



المركز الوطني للتقويم والاعتماد الأكاديمي  
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## ATTACHMENT 3.



## T4. PROGRAM SPECIFICATIONS

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement.



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## Program Specifications

Institution: <b>Imam Mohammed Ibn Saud Islamic University</b>	Date:
College/Department: <b>College of Medicine</b>	
Dean/Department Head: Currently: <b>Dr. Tariq Bin Abdulrahman Al Asbali</b>	
Insert program and college administrative flowchart:	
<p><b>ORGANIZATIONAL CHART</b></p> <pre> graph TD     CB[College Board] --&gt; D[DEAN]     CB --&gt; AC[Advisory Committee]     D --&gt; C[Committees]     D --&gt; VDA[Vice Dean for Administrative Affairs]     D --&gt; VDAff[Vice Dean for Academic Affairs]     D --&gt; VDDQA[Vice Dean for Development &amp; Quality Affairs]     D --&gt; VDCMA[Vice Dean for Clinical and Medical Affairs]     D --&gt; VDPSSR[Vice Dean for Postgraduate and Scientific Research]          C --&gt; CC[Curriculum Committee]          VDA --&gt; AAU[Administrative Affairs unit]     VDA --&gt; FAU[Faculty Affairs Unit]     VDA --&gt; ITCSU[IT and Computer services unit]          VDAff --&gt; QU[Quality unit]     VDAff --&gt; SAU[Students affairs]          VDDQA --&gt; DU[Development Unit]     VDDQA --&gt; SSCU[Supporting services unit]          VDDQA --&gt; ECA[External cooperation &amp; agreements]          VDDQA --&gt; AA[Assessment &amp; Accreditation]          VDCMA --&gt; CSSU[Clinical skills &amp; Simulation unit]     VDCMA --&gt; HA[Hospital administration]     VDCMA --&gt; CSA[Clinical stage administration]          VDPSSR --&gt; PDU[Postgraduate Unit]     VDPSSR --&gt; SRPC[Scientific research &amp; Publication center]     VDPSSR --&gt; CMCC[Complementary Medicine Center]     VDPSSR --&gt; MSC[Medical studies center]          AAU --&gt; AD[Academic Departments]     AAU --&gt; EU[Examination Unit]     FAU --&gt; AAU2[Academic affairs units]     ITCSU --&gt; AAU2     </pre>	
List all branches offering this program:	
Branch 1. <b>Male Campus at Street Usman Bin Affan</b>	
Branch 2. <b>Female Branch at the University Campus</b>	



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### A. Program Identification and General Information

1. Program title and code: <b>Bachelor of Medicine and Bachelor of Surgery (MBBS)</b>
2. Total credit hours needed for completion of the program: <b>221 CH</b>
3. Award granted on completion of the program <b>MBBS</b>
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program) <b>College of Medicine Program is an integral program and does not have multiple tracks. The graduate who completed the program is offered a Bachelor of Medicine and Surgery degree.</b>
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) <b>No intermediate exit point, students should complete the whole credit hours to be offered MBBS degree.</b>
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) <b>No licensed occupations are offered to any student before completing the full program credit hours (221 hrs).</b>
7. (a) New Program <input checked="" type="checkbox"/> Planned starting date <input type="text" value="1428/1429"/> (b) Continuing Program <input type="checkbox"/> Year of most recent major program review <input type="text"/> List recent major review or accreditation contracts. 1. <b>Accreditation Contract with NCAA in 15.08.1438</b>
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. <b>Chair for male section:</b> (Currently) <b>Dr. Tariq Bin Abdulrahman Al Asbali</b> Dean of the College of Medicine <b>Chair for female section: Dr. Aamnah A. Ashour</b>



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**9. Date of approval by the authorized body (MOE).**

Campus Location	Approval By	Date
Main Campus: <b>College of Medicine</b>	<b>Ministry of Education</b>	<b>23.03.1428</b>
Branch 1: <b>Males</b>		
Branch 2: <b>Females</b>		
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.

During the last three decades, the Kingdom of Saudi Arabia has experienced a dramatic improvement in economic status and development. Health services in particular have developed to a greater extent as accessibility and coverage indicators have indicated. This is combined with improvement in all health indicators such as mortality, morbidity, and life expectancy. However national health manpower development is not coping with the momentum and attendant developmental growth. For instance, the percentage of Saudi nationals who work in the health sector is only 21%. This figure is very low even when compared to other sectors such as education and agriculture. The need for expansion in education in the health profession to fill the great need for health professionals is well justified. The need for changing medical education and medical practice has an even greater justification in order to produce health personnel in the needed quantity, at the right time and the appropriate place.

