Program Specification

Program Name: Bachelor of Medicine and Bachelor of Surgery (MBBS)
Qualification Level : 7 SAQF (Level 6 in the NQF 2020)
College: Medicine
Institution: King Faisal University

Content

A. Program Identification and General Information

1. Program Main Location:

Main Campus, King Faisal University

2. Branches Offering the Program:

None

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

According to the Ministry of Health KSA annual report 1436, (page 37), there were 41,240 physicians (including dentists) employed in MOH and allied autonomous health facilities; out of which there were 32.6% Saudis. This highlights the need of training for the local physicians.

Similarly expanding the educational facilities and provision of high quality health care is in line with the Saudi Vision 2030; where it is mentioned in the foreword; "we will not rest until our nation is a leader in providing opportunities for all through education and training and high quality services such as employment initiatives, health, housing and entertainment"

This national policy document of Vision 2030 mention provision of high quality health care, which demands maintaining a reasonable physician's population ratio, which is currently 27.5 per 10,000 population. (MOH annual report 1436, page 29)

Lastly local, regional and the international economic situation demands not only minimum dependency on the foreign physicians but also sustainability and increased employment opportunities for the local population.

4. Total Credit Hours for Completing the Program: (180)

180 Credit Hours

5. Learning Hours: (8,563)
The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)

Contact Hours for the 50 courses = 2,963 hours
Field Experience/Internship 48 hrs/week x 48 weeks = 2,304 hours
Other Learning Hours for the total 50 courses = 3,296 hours

Total learning hours: 8,563 hours

6. Professional Occupations/Jobs:

- **Physician – career paths within medicine (anaesthetics, general practice, geriatrics, internal medicine, laboratory medicine, obstetrics and gynaecology, paediatrics, psychiatry, surgery and system specialties).**
- **Medical Officer/Residents**
- **Lecturer**
- **Clinical Research**
- **Healthcare Management/Administration**
- **Private Clinician**

7. Major Tracks/Pathways (if any)**:**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. None		

2.		
3.		
4.		

8. Intermediate Exit Points/Awarded Degree (if any)**:**

Intermediate exit points/awarded degree	Credit hours
1. None	
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

- To produce 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.
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2. Program Goals:

- Equip graduates with relevant knowledge, skills and values to become leaders in healthcare communities using high standards in teaching and learning.
- Operate a learning environment with responsive work force, management, and support structure.
- Provide a quality-assured medical education that is duly accredited.
- Promote self-directed, goal focused, lifelong learners by providing conducive environment for conducting high standards research
- Engage responsively in the health systems by working with relevant and effective community collaborations and partnerships.
- Build effective application of information technology across the program.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

College of Medicine	King Faisal University
Vision: To become a model in community engagement through excellence and international recognition in medical education, research and health care.	Vision: Excellence in education & scientific research and leadership in community engagement.
Mission: To promote higher standards in medical education, health care, research and community health services	Mission: To provide quality education and lifelong learning, Encourage innovation and scientific research, Strengthen community engagement & to prepare qualified and competent people within a motivating environment that are up to date with modern technology.
Values: 1. Islamic values 2. Excellence 3. Creativity 4. Compassion 5. Leadership 6. Responsiveness to community 7. Commitment to lifelong learning	Values: 1. Loyalty 2. Quality 3. Institutional work 4. Transparency 5. Justice 6. Innovation 7. Lifelong learning

4. Graduate Attributes:

Graduates will engage critically with knowledge to achieve high standards of medical practice and patient care.

Graduates has a sense of responsibility including adherence to ethical and legal principles, personal integrity, application of evidence-based approach to patient care and responsiveness to the needs and concerns of patients.

Graduates will influence the society through research and engagement through a realistic grasp of factors on health and disease.

5.Program learning Outcomes*	
Knowledge :	
K1	Interpret the principles of structures and functions, health, psychological, pharmacological, medical (basic, social and clinical sciences) and underlying principles
K2	Discuss common disease's clinical manifestations, differential diagnosis and consequences of diseases including the principles of early diagnosis of malignancy, common medical and surgical emergencies keeping in mind basic sciences knowledge.
K3	Explain different management for common clinical situations including common diagnostic tools, both the pharmacological and non- pharmacological therapies considering the different medical, social, psychological and cultural backgrounds
K4	Outline the ethical principles of research, basic principles of scientific research methods, biomedical statistics and data management.
Skills	
S1	Demonstrate clinical reasoning, critical and analytical skills in discussing the patient's complaints, presenting the different possible solutions and therapies while considering the different medical, social, psychological and cultural backgrounds keeping in mind basic sciences knowledge.
S2	Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation, including identifying the most probable diagnosis in a patient.
S3	Recognize the reflection methodology and demonstrate transparent and efficient reflective attitude in both academic and clinical situations
S4	Design effective therapeutic and ongoing management of an individual patient and population at large besides drafting of diagnosis and/or treatment plans with description of the different therapeutic modalities
S5	Apply epidemiological aspects in practice including practicing infection control at all levels and transfer patient safety guidelines to the practical level.
S6	Elicit relevant information and perspectives from patients and their supporters, relatives, colleagues, and other professionals.
S7	Employ skills for both verbal and written communication that accurately convey relevant information, and explanations to patients and their relatives considering different types of human behavior under different somatic, psychological and social conditions including conduction of bad news
S8	Communicate with colleagues, physicians, and other health professionals in a collaborative, responsive and responsible manner including writing clear and concise medical records.
S9	Employ Information and communication technologies skills to acquire and apply information to manage self-directed learning and collaborative knowledge exchange with ability to facilitate the learning of others as part of professional responsibility
Competence	
C1	Perform basic medical skills, a range of simple surgical and pharmacological therapies related to the different disciplines, including first aid and general management in both routine cases and emergencies.
C2	Perform and document a complete and focused physical and mental examination
C3	Develop and tailor the suitable plan of care for different patient problems in a shared view with patients, relatives and peers
C4	Apply the principles of teamwork dynamics and leadership processes to enable and support effective health professional collaboration.
C5	Design, share and implement some steps in small-scale qualitative, practical or clinical scientific research project.
C6	Appropriately comply with ethical, Professional and legal aspects in dealing with patients medical problems and Colleagues.

