



<b>ELIGIBILITY REQUIREMENT</b>	PROGRAM SPECIFICATION
<b>DOCUMENT TITLE</b>	MBBS Program specifications
<b>DOCUMENT DESCRIPTION</b>	The MBBS Program specifications with the College Council resolution approval and translation document

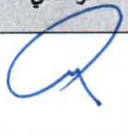
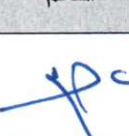


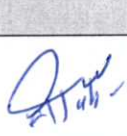
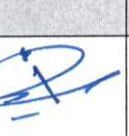
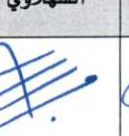
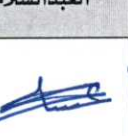

**الموضوع السادس : تحديث توصيف المقررات الأكاديمية للعام الأكاديمي ٢٠١٩ - ٢٠٢٠ م:**

عرض سعادة الدكتور عبدالستار خان، عضو لجنة الخطط الدراسية موافقة لجنة الخطط الدراسية على تحديث توصيف المقررات الأكاديمية للعام الأكاديمي ٢٠١٩ - ٢٠٢٠ م حسب متطلبات الاعتماد الأكاديمي NCAAA وأوضح سعادته للمجلس أنه تم اعتماد آلية توصيف المقررات بناءً على النماذج المعتمدة والمعدة لهذا الغرض من قبل عمادة التطوير وضمان الجودة المبنية على متطلبات الاعتماد الأكاديمي. وبعد الاطلاع على ما عرضه سعادة عضو لجنة الخطط الدراسية ، وبعد نقاش مستفيض قرر المجلس ما يلي:

**قرار رقم (٦) :**

وافق المجلس بالإجماع على تحديث توصيف المقررات الأكاديمية للعام الأكاديمي ٢٠١٩ - ٢٠٢٠ م حسب متطلبات الاعتماد الأكاديمي NCAAA

❖ وفي نهاية الاجتماع، شدد سعادة عميد الكلية على تطبيق الإجراءات الاحترازية لمواجهة جائحة كورونا وأهمية تنفيذ جميع التعليمات الواردة بهذا الخصوص من قبل جميع أعضاء هيئة التدريس الذين يشرفون على حضور الطلاب في مقررات الكلية أو المستشفيات، وأكد سعادته على رؤساء الأقسام بمتابعة تنفيذ هذه التعليمات وعمل جولات تفتيشية بشكل مستمر والرفع الى سعادته مباشرة في حال وجود أي مخالفات لاتخاذ اللازم نظاماً حيالها

أ.د. فهد الودعاني	أ.د. عبدالرحمن الملحم	د. منيرة الدايل	د. كايف الحماد	د. إبراهيم الجبر	د. اسامه السعيد	د. مثنى السهلاوي	د. عبدالرحيم العبد السلام	د. عبدالرحمن النعيم
								

الرقم:

التاريخ:

المرفقات:

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Translation of the Approval of courses specification for Academic Year 2019-2020

**Topic Six: Updating the Academic Courses Specification for the Academic Year 2019-2020**

His Excellency Dr. Abdul Sattar Khan , a member of the Study Plans Committee, presented the Study Plans Committee's approval to update the Academic Courses Specification for the academic Year 2019-2020, according to the requirements of the academic accreditation NCAAA. He explained to the Council that the Course Specification mechanism had been approved based on the approved forms prepared for this purpose by the Deanship of Development and Quality Assurance based on Academic accreditation requirements.

After reviewing what was presented by His Excellency a member of the Study Plans Committee, and after extensive discussion, the Council decided the following:

**Resolution No. 6**

The council unanimously agreed to update the Academic Courses Specification of the academic year 2019-2020 according to the requirements of the academic accreditation NCAAA.