Furthermore, the existing curricula of many medical schools in Saudi Arabia are following traditional approaches. These approaches are criticized as being less community-oriented. They use teaching and learning strategies that are teacher-centered with a passive role for students. Knowledge is delivered fragmented and disintegrated. In addition, the dichotomy between education and health services as well as multi- and interdisciplinary collaboration all suffer as a result of these outmoded systems. These institutions produce graduates who opt to work only in urban areas contributing further to poor distribution of stable national health personnel and services throughout the Kingdom.

In order to fill the gap of qualified medical doctors and to contribute to the development in medical education in the Kingdom, Al Imam Medical College is implementing innovative curriculum that apply new educational strategies that include student centered education which regard students as active learner with contribution to the learning process.

Al Imam medical curriculum aims at overcoming the major drawbacks of the current conventional curriculum and improving the quality of AL-IMAM graduates.



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

**The University mission** states the following: *"Nurturing the knowledge, creativity and moral values of male and female students to acquire the leadership skills and serve their home country through providing activities of high quality learning, teaching, scientific research, and community service"*.

Guided by its Islamic traditions and values, the University integrates commitment to Islamic principles with academic and research excellence, in addition to international communication and knowledge exchange in order to participate in producing and disseminating knowledge in accordance with national and international quality standards.

**Program Mission:**

*"Provide medical education with highest professional standards to graduate competent, honest physicians to practice evidence-based medicine in order to provide excellent medical care to serve Saudi community and enrich scientific research"*

The program mission is relevant to the University mission in a number of points that include: providing high quality environment for learning, serving the Saudi community, adherence to the Islamic values and traditions and enriching scientific research.

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?

- 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?

In this program, students take some courses as University requirements including: Islamic studies, Holy Quran and History of the Kingdom Courses. These courses are offered in the premises of the College included within the timetable for each academic year. Student's assessment is also carried out and course evaluations are normally carried out at the end of each semester. Representatives of the academic affairs communicate with the respective departments to get feedback on the content and mode of delivery and assessment to ensure that these courses achieved their intended learning outcomes.



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

- **English language skills**
- **Limited IT**

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

- **Physical provisions in the building**
- **Special needs applicants with physical disabilities have special parkings, seatings, ramps and bathrooms.**

### C. Mission, Goals and Objectives:

1. Program Mission Statement (insert).

#### Program Mission:

*"Provide medical education with highest professional standards to graduate competent, honest physicians to practice evidence-based medicine in order to provide excellent medical care to serve Saudi community and enrich scientific research"*

1. List Program Goals (eg. long term, broad based initiatives for the program, if any):

Our graduates will

- possess the satisfactory knowledge, skills and professional attitudes that will ensure their competency to practice medicine safely and effectively
- apply skills in the pursuit of life-long learning in specific areas in Medicine.
- develop critical thinking and research skills and appreciate the value of research and evidence in practice.
- develop skills for scholarly investigation, pursuit of discovery, and transmission of knowledge to others, including principles in research and clinical practice.
- incorporate ethical principles in research and ethical practice.
- be committed to safeguard the community needs and are prepared to join the workforce in Saudi Arabia



2. 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 KPIs	Major Strategies
<b>Demonstrate sound knowledge and skills pertinent to the integration of basic, clinical, behavioural and social sciences in medical practice</b>	Average grading of written, spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Demonstrate sound knowledge and skills pertinent to the delivery of evidence-based health care</b>	Average grading of written, spotter tests and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Demonstrate the essential clinical skills</b>	Average grading of practical and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Demonstrate clinical reasoning, decision making, and problem solving skills</b>	Average grading of practical and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Demonstrate sound knowledge and skills pertinent to the management of life-threatening medical conditions</b>	Average grading of practical and clinical examinations for each block/course/rotation	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys





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	Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Employers surveys
<b>Demonstrate sound knowledge and skills pertinent to the management of common medical problems</b>	Average grading of practical and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Place patients' needs and safety at the center of the care process</b>	Average grading of written, spotter tests and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Demonstrate sound understanding of the healthcare system in Saudi Arabia</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Advocate health promotion and disease prevention</b>	Average grading of written, spotter tests and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Effectively communicate with patients, colleagues, and other health professionals</b>	Average grading of written, spotter tests and clinical examinations for each block/course/rotation Average scores of students satisfaction surveys,	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys