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	**4**	**8**	**4.4%**
	Elective			
College Requirements	Required			
	Elective	**2**	**2**	**1.1%**
Program Requirements	Required	**38**	**164**	**91.1%**
	Elective	**6**	**6**	**3.4%**
Capstone Course/Project				
Field Experience/ Internship	**Required**	**12 months rotation**	**0**	**0%**
Others				
Total		**50**	**180**	**100%**

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	1000101	Block 1.1 Fundamentals of Medicine	Required	None	6	College
	1000102	Block 1.2 Infection, Immunity, Digestion, Kidney & Pharmacology	Required	None	6	College
		Islamic Course I	Required	None	2	Institution
	1000105	Professional Development I	Required	None	5	College
	1000103	Block 1.3 Circulation and Hemostasis	Required	None	6	College
	1000104	Block 1.4 Mind and Motion	Required	None	6	College
		Islamic Course II	Required	None	2	Institution
	1000106	Knowledge Progress I	Required	None	3	College
Level 2	1000201	Block 2.1 Motion and Senses	Required	1000101	6	College
	1000202	Block 2.2 Emotion and Senses	Required	1000102	6	College
		Islamic Course III	Required		2	Institution
	1000205	Professional Development II	Required	1000105	5	College
	1000203	Block 2.3 Dysregulation and Chronic Diseases I	Required	1000103	6	College
	1000204	Block 2.4 Dysregulation and Chronic Diseases II	Required	1000104	6	College
		Islamic Course IV	Required		2	Institution
	1000206	Knowledge Progress II	Required		3	College
	1000301	Block 3.1	Required	1000201	6	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 3		Oncology, Trauma Orthopedics				
	1000302	Block 3.2 Acute Loss Function	Required	1000202	6	College
	1000308-1000318	College Elective 1	Elective	None	1	College
	1000300	Free Elective 1	Elective	None	1	
	1000305	Professional Development III	Required	1000205	5	College
	1000303	Block 3.3 Life Cycle I	Required	1000203	6	College
	1000304	Block 3.4 Life cycle II	Required	1000204	6	College
	1000319-1000329	College Elective II	Elective	None	1	College
		Forensic Medicine			1	College
	1000306	Knowledge Progress III	Required	1000206	3	College
Level 4	1000401	Block & Clerkship 4.1 Medicine I	Required	All 3rd year blocks	6	College
	1000402	Block & Clerkship 4.2 Surgery I	Required	All 3rd year blocks	6	College
	1000407-1000416	College Elective III	Elective		1	College
	1000417-1000426	College Elective IV	Elective		1	College
	1000405	Professional Development IV	Required	1000305	5	College
	1000403	Block & Clerkship 4.3 Life Cycle III	Required	All 3rd year blocks	6	College
	1000404	Block & Clerkship 4.4 Movement	Required	All 3rd year blocks	6	College
	1000400	Free Elective II	Elective		1	
	1000427-1000436	College Elective V	Elective		1	College
	1000406	Knowledge Progress IV	Required		3	College
Level 5	1000501	Medicine II	Required	1000401	4	College
	1000502	Surgery II	Required	1000402	4	College
	1000503	Community Health/PHC	Required	1000401	4	College
	1000504	Emergency Medicine/GP	Required	1000402	4	College
	1000506	Knowledge Progress V	Required	1000402	3	College
	1000507	Ear Nose Throat	Required	1000402	1.5	College
	1000508	Ophthalmology	Required	1000402	1.5	College
	1000509	Radiology	Required	1000401	1.5	College
	10005010	Dermatology	Required	1000401	1.5	College
	10005011	Anesthesia	Required	1000402	1.5	College
	10005012	Orthopedics	Required	1000402	1.5	College
	10005013	Social Medicine	Required	1000401	1.5	College
	10005014	Psychiatry	Required	1000401	1.5	College
	1000505	Professional Development V	Required	1000405	5	College

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

https://drive.google.com/drive/folders/1UQYA0l2-AdrfFJykIhxt5Rb890A09VBE?usp=sharing

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced P = Practiced M = Mastered)**

Course code & No.	Program Learning Outcomes																		
	Knowledge				Skills									Competence					
	K.1	K.2	K.3	K.4	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	C.1	C.2	C.3	C.4	C.5	C.6
Course 1000101	I	I			I	I	I	I				I	I				I		I
Course 1000102	I				P	P			I			P	P	I					
Course 1000103	I				P	I								P	I				
Course 1000104	I	I			P						P			P			P		I
Course 1000106	I			I	I	I	I				I	I					I	I	I
Course 1000201	P	P			P		P		P								P		
Course 1000202	P	P			P		P		P				P				P		
Course 1000203	P	I	I		P	P	P	P								I	P		
Course 1000204	P	I			P	P						P	P						I
Course 1000206	P			P	P		P	P					P			P	P		
Course 1000301	P	P	I		P	P	P	P	P	I				P	P	P			
Course 1000302		P	P		P	P				P			P	P	P	P			
Course 1000303	I	I	P		P	P	P									P	P		P
Course 1000304	P	P	P	P	P		P							P	P	P			
Course 1000306	P	P					P	P		P			P		P	P	P		
Course 1000401	I	P	P		P	P	P							P	P	P			
Course 1000402		P	P		P	P				P			P	P	P	P			
Course 1000403	M		M		M	M	M							M		M			
Course 1000404	P				P		P		P				P	P	P	P			
Course 1000405				M			M						M			M			M
Course 1000501	M	M	M		M			M						M	M	M			