- ❖ At the end of the meeting, His Excellency the Dean of the College stressed the applying of precautionary measures to confront the Corona pandemic, and the importance of implementing all the instructions received in this regard by all faculty members who supervise the attendance of students at the college headquarters or hospitals, and His Excellency stressed the heads of departments to follow up on the implementation of these instructions and make rounds Ongoing inspection and reporting to His Excellency directly in the event of any violations to take the necessary legal action regarding them.

Prof. Fahad AlWadani	Prof. Abdulrahman AlMulhim	Dr. Munirah AlDail	Dr. Nalf AlHamam	Dr. Ibrahim AlJaber	Dr. Osamh AlSeed	Dr. Muthana AlSahlawi	Dr. Abdulrahim AlAbdulsalam	Dr. Abdulrahman AlNaem

Translated by: Jomana AlArfaj  
DQA Office  
College of Medicine

المرفقات:

التاريخ: 12/7/1442

الرقم: 6

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# Program Specification

<b>Program Name: Bachelor of Medicine and Bachelor of Surgery (MBBS)</b>
<b>Qualification Level : Bachelor Degree</b>
<b>College: Medicine</b>
<b>Institution: King Faisal University</b>

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## A. Program Identification and General Information

<b>1. Program Main Location:</b>		
Main Campus, King Faisal University		
<b>2. Branches Offering the Program:</b>		
None		
<b>3. Reasons for Establishing the Program:</b>		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<p>According to the Ministry of Health KSA annual report 1436, (page 37), there were 41,240 physicians (including dentist) 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.</p> <p>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"</p> <p>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)</p> <p>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.</p>		
<b>4. Total Credit Hours for Completing the Program: ( 180 )</b>		
180 Credit Hours		
<b>5. Learning Hours: ( 3000 )</b>		
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)		
<b>6. Professional Occupations/Jobs:</b>		
Physician		
Medical officers		
Lecturer		
<b>7. Major Tracks/Pathways (if any):</b>		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. MBBS	180	Physician
2.		
3.		
4.		
<b>8. Intermediate Exit Points/Awarded Degree (if any):</b>		
Intermediate exit points/awarded degree	Credit hours	
1. None		
2.		
3.		

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

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

### 2. 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

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

College of Medicine	King Faisal University
<b>Vision:</b> To become a model in community engagement through excellence and international recognition in medical education, research and health care.	<b>Vision:</b> Excellence in education & scientific research and leadership in community engagement.
<b>Mission:</b> To promote higher standards in medical education, health care, research and community health services	<b>Mission:</b> 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.
<b>Values:</b> <ol style="list-style-type: none"><li>1. Islamic values</li><li>2. Excellence</li><li>3. Creativity</li><li>4. Compassion</li><li>5. Leadership</li><li>6. Responsiveness to community</li><li>7. Commitment to lifelong learning</li></ol>	<b>Values:</b> <ol style="list-style-type: none"><li>1. Loyalty</li><li>2. Quality</li><li>3. Institutional work</li><li>4. Transparency</li><li>5. Justice</li><li>6. Innovation</li><li>7. Lifelong learning</li></ol>

<b>4. Graduate Attributes:</b>	
<ul style="list-style-type: none"> <li>- A positive attitude towards study.</li> <li>- A passion for the chosen course subject.</li> <li>- An ability to think and work independently.</li> <li>- An ability to persevere and complete tasks.</li> </ul>	
<b>5. Program learning Outcomes*</b>	
<b>Knowledge :</b>	
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.
<b>Skills</b>	
S1	Apply 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
<b>Competence</b>	
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
Level 2	1000106	Knowledge Progress I	Required	None	3	College
	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

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 3	1000301	Block 3.1 Oncology, Trauma Orthopedics	Required	1000201	6	College
	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 3 <sup>rd</sup> year blocks	6	College
	1000402	Block & Clerkship 4.2 Surgery I	Required	All 3 <sup>rd</sup> 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 3 <sup>rd</sup> year blocks	6	College
	1000404	Block & Clerkship 4.4 Movement	Required	All 3 <sup>rd</sup> 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	Required	1000405	5	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
		Development V				

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

<https://drive.google.com/drive/folders/1UQYA0I2-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
Course 1000101	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
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	P		P		P	P	P							P		P		

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 1000404	P				P		P		P				P	P	P	P			
Course 1000405				P			P						M			P			P
Course 1000501	M	M	M		M			M						M	M	M			
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	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.

