

*For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).*

1. Institution	Najran University	Date	36 – 37 H
2. College/Department	College of Medicine		
3. Dean/Department Head	Jobran Bin Miree Bin Jobran Al-Qahtani		
4. Insert program and college administrative flowchart			
5. List all branches offering this program	Main campus		

## A. Program Identification and General Information

1. Program title: Medicine & Surgery program	code: MB BCH
2. Total credit hours needed for completion of the program	180
3. Award granted on completion of the program	Bachelor of Medicine and Surgery
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program)	
None	
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)	
None	
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point)	
General Practitioner for Medicine and surgery.	
7. (a) New Program <input type="checkbox"/>	Planned starting date <input type="text"/>
(b) Continuing Program <input checked="" type="checkbox"/>	Year of most recent major program review <input type="text" value="1435 H"/>
Organization involved in recent major review (eg. internal within the institution),	
external reviewer	
Professor: Mostafa AbdElkhalek Abd Allah	
Professor of obstetrics and gynecology – Head of Quality Unit – College of Medicine – Sohag University	
Date of recession: 1 / 5 / 2014	
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.	
DrJubran Marie AlQahtani	

9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).

Campus Location	Approval By	Date
Main Campus:	Council of Higher Education	21-11-1428 H
Branch 1:		
Branch 2:		
Branch 3:		
Branch 4:		

## B. Program Context

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

- i) The program is one of the most important objectives of the university, and considered a way to achieve its mission.
- ii) To meet governmental needs in improving the level of health care services & to increase community health awareness to cope that of the developed countries.
- iii) Graduation of Saudi physicians able to share in promoting health services in the Kingdom of Saudi Arabia.
- iv) Graduation of Saudi female physicians.

b. Explain the relevance of the program to the mission and goals of the institution.

The program of Medicine and surgery aims to graduate Saudi physicians able to perform high level of medical services, ready for continuous life-long learning and be able to perform a medical scientific research, all within the frame of Islamic medical ethics, which are very important to achieve the mission and goals of Najran university.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take?

Yes ☒

No ☐

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

Yes and the following should be done to make sure that those courses meet the needs of students in the other programs:

- ✓ A curriculum revision every a certain period of time to check its suitability to the needs of students in those programs.
- ✓ The formation of joint committees for cooperation between the departments to inspect and review plans and courses of study related to inter-departments.
- ✓ Take the opinion of the students in the program.
- ✓ Evaluating the output to see how meeting the needs of other departments.
- ✓ The use of special panels in this assessment

b. Does the program require students to take courses taught by other departments? ☒ Yes  
☐ No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

Yes

The program involves preparation of students in the preparatory year to promote their English language and abilities to deal with electronic learning, also Islamic and Arabic language courses given to the students by other colleges and the following should be done to make sure that those courses in other departments meet the needs of students in this program:

- ✓ Listen & evaluate the students' opinions by the joint committees composed of sections to assess their requirements.
- ✓ Ensure the compatibility of these courses with the program.
- ✓ A committee from staff members should revise the courses given in the preparatory year to ensure that they fulfil requirements.
- ✓ Revision of courses evaluation reported by the students, to ensure their validity.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

☐ Yes    ☐ No

Good level of English language

4. What modifications or services are you providing for special needs applicants?

Students enrolled to preparatory year before enrolling to the program, they study English courses in the preparatory year

### C. Mission, Goals and Objectives

1. Program Mission Statement (insert).		
To prepare qualified medical staff, able to provide medical services and raise the level of the health care.		
2. List Program Goals (eg. long term, broad based initiatives for the program, if any)		
Graduation of morally and professionally medical cadres, well qualified and capable of continuous self-learning		
Establishing an academic environment attract talented faculty members.		
Continuous development of curricula and the means of medical education.		
3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.		
Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. The graduation of highly qualified physicians equipped with the spirit of Islamic morality.	20% of Program & courses ILOs concerning with the common community health problems.  50% of The program follows in its teaching the method of problem based learning "PBL".  At least 1 or 2 courses in the study plan contains separate course for Islamic Ethics & Medical Ethics.	Teaching the students in clinical phase & training at the field experience phase of the program concerning with the common community health problems.  Using hybrid problem based learning system teaching the students in a problem solve manner.  Separate course of Islamic ethics and its relation to Medicine.
2. Recruiting a highly qualified teaching staff, technicians and	At least 75% satisfaction rate from the student teaching satisfaction reports.	Determine the needs and contact the administration, staff member, recruiting