Course code & No.	Program Learning Outcomes																		
	Knowledge				Skills									Competence					
	K.1	K.2	K.3	K.4	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	C.1	C.2	C.3	C.4	C.5	C.6
Course 1000502		M	M		M	M				M				M	M	M			
Course 1000503	M	M		M	M			M				M		M			M		
Course 1000504		M	M		M	M						M		M			M		
Course 1000505	M						M	M				M				M			M
Course 1000507		M	M		M	M						M		M	M	M			
Course 1000508	M	M	M		M	M		M				M		M		M	M		
Course 1000509	M	M	M		M	M						M		M	M	M			
Course 1000510	M	M	M		M	M	M	M		M	M	M		M	M	M	M		M
Course 1000511	M	M	M		M		M							M	M	M			
Course 1000512	M	M			M	M	M	M	M	M	M			M	M	M	M	M	M
Course 1000513	M	M	M	M				M			M	M	M			M		M	
Course 1000514	M	M	M		M		M							M	M	M			

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

In the preclinical years 1, 2 and 3, topics in the modular form courses called blocks are primarily delivered through a mixture of interactive large group 3and small group sessions. These covers all the body systems, organs and diseases. Each block covers a domain of health, with each year consisting of four blocks. As a guide, learning questions will be presented in each block. In the domains covered in each block, the students will be exposed to the disciplines of health sciences such as human physiology, anatomy, immunology, pharmacology, and advance knowledge in internal medicine, surgery, pediatrics, obstetrics and gynecology, psychiatry, orthopedics and ophthalmology. The large group teaching will include theme lectures, lectures, and patient lectures. Theme lectures are innovative concept-based lectures, where the students will be provided outlines or 'themes', which students will use as guide during Self Directed Learning (SDL). Patient lectures are sessions with real or simulated patients to be presented in relation to the theme lectures. It is an interactive activity as students can ask questions directly to the patient or presenting lecturer. Lectures with direct presentations of facts and concepts will be delivered to reinforce learning.

Small group activities will involve small group tutor, coach meeting, mentor group, consultation skills and practical sessions. In tutor sessions, the Problem Based Learning (PBL) approach will be introduced, utilizing 'themes' and incorporating scientific situational learning such as the 'Socratic method'. Students will have trainings to answer clinical cases in forms of 'problems' in groups, assigned with individual roles as presider, feed backer, scribe, and observers. The tutor will be the main guide and will provide essential feedback to the group.

Coach sessions will cover the longitudinal domain of professional development until year 5. This is focused on developing expected physician's behavior in the clinical, community, academic and professional settings. Mentor will deliver research and advising activities, which culminates with research presentations at the end of the year. Consultation skills will introduce communication skills to the students, which progresses to complete consultation sessions during the clinical years 4 and 5. Practical sessions will introduce to the students the skills required in the field of medicine, from using a laboratory apparatus, preparing samples, tissue dissections, suturing and utilizing diagnostic instruments.

In year 4, the four simultaneous themed clerkship blocks runs and utilizes mainly practical and consultation sessions during the first three weeks. There are two type of consultation sessions, 1) clinical interviews and 2) complete consultation with simulated patients using cases related to the block theme. These practical and consultation provides the basic skills, knowledge and prepares the students for the block clerkship. All students will tackle the four blocks, each having specific practical skills and consultation techniques. Interactive seminars are also conducted for the duration of the block. During the clerkship period of 4 weeks, students are supervised in clinical settings by the faculty, and clinical bedside teachings are done to enhance the learning experience. The professional development line coach group sessions are also conducted throughout the year. The consultations week sessions have simulations of clinical cases which covers medical and surgical skills and examinations, history taking, physical examination, breaking bad news, preparing treatment plan and referrals.

For clinical year 5, there are 12 clerkship blocks with 4 specialty and 8 subspecialty courses. The blocks are designed to achieve and master the required program learning outcomes. The major blocks are 4 weeks in duration while sub specialties have 2 weeks. These blocks utilize clinical bedside teaching and mostly conduct sessions in clinical settings; hospitals and clinics and primary health centers. Majority of blocks are hospital and clinic based, while Primary Health Care and Social Medicine are in the community setup. Introductory lectures are provided for block requirements and hospital orientation. The clerical exposures prepare students for the entry level medical practice. Students are assigned topics and presents in interactive seminars, presided by a faculty. Advance topics in medical profession and ethics will be covered in the professional development line coach group sessions.

6. Assessment Methods for program learning outcomes.

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

The MBBS program utilizes direct and indirect methods of assessment to measure the competencies, appropriate for years 1-5. The goals are to enhance student learning, guide the faculty teaching, assess curriculum for development and revision, and fulfill the program learning outcomes. All examinations are prepared utilizing blueprints, and reviewed by peers to increase reliability and validity. Examinations are scheduled two times in each block, first in the midblock, and second as final exam at the end of the block.

In the first three years, assessments are written, practical, oral, and objective structured practical. These assessments will be appropriate topics, course learning outcomes and learning questions, prepared in the introductory and practiced levels of the program learning outcomes. The written assessments are problem solving and multiple-choice questions (MCQ). MCQ is categorized in two; closed book and open book. Both will be implemented in the midblock (similar to a midterm) and final periods of the block. Testing practical identifications and concepts, laboratory practical examinations and oral assessments will be conducted.

As the program is longitudinal by design, assessments of previously learned materials are with the knowledge progress test or Progress Tests (PT). The PT is an MCQ program wide, with all students taking the same exam and results computed by cohort, two times per academic year at the end of each semester. This will gauge the individual benefit of self-directed learning, and stimulates student learning using 'assessment drive learning. Question design was patterned to the Saudi Medical Licensure Exam (SLE) and the US Medical Licensure Examination (US-MLE). It also functions as an international test preparation. As the year level progresses, increments in scores are expected, and designed to help students understand how they are progressing with their learning. For these reasons and importance to the success of the program design, the Knowledge progress have three (3) credit hours per level as part of the 180 credit hour program.

All assessments in years 4 and 5 are clinical, and degrees of mastery of the program learning outcomes are measured. The assessments will be based on the different specialty and subspecialties of the courses. MCQs and case based problem solving questions comprise the written component, which poses clinical decision-making tasks expected of a new graduate. The Objective Structured Clinical Examination (OSCE) will assess students' knowledge and competencies by showing how to do. The OSCE is traditional by design with patient-based (simulated), written and clinical tasks.