- Lectures
- Theme Lectures
- Patient Lectures
- Practical
- Couch Meeting
- Mentor Meeting
- Tutor Sessions
- Interactive Seminars
- Clinical Skills
- Consultation Skills
- Hospital bedside teaching

### 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.

- Direct:
- Written Exam (midblock & Final)
- Practical Assessment

Oral Exam OSP OSCE Progress test - Indirect: Employers Survey National Examination Graduate employability Interns Evaluations
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## D. Student Admission and Support:

### 1. Student Admission Requirements

- The student must meet the general conditions for admission to the university.
- He must have a high school diploma (scientific section) or its equivalent at a rate determined by the College.
- Pass personal 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

Orientation day for 1<sup>st</sup> year student at 1<sup>st</sup> day of academic year  
Block orientation at beginning of each block  
Student handbook

### 3. Student Counseling Services

(academic, career, psychological and social )

Academic Counseling from 1<sup>st</sup> year to the final year of the program  
psychological Counseling unit

### 4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

Academic & Students Affairs Committees

## 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

Orientation sessions designed for all new faculty. The sessions had as its goal the enabling of new Faculty to understand the student-centered curriculum

Topics covered by this sessions

- Overview of our 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 is responsible for organizing professional development activities at college

## 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.)

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.).

Library in male and female section

Laboratories: 6 equipped laboratories (anatomy, physiology, biochemistry, pharmacology, skill and simulation labs)

Computer lab

Classrooms: auditorium, lecture halls, seminars rooms and PBL rooms

Clinical teaching center (CTC)

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

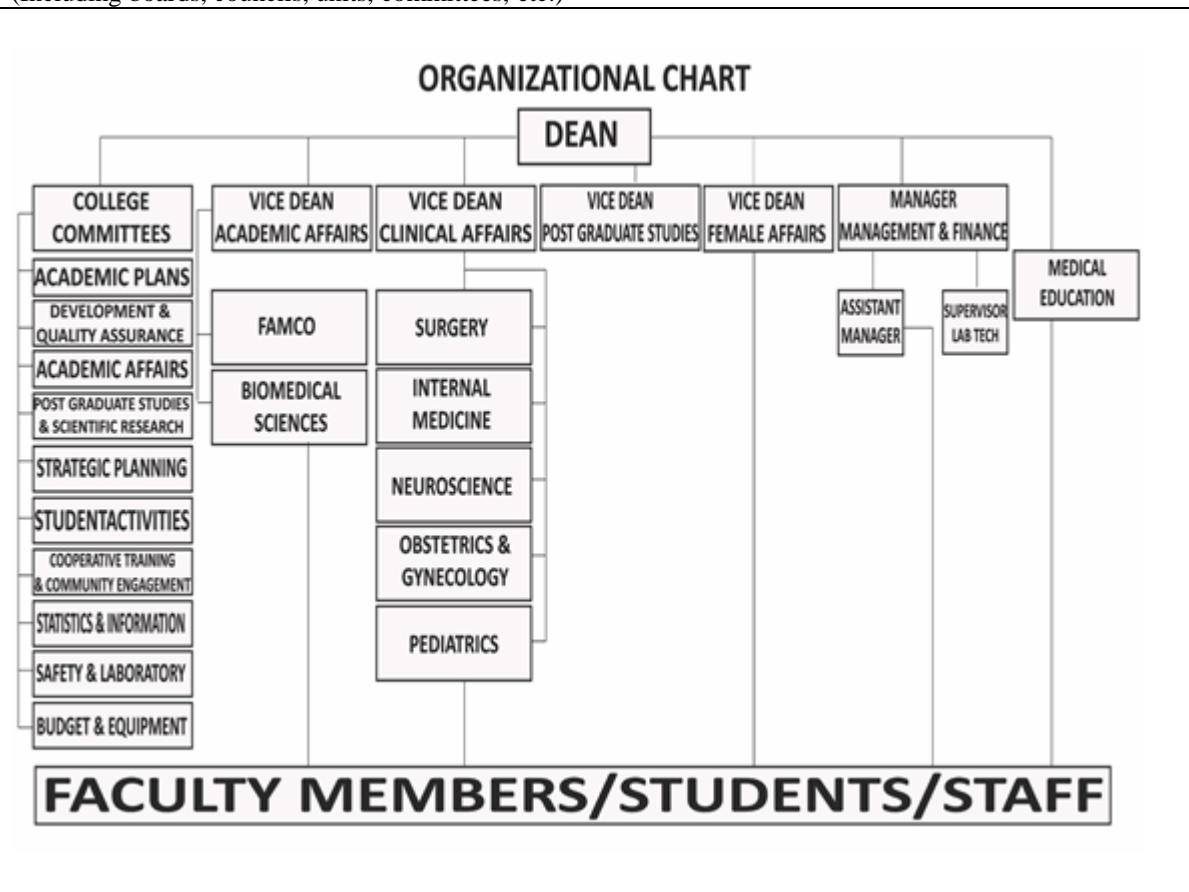
All laboratories has safety instruction and equipped with safety equipment