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	employers surveys and other stakeholders surveys	
<b>Demonstrate sound knowledge and skills pertinent to the teamwork and inter-professional collaboration</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Apply medical informatics in healthcare system</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Adhere to professional attitudes and behaviors of physicians.</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Apply Islamic, legal, and ethical principle of professional practice</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Exhibit commitment to personal and professional development</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys
<b>Demonstrate basic research skills</b>	Average grading of written exams for research methodology and evidence-based healthcare courses	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys



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	Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Employers surveys
<b>Demonstrate Scholarly behaviors</b>	Average grading of written and spotter tests for each block/course Average scores of students satisfaction surveys, employers surveys and other stakeholders surveys	Students assessments activities Students satisfaction surveys Teachers reflections surveys Alumni surveys Graduates exit surveys Employers surveys

#### 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.

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	ENG077	English	R		2	PY
	ICT060	Computer1	R		1	PY
	CSKL060	Communication Skills	R		1	PY
	LSKL033	Learning skills	R		2	PY
	BICH010	Biochemistry	R		8	PY
	ENG078	English for scientific purposes	R		2	PY
	PHYS021	Physics	R		2	PY
	BICH020	Biochemistry	R		3	PY
	BIO021	Biology	R		8	PY



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**College & University Required Courses:**

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
Level 1 1 <sup>st</sup> year	ثقف ١١٢	دراسات إسلامية ٢	R		2	College of Shariah
	قرأ ١٢١	القرآن الكريم	R		1	College of Shariah
	HUMN111	Growth & development	R		3	Anatomy
	PATH111	Principles of Disease I	R		5	Biomedical
	PATH121	Molecular basis of Disease	R		3	Biomedical
	HUMN112	Human Body I	R		6	Anatomy
	LRN111	Learning Skills II	R		1	Medical Education
Level 2 1 <sup>st</sup> year	ثقف ١١٢	دراسات إسلامية ٢	R		1	College of Shariah
	قرأ ١٢١	القرآن الكريم ٢	R		2	College of Shariah
	PATH123	Principles of Disease II	R		1	Biomedical
	HUMN122	Human Body II	R		2	Multidisciplinary
	IMAM 121	History of Medicine	R		3	
	COMH211	Community Medicine & Epidemiology	R		2	Public Health
Level 3 2 <sup>nd</sup> year	نحو ٢٠٣	النحو العربي	R		2	College of Arts
	طبي ٢١٢	الفقه الطبي الإسلامي	R		1	College of Shariah
	قرأ ٢١٣	القرآن الكريم	R		1	College of Shariah
	THER210	Fundamentals of Pharmacotherapy	R		4	Pharmacology
	IMUN210	Host Defence	R		4	Biomedical
	HUMN214	Neural & Behavioural Sciences	R		4	Multidisciplinary
	COMH211	Research Methodology I	R		2	Public Health
Level 4 2 <sup>nd</sup> year	نحو ٢٥٤	اللغة العربية	R		2	College of Arts
	قرأ ٢٢٣	القرآن الكريم	R		1	College of Shariah
	MUSK 220	Musculoskeletal system	R		5	Multidisciplinary
	CARD 220	Cardiovascular System	R		4	Multidisciplinary
	RESP 220	Respiratory System	R		4	Multidisciplinary
	COMH222	Research Methodology II	R		2	Public Health
Level 5	قرأ ٣١٤	القرآن الكريم	R		1	College of Shariah
	نرخ ١٠٢	تاريخ المملكة العربية السعودية	R		2	College of Arts
	COMH 324	Evidence Based Medicine	R		2	Family Medicine



