



Imam Mohammad Ibn Saud Islamic University

College of Medicine

Consistency of MBBS Program with

The National Qualifications Framework

Requirement 1: **The title of the qualification must comply with the Framework.**

Bachelor of Medicine and Bachelor of Surgery

Matched with level 3 Academic Strand (Bachelor Degree)

Requirement 2: The number of credit hours required for the qualification must be at least as specified in the framework.

221 credit hrs

The minimum requirement is 120 hours for bachelor degree according to NQF

Requirement 3: The program objectives should develop learning outcomes in all of the required domains of learning. To provide evidence that this is done:

NQF	Yes/No	Comment
Learning objectives specified for the program should include outcomes in all of the domains.	Yes	See program specification

Responsibility for achieving these learning outcomes should be distributed appropriately across the courses within the program and included in course objectives	Yes	See course specifications and course matrix
Program and course specifications should include methods of teaching and student activities that are appropriate for the learning outcomes in each of the domains	Yes	See program and course specifications
Tests, examinations and other required assessment tasks should include appropriate forms of assessment of learning in each of the domains.	Yes	See course specifications
Program evaluations, including student, graduate or employer surveys and/or other mechanisms should include attention to learning outcomes in each of the domains.	Yes	Ongoing process

	Course Offerings	IMAM313	IMAM324	HAEM320	CNSS320	INTG320	BCS320	IMED441	RAD440	SURG441	ORTH440	PAED440	FOME440	FMED550	EMED550	ENT550	IMED552	PSYC550	SURG550	OPHT550	DERM550	OBGYN
	NQF Learning Domains and Learning Outcomes																					
	Knowledge																					
1.1	Demonstrate sound knowledge and skills pertinent to the integration of basic, clinical, behavioural and social sciences in medical practice	I	I	I	I	I	I	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
1.2	Demonstrate sound understanding of the healthcare system in Saudi Arabia	I	I			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2.0	Cognitive Skills																					
2.1	Demonstrate sound knowledge and skills pertinent to the delivery of evidence-based health care	P				P	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P
2.2	Demonstrate clinical reasoning, decision making, and problem solving skills	P				P	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P
2.3	Demonstrate sound knowledge and skills pertinent to the management of life-threatening medical conditions							A	A	A	A	A		A	A	A	A	A	A	A	A	A
2.4	Demonstrate sound knowledge and skills pertinent to the management of common medical problems							A	A	A	A	A		A	A	A	A	A	A	A	A	A
2.5	Demonstrate basic research skills							A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
2.6	Demonstrate scholarly pursuits							A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
	Interpersonal Skills & Responsibility																					

3.1	Place patients' needs and safety at the center of the care process							P	P	P	P	P		P	P	P	P	P	P	P	P	P
3.2	Demonstrate sound knowledge and skills pertinent to the teamwork and inter-professional collaboration							P	P	P	P	P		P	P	P	P	P	P	P	P	P
3.3	Adhere to professional attitudes and behaviors of physicians.							P	P	P	P	P		P	P	P	P	P	P	P	P	P
3.4	Apply Islamic, legal, and ethical principle of professional practice	P	P					P	P	P	P	P		P	P	P	P	P	P	P	P	P
3.5	Demonstrate commitment to personal and professional development	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Communication, Information Technology, Numerical																						
4.1	Advocate health promotion and disease prevention							A	A	A	A	A		A	A	A	A	A	A	A	A	
4.2	Effectively communicate with patients, colleagues, and other health professionals							A	A	A	A	A	A	A	A	A	A	A	A	A	A	
4.3	Apply medical informatics in healthcare system	A						A	A	A	A	A		A	A	A	A	A	A	A	A	
5.0	Psychomotor																					
5.1	Demonstrate the essential clinical skills							A	A	A	A	A	A		A	A	A	A	A	A	A	

I: introductory, P: proficient and A: advanced

Requirement 4: The standards achieved in each of the domains must be consistent with the description of characteristics of graduates and the description of learning outcomes for the qualification level concerned.