Employees	1:2:3 % percent professor to associate prof and assistant prof.  100% suitability of staff qualification and experiences to their courses	agents, for recruiting new staff.  Establishing a recruiting committee to evaluate applicants and adjust their benefits accordingly
3. Ensuring a high quality clinical training	90% attendance in the evaluation report of students in internship.  At least 75 % attendance of the students in the practical sessions	Coordinate with MOH hospitals to train students.  Us skill lab training of the students
4. Establishing a quality system for ensuring the excellent program outcomes.	One specification of international and one national medical programs are present and approved as a reference	A full revision of program specification in correlation with learning outcome and bench marks of the NCAAA  Establish a definite plan for Direct and indirect assessment and evaluation of learning outcomes and report it yearly.  Comparative study of learning outcomes with similar colleges in other universities
5. Establishing a quality system to ensure and improve the teaching efficiency of staff.	At least 75% of the staff attended workshops, conferences.  70% result of the survey about student satisfaction about teaching efficiency.	Establishing a definite system for evaluation of the teaching efficiency of staff members and under supervision of the quality unite after its approval from the college board.
6. Applying a quality national and international bench mark for medical education	One specification international and one national benchmark are present and approved as a reference.  One approval decision of college board for academic bench mark	Establishing a staff committee to study the academic bench mark of the leading international and national medical schools to coordinate with and compare is program.

		Specify the leading accreditation agencies to communicate with it for the accreditation
		Establish a proper academic bench mark for the college

#### D. Program Structure and Organization

1. Program Description: List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

#### Curriculum Study Plan Table

\* **Prerequisite**– list course code numbers that are required prior to taking this course.

### Note

System of study in college of medicine in male side is hybrid system between traditional (level 3 & level 4 and some courses from level 8) and PBL system (from level 5 to level 12). Courses from level 5 to level 8 are integrated courses that more than one discipline share in teaching these courses but in clinical courses (from level 9 to level 12) only one discipline who teach that course. Each course from level 5 to level 12 is studied in number of weeks (differ from course to other) and finished by its examinations then another course start etc.



While system of study in female side is traditional (longitudinal) in courses from level 3 to level 7, then from level 8 to level 12 each course is studied in number of weeks (differ from course to other) and finished by its examinations then another course start etc.

### Curriculum Study Plan Table for male side

Year	Course Code	Course Title	Required or Elective	Prerequisite	Credit Hours	College or Department
Prep Year semester 1 (level 1)						
	140 – ENG-2	Reading	Required		2(2+0)	Preparatory year
	141- ENG-2	Writing	Required		2(2+0)	Preparatory year
	142- ENG-2	Listening & Speaking	Required		2(2+0)	Preparatory year
	143- ENG-2	Vocabulary & Grammar	Required		2(2+0)	Preparatory year
	140- MATH-3	Introduction to Mathematics	Required		2(2+0)	Preparatory year
	140- SKL-2	Learning, Research & thinking skills	Required		2(2+0)	Preparatory year
	140 - TECH-3	Computer Skills	Required		3(3+0)	Preparatory year
Prep Year semester 2 (level 2)						
	150 - ENG-2	General English	Required		3(3+0)	Preparatory year
	151 - ENG-2	Technical writing Report	Required		2(2+0)	Preparatory year
	150 - MAN-1	Ethics	Required		1(1+0)	Preparatory year
	150 - SKL-2	Communication Skills	Required		2(2+0)	Preparatory year
	150 -MATH-3	Calculus	Required		4(4+0)	Preparatory year
1 <sup>st</sup> Year Semester 1 (level 3)						
	111 - ISL-2	Islamic culture I	Required		2(2+0)	College of Sharia and fundamentals of religion
	111 - PHX-2	Medical physics	Required		2(1+1)	College of Medicine
	201 - EDU-2	Medical education	Required		2(1+1)	College of Medicine
	201 - ARB-2	Arabic language I	Required		2(2+0)	College of arts & science
	205 - ANA-4	Basic Anatomy & Histology	Required		4(2+2)	College of Medicine
	209 - BCH-3	Medical Biochemistry	Required		3(2+1)	College of Medicine
	223 - PHY-3	Basic Physiology	Required		3(2+1)	College of Medicine
	322 - ETH-2	Medical ethics	Required		2(2+0)	College of Medicine
1 <sup>st</sup> Year						