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<b>3<sup>rd</sup> year</b>	GIT310	Gastro-intestinal System	R		4	Multidisciplinary
	ENDO310	Endocrine & Metabolism	R		3	Multidisciplinary
	UROG310	Urogenital	R		6	Multidisciplinary
	IMAM313	Complementary Medicine	R		2	Multidisciplinary
<b>Level 6 3<sup>rd</sup> year</b>	تاريخ ١٠١	السيرة النبوية			2	College of Shariah
	IMAM324	Medical Ethics	R		1	Multidisciplinary
	HAEM 320	Hemopoietic System	R		3	Multidisciplinary
	CNSS 320	Nervous System and Special Senses	R		5	Multidisciplinary
	INTG 320	Integrated Multi-System	R		3	Multidisciplinary
	BCS320	Basic Clinical Skills	R		2	Multidisciplinary
<b>Level 7 4<sup>th</sup> year</b>	IMED411	Internal Medicine I	R		12	Internal Medicine
	RAD412	Radiology	R		2	Internal Medicine
	SURG413	Surgery I	R		11	Surgery
	ORTH536	Orthopedics	R		3	Surgery
	PAED416	Pediatrics	R		12	Pediatrics
	FMED417	Forensic Medicine	R		2	Forensic Medicine
	ELEC315	Elective 1	E		2	Multidisciplinary
<b>Level 8 5<sup>th</sup> year</b>	FMED602	Family Medicine	R		6	Family Medicine
	EMED516	Emergency Medicine	R		2	Emergency Medicine
	OBY512	Obs & Gynae	R		8	Obs & Gyn
	ENT511	ENT	R		2	ENT
	IMED552	Internal Medicine II	R		5	Internal Medicine
	Psyc514	Psychiatry	R		4	Psychiatry
	SURG512	Surgery II	R		5	Surgery
	OPHT511	Ophthalmology	R		2	Ophthalmology
	DERM511	Dermatology	R		2	Dermatology
ELEC553	Elective 2	E		2	Multidisciplinary	
	Include additional levels if needed (ie. summer courses).					



### Elective Courses:

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
2nd year	ELEC224	Brain Death & Organ Donation	E		2	Multidisciplinary
	ELEC325	E-health	E		2	Public Health
	ELEC222	Communication skills for Medicine	E		2	Medical Education
		Imaging Anatomy	E		2	Anatomy
		Clinical Anatomy	E		2	Anatomy
		Dissection of the human body	E		2	Anatomy
	ELEC223	Health Media	E		2	Public Health
	ELEC314	Health Management	E		2	Public Health
		Laboratory Safety	E		2	Pharmacology
		Patient Safety	E		2	Multidisciplinary
3rd year	ELEC315	Laboratory diagnostic Skills	E		2	Anatomy
	ELEC224	Brain Death & Organ Donation	E		2	Multidisciplinary
	ELEC325	E-health	E		2	Public Health
	ELEC222	Communication skills for Medicine	E		2	Medical Education
		Imaging Anatomy	E		2	Anatomy
		Clinical Anatomy	E		2	Anatomy
		Dissection of the human body	E		2	Anatomy
	ELEC223	Health Media	E		2	Public Health
	ELEC314	Health Management	E		2	Public Health
		Laboratory Safety	E		2	Pharmacology
	Patient Safety	E		2	Multidisciplinary	

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

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification

a. Brief description of field experience activity



The internship phase is a practice & application experience that starts after the completion of the 5-years under-graduation phases. It composed of 12 months during which the graduate rotates through the major specialty departments as follows:

Medicine	2 months
Surgery	2 months
Obstetrics and Gynecology	2 months
Pediatrics	2 months
Emergency Medicine	1 month
Family Medicine	1 month
Rural hospital	1 month
Elective	1 month

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)

Field experience takes place in phases III (clinical rotations) and during the internship

c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester)

**It is a 5 working days a week program**

d. Number of credit hours (if any)

**NA**

### 3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)

a. Brief description

**NA**

b. List the major intended learning outcomes of the project or research task.

**NA**

c. At what stage or stages in the program is the project or research undertaken? (eg. level)

**NA**



d. Number of credit hours (if any) NA
e. Description of academic advising and support mechanisms provided for students to complete the project. NA
f. Description of assessment procedures (including mechanism for verification of standards) NA

#### 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.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Demonstrate sound knowledge and skills pertinent to the integration of basic, clinical, behavioural and social sciences in medical practice	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
1.2	Demonstrate sound understanding of the healthcare system in Saudi Arabia	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations





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<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Demonstrate sound knowledge and skills pertinent to the delivery of evidence-based health care	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
2.2	Demonstrate clinical reasoning, decision making, and problem solving skills	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
2.3	Demonstrate sound knowledge and skills pertinent to the management of life-threatening medical conditions	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
2.4	Demonstrate sound knowledge and skills pertinent to the management of common medical problems	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
2.5	Demonstrate basic research skills	Lectures, tutorials and seminars	Assessment during learning, written, and spotter
2.6	Demonstrate scholarly pursuits	Lectures, tutorials and seminars	Assessment during learning, written, and spotter
	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Place patients' needs and safety at the center of the care process	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
3.2	Demonstrate sound knowledge and skills pertinent to the teamwork and inter-professional collaboration	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
3.3	Adhere to professional attitudes and behaviors of physicians.	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
3.4	Apply Islamic, legal, and ethical principle of professional practice	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
3.5	Demonstrate commitment to personal and professional development	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
	<b>Communication, Information Technology, Numerical</b>		