## 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.)

1. Strategic Planning & Decision making for the program
2. SWOT analysis involvement of students
3. Community members

4. Faculty
5. Other contributors (MoH, NGH and Private hospitals)
6. Students Alumni
7. Quality Management System
8. Teaching & learning
9. Evaluation of faculty
10. Assessment process through peer to peer feedback and peer to peer assessment
11. Strategic planning of the college as an important stakeholder
12. Planning of schedules for teaching
13. Professional Development Symposium for the students by the students
14. Scholar activities
15. Revision of curriculum

## **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.)

## **H. Program Quality Assurance**

### **1. Program Quality Assurance System**

Provide online link to quality assurance manual

<https://drive.google.com/file/d/1mwyMVyNJcQalHKq011IOWwBu9jjNbL-P/view?usp=sharing>

### **2. Program Quality Monitoring Procedures**

- Course specifications
- Course reports
- Annual program reports
- Course evaluation survey
- Student experience survey
- Graduating student survey

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

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

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



## 6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

### 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
<b>Knowledge</b>						
K1	Interpret the principles of structures and functions, health, psychological, pharmacological, medical (basic, social and clinical sciences) and underlying principles.	Medicine	Recognize the anatomical and physiologic mechanisms that explain the key findings of common Internal Medicine Disorders (e.g. Endocrine, Cardiac, Etc.)	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Orthopedics	Recognize the physiologic mechanisms that explain key findings in the history of common orthopedic diseases. (Which include Trauma, Sports, arthroplasty, Spine and Rheumatology)	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
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	Medicine	Discuss clinical manifestations of common Internal Medicine diseases and corresponding differential diagnosis and complications, correlating the same with the basic pathological features.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

	emergencies keeping in mind basic sciences knowledge.	Surgery	Recognize the physiologic mechanisms , etiologies, pathophysiology, clinical features, differential diagnosis, and related diagnostic testing and management of common surgical diseases –that explain key findings in the history of common surgical diseases – including but not limited to thyroid, breast GIT, acute & chronic abdominal and urinary disorders.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Case Presentations</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		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)	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
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	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	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

			cultural backgrounds.			
		Surgery	Describe the etiologies, pathophysiology, clinical features, differential diagnosis, and related diagnostic testing and management of common infections in surgery and wound care including management of burns patients and plastic/reconstructive surgery	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Case Presentations</li> </ul>	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.	Primary Health Care	Studying the influence of psychosocial factors on illness frequency, care-seeking, and compliance with therapy	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Formative Assessment</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Social Medicine	Outline the practical steps required to implement health education program tailored to the evolving health problems and health related behaviors.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Student Portfolio</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