Semester 2 (level 4)						
	242 - BCS-2	Behavioral sciences and communication skills	Required		2(1+1)	College of Medicine
	243 - PTH-3	Introduction to pathology	Required		3(2+1)	College of Medicine
	244 - MIC-4	Introduction to microbiology	Required		4(3+1)	College of Medicine
	245 - PHA-3	Introduction to pharmacology	Required		3(2+1)	College of Medicine
	241 - GRD-5	Human Growth & development	Required		5(4+1)	College of Medicine
2 <sup>nd</sup> Year Semester 1 (level 5)						
	112 - ISL-2	Islamic culture II	Required		2(2+0)	College of Sharia and fundamentals of religion
	351 - MSS-7	Musculoskeletal system	Required	Courses of 3 <sup>rd</sup> and 4 <sup>th</sup> levels	7(5+2)	College of Medicine
	352 - HEM-6	Hematology & Immunology	Required	Courses of 3 <sup>rd</sup> and 4 <sup>th</sup> levels	6(4+2)	College of Medicine
	353 - CVS-5	Cardiovascular system	Required	Courses of 3 <sup>rd</sup> and 4 <sup>th</sup> levels	5(4+1)	College of Medicine
2 <sup>nd</sup> Year Semester 2 (level 6)						
	113 - ISL-2	Islamic culture III	Required		2(2+0)	College of Sharia and fundamentals of religion
	361 - RES-4	Respiratory system	Required	Courses of 3 <sup>rd</sup> and 4 <sup>th</sup> levels	4(3+1)	College of Medicine
	362 - GIT-7	Gastrointestinal system	Required	Courses of 3 <sup>rd</sup> and 4 <sup>th</sup> levels	7(4+3)	College of Medicine
	363 - END-5	Endocrine system & metabolism	Required	Courses of 3 <sup>rd</sup> and 4 <sup>th</sup> levels	5(4+1)	College of Medicine
3 <sup>rd</sup> Year Semester 1 (level 7)						
	202 - ARB-2	Arabic language II	Required		2(2+0)	College of arts & science
	471 - URN-4	Urinary system	Required	Courses of 5 <sup>th</sup> level	4(3+1)	College of Medicine
	472 - REP-5	Reproductive system	Required	Courses of 5 <sup>th</sup> level	5(4+1)	College of Medicine
	473 - NEU-7	Nervous system I	Required	Courses of 5 <sup>th</sup> level	7(5+2)	College of Medicine
3 <sup>rd</sup> Year Semester 2						

(level 8)						
	114 – ISL-2	Islamic culture IV	Required		2(2+0)	College of Sharia and fundamentals of religion
	481-NEU-II-6	Nervous system II	Required	Courses of 6 <sup>th</sup> level	6(5+1)	College of Medicine
	482 - FMT -3	Forensic medicine & toxicology	Required	Courses of 6 <sup>th</sup> level	3(2+1)	College of Medicine
	483 - EPB -5	Principles of epidemiology, biostatic and research methodology	Required	Courses of 6 <sup>th</sup> level	5(2+3)	College of Medicine
	484 – PHC - 4	Primary Health care	Required	Courses of 6 <sup>th</sup> level	4(2+2)	College of Medicine
4 <sup>th</sup> year semester 1 (level 9)						
	591- MED1-7	Medicine I	Required	Courses of 5 <sup>th</sup> to 8 <sup>th</sup> levels	7(3+4)	College of Medicine
	592- SRG1-7	Surgery I	Required	Courses of 5 <sup>th</sup> to 8 <sup>th</sup> levels	7(3+4)	College of Medicine
	593- ORT-4	Orthopedics	Required	Courses of 5 <sup>th</sup> to 8 <sup>th</sup> levels	4(2+2)	College of Medicine
4 <sup>th</sup> year semester 2 (level 10)						
	501- MJP-2	Medical Islamic Jurisprudence	Required		2(2+0)	College of Medicine
	502- OGY-6	Obstetrics & Gynecology 1	Required	Med 1 & surgery 1	6(3+3)	College of Medicine
	503- PED-5	Pediatrics I	Required	Med 1 & surgery 1	5(3+2)	College of Medicine
	504- OPH-4	Ophthalmology	Required	Med 1 & surgery 1	4(2+2)	College of Medicine
5 <sup>th</sup> year semester 1 (level 11)						
	611- SRG II-6	Surgery II	Required	Surgery 1	6(2+4)	College of Medicine
	612 – ENT-4	ENT	Required	Med 1 & surgery 1	4(2+2)	College of Medicine
	613 - MED-II-5	Medicine II	Required	Med 1	5(2+3)	College of Medicine
	614 - SAF -2	Patient Safety	Required	Med 1 & surgery 1	2(1+1)	College of Medicine
5 <sup>th</sup> year semester 2 (level 12)						
	621 - PED-II -4	Pediatrics II	Required	Pedia 1	4(1+3)	College of Medicine
	622 – PSY - 3	Psychiatry	Required	Med 1 & surgery 1	3(2+1)	College of Medicine
	623 - OGY-II - 4	Oby&Gyn II	Required	Oby&Gyn 1	4(1+3)	College of Medicine

	624 - FMD - 4	Family Medicine	Required	Med 1 & surgery 1	4(2+2)	College of Medicine
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### Curriculum Study Plan Table for female side