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4.1	Advocate health promotion and disease prevention	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
4.2	Effectively communicate with patients, colleagues, and other health professionals	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
4.3	Apply medical informatics in healthcare system	Lectures, tutorials, seminars and practical sessions	Assessment during learning, written, spotter and practical examinations
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Demonstrate the essential clinical skills	Lectures and practical sessions	Assessment during learning, written, spotter and practical examinations

### 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)

	Course Offerings	NQF Learning Domains and Learning Outcomes																			
		HUMN111	PATH111	HUMN112	LRN111	COMH211	PATH123	PATH122	HUMN123	THER210	IMUN210	HUMN214	COMH222	MUSK220	CARD220	RESP220	COMH313	COMH324	GIT310	ENDO310	UROG310
<b>Knowledge</b>																					
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	I	I	I	I	I	I	I	I	I	I	I	I	I	I
1.2	Demonstrate sound understanding of the healthcare system in Saudi Arabia		I			I				I			I	I	I	I	I	I	I	I	I
<b>2.0 Cognitive Skills</b>																					
2.1	Demonstrate sound knowledge and skills pertinent to the delivery of evidence-based health care					I								I	I	I	I	I	I	I	I





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	Course Offerings	NQF Learning Domains and Learning Outcomes																				
		IMAM313	IMAM324	HAEM320	CNSS320	INTG320	BCS320	IMED441	RAD440	SURG441	ORTH440	PAED440	FOME440	FMED550	EMED550	ENT550	IMED552	PSYC550	SURG550	OPHT550	DERM550	OBGYN
<b>Knowledge</b>																						
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
<b>2.0 Cognitive Skills</b>																						
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
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
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
2.5	Demonstrate basic research skills								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
<b>Interpersonal Skills &amp; Responsibility</b>																						
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
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
3.3	Adhere to professional attitudes and behaviors of physicians.								P	P	P	P	P		P	P	P	P	P	P	P	P



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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
<b>Communication, Information Technology, Numerical</b>																						
4.1	Advocate health promotion and disease prevention							A	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	A
4.3	Apply medical informatics in healthcare system	A						A	A	A	A	A		A	A	A	A	A	A	A	A	A
<b>5.0</b>	<b>Psychomotor</b>																					
5.1	Demonstrate the essential clinical skills							A	A	A	A	A	A		A	A	A	A	A	A	A	A

**I: introductory, P: proficient and A: advanced**

### 5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

**The students who are completed successfully the Medical track of PYP can be admitted to the 1<sup>st</sup> year of the College of Medicine if they have fulfilled the requirements for admission.**

### 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

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

**College\_of\_Medicine Booklet.**

**Academic Regulations.pdf**



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### 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.)

#### **Student assessment**

The assessment of learning is divided into continuous assessment & end-of-course examination. The continuous assessment usually has one written examination and many other assessment tools including but not limited to practical, seminars, assignments, small group activities (like PBL), and research. End of course examination consists of one written paper and OSPE and/or OSCE (depending upon the course). The continuous assessment has 60% of the total grades, while the remaining 40 marks are for the final examination.

#### **Verification of standards**

Assessment blueprinting  
Student feedback  
Staff feedback  
Maintenance of a central question bank and periodic quality audits

### F Student Administration and Support



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## 1. Student Academic Counseling

Describe arrangements for academic counseling 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 affairs department has detailed guidelines covering the activities and regulations which is available to all students <https://imamu.edu.sa/en/Pages/ImamU-Systems.aspx>

Each staff member has specified at least 4 hours per week that are clearly displayed from the start of each semester students can seek advice and guidance regarding academic and personal or social issues.

The student affairs department identifies students with special needs and refer them to appropriate staff/department for further counselling.

Academic counselling is provided to the students with low performance and the repeaters of the courses to tact the causes of their low performance and help them reform their behaviour towards the educational process.