D. Student Admission and Support:

1. Student Admission Requirements

The admission requirements will be in accordance with the criteria set by the College Council and the admission requirements of King Faisal University (KFU). To be eligible for admission, the applicant must:

- Hold a Secondary School Certificate in the science stream or its equivalent at a rate determined by the College, with a minimum average of 90%.
- Hold grade 90 or above in science subjects and English.
- Have passed the General Aptitude Test (GAT) offered by the National Center for Assessment in Higher Education.
- Have passed the Standard Achievement Admission Test (SAAT) offered by the National Center for Assessment in Higher Education.
- Should be medically fit
- Pass the interview
- The student must pass the requirements of the preparatory year with a grade of 3.5 or more

2. Guidance and Orientation Programs for New Students

The QMS part E.2 Academic Activities describes the guidance and orientation program for new students.

At the start of each academic year, students participate in an orientation program designed to help the students understand their responsibilities and become familiar with their program of study. Individual course orientation are provided at the start of each quarter.

3. Student Counseling Services

(academic, career, psychological and social)

In addition to their lecturers and teachers, students at KFU have access to a range of resources to assist their learning. The Deanship of Student Affairs was established at an early stage to guide and support students in non-academic activity. It oversees the behavior and social life of students, encourages them to become good citizens and oversees all Student Services. There is a specific Guidance, Pastoral support and Counselling Department which offers academic, social, psychological and educational guidance. Students can also obtain specialist financial and housing advice. (QMS E.3)

4. Support for Special Need Students
(low achievers, disabled, gifted and talented)

There are various administrative offices for student academic support services at King Faisal University in addition to assistance from their colleges. Students are informed about these offices and their services during the university-wide orientation program.
The Deanship of Library Affairs offers students with a wide range of information resources through borrowing services, loan services, internet and printing services, inter-library loan services and electronic library.
The Deanship of Student Affairs has a Guidance, Pastoral Support and Counselling Department that offers academic, social, psychological and educational guidance that encourage students' academic growth and motivation.

The Deanship of Information Technology provides information and related technology services to the students through its wireless network connection services, KFU Students' Forum (http://kfuforums.kfu.edu.sa), Banner System, e-learning system and distance learning: WebCT, and Blackboard system.

Each college implement a well-organized and appropriate academic advising, tutorial and consultation program. Each faculty member have allotted schedule for academic advising and consultation and a report of the conduct of advising is submitted to the Department Head after the end of each semester. It is the responsibility of the Dean to ensure that the necessary learning resources are available and adequate including field and clinical placements if needed. Recently, the University has switched to an electronic system for keeping the track of the students' counselling and progress where the students are assigned to the faculty members through the Banner system to monitor the students' progress online. A separate information about course completion, progression and program completion are utilized to develop strategies for improvement of outcomes.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors		6		3	3	6
Associate Professors		15		13	2	15
Assistant Professors		92		60	32	92
Lecturers		20		10	10	20
Teaching Assistants		70		40	30	70
Technicians and Laboratory Assistants		40		20	20	40
Administrative and Supportive Staff		30		20	10	30
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

As a rule, the Deanship of Faculty Affairs and the Deanship of Academic Development are responsible for the orientation of new faculty at the university level. The orientation of new faculty at the university level provides adequate information about the rules and regulations at the University which are specified in the Faculty Manual.

At the program level, orientation is conducted before the start of the academic year. The dean / program coordinator of the college, the Medical Education Department and Development and Quality Assurance committee are responsible for this process. Each faculty is given adequate information about the program through a discussion of the program specifications and course specifications. A copy of the Program Specification and the Course Specification of the course assigned are provided to the faculty.

The sessions had as its goal the enabling of new Faculty to understand the student-centered curriculum. The topics covered by this sessions are overview of the PBL curriculum, Micro techniques for small groups, Assessment, Miscellaneous aspects, PD line, mentor line, Theme lectures/ patient lectures.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

The College has Medical Education Department which is responsible for organizing professional development activities at College based on the results of Course Evaluation Survey, Faculty Performance Evaluation and Program Evaluation Survey. The Committee also collaborate with DDQAA for organization of specific workshops as per needs of faculty members and in line with the College and University Strategic Plans.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.
Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

The College Council has constituted Financial and Equipment Affairs Committee to provide, facilitate and guide for use of available learning resources. The committee also support and assist the faculty in provision and use of such resources in and outside the class room for better program delivery. The FEC meets with faculty to identify the learning resources' requirements like books, soft wares, or other resources and plan for their procurement, submit demand for books and journals to the Library Deanship as per faculty requirements.

All the faculty members asked through their department heads to submit the learning resource requirements (books, software, and lab equipment) required for optimum course delivery.

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

All the faculty members are asked through heads of their departments to submit the learning resource requirements (books, soft-wares, lab equipment/instrument) required for optimum course delivery, as well as for their research. Financial and Equipment Affairs Committee collect all pertinent requirements, lab equipment and reagents. The specifications are discussed and approved by the committee and are recommended to the College Council. Demands for required text and reference books for courses is forwarded to the Deanship of Library Affairs for purchase and provision in the library. The laboratory and classroom resources are forwarded to the purchasing department of the University.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