Skills						
S1	Apply 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.	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.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Medicine	Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation in the context of Internal Medicine disorders.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Surgery	Complete a patient's history and physical exam in a logical organized and thorough manner formulating 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.	<ul style="list-style-type: none"> <li>• Final term Problem-solving questions</li> <li>• Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside)</li> <li>• Clinical exam (OSCE)</li> <li>• Interactive seminar and CPC</li> <li>• Log book</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

		Orthopedics	Complete a patient's history and physical exam in a logical organized and thorough manner	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	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.	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.	<ul style="list-style-type: none"> <li>• Final term Problem-solving questions</li> <li>• Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside)</li> <li>• Clinical exam (OSCE)</li> <li>• Interactive seminar and CPC</li> <li>• Log book</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Orthopedics	Evaluate and prioritize problems with which a patient presents, appropriately synthesizing these into logical clinical syndromes.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	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	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.	<ul style="list-style-type: none"> <li>• Standardized oral examinations</li> <li>• OSCE</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

		Psychiatry	Design effective therapeutic and ongoing management of an individual patient in the context of psychological diseases	<ul style="list-style-type: none"> <li>Standardized oral examinations</li> <li>OSCE</li> </ul>	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	Medicine	Design effective therapeutic and ongoing management of an individual patient in the context of Internal Medicine diseases	<ul style="list-style-type: none"> <li>Written examinations</li> <li>Standardized oral examinations</li> <li>OSCE</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Orthopedics	Formulate an initial therapeutic plan (both surgical and non-surgical, whenever needed so) and explain the extent to which the therapeutic plan is based on pathophysiologic reasoning and scientific evidence of effectiveness.	<ul style="list-style-type: none"> <li>Written examinations (Problem Solving)</li> <li>Objective Structured Clinical Examination (OSCE)</li> <li>Case Presentations</li> <li>Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Primary Health Care	Applying principles of clinical epidemiology and clinical decision making to common illnesses	<ul style="list-style-type: none"> <li>Written examinations (Problem Solving)</li> <li>Objective Structured Clinical Examination (OSCE)</li> <li>Formative Assessment</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
S5	Apply epidemiological aspects in practice including practicing infection control at all levels and transfer patient safety guidelines to the practical level.	Orthopedics	Summarize basic diagnostic tools and select a plan of management for common orthopedic diseases. (Which include Trauma, Sports, arthroplasty, Spine and Rheumatology)	<ul style="list-style-type: none"> <li>Written examinations (Problem Solving)</li> <li>Objective Structured Clinical Examination (OSCE)</li> <li>Case Presentations</li> <li>Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

S6	Elicit relevant information and perspectives from patients and their supporters, relatives, colleagues, and other professionals.	Surgery	Employ skills of consultation with other physicians and other health care professionals or patient relatives with team work spirit.	<ul style="list-style-type: none"> <li>• Direct observation and feedback during clinical sessions</li> <li>• Mini-CEX</li> <li>• OSCE</li> <li>• Log book</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Orthopedics	Recognize when additional information is needed to care for the patient and demonstrate ongoing commitment to self-directed learning.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Dermatology	Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation in the context of dermatological disorders.	<ul style="list-style-type: none"> <li>• Final term PS will test direct knowledge acquisition related to the objective</li> <li>• Student case presentations (formative)</li> <li>• Clinical exam (OSCE)</li> </ul>	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	Orthopedics	Demonstrate ability to answer clinical questions using evidence-based medicine.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

	under different somatic, psychological and social conditions including conduction of bad news	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.	Primary Health Care	Using appropriate consultation and referral	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Formative Assessment</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		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	Professional Development 4	Show responsibility and autonomy in carrying out training related assignments	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Group dynamics</li> <li>• Assessment of the learning questions before the sessions and the reflection assignments after the session.</li> </ul>	Year 4, Quarters 1-4	• Raw Score (Grade)