The framework groups the kinds of learning expected of students into five domains and describes learning outcomes at each level in each of these groupings. The domains are:

National Qualification		
1.0	Knowledge	MBSS program
1.1	Demonstrate sound knowledge and skills pertinent to the integration of basic, clinical, behavioural and social sciences in medical practice	<p>Graduates of the MBBS program are expected to demonstrate the following elements related to knowledge:</p> <ul style="list-style-type: none"> • Normal structure and function of the body and organ systems. • Molecular, cellular, biochemical, and physiological mechanisms that maintain the body's homeostasis • Common investigational techniques used to differentiate normal and abnormal structure and function • Abnormalities in structure and function, that occurs with disease. • The aetiology and natural history of acute and chronic diseases • Normal and abnormal behavior • Principles of drug action and their uses and efficacy of various therapies including: <ul style="list-style-type: none"> • Absorption; metabolism; excretion; dose response relationships; specificity and selectivity in relation to actions and side effects. • The life cycle and effects of growth, development, and aging upon the individual, family and community.
1.2	Demonstrate sound understanding of the healthcare system in Saudi Arabia	

			<ul style="list-style-type: none">• Basic principles of clinical and translational research.• Clinical Practice:<ul style="list-style-type: none">• Appropriate history taking for specific patient presentations• Mental state examination ☐ Physical examination• Assessment of patient's problems and developing differential diagnoses• Rational selection of initial investigations for the presenting problem• Interventions and therapeutic• Evaluation and interpretation of data (history, examination, and investigations)• Construction of therapeutic strategies and management plans ☐ Monitoring the effectiveness of management plans• Health promotion and disease prevention policies, structures, and approaches• Therapeutic partnerships• Relevant biochemical, pharmacological, surgical, psychological, social and other interventions in acute and chronic illness, rehabilitation, and end-of-life care• Societal problems e.g. violence and abuse ☐ Medical ethics, law, and human values• Principles of informed consent, confidentiality, and privacy• Principles underlying professional behavior• Principles of evidence based medicine• Population, social, and community health
--	--	--	---

			<ul style="list-style-type: none"> • Medical emergencies - assessment, stabilization, and transport • Common problems and serious conditions across all ages • Principles of self-directed learning and teaching others. <p>Populations and Preventive Health:</p> <ul style="list-style-type: none"> • Factors influencing the health and illness patterns of populations (including lifestyle, genetics, demography, environment, social, economic, psychological, and cultural) • Cultural and belief systems leading to varied perceptions of symptoms, illnesses, and treatment. • Principles of epidemiology and health economics • Local and regional health care systems including policies, organization, finances, and principles of effective management • Public health, population health, disease prevention, and health promotion • Access to health care for diverse populations • Impact of disabilities on individuals, families and careers, and society's response • Global health issues and the role of international health care organizations (including guidelines on management of pandemics)
2.0	Cognitive Skills		
2.1		Demonstrate sound knowledge and skills pertinent to the	

		delivery of evidence-based health care	<p>Graduates of the MBBS program are expected to demonstrate the following elements related to cognitive skills:</p> <ul style="list-style-type: none"> • Critically analyze data and apply scientific methods in interpreting it. • Undertake investigations and analyze problems with minimal guidance. • Identify a patient’s health risks even if not associated with an initial problem. • Comprehend and evaluate new information, concepts, and evidence. • Exercise sound clinical judgments to establish diagnoses and therapies. • Incorporate and modify their thinking in response to new evidence and information. • Proceed with appropriate safeguards based on the best available information in the face of uncertainty. • Recognize limits of their own competence and refer for other advice and treatment when needed.
2.2		Demonstrate clinical reasoning, decision making, and problem solving skills	
2.3		Demonstrate sound knowledge and skills pertinent to the management of life-threatening medical conditions	
2.4		Demonstrate sound knowledge and skills pertinent to the management of common medical problems	
2.5		Demonstrate basic research skills and scholarly pursuits	
3.0	Interpersonal Skills & Responsibility		
3.1		Place patients’ needs and safety at the center of the care process	<p>Graduates of the MBBS program are expected to demonstrate the following elements related to interpersonal skills and responsibility: Professional communication with patients, Communicate effectively with families, careers and the public</p>
3.2		Demonstrate sound knowledge and skills pertinent to the	

