|  |
| --- |
| **Program Name:** **Bachelor of Medicine and Bachelor of Surgery (MBBS)** |
| **Qualification Level : Bachelor Degree** |
| **Department: All Departments** |
| **College: Medicine** |
| **Institution: King Faisal University** |

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# 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 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.  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 ) | | | |
| 5. Professional Occupations/Jobs: | | | |
| Physician  Medical officers  Lecturer | | | |
| 6. Major Tracks/Pathways (if any): | | | |
| Major track/pathway | | **Credit hours**  (For each track) | **Professional Occupations/Jobs**  (For each track) |
| 1. MBBS | | 180 | Physician, Medical officers, Lecturer |
|  | |  |  |
|  | |  |  |
| 7. Intermediate Exit Points/Awarded Degree (if any): | | | |
| Intermediate exit points/awarded degree | **Credit hours** | | |
| 1. None |  | | |
|  |  | | |
|  |  | | |

# B. Mission, Goals, and Learning Outcomes

|  |  |  |
| --- | --- | --- |
| **1. Program Mission:** | | |
| - 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** | | 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:** | | |
| * A positive attitude towards study. * A passion for the chosen course subject. * An ability to think and work independently.   An ability to persevere and complete tasks. | | |
| **5.Program learning Outcomes\*** | | |
| **Knowledge and Understanding** | | |
| **K1** | | **Outcomes for 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** | **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** | |
| **S10** | **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.** | |
| **S11** | **Perform and document a complete and focused physical and mental examination** | |
| **S12** | **Develop and tailor the suitable plan of care for different patient problems in a shared view with patients, relatives and peers** | |
| **S13** | **Design, share and implement some steps in small-scale qualitative, practical or clinical scientific research project.** | |
| **Values** | | |
| **V1** | **Apply the principles of teamwork dynamics and leadership processes to enable and support effective health professional collaboration.** | |
| **V2** | **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 | 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 |
| **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 | 3rd year blocks | 6 | College |
| 1000402 | Block & Clerkship 4.2  Surgery I | Required | 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 | 3rd year blocks | 6 | College |
| 1000404 | Block & Clerkship 4.4 Movement | Required | 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 |