Year	Course Code	Course Title	Required or Elective	Prerequisite	Credit Hours	College or Department
Prep Year semester 1						
	140- ENG-2	Reading	Required		2(2+0)	Preparatory year
	141- ENG-2	Writing	Required		2(2+0)	Preparatory year
	142- ENG-2	Listening & Speaking	Required		2(2+0)	Preparatory year
	143- ENG-2	Vocabulary & Grammar	Required		2(2+0)	Preparatory year
	140- MATH-3	Introduction to Mathematics	Required		2(2+0)	Preparatory year
	140- SKL-2	Learning, Research & thinking skills	Required		2(2+0)	Preparatory year
	140- TECH-3	Computer Skills	Required		3(3+0)	Preparatory year
Prep Year semester 2						
	150- ENG-2	General English	Required		3(3+0)	Preparatory year
	151- ENG-2	Technical writing Report	Required		2(2+0)	Preparatory year
	150- MAN-1	Ethics	Required		1(1+0)	Preparatory year
	150- SKL-2	Communication Skills	Required		2(2+0)	Preparatory year
	150- MATH-3	Calculus	Required		4(4+0)	Preparatory year
1st Year Semester 1 Level 3						
	201- ARB- 2	Arabic language I	Required		2(2+0)	College of arts & science
	231- HIS-2	HISTOLOGY I	Required		2(1+1)	College of Medicine
	232- PHX- 2	Medical physics	Required		2(1+1)	College of Medicine
	233- ANA- 4	Anatomy I	Required		4(2+2)	College of Medicine
	234 - PHY- 4	Physiology I	Required		4 (3+1)	College of Medicine
1st Year Semester 2 Level 4						
	235- BCH- 4	Biochemistry I	Required		4(3+1)	College of Medicine
	202- ARB – 2	Arabic language II	Required	-----	2(2+0)	College of arts & science
	241- ANA- 5	Anatomy II	Required	Anatomy I	5(3+2)	College of Medicine
	242- PHY- 4	Physiology II	Required	Physiology I	4(3+1)	College of Medicine
	243- HIS – 3	Histology II	Required	Histology	3(2+1)	College of Medicine

				I		
	244- BCH- 4	Biochemistry II	Required	Biochemistry I	4(3+1)	College of Medicine
2nd Year Semester 1 Level 5						
	111- ISL- 2	Islamic culture I	Required	-----	2(2+0)	College of Sharia and fundamentals of religion
	351- HEM- 3	Hematology & immunology	Required	Histology II	3(2+1)	College of Medicine
	352 - ANA- 5	Anatomy III	Required	Anatomy II	5(3+2)	College of Medicine
	353 - PHY- 4	Physiology III	Required	Physiology II	4(3+1)	College of Medicine
	354- BME- 2	Medical ethics I	Required	-----	2(2+0)	College of Medicine
	355 – GEN- 2	Medical genetics	Required	Biochemistry II	2(1+1)	College of Medicine
2nd Year Semester 2 Level 6						
	112 - ISL- 2	Islamic culture II	Required	-----	2(2+0)	College of Sharia and fundamentals of religion
	361 - PTH- 6	Pathology I	Required	Histology II	6(4+2)	College of Medicine
	362 - MIC- 5	Microbiology I	Required		5(3+2)	College of Medicine
	363 - PHA- 5	Pharmacology I	Required	Physiology III	5(4+1)	College of Medicine
3rd Year Semester 1 Level 7						
	113 - ISL- 2	Islamic culture III	Required	-----	2(2+0)	College of Sharia and fundamentals of religion
	471 - EPB- 2	Research methodology & biostatistics	Required	-----	2(1+1)	College of Medicine
	472 - PTH- 5	Pathology II	Required	Pathology I	5(3+2)	College of Medicine
	473 - PHA- 4	pharmacology II	Required	Pharmacology I	4(4+1)	College of Medicine
	474 - MIC- 3	Microbiology II	Required	Microbiology I	3(2+1)	College of Medicine
	475 - PRS- 2	Parasitology	Required	-----	2(1+1)	College of Medicine
3rd Year Semester 2 Level 8						
	114 - ISL - 2	Islamic culture IV	Required	-----	2(2+0)	College of Sharia and fundamentals of religion
	481- BCS-2	Basic clinical skills	Required	Level 7 courses	2(0+2)	College of Medicine
	482- MED-7	Medicine I	Required		7(3+4)	College of Medicine

	483- SUR-7	Surgery I	Required		7(3+4)	College of Medicine
4th year semester 1 Level 9						
	591- SAF-2	Patient safety	Required	-----	2(1+1)	College of Medicine
	592- OGY- 6	Oby&gyn I	Required	Medicine I Surgery I	6(3+3)	College of Medicine
	593- PHC-4	Primary health care	Required	Medicine I Surgery I	4(2+2)	College of Medicine
	594- PED- 5	Paediatrics I	Required	Medicine I Surgery I	5(3+2)	College of Medicine
4th year semester 2 Level 10						
	501- SUR-7	Surgery II	Required	Medicine I Surgery I Basic clinical skills	7(3+4)	College of Medicine
	502- MED- 7	Medicine II	Required	Medicine I Surgery I Basic clinical skills	7(3+4)	College of Medicine
	503- MJP- 2	Medical Islamic Jurisprudence	Required	Basic clinical skills	2(2+0)	College of Medicine
5th year semester 1 Level 11						
	611- PED-5	Pediatrics II	Required	Paediatric s I	5(3+2)	College of Medicine
	612- MED -5	Medicine III	Required	Medicine II Paediatric s I Primary health care	5(3+2)	College of Medicine
	613- OGY-4	Oby&gyn II	Required	Paediatric s I Oby&gyn I	4(3+1)	College of Medicine
5th year semester 2 Level 12						
	621- FMD-4	Family medicine	Required	- Medicine III - Surgery II	4(2+2)	College of Medicine