		teamwork and inter-professional collaboration	across a broad range of socioeconomic and cultural backgrounds, Professional practice, Continuous learner.
3.3		Adhere to professional attitudes and behaviors of physicians.	
3.4		Apply Islamic, legal, and ethical principle of professional practice	
3.5		Demonstrate commitment to personal and professional development	
4.0	Communication, Information Technology, Numerical		
4.1		Advocate health promotion and disease prevention	Graduates of the MBBS program are expected to demonstrate the following elements related to communication, information technology, numerical: <ul style="list-style-type: none"> • Use effectively the facilities in health informatics, i.e. computers, on line learning, use on line systems for search, collect, organize and interpret biomedical information • Use statistical methods. • Calculate appropriate doses. • Present results of investigations and inquiries in appropriate forms for different audiences using IT and other communications technologies. • Be aware of developments in the application of information and communication technology to medicine, and the limitations of this (including risks to data security and integrity)
4.2		Effectively communicate with patients, colleagues, and other health professionals	
4.3		Apply medical informatics in healthcare system	

5.0	Psychomotor Skills:		

5.1		Demonstrate the essential clinical skills	<p>Graduates of the MBBS program are expected to demonstrate the following elements related to psychomotor skills:</p> <p>Be able to accurately measure and record: Blood pressure in adults and children, Pulse and respiratory rate , Core body temperature, Oxygen saturation levels using a pulse oximeter, Blood sugar levels (glucometer).</p> <p>Be able to safely: Hand wash before and after patient contact and procedures, Perform venipuncture, Administer an intramuscular injection, Administer a subcutaneous injection o Perform intravenous cannulation, Set up an intravenous infusion, Administer intravenous drugs o Order intravenous fluid and electrolyte therapies, Inject or aspirate joints, Administer oxygen therapy, Administer nebulizer treatment.</p> <p>In the cardiopulmonary system, medical education graduates will be able to accurately: Set up and record a 12 lead electrocardiogram, Take and prepare for transport an arterial blood gas sample, Measure peak flow, Perform and record spirometry.</p> <p>In child health, medical education graduates will be able to accurately assess: Infant respiratory distress o Infant/child dehydration, An Apgar score</p> <p>In the gastrointestinal system, medical education graduates will be able to safely: Insert a nasogastric tube, Perform a rectal examination, Perform a proctoscopy, Perform a fecal occult blood analysis</p>
-----	--	---	---

			<p>In mental health, medical education graduates will be able to accurately: Perform a mini-mental state examination, Assess suicide risk</p> <p>In the neurological system, medical education graduates will be able to accurately: Estimate a Glasgow Coma Score, Identify focal neurological signs, Identify papilloedema</p> <p>In ophthalmology, medical education graduates will be able to accurately and safely: Assess visual fields, Assess and record visual acuity, Perform direct ophthalmoscopy, Perform eye irrigation o Perform an eyelid eversion, Remove a corneal foreign body.</p> <p>In otolaryngology, medical education graduates will be able to accurately (and safely): Perform otoscopy, Perform an anterior rhinoscopy, Irrigate an external auditory canal, Insert an anterior nasal pack, Insert an external ear canal wick</p> <p>In surgery, medical education graduates will be able to accurately (and safely): o Perform sterile dressing of wounds o Scrub, gown and glove o Perform local anesthesia o Suture simple wounds o Remove simple skin lesions o Remove sutures o Dispose of used sharps and waste</p> <p>In trauma emergencies, medical education graduates will be able to accurately (and safely): Perform a primary trauma survey, Apply a cervical collar, Apply pressure hemostasis, Perform volume</p>
--	--	--	--

			<p>resuscitation, including blood transfusion, Handle unconscious patients, Immobilize joints, Apply plaster immobilizations</p> <p>In the uro-genital system, medical education graduates will be able to accurately (and safely): Test urine using a dipstick, Catheterize a male and female bladder, Take a urethral swab</p> <p>In women's health, medical education graduates will be able to accurately (and safely): Assess the fundal height, Detect fetal heart sounds, Perform urine pregnancy testing, Perform a gynecological pelvic examination o Perform a PAP smear</p> <p>In basic life support, medical education graduates will: Apply the theory of basic airway management, ventilatory and circulatory support, Demonstrate competency in basic airway management, ventilatory and circulatory support, Demonstrate competency in the use of semi-automatic or automatic defibrillators</p> <p>In advanced life support, medical education graduates will: Perform advanced airway management including the use of laryngeal mask, Recognize malignant arrhythmias, use resuscitation/drug protocols and manual defibrillation, Participate in decision-making and debriefing regarding cessation of resuscitation.</p>
--	--	--	--