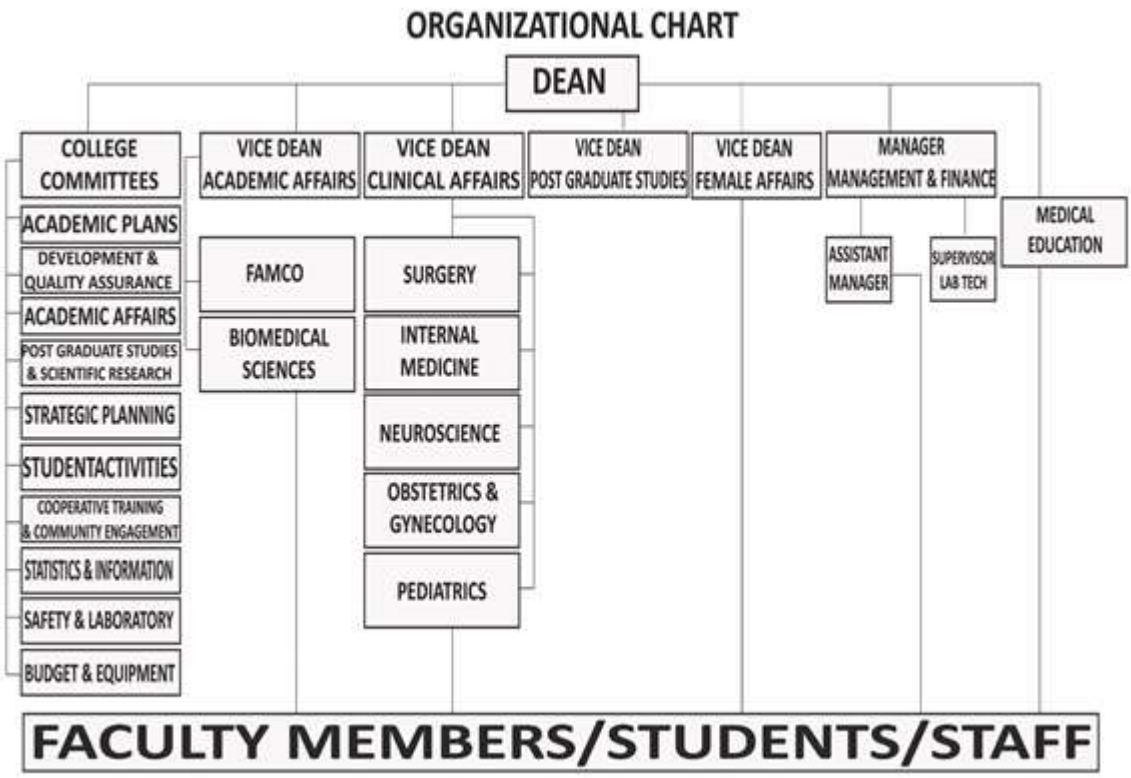
The Department of Safety and Security of the University is in charge for the overall safety and security of students, faculty and staff.

The Deanship of IT has programs and services with focus on academic and infrastructure technologies.

The Department of Health Services provides medical care needs for all students, faculty and staff.

G. Program Management and Regulations

1. Program Management
1.1 Program Structure
(Including boards, councils, units, committees, etc.)



1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (Students, professional bodies, scientific societies, alumni, employers, etc.)

The QMS Part B1 on Program Design describes the involvement of stakeholders in the program development, monitoring and review. Part B.1.3 Planning states that "Program design should be as inclusive process as possible. The program team, or program planning team, should consult widely including professional bodies, employers, peers from outside the program team/University, current students if applicable, University services and other stakeholders. It is an essential condition of approval of the program that the program planning team has considered outside advice and such advice has been recorded with evidence of changes as an annex to the program." Further, Part B.1.4 page 29 states. " Advice from external advisers will be taken once the program specification and course definitions have been drafted,…"

Stakeholders are also involved in the following quality assurance practices:

- Verification and moderation
- Peer observation
- Periodic program review
- Program and course monitoring
- Program advisory

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

https://www.kfu.edu.sa/en/Colleges/arts/Documents/QMS%20v1.2a.pdf

https://www.kfu.edu.sa/ar/Deans/QA/.../ qms/QMS+Annex+v1.3.compressed.pdf

H. Program Quality Assurance

1. Program Quality Assurance System
Provide online link to quality assurance manual

https://www.kfu.edu.sa/ar/Deans/QA/.../ qms/QMS+Annex+v1.3.compressed.pdf

2. Program Quality Monitoring Procedures

The following standards and procedures are implemented at KFU for program quality monitoring:

- Submission of Course Report at the end of the semester
- Presentation of the Course Report
- Submission of the Annual Program Report
- Presentation of the Annual program Report
- Procedures contained in the "Manual of the Study Plan and Curriculum Committee"
- Program SSR
- Accreditation Reports

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

For the courses that are college required or those taught by other specific departments, the program coordinator make arrangement with the College Study Plan and Curriculum Committee and the College Quality Assurance Office to ensure that the course design meets the desired needs of programs concerned.

All the courses required by the program are taught by faculties from the different departments of the College of Medicine with the some exemptions like the university required courses (Islamic courses)

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

The program is offered only in the main campus. Both male and female sections use the same facilities and resources. The program organizational structure ensures equal participation, opportunities, and implementation in all program components including decision-making process.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

For any educational or research agreement at KFU, the responsibilities of KFU and the partner are clearly defined in a formal agreement enforceable under the laws of Saudi Arabia. KFU has its own tool of evaluating a partnership agreement.
6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

PROGRAM LEARNING OUTCOMES ASSESSMENT PLAN IN BACHELOR OF MEDICINE AND SURGERY (MBBS) AY 2018-2019

PLO	Program Learning Outcomes	Block Title	Block-Course Learning Outcomes	Assessment tasks	Assessment schedule (Year Level & Quarter)	Measurement
Knowledge						
K1	Interpret the principles of structures and functions, health, psychological, pharmacological, medical (basic, social and clinical sciences) and underlying principles.	5.1 Medicine	Recognize the anatomical and physiologic mechanisms that explain the key findings of common Internal Medicine Disorders (e.g. Endocrine, Cardiac, Etc.)	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.9 Radiology	Describe the radiographic anatomy of the brain, chest and abdomen. Describe the standard views for each part of the body in plain X-ray.	• Final term MCQ and Problem-solving questions • Research and Assignments • Clinical exam (OSCE) • Interactive seminar and tutorials •Log book	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Recognize the physiologic mechanisms that explain key findings in the history of common orthopedic diseases. (Which	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE)	Year 5, Quarters 1-4	• Raw Score (Grade)