## 2. Student Appeals

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

Students can obtain a special form from student affairs department for appeals against academic matters. Upon submission of such appeal, it is forwarded to concerned staff/department. Upon their reply, the appeal may be accepted or forwarded to College board for final decision.

(P&P for the appeal is attached)

## 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?

Textbooks and reference books for all subjects/disciplines must be present in the College library. A list all available books and electronic resources is circulated among all faculty members regularly. Feedback from faculty is used to acquire new books/resources for the library.



There are regular faculty development sessions, in which new resources are introduced to all the faculty. Speakers and representatives of various databases are also invited regularly to inform the faculty about new updates.

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

A circular from the vice Dean of Academic Affairs is sent annually to the faculty of subjects/disciplines in all the departments asking them for any updates they require in resource materials to be available at the library.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

Feedback from students and staff is collected regarding the usefulness of references and verification of the suitability with the objectives of various programs.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

Student feedback is collected about the availability of reference books & web-sites.

4. What processes are followed for textbook acquisition and approval?

A list of required textbooks is prepared for each subject/department after consultation with subject experts.

According to the recommendations and the statistical analysis data, the number of the needed books of each subject/department are approved and ordered.

## 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.

1. Need for faculty requested by department
2. Approval by college board
3. Advertisement
4. Collection of application and CVs.
5. Sorting
6. Interview – Skype, Call, Face to Face.
7. Selection of suitable candidate.





- It is preferable to be MBBS holder.
- It is preferable to be equivalent of assistant professor in their home country.
- Have experience in teaching medical students in medical college.
- Ability to communicate efficiently.
- It is preferable to have research in high index journal.
- The selection of a staff must be according to certain standards to ensure the selection of the best & well qualified staff.
- Selection after interviews to evaluate the efficiency of the applicant for the job.
- Selection of college members 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.

#### **Faculty Employment:**

As the College of Medicine in Al Imam Mohamed Ibn Saud Islamic University is recently established, the policy of the college for faculty employment is to attract and recruit a high caliber, well trained and expert faculty members. To achieve this, the college adopted a specific recruitment attraction policy. To ensure a high level in planning the curriculum of the college, an internationally known expert in medical education was recruited; Prof. Ronald Harden, for three years to provide consultancies, advice and training of the college faculty members.

The recruitment processes are usually initiated by the departments in the college. Each department submits its needs to the Board of the College, after its approval, the new vacancies are advertised at and announced. Applications are usually examined by the departments for sorting and short listing. Short listed candidates are interviewed either through telephone calls, skype or face-to-face conversations whichever possible. Successful candidates will be informed. Before appointment is made, the university Human resources administration usually requests nominees to provide their CVs and approved and authenticated credentials in original copies. Universities from which faculty members are graduated and trained must fulfil the requirements of the Ministry of Higher Education. The employment process in our university is governed by national by-laws issued the Council of the Higher Education.

The roles and responsibilities of each faculty member are explained by the relevant departments. As a result of this policy, the number of the faculty members reached 171 in the short history of the college with a staff: student ratio 1:5.

## **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.**

- Course committees write a course report after each delivery.



- Teaching faculty are actively involved in the course and program reviews conducted by the department of medical education and the curriculum development committee as members of the review committees.

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

The advisory committee is organized according to the decision of the College dean, which comprises the vice deans and leaders of the College, some of the Demonstrators and Director of Academic Quality Unit in addition to external experts from governmental and private sectors; the Executive Director of King Fahad Medical City, General Supervisor of Planning and Development at King Salman Center for Succor & Humanitarian Services, Director of Admission Eligibility at King Abdulaziz Medical City at National Guard and Vice-Director of Academic affairs at King Saud Medical City, to lead the educational process and postulate the organizational regulations, policies and procedures and curriculum planning. It develops a long-term strategy to meet students' educational needs and supervise their implementation.

**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?**

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

**b. Other professional development including knowledge of research?**

- Regular training sessions, workshops, meetings for the development of staff member's research skills are offered through the Faculty Development Unit and Research center.
- Provide the references needed for the research.
- Free website.
- Presence of updated library with many reference books.
- Available research lab facilities are offered to the faculty.

**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.

- Incremental assignments of academic load after introduction meeting.
- Involvement of research activity and grants.
- Full participation in Faculty development activities.
- Presence of a guide or policy in each department.
- Regular workshops, meetings or seminars for the new staff concerned with the preparation, course specifications & course reports.
- Strategic plans of the college about the points of strengths, weaknesses, opportunities & threats (SWOT) analysis.