	learning of others as part of professional responsibility	Professional Development 4	Employs skills for communicating information, negotiating, and taking charge; considering different human behaviors under various conditions (psychological and social conditions).	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Group dynamics</li> <li>• Assessment of the learning questions before the sessions and the reflection assignments after the session.</li> </ul>	Year 4, Quarters 1-4	• Raw Score (Grade)
		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	<ul style="list-style-type: none"> <li>• Student Portfolio</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		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	<ul style="list-style-type: none"> <li>• Student Portfolio</li> </ul>	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	Medicine	Perform basic medical skills and pharmacological therapies, including investigative procedures in both routine cases and in emergency settings related to Internal Medicine.	<ul style="list-style-type: none"> <li>• OSPE</li> <li>• Practical Workshop Assessment (PWA)</li> <li>• OSCE</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

	cases and emergencies.	Surgery	Perform general and local examination of all relevant systems-general, abdominal, GIT, urinary in logical, organized and thorough manner.	<ul style="list-style-type: none"> <li>• Final term Problem-solving questions</li> <li>• Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside)</li> <li>• Clinical exam (OSCE)</li> <li>• Interactive seminar and CPC</li> <li>• Log book</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Orthopedics	Demonstrate the competence of history taking in a logical manner for various musculoskeletal conditions and to reach to a differential diagnosis.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
C2	Perform and document a complete and focused physical and mental examination	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.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Surgery	Develop and implement a suitable plan of care for different patient problems in a shared view with patients, relatives and peers.	<ul style="list-style-type: none"> <li>• Final term Problem-solving questions</li> <li>• Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside)</li> <li>• Clinical exam (OSCE)</li> <li>• Interactive seminar and</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

				CPC •Log book		
		Orthopedics	Perform general examination in logical organized and thorough manner	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		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.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Logbooks and assignments</li> </ul>	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	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.	<ul style="list-style-type: none"> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

		Surgery	Develop a plan for diagnosis and treatment	<ul style="list-style-type: none"> <li>• Final term Problem-solving questions</li> <li>• Student case presentations (formative), mini-CEX, short clinical case (real patients at bedside)</li> <li>• Clinical exam (OSCE)</li> <li>• Interactive seminar and CPC</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		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.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Interactive Seminar</li> </ul>	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.	Orthopedics	Demonstrate use of interpersonal communication skills during history taking and examination of cases throughout the clinical training period	<ul style="list-style-type: none"> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Logbook</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		Primary Health Care	Use critical thinking skills, research skills and evidence-based practice to clinical nutrition services.	<ul style="list-style-type: none"> <li>• Written examinations (Problem Solving)</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Formative Assessment</li> </ul>	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.	Orthopedics	Develop and implement a suitable plan of care for different musculoskeletal problems in a shared view with patients, relatives and peers,	<ul style="list-style-type: none"> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Logbook</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

			including breaking bad news.			
		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.	Orthopedics	Show skills of consultation with other physicians and other health care professionals with teamwork spirit.	<ul style="list-style-type: none"> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Case Presentations</li> <li>• Logbook</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)
		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.	<ul style="list-style-type: none"> <li>• Final term PS will test direct knowledge acquisition related to the objective</li> <li>• Student case presentations (formative)</li> <li>• Clinical exam (OSCE)</li> </ul>	Year 5, Quarters 1-4	• Raw Score (Grade)

## 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Employers	Survey	Beginning of Academic year
Effectiveness of teaching & assessment	Students Alumni	Survey	end of academic year
Learning resources	Students Faculty	Survey	end of academic year
Graduate Proficiencies	Employers	Survey	Beginning of Academic year

**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	Measure ment Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	90%	program operation al 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

No	KPIs Code	KPIs		Target	Measure ment Methods	Measurement Time
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
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