			include Trauma, Sports, arthroplasty, Spine and Rheumatology)	• Case Presentations • Interactive Seminar		
K2	Discuss common disease's clinical manifestations, differential diagnosis and consequences of diseases including the principles of early diagnosis of malignancy, common medical and surgical emergencies keeping in mind basic sciences knowledge.	5.1 Medicine	Discuss clinical manifestations of common Internal Medicine diseases and corresponding differential diagnosis and complications, correlating the same with the basic pathological features.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.2 Surgery	Recognize the physiologic mechanisms, etiologies, pathophysiology, clinical features, differential diagnosis, and related diagnostic testing and management of common surgical diseases	• Written examinations (Problem Solving) • Case Presentations	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Describe the etiologies, pathophysiology, clinical features, differential diagnosis, and related diagnostic testing and management of common orthopedic diseases (Which include Trauma, Sports, arthroplasty, Spine and Rheumatology)	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
K3	Explain different management for common clinical situations including common	4.3 Life Cycle	Describe the etiology, epidemiology, pathophysiology, clinical presentation,	• Written examinations (Problem Solving and Multiple Choice	Year 4, Quarters 1-4	• Raw Score (Grade)

	diagnostic tools, both the pharmacological and non-pharmacological therapies considering the different medical, social, psychological and cultural backgrounds		complications, investigations and treatment of common disorders related to gynecology/ obstetrics and pediatrics.	Questions) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar		
		5.1 Medicine	Explain the management of common Internal Medicine disorders including common diagnostic tools and interpretation of the same and pharmacological and non-pharmacological therapies, considering the different medical, social, psychological and cultural backgrounds.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.2 Surgery	Describe the etiologies, pathophysiology, clinical features, differential diagnosis, and related diagnostic testing and management of common surgical infections.	• Written examinations (Problem Solving) • Case Presentations	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.9 Radiology	Describe the modality of choice for radiological diagnosis of certain pathological conditions, define the most commonly used radiological terms and outline the radiological differential diagnosis of the common radiological findings	• Final term MCQ and Problem-solving questions • Research and Assignments • Clinical exam (OSCE) • Interactive seminar and tutorials •Log book	Year 5, Quarters 1-4	• Raw Score (Grade)

		5.14 Psychiatry	List the psychotherapeutic and pharmacological treatments for each of psychiatric disorders.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Log book	Year 5, Quarters 1-4	• Raw Score (Grade)
K4	Outline the ethical principles of research, basic principles of scientific research methods, biomedical statistics and data management.	4.5 Professional Development 4	Know health needs of Saudi society and of an individual patient in the context of medical performance and dealing with the conflicts	• Direct observation • Group dynamics • Assessment of the learning questions before the sessions and the reflection assignments after the session.	Year 4, Quarters 1-4	• Raw Score (Grade)
		5.3 Primary Health Care	Studying the influence of psychosocial factors on illness frequency, care-seeking, and compliance with therapy	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Formative Assessment	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.13 Social Medicine	Outline the practical steps required to implement health education program tailored to the evolving health problems and health related behaviors.	• Written examinations (Problem Solving) • Student Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)

Skills						
S1	Demonstrate clinical reasoning, critical and analytical skills in discussing the patient's complaints, presenting the different possible solutions and therapies while considering the different medical, social, psychological and cultural backgrounds keeping in mind basic sciences knowledge.	5.1 Medicine	Apply clinical reasoning, critical and analytical skills in discussing the patient's complaints related to Internal Medicine diseases, presenting the different possible solutions and therapies while considering the different medical, social, psychological and cultural backgrounds keeping in mind basic sciences knowledge.	• Written examinations (Problem Solving)• Objective Structured Clinical Examination (OSCE)• Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.1 Medicine	Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation in the context of Internal Medicine disorders.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.2 Surgery	Complete a patient's history and physical exam in a logical organized and thorough manner formulating possible solutions and therapies.	• Final term Problem-solving questions • Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside) • Clinical exam (OSCE) • Interactive seminar and CPC •Log book	Year 5, Quarters 1-4	• Raw Score (Grade)

		5.12 Orthopedics	Complete a patient's history and physical exam in a logical organized and thorough manner	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.14 Psychiatry	Apply clinical reasoning, critical and analytical skills in discussing the patient's complaints related to psychiatric diseases, presenting the different possible solutions and therapies while considering the different medical, social, psychological and cultural backgrounds keeping in mind basic sciences knowledge.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Log book	Year 5, Quarters 1-4	• Raw Score (Grade)
S2	Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation, including identifying the most probable diagnosis in a patient.	4.3 Life Cycle	Perform simple diagnostic, interventional and therapeutic procedures (both safely & effectively), e.g. child birth, cervical swab, urethral catheterization in women.	• Written examinations (Problem Solving and Multiple Choice Questions) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 4, Quarters 1-4	• Raw Score (Grade)

		5.2 Surgery	Evaluate and prioritize problems with which a patient presents, appropriately synthesizing these into logical clinical disorders Formulating an initial therapeutic plan and explain the extent to which the therapeutic plan is based on pathophysiologic reasoning and scientific evidence of effectiveness.	• Final term Problem-solving questions • Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside) • Clinical exam (OSCE) • Interactive seminar and CPC •Log book	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.4 Emergency Medicine	Formulate a differential diagnosis based on patient history and examination	• Final term Problem-solving questions • short clinical case (real patients at bedside) • Clinical exam (OSCE)	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.9 Radiology	Able to perform Focused Assessment with Sonography in Trauma (FAST) examination	• Final term MCQ and Problem-solving questions • Research and Assignments • Clinical exam (OSCE) • Interactive seminar and tutorials •Log book	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Evaluate and prioritize problems with which a patient presents, appropriately synthesizing these into logical clinical syndromes.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)