				- Medical Islamic Jurisprudence		
	622- OPH-4	Ophthalmology	Required	- Medicine III - Surgery II	4(2+2)	College of Medicine
	623- ENT-4	ENT	Required	- Medicine III - Surgery II	4(2+2)	College of Medicine
	624- PSY-3	PSYCHIATRY	Required	Medicine III Surgery II	3(2+1)	College of Medicine

2. Required Field Experience Component (if any) (Eg. internship, cooperative program, work experience)

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification
<p>a. Brief description of field experience activity</p> <p>The internship phase is a practical &amp; application study, it starts after completion of the 5-years under-graduation phases, composed of 12 months during which the graduates are rotated on the major departments of medicine &amp; surgery, "Internal Medicine, General Surgery, Obstetrics &amp; Gynecology &amp; pediatric departments", plus 2 months as elective rotations.</p>
<p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester)</p> <p>The internship (field experience) starts after completion of all credit hours needed for completion of the program.</p>
<p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)</p> <p>Five days per week, Full time, the whole year.</p>
<p>d. Number of credit hours (if any) <b>None</b></p>

3. Project or Research Requirements (if any) **None**

Summary of any project or thesis requirement in the program. (Other than projects or assignments within
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individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (eg. level)
d. Number of credit hours (if any)
e. Description of academic advising and support mechanisms provided for students to complete the project.
f. Description of assessment procedures (including mechanism for verification of standards)

#### 4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes,



assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	<b>NQF Learning Domains and Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe the principles of basic medical sciences	Lectures, seminars, tutorials, assignments, self-directed learning, E-learning, PBL sessions, discussion, research activities, case studies	MCQs exams, individual and group presentation, case studies, discussion, research activities
1.2	Recognize the etiology, pathology, natural history, diagnosis, prognosis, control and prevention of common medical disorders in different age groups.		
1.3	List the essential investigations and diagnostic procedures for common and life threatening illnesses.		
1.4	Outline the basic principles of the management of common and life threatening illnesses		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Analyze symptoms and signs of patients presentation to formulate a deferential diagnosis and / or specific diagnosis	Lectures, seminars, tutorials, group assignments, self-directed learning, E-learning, group discussion, research activities, case studies	MCQs exams, individual and group presentations, case studies, discussion
2.2	Formulate appropriate management strategies for patients with common and life threatening health problems.		
2.3			
2.4			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Respect patients' rights in management decisions in terms of the different cultural beliefs and values in the community they serve.	Seminars, tutorials, group assignments, practical classes, group discussion, research activities, lab demonstrations,	log books, group presentations, case studies, lab manuals, discussion
3.2	Illustrate the important role played by other health care professionals in patients' management and works effectively within a team		

		case studies.	
4.0	Communication, Information Technology, Numerical		
4.1	Presents information clearly in written, electronic and/or oral forms.	Seminars, tutorials, group assignment, practical classes, E-learning, group discussion, research activities.	group presentations, case studies, discussion.
4.2	Communicate effectively with patients, their families, peers and members of the health care teams.		
5.0	Psychomotor		
5.1	Perform an appropriate clinical examination of the patients.	practical classes. lab demonstrations, skill lab BST	OSCE, OSPE, Clinical exam
5.2	Perform basic common medical and surgical procedures		

### Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table, below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced (see help icon)

### Male side

	Course Offerings NQF Learning Domains and Learning Outcomes	ARB 201	ISL 111	EDU 201	ETH 322	PHX 211	BCH 209	ANA 205	PHY 223	ISL 112	BCS 242	PTH 243	MIC 244	PHA 245
<b>1.0</b>	<b>Knowledge</b>													
1.1	K 1	----	----	----	I	I	I	I	I	----	---	I	I	I
1.2	K 2	----	----	----	----	----	----	----	I	----	---	I	I	I
1.3	K 3	----	----	----	----	----	----	----	I	----	---	I	I	I
1.4	K 4	----	----	----	----	----	----	----	I	----	---	I	I	I
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	C 1	----	----	----	----	----	----	I	I	----	---	I	I	I
2.2	C 2	----	----	----	----	----	----	----	I	----	---	I	I	I
2.3														
2.4														