## 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. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

Part-time faculty are contacted and nominated by the Vice-deanship of Academic Affairs and approved by the Dean on behalf of the faculty board. The bestowment of academic title is governed by a policy & it needs approval of the university administration.

### I. Program Evaluation and Improvement Processes

#### 1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?

- Student's questionnaires.
- Course reports.
- Feedback from employers about the performance of graduates.
- Review the evaluation of the graduating students for courses and academic program.
- Evaluation of the teaching resources.



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

- Seminars and workshops for the staff.
- Student questionnaire.
- Faculty evaluation surveys
- 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?

- Senior student's questionnaire about the courses & the program in general.
- Course reports.
- Graduate's survey reports.

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

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

(iii) from employers and other stakeholders.

- Employer's questionnaire about the performance of the graduates.
- Supervisors of the interns' surveys.


### 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.



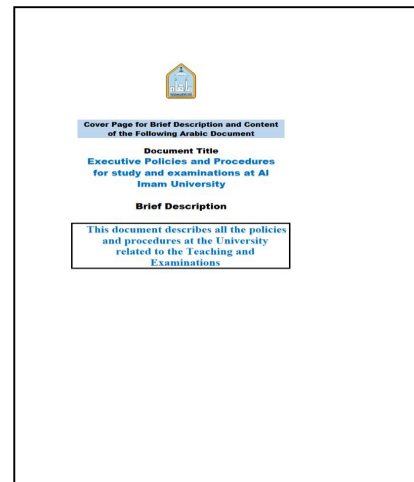
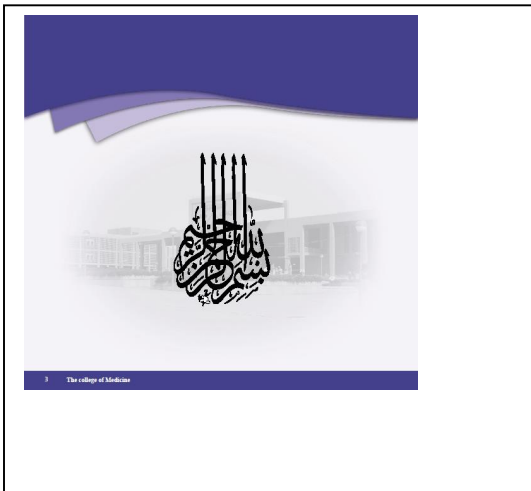
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Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Dr. Tariq Bin Abdulrahman Al Asbali	Dean of COM and supervisor of Health Affair		
Program Chair Branch 1	Dr. Amna Ashour	Supervisor of female section		

Attachments:

1. Regulations and criteria for Admission to the university.



Attachment (1):



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## Regulations and Criteria for Admission to the University

Conditions and criteria for admission of regular students to the university:

1. The applicant must have a high school certificate or a secondary certificate from the university's scientific institutes or the equivalent from inside or outside the Kingdom.
2. Should he not have passed the secondary certificate for more than two years for applicants to the course of health sciences, and not more than five years for applicants to other tracks.
3. The applicant shall not be separated from any university for disciplinary reasons.
4. Be medically fit.
5. To obtain the approval of the reference to the study if he works in any governmental or private body.
6. The applicant must pass the corresponding medical course conducted by the Faculty of Medicine.
7. Admission to the scientific colleges [Faculty of Computer and Information Sciences, Faculty of Science, Faculty of Engineering, Faculty of Medicine, Faculty of Media and Communication (Graphics and Multimedia Department)] shall be limited to graduates of the General Secondary School of Science, For graduates of scientific institutes for applicants to the university's headquarters in Riyadh.

### Customization criteria:

The specialization in colleges and departments after passing the preparatory program is competitive based on:

1. Arrange the desires.
2. Rate.
3. Number of seats.



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4. To qualify for the health track students, the preparatory program is required to pass at least 4, and at least 5.5 in the IELTS test.

To allocate students and students in the applied track in the specialization of graphics and multimedia at the Faculty of Information and Communication, it is necessary to pass the preparatory program and pass the technical abilities test as well Color blindness test conducted by the College.

#### **Requirements for the Path of Science Health**

- Secondary (30%)
- Capabilities (20%)
- Achievement (40%)
- Step (10%)

Course specifications for all program courses including field experience specification if applicable.

**(Are attached in the Folder of Courses' Specifications and Reports )**