S3	Recognize the reflection methodology and demonstrate transparent and efficient reflective attitude in both academic and clinical situations	5.5 Professional Development V	Write a complete comprehensive self & peer-feedback	• Coach Group • Peer Group Assessment • PICO-CAT Assessment • Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Formulate a differential diagnosis based on the findings from the history and physical examination and apply differential diagnosis to help guide diagnostic test ordering and sequencing.	• Standardized oral examinations • OSCE	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.14 Psychiatry	Design effective therapeutic and ongoing management of an individual patient in the context of psychological diseases	• Standardized oral examinations • OSCE	Year 5, Quarters 1-4	• Raw Score (Grade)
S4	Design effective therapeutic and ongoing management of an individual patient and population at large besides drafting of diagnosis and/or treatment plans with description of the different therapeutic modalities	5.1 Medicine	Design effective therapeutic and ongoing management of an individual patient in the context of Internal Medicine diseases	• Written examinations • Standardized oral examinations • OSCE	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.3 Primary Health Care	Applying principles of clinical epidemiology and clinical decision making to common illnesses	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Formative Assessment	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Formulate an initial therapeutic plan (both surgical and non-surgical, whenever needed so) and explain the extent to which the therapeutic plan is	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case	Year 5, Quarters 1-4	• Raw Score (Grade)

			based on pathophysiologic reasoning and scientific evidence of effectiveness.	Presentations • Interactive Seminar		
S5	Apply epidemiological aspects in practice including practicing infection control at all levels and transfer patient safety guidelines to the practical level.	5.12 Orthopedics	Summarize basic diagnostic tools and select a plan of management for common orthopedic diseases. (Which include Trauma, Sports, arthroplasty, Spine and Rheumatology)	• Written examinations (Problem Solving)• Objective Structured Clinical Examination (OSCE)• Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
S6	Elicit relevant information and perspectives from patients and their supporters, relatives, colleagues, and other professionals.	5.2 Surgery	Employ skills of consultation with other physicians and other health care professionals or patient relatives with team work spirit.	• Direct observation and feedback during clinical sessions • Mini-CEX • OSCE • Log book	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.10 Dermatology	Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation in the context of dermatological disorders.	• Final term PS will test direct knowledge acquisition related to the objective • Student case presentations (formative) • Clinical exam (OSCE)	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Recognize when additional information is needed to care for the patient and demonstrate ongoing commitment to self-directed learning.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)

S7	Employ skills for both verbal and written communication that accurately convey relevant information and explanations to patients and their relatives considering different types of human behavior under different somatic, psychological and social conditions including conduction of bad news	5.12 Orthopedics	Demonstrate ability to answer clinical questions using evidence-based medicine.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.13 Social Medicine	Demonstrate professionalism with respectable attitude at field training and marinating data confidentiality all through along the ways of proper conduct and acceptable behaviors	• Student Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)
S8	Communicate with colleagues, physicians, and other health professionals in a collaborative, responsive and responsible manner including writing clear and concise medical records.	5.5 Professional Development V	Show skills of consultation with other physicians and other health care professionals and confidentiality of the patient file	• Coach Group • Peer Group Assessment • PICO-CAT Assessment • Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.3 Primary Health Care	Using appropriate consultation and referral	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Formative Assessment	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.13 Social Medicine	Demonstrate effective communication with health team at the primary health care and delegate sources of appropriate knowledge and searching and maintaining key persons and contacts valuable for the field visits	• Student Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)

S9	Employ Information and communication technologies skills to acquire and apply information to manage self-directed learning and collaborative knowledge exchange with ability to facilitate the learning of others as part of professional responsibility	4.5 Professional Development 4	Show responsibility and autonomy in carrying out training related assignments	• Direct observation • Group dynamics • Assessment of the learning questions before the sessions and the reflection assignments after the session.	Year 4, Quarters 1-4	• Raw Score (Grade)
		4.5 Professional Development 4	Employs skills for communicating information, negotiating, and taking charge; considering different human behaviors under various conditions (psychological and social conditions).	• Direct observation • Group dynamics • Assessment of the learning questions before the sessions and the reflection assignments after the session.	Year 4, Quarters 1-4	• Raw Score (Grade)
		5.13 Social Medicine	Demonstrate effective communication with health team at the primary health care and delegate sources of appropriate knowledge and searching and maintaining key persons and contacts valuable for the field visits	• Student Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.13 Social Medicine	Effectively construct a teamwork working effectively to elicit and carry out a survey study with the starting point from creation of research questions and finalize with presentation of findings	• Student Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)

Competence						
C1	Perform basic medical skills, a range of simple surgical and pharmacological therapies related to the different disciplines, including first aid and general management in both routine cases and emergencies.	4.3 Life Cycle	Provide safe and professional clinical management of patients related to Gynecology/ Obstetrics and Pediatrics.	• Written examinations (Problem Solving and Multiple Choice Questions) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 4, Quarters 1-4	• Raw Score (Grade)
		5.1 Medicine	Perform basic medical skills and pharmacological therapies, including investigative procedures in both routine cases and in emergency settings related to Internal Medicine.	• OSPE • Practical Workshop Assessment (PWA) • OSCE	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Demonstrate the competence of history taking in a logical manner for various musculoskeletal conditions and to reach to a differential diagnosis.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
C2	Perform and document a complete and focused physical and mental examination	5.1 Medicine	Develop and implement a suitable plan of care for different Internal Medicine problems in a shared view with patients, relatives and peers, including breaking bad news.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)

		5.12 Orthopedics	Perform general examination in logical organized and thorough manner	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.14 Psychiatry	Perform basic psychological skills like Mental state examination in both routine cases and in emergency settings related to psychiatry to come to a diagnosis.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Logbooks and assignments	Year 5, Quarters 1-4	• Raw Score (Grade)
C3	Develop and tailor the suitable plan of care for different patient problems in a shared view with patients, relatives and peers	5.1 Medicine	Apply the principles of teamwork dynamics, leadership processes, ethics, professional and legal standards to enable and support effective medical services and collaboration within an integrative health care environment.	• Objective Structured Clinical Examination (OSCE) • Case Presentations	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.2 Surgery	Employ skills of consultation with other physicians and other health care professionals or patient relatives with team work spirit.	• Final term Problem-solving questions • Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside) • Clinical exam (OSCE) • Interactive seminar and CPC	Year 5, Quarters 1-4	• Raw Score (Grade)