3.0	Interpersonal Skills & Responsibility													
3.1	I 1	----	I	I	I	I	I	I	I	P	P	I	I	I
3.2	I 2	----	---	I	I	----	I	I	I	P	P	I	I	I
4.0	Communication, Information Technology, Numerical													
4.1	N 1	I	I	I	I	I	I	I	I	----	P	I	I	I
4.2	N 2	I	I	I	I	I	I	I	I	----	P	I	I	I
5.0	Psychomotor													
5.1	P 1	----	----	----	----	----	----	----	I	----	----	----	----	----
5.2	P 2	----	----	----	----	----	----	----	I	----	----	----	----	----

	Course Offerings	GRD 241	ISL 113	MSS 351	HEM 352	CVS 353	ISL 114	RES 361	GIT 362	END 363	ARB 202	REP 471	URN 472	NEU 473
1.0	Knowledge													
1.1	K 1	P	----	P	P	P	----	P	P	P	----	P	P	P
1.2	K 2	P	----	P	P	P	----	P	P	P	----	P	P	P
1.3	K 3	P	----	P	P	P	----	P	P	P	----	P	P	P
1.4	K 4	P	----	P	P	P	----	P	P	P	----	P	P	P
2.0	Cognitive Skills													
2.1	C 1	P	P	P	P	P	P	P	P	P	P	P	P	P
2.2	C 2	P	P	P	P	P	P	P	P	P	P	P	P	P
2.3														
2.4														
3.0	Interpersonal Skills & Responsibility													
3.1	I 1	P	----	P	P	P	P	P	P	P	P	P	P	P
3.2	I 2	P	---	P	P	P	P	P	P	P	P	P	P	P
4.0	Communication, Information Technology, Numerical													
4.1	C 1	P	----	P	P	P	----	P	P	P	----	P	P	P
4.2	C 2	P	---	P	P	P	----	P	P	P	----	P	P	P
5.0	Psychomotor													
5.1	P 1	I	----	I	I	I	----	I	I	I	----	I	I	I
5.2	P 2	I	----	I	I	I	----	I	I	I	----	I	I	I

	Course Offerings	NEU 481	FMT 482	EPB 483	PHC 484	MED I 591	SUR I 592	ORT 593	MJP- 2 501	OGY I 502	PED I 503	OPH 504	SUR II 611	ENT 612
<b>1.0</b>	<b>Knowledge</b>													
1.1	K 1	P	----	---	----	----	----	----	----	----	----	----	----	----
1.2	K 2	P	----	P	P	A	A	A	----	A	A	A	A	A
1.3	K 3	P	----	P	P	A	A	A	----	A	A	A	A	A
1.4	K 4	P	----	----	P	A	A	A	----	A	A	A	A	A
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	C 1	P	----	----	P	A	A	A	----	A	A	A	A	A
2.2	C 2	P	----	----	P	A	A	A	----	A	A	A	A	A
2.3														
2.4														
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	I 1	P	P	P	P	A	A	A	P	A	A	A	A	A
3.2	I 2	P	P	P	P	A	A	A	P	A	A	A	A	A
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	C 1	P	P	P	P	A	A	A	P	A	A	A	A	A
4.2	C 2	P	P	P	P	A	A	A	P	A	A	A	A	A
<b>5.0</b>	<b>Psychomotor</b>													
5.1	P 1	I	----	----	P	A	A	A	----	A	A	A	A	A
5.2	P 2	I	----	----	P	A	A	A	----	A	A	I	A	I

	Course Offerings	MED II 613	PATIENT SAFTY 614	PED II 621	PSY 622	OGY II 623	FMD 624							
<b>1.0</b>	<b>Knowledge</b>													
1.1	K 1	----	----	----	----	----	----							
1.2	K 2	A	----	A	P	A	P							
1.3	K 3	A	----	A	P	A	P							
1.4	K 4	A	----	A	P	A	P							
<b>2.0</b>	<b>Cognitive Skills</b>													

2.1	C 1	A	----	A	P	A	P							
2.2	C 2	A	----	A	P	A	P							
2.3														
2.4														
3.0	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	I 1	A	A	A	A	A	A							
3.2	I 2	A	A	A	A	A	A							
4.0	<b>Communication, Information Technology, Numerical</b>													
4.1	C 1	A	A	A	A	A	A							
4.2	C 2	A	A	A	A	A	A							
5.0	<b>Psychomotor</b>													
5.1	P 1	A	I	A	P	A	P							
5.2	P 2	A	I	A	P	A	P							

## Female side

	Course Offerings	ARB 201	ISL 111	HIS 231	PHS 232	ARB 202	ANA 233	PHY 234	BCH 235	ANA 241	PHY 242	HIS 243	BCH 244	HEM 351
	NQF Learning Domains and Learning Outcomes													
1.0	<b>Knowledge</b>													
1.1	K 1			A	A		A	A	A	A	A	A	A	P
1.2	K 2						I	P	P	I	P		I	P
1.3	K 3						I	P	P	I	P	I	P	A
1.4	K 4						I	P	P		P	I	P	P
2.0	<b>Cognitive Skills</b>													
2.1	C 1							I	I		I	I	I	
2.2	C 2							P	P		P		P	P
2.3														
2.4														
3.0	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	I 1	—	-	-	-	-	-	-	-	-	-	-	-	-
3.2	I 2	-	-	-	-	-	-	-	-	-	-	-	-	-
4.0	<b>Communication, Information</b>													