\* Include additional levels if needed

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

**3. Course Specifications**

Insert hyperlink for all course specifications using NCAAA template

|  |
| --- |
|  |

**4. Program learning Outcomes Mapping Matrix**

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

| **Course code & No.** | **Program Learning Outcomes** | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and understanding** | | | | **Skills** | | | | | | | | | | | | | | **Values** | | |
| **K1** | **K2** | **K3** | **K4** | | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **S9** | **S10** | **S11** | **S12** | **S13** | | **V1** | **V2** |
| **Course 1000101** | ✓ |  |  |  | | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  | |  |  |
| **Course 1000102** | ✓ |  |  |  | | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  | |  |  |
| **Course 1000103** | ✓ |  |  |  | | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  | |  |  |
| **Course 1000104** | ✓ | ✓ | ✓ |  | | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000105** | ✓ | ✓ |  | ✓ | |  |  |  | ✓ | ✓ |  |  |  | ✓ |  |  | ✓ | ✓ | | ✓ | ✓ |
| **Course 1000201** | ✓ | ✓ |  |  | | ✓ |  | ✓ |  | ✓ |  |  |  | ✓ |  |  |  |  | | ✓ |  |
| **Course 1000202** | ✓ | ✓ |  |  | | ✓ |  | ✓ |  | ✓ |  |  |  | ✓ |  |  |  |  | | ✓ |  |
| **Course 1000203** | ✓ | ✓ |  |  | | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  |  | ✓ |  | | ✓ |  |
| **Course 1000204** | ✓ | ✓ | ✓ |  | | ✓ |  | ✓ |  | ✓ |  |  |  | ✓ |  |  | ✓ |  | | ✓ |  |
| **Course 1000205** | ✓ |  |  | ✓ | | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ |  |  | ✓ | ✓ | | ✓ |  |
| **Course 1000301** | ✓ | ✓ | ✓ |  | | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  | |  | ✓ |
| **Course 1000302** |  | ✓ | ✓ |  | | ✓ | ✓ |  |  |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000303** | ✓ | ✓ | ✓ |  | | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ |  |  | ✓ |  | | ✓ | ✓ |
| **Course 1000304** | ✓ |  |  |  | | ✓ |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000305** | ✓ | ✓ |  |  | |  |  | ✓ | ✓ |  | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | | ✓ |  |
| **Course 1000401** |  | ✓ | ✓ |  | | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ |  | ✓ |  | |  |  |
| **Course 1000402** |  | ✓ | ✓ |  | | ✓ | ✓ |  |  |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000403** | ✓ | ✓ |  |  | | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ |  | | ✓ |  |
| **Course 1000404** | ✓ |  |  |  | | ✓ |  | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000405** | ✓ |  |  |  | | ✓ |  | ✓ |  |  |  | ✓ |  |  |  |  | ✓ |  | | ✓ | ✓ |
| **Course 1000501** | ✓ | ✓ | ✓ |  | | ✓ |  | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000502** |  | ✓ | ✓ |  | | ✓ | ✓ |  |  |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000503** | ✓ | ✓ | ✓ |  | | ✓ |  | ✓ | ✓ |  |  |  | ✓ |  | ✓ |  |  |  | | ✓ |  |
| **Course 1000504** |  | ✓ | ✓ |  | | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ |  |  |  | | ✓ |  |
| **Course 1000505** | ✓ |  |  |  | |  |  |  |  |  |  | ✓ |  | ✓ |  |  | ✓ | ✓ | | ✓ |  |
| **Course 1000507** |  | ✓ | ✓ |  | | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000508** | ✓ | ✓ | ✓ |  | | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  | ✓ |  | ✓ |  | | ✓ |  |
| **Course 1000509** | ✓ | ✓ | ✓ |  | | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000510** | ✓ | ✓ | ✓ |  | | ✓ |  | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000511** | ✓ | ✓ | ✓ |  | | ✓ |  | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ |  | |  |  |
| **Course 1000512** | ✓ | ✓ |  |  | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  | | ✓ | ✓ |
| **Course 1000513** | ✓ | ✓ | ✓ | ✓ | |  |  |  | ✓ | ✓ |  |  | ✓ | ✓ |  |  | ✓ | ✓ | | ✓ |  |
| **Course 1000514** | ✓ | ✓ | ✓ |  | | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ |  | |  |  |

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

|  |
| --- |
| **5. Teaching and learning strategies to achieve program learning outcomes**  Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes. |
| **- 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 |

# 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 1st year student at 1st 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 1st year to the final year of the program * psychological Counseling unit |
| **4. Special Support**  (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.) |
| * Departments Boards * Development & Quality Assurance Committee * Academic Affairs Committee * Study Plan Committee * Student Affairs Committee * Post graduate studies & Research Committee * Strategic Plan Committee * Cooperation Training and Community Engagement Committee * Budget and Equipment Committee * Advisory Committee * College of Medicine Steering Team (CMST) * College Board |
| **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.) |
| All stakeholders are involve in the Program through several methods  Students: - Course Evaluation Surveys, Program Experience Survey, Graduation Survey, Students representative in each course.  Faculty: Faculty Satisfaction Survey, Courses developmental plans  Professional bodies through the Advisory Committee  Alumni: Alumni Survey  Employers: Employers Survey |
| **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.) |
| All the regulations of KFU are implemented in the Program  Admission, study and exams  <https://www.kfu.edu.sa/ar/Deans/AdmissionRecordsDeanship/RulesAndRegulations/Pages/RulesAndRegulationsNew.aspx>  Recruitment  <https://www.kfu.edu.sa/ar/Deans/Faculty_Affairs/Pages/Regulations.aspx>  Appeals and complaint regulations  <https://www.kfu.edu.sa/ar/Deans/QA/Documents/اللوائح%20والسياسات/وكالة%20الجامعة%20الشؤون%20الأكاديمية.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/Documents/qms/QMS-2020-3.pdf> |
| **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) |
| NA |
| **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** |
|  |

**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 ( ......... ) 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 each course** |
| **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** | **Course Reports** | **End of academic year** |
| **9** | **KPI-P-09** | **Employers' evaluation of the program graduates proficiency** | | **>3.5** | **Survey** | **Beginning 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** |
| **Academic Ranking** | **Lecturer 10%**  **Assis. Prof 60%**  **Assoc. 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

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