		5.5 Professional Development V	Contribute to solving problems identified and influencing (health) policy, taking (social) costs and the legal context of medical treatment into account.	• Coach Group • Peer Group Assessment • PICO-CAT Assessment • Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Develop and implement a suitable plan of care for different musculoskeletal problems in a shared view with patients, relatives and peers, including breaking bad news.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Case Presentations • Interactive Seminar	Year 5, Quarters 1-4	• Raw Score (Grade)
C4	Apply the principles of teamwork dynamics and leadership processes to enable and support effective health professional collaboration.	5.3 Primary Health Care	Use critical thinking skills, research skills and evidence-based practice to clinical nutrition services.	• Written examinations (Problem Solving) • Objective Structured Clinical Examination (OSCE) • Formative Assessment	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.4 Emergency Medicine	Show skills of consultation with other physicians and other health care professionals with team work spirit.	• Short clinical case (real patients at bedside)	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.12 Orthopedics	Demonstrate use of interpersonal communication skills during history taking and examination of cases throughout the clinical training period	• Objective Structured Clinical Examination (OSCE)• Case Presentations • Logbook	Year 5, Quarters 1-4	• Raw Score (Grade)

C5	Design, share and implement some steps in small-scale qualitative, practical or clinical scientific research project.	5.12 Orthopedics	Develop and implement a suitable plan of care for different musculoskeletal problems in a shared view with patients, relatives and peers, including breaking bad news.	• Objective Structured Clinical Examination (OSCE) • Case Presentations • Logbook	Year 5, Quarters 1-4	• Raw Score (Grade)
		5.13 Social Medicine	The students will demonstrate basic skills in accessing research materials from personal, print and electronic sources and provide structured and effective case presentations	• Student Portfolio	Year 5, Quarters 1-4	• Raw Score (Grade)
C6	Appropriately comply with ethical, Professional and legal aspects in dealing with patients medical problems and Colleagues.	4.5 Professional Development 4	Handle own mistakes, having the courage to admit them to peer, and being able to learn from them.	• Direct observation • Group dynamics • Assessment of the learning questions before the sessions and the reflection assignments after the session.	Year 4, Quarters 1-4	• Raw Score (Grade)
		5.10 Dermatology	Apply the principles of teamwork dynamics, leadership processes, ethics, and professional standards to enable and support effective medical services and collaboration within an integrative health care environment in the context of a Dermatology out patient setting.	• Final term PS will test direct knowledge acquisition related to the objective • Student case presentations (formative) • Clinical exam (OSCE)	Year 5, Quarters 1-4	• Raw Score (Grade)

		5.12 Orthopedics	Show skills of consultation with other physicians and other health care professionals with teamwork spirit.	• Objective Structured Clinical Examination (OSCE) • Case Presentations • Logbook	Year 5, Quarters 1-4	• Raw Score (Grade)

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program Mission, Goals and Objectives	Stakeholder	Stakeholder Evaluation	Program cycle
Program Learning |Outcomes Achievement	Student portfolio	PLO KPI analysis Verification and Moderation	annual
Study Plan/Curriculum	Annual Program Report	Program KPI Analysis	annual
Student Admission and Support	Annual Program Report	APR Analysis PES, SES, CES	annual
Learning Resources	Annual Program Report	APR Analysis PES, SES, CES	annual
Facilities and Equipment	Annual Program Report Students Faculty	APR Analysis PES, SES, CES, CR	annual
Program Management	Annual Program Report	APR Analysis PES, SES, CES, CR	annual
Program Quality Assurance	Annual Program Report Students	APR Analysis PES, SES, CES, CR	annual
Effectiveness of Teaching	Annual Program Report Peer Review Students	APR Analysis PES, SES, CES, CR Classroom Observation	annual
Assessment of Learning	Annual Program Report Students	APR Analysis PES, SES, CES, CR Verification and Moderation	annual
Field Experience (Internship)	Field Experience Report	FER Analysis PES, SES, CES, FER	annual

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (2020) year.

No	KPIs Code	KPIs		Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives		90%	program operational plan report	End of academic year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program		>3.5	Annual survey	End of academic year
3	KPI-P-03	Students' evaluation of the quality of the courses		>3.5	Survey	End of academic year
4	KPI-P-04	Completion rate		75%	Cohort Analysis	End of academic year
5	KPI-P-05	First-year students retention rate		90%	Banner System	End of academic year
6	KPI-P-06	Students' performance in the professional and/or national examinations		80%	Reports from SCFHS	End of academic year
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs		100%	Survey	End of academic year
8	KPI-P-08	Average number of students in the class		Lectures 50 Small group 8 Clinical Session 6-8		End of academic year
9	KPI-P-09	Employers' evaluation of the program graduates proficiency		>3.5	Survey	End of academic year
10	KPI-P-10	Students' satisfaction with the offered services		>3.5	Survey	End of academic year
11	KPI-P-11	Ratio of students to teaching staff		6:1	Faculty & Students Database	End of academic year
12	KPI-P-12	Percentage of teaching staff distribution	Gender	Male 60% Female 40%	Faculty Database	End of academic year
			Branches	100% main branch		
			Academic Ranking	Lecturer 10% Assistant Prof 60% Associate Prof 20% Professor 10%		
13	KPI-P-13	Proportion of teaching staff leaving the program		5%	Annual report	End of academic year
14	KPI-P-14	Percentage of publications of faculty members		80%	Faculty portfolio	End of academic year
15	KPI-P-15	Rate of published research per faculty member		1:1	Faculty portfolio	End of academic year
16	KPI-P-16	Citations rate in refereed journals per faculty member		10:1	Faculty portfolio	End of academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	>3.5	Survey	End of academic year

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	COLLEGE COUNCIL
Reference No.	RESOLUTION NO. 6
Date	12 / 7 / 1442