	Technology, Numerical													
4.1	C 1			A	A		A	A	A	A	A	A	A	A
4.2	C 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5.0	Psychomotor													
5.1	P 1	-	-	-	-	-	-	I	-	-	I	-	-	I
5.2	P 2	-	-	-	-	-	-	I	-	-	I	-	-	-

	Course Offerings  NQF Learning Domains and Learning Outcomes	ANA 252	PHY 353	BME 354	GEN 355	ISL- 112	PTH 361	MIC 362	PHA- 363	ISL- 113	EPB 471	PTH 472	PHA 473	MIC 474
1.0	Knowledge													
1.1	K 1	A	A		P		A	P	P		A	A	A	P
1.2	K 2	I	I		P		P	P	P			P	P	P
1.3	K 3	-	P	-	I		P	A	-		I		-	A
1.4	K 4	-	P	-	-		-	A	P			I	P	A
2.0	Cognitive Skills													
2.1	C 1	-	I	-	I	-	P	I	-		I	-	P	
2.2	C 2	I	P	-	-	-	I	P	P	-		P	A	A
2.3														
2.4														
3.0	Interpersonal Skills & Responsibility													
3.1	I 1	-	-	A	-	-	-	I	I	-		I	I	I
3.2	I 2	-	-	-	-	-	-	-	-	-	-	-	-	-
4.0	Communication, Information Technology, Numerical													
4.1	C 1	A	A	A	A	A	A	A	A	A	A	A	A	A
4.2	C 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5.0	Psychomotor													
5.1	P 1	-	-	-	-	-	-	-	-	-	-	-	-	-
5.2	P 2	-	I	-	I	-	I	P	-	-		P	-	P

	Course Offerings	PRS 475	ISL - 2 114	BCS- BMS 2 481	MED- 7 482	SUR- 7 483	PS- 591	OGY- 6 592	PHC4- 593	PED- 5 594	SUR- 7 501	MED- 7 502	MJP- 2 503	PED- 5 611
<b>1.0</b>	<b>Knowledge</b>													
1.1	K 1	A		P	P	P	P	P	P	P	P	P	P	P
1.2	K 2	P		A	A	A	A	A	A	A	A	A	A	A
1.3	K 3	P		A	A	A	A	A	A	A	A	A	A	A
1.4	K 3	P		A	A	A	A	A	A	A	A	A	A	A
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	C 1	I		A	A	A	A	A	A	A	A	A	a	A
2.2	C 2	I		A	A	A	A	A	A	A	A	A	A	A
2.3														
2.4														
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	I 1	—		A	A	A	A	A	A	A	A	A	A	
3.2	I 2	—		A	A	A	A	A	A	A	A	A	A	A
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	C 1	A		A	A	A	A	A	A	A	A	A	A	A
4.2	C 2	—		A	A	A	A	A	A	A	A	A	A	A
<b>5.0</b>	<b>Psychomotor</b>													
5.1	P 1	—		A	A	A	A	A	A	A	A	A	A	A
5.2	P 2	I		A	A	A	A	A	A	A	A	A	A	A

	Course Offerings	MED -5 612	OGY- 4 613	FMD- 4 621	OPH- 4 622	ENT- 4 623	PSY- 3 624							
<b>1.0</b>	<b>Knowledge</b>													
1.1	K 1	P	P	P	P	P	P							
1.2	K 2	A	A	A	A	A	A							
1.3	K 3	A	A	A	A	A	A							
1.4	K 4	A	A	A	A	A	A							
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	C 1	A	A	A	A	A	A							
2.2	C 2	A	A	A	A	A	A							
2.3														
2.4														
<b>3.0</b>	<b>Interpersonal Skills</b>													

	&Responsibility													
3.1	I 1	A	A	A	A	A	A							
3.2	I 2	A	A	A	A	A	a							
4.0	Communication, Information Technology, Numerical													
4.1	C 1	A	A	A	A	A	A							
4.2	C 2	A	A	A	A	A	A							
5.0	Psychomotor													
5.1	P 1	A	A	A	A	A	A							
5.2	P 2	A	A	A	A	A	A							

## 5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites. **Attached college rules**

## 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for: **Attached college rules**

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

## E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg., verify grading samples of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- Exams are revised by the revision committee before delivery to students
- Correction of the exams done by the machine
- Item analysis (difficulty index, discrimination index and reliability factor ) is done to the exam after delivery to the students and its results released to the staff to be guide for improvement of next exams

## F Student Administration and Support

### 1. Student Academic Counselling

Describe arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- Student guide for each student covering the activities and regulations.



