
13. Working on developing the work environment technically and administratively and submitting training programs to the administration for their inclusion in it after obtaining approval from the college administration.
14. Preparing lectures on the nature of the lab and presented by the specialized lab technician, explaining how to prepare the lab, the materials used, the methods of using them, and their equipment, as well as for the exchange of experiences between technicians.

### **1.15: Technical Affairs Assistant Manager**

#### **General Roles and Responsibilities:**

Carrying out the auxiliary technical work for the Director of Technicians Affairs in addition to his work in his own laboratory to conduct analyzes or chemical compositions and others and what follows from the output of results, preparing reports, supervising these works and carrying out other work related to this field.

**Specific Roles and Responsibilities:**

1. Maintaining and maintaining the workplace, furniture and equipment.
2. Keeping records, reports, statistics and equipment manuals for the laboratory according to the instructions.
3. Review the efficiency of modern equipment and chemicals needed to conduct research and raise these needs to the Director of Technical Affairs.
4. Participation in conducting recent research.
5. Ensuring the availability of sufficient stocks of basic chemicals and laboratory equipment that meet the necessary needs, as well as ensuring the safety of the reagents used in the analyzes and that they are still within the validity period and are properly preserved.
6. Implementation of continuous technical education and training programs in order to raise the scientific and skill level of the laboratory workers.
7. Performing other related tasks assigned.

**1.16: Laboratory Technician****General Roles and Responsibilities:**

Carrying out technical work in the laboratory and assisting in conducting analyzes or chemical compositions and others, and what follows from the output of results, preparing reports, supervising these works and carrying out other work related to this field.

**Specific Roles and Responsibilities:**

1. Maintaining and maintaining the workplace, furniture and equipment.
2. Keeping records, reports, statistics and equipment manuals for the laboratory according to the instructions.
3. Review the efficiency of modern equipment and chemicals needed to conduct research and raise these needs to the Director of Technical Affairs.
4. Participation in conducting modern research and laboratory work, and ensuring that the technical standards of laboratories are met for various examinations for the purpose of providing accurate data.

5. Ensuring the availability of an adequate stock of basic chemicals and laboratory equipment that meets the necessary needs, as well as ensuring the safety of the reagents used in the analyzes and that they are still in their validity period and are properly preserved
6. Implementation of continuous technical education and training programs in order to raise the scientific and skill level of the laboratory workers.
7. Observe safety procedures in the laboratory and ensure adherence to them by faculty members and students.
8. Preparing an annual report on the work of the lab to be delivered to the Director of Technical Affairs at the end of the academic year.
9. Performing other related tasks assigned.

### **1.17: Nurse**

#### **General Roles and Responsibilities:**

Providing medical services and assisting doctors in providing medical services, supervising these works and doing other work related to this field.

#### **Specific Roles and Responsibilities:**

1. Caring for patients in the female students' wards, such as giving treatment, measuring temperature and pressure, and so on, according to the doctor's instructions.
2. Taking samples from patients and sending them for examination in the laboratory and keeping the results in patient records.
3. Monitoring the service, checking on the condition of patients, giving injections and making bandages according to the doctor's instructions.

This first edition was produced as a result of the ideas and efforts of

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