- b. Appointing a college member of supervisors for a number of students from the entrance of the program till the end.
- c. To provide the student with the needed advice with regard to specialization and employment after graduation.
- d. Provide advice and guidance to students regarding aspects of personal and social aspects during office hours.
- e. Each staff member will specify 2-4 hours for office hours per week that will be planned from the start of each semester and must be addressed on the university website.
- f. The academic counselling office of the college must arrange with staff members the time tables at different levels, examination time tables, and the results of examinations.
- g. Teaching plan is made by all staff members, counselling office and is known for students from the beginning of program.

## 2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

**Attached college rules**

## G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

- 7. The college administration annually send to the staff to specify their need of textbooks, reference and other resource material including electronic and web based resources. Each staff sends his needs to the administration. And these need then studied and raised to the higher administration
- 8. A questioner is done annually about the needs of textbooks, reference and other resource material including electronic and web based resources and the satisfaction of the staff about it and what they need to complete. The result of the questioner is raised to the administration

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

- 1. In program and courses specification these needs are specified and send the administration to be available before teaching
- 2. Then in program and courses reports there is feedback and recommendations about these facilities which raised to the administration
- 3. A questioner is done annually about the needs of resources for library, laboratories, and classrooms and the satisfaction of the staff about it and what they need to complete. The result

of the questioner is raised to the administration
<p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ol style="list-style-type: none"> <li>1. Formation of the resources, facilities &amp; equipment committee.</li> <li>2. Setting a guideline for the resources, facilities &amp; equipment committee.</li> <li>3. A questioner is done annually</li> </ol>
<p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>Student's questionnaires about the availability of the reference books &amp; web-sites.</p>
<p>4. What processes are followed for textbook acquisition and approval?</p> <ol style="list-style-type: none"> <li>1. A questionnaire about the availability of the needed books for each department each one in his speciality.</li> <li>2. Statistical analysis is done about what we have &amp; what we need.</li> <li>3. According to the questionnaires and the statistical analysis data, the number of the needed books of each department will be approved.</li> </ol>

## H. Faculty and other Teaching Staff

### 1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

Appointments of a new teaching staff according to the following:

1. Each department decide his needs and raise his requests to the administration
2. The selection of a staff must be according to certain standards to ensure the selection of the best & well qualified staff.
3. Selection done after interviews to evaluate the efficiency of the applicant for the job.
4. Selection of college members from well-known universities.
5. Selection must take awards and scientific expertise and research in consideration.
6. Student's questionnaires of teaching strategy by staff members are taken in consideration.

### 2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

A questionnaire to teaching staff about the program quality and planning for improvement is done annually

Staff recommendations in courses reports

b. Explain the process of the Advisory Committee (if applicable)

the advisory committee meeting is done regularly and program documents (PS, PR, CS, CR and other reports) are discussed and recommendations for the improvement are given

### 3. Professional Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

1. Regular training sessions, workshops, meetings for the development of staff member's teaching skills.
2. Invitation of well & excellent trainers to participate in training workshops, meetings & seminars.
3. Continuous updating of course contents.
4. Regular meetings where problems are discussed and applicable solutions given.

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

1. Regular training sessions, workshops, meetings for the development of staff member's research skills.
2. Provide the references needed for the research.
3. Free web-site.
4. Presence of updated library with many reference books.

### 4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

1. Presence of a guide or policy in each department.
2. Regular workshops, meeting or seminars for the new staff concerned with the preparation, course specifications & course reports.
3. Strategic plans of the college about the points of strength, weakness, opportunities & threats

### 5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion of total teaching staff etc.)

Departments determine its need then raise its requests to the administration  
Selection done after interviews to evaluate the efficiency of the applicant for the job.  
Selection of visiting staff from well-known universities.  
Selection must take awards and scientific expertise and research in consideration.  
Student's questionnaires of teaching strategy by staff members are taken in consideration

## I. Program Evaluation and Improvement Processes

### 1. Effectiveness of Teaching

a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

1. Student's questionnaires.
2. Courses reports.
3. Feedback from employers about the performance of graduates.
4. Review the evaluation of the graduating students for courses and academic program.
5. Evaluation of the teaching resources.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

1. Seminars and workshops for the staff.
2. Student questionnaire.
3. Graduates and employers questionnaire to get their view about the program in general.

### 2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) from current students and graduates of the program?

1. Senior student's questionnaire about the courses & the program in general.
2. Course reports.
3. Graduate's program reports.

(ii) from independent advisors and/or evaluator(s)?.

1. Staff meeting with brain storming to discuss the program report.
2. Program revision from well-recognized institutes.
3. Evaluation from higher committee e.g. "NCAAA".

(iii) from employers, Advisory Committee, and/or other stakeholders.

Employer's questionnaire about the performance of the graduate.

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

#### Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus				
Branch 1				
Branch 2				
Branch 3				
Branch 4				