هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA
T3
2020

Program Specification

Program Name: Bachelor of Medicine and Bachelor of Surgery (MBBS)
Qualification Level : Bachelor (sixth)
Department: ----------
College: Medicine
Institution: Albaha University

Content

A. Program Identification and General Information

1. Program Main Location:

Faculty of Medicine for male , Al-Baha University main campus, Alaqiq ,AlBaha province.

2. Branches Offering the Program:

Faculty of Medicine for female , Female Academic campus, Bohr, AlBaha province

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

The Faculty of Medicine at AlBaha University has been founded in 2009 according to the Minister of Higher Education Act No. 2084/A in 19/08/1428H (attached a copy).
The program of the Faculty of Medicine has been approved by the Minister of Higher Education in 11/12/2012 (attached a copy).

Medicine is a frustratingly descriptive, empiric discipline. Diagnosis is often difficult, proper management can be controversial, and endpoints are unknown. However, a good structuring of basic biomedical knowledge and its integration with clinical knowledge, problem-solving skills, critical thinking skills, creative thinking skills, and decision-making are essential to constitute the delightful challenge.

Consequently, designing a curriculum for undergraduate medical students requires different specifications. It necessitates tailoring of the curriculum to produce a graduate who can solve routine and specific problems, a need which requires developing the higher cognitive and practical as well as the communication skills of the student.

Educational reasons

The curriculum of AlBaha Faculty of Medicine is developed to respond to an *educational problem*, concerned with:

1- Promote the thinking skills of the graduates in the clinical field; whereby graduates could not apply the knowledge they acquired in real patient settings, and they could not deal with patients. That is why a modified curriculum is designed which is competency-based to meet the goal in graduating a physician who can deal with patients effectively and efficiently.

2- The move is towards designing a curriculum to ensure the individuality of the discipline which mandates a specific approach in molding the students' cognitive, motor, and attitude skills.

3- In the Kingdom of Saudi Arabia, such need of that kind of curriculum originates from the scarcity of specialists and the increasing pace of development in the medical field; a problem which reflects its drawbacks on the national economy and community services.

4- In addition, there is a serious inclination towards self directed learning; consequently, AlBaha Medical curriculum provides e- learning all through the program and makes available an array of e- handouts and learning material, together with wide access to the internet.

Economic Reasons:

a. Meets and respond to the changing health care needs and expectations of the Saudi Arabian Community
b. Helps in providing cost effective health care which is well documented in the literature when applying comprehensive health care and educate

medical students in this concept. The current program includes a particular module of Health Care Management that is integrated with other disciplines.

c. The new curriculum is also needed to solve an *economical problem* which results from misdiagnosed cases who develop chronic degenerative changes in vital organs as the liver, kidneys, lungs and which result in organ failure which consumes the healthcare resources; and decreased productivity.

d. Serves as a Medical Education Resource Center to related health professions and to the community and organizations involved in health care delivery.

Social Reasons

2- Some cases passing by the primary health care units and general hospitals were never diagnosed and hence never treated due to the scarcity of consultants, specialists, and actually general practitioners.

3- Based on statistical results in the country, the KSA needs 10-20 years in advance to fulfil the need to native physicians; in order to support the need for *national policy* development.

4- 3- This would be achieved starting with development of an undergraduate curriculum which equips its graduates with those attributes.

5- Moreover, the Kingdom reflects a special condition recognized in the continuous "Omrah" and "Hajj" seasons with millions of multinational incoming persons who might be carrying and manifesting with different infectious diseases in different disciplines. Hence, this necessitated the development of a curriculum which handles this diversity.

Technological Reasons

1- Responds to the quick development in Information technology (IT) in general and particularly in medical field.

2- Responds to the new development in medical education, teaching and learning and assessment methods and technology.

3- Meets the students' needs for advanced computer & IT skills.

4- Develop the life-long learning skills and application in professional development.

National Policy Developments

By updating and revising the MBBS program, the education system responds well to the national policy development, Ministry oh Higher Education Plan and the National Commission for Assessment and Accreditation.

Albaha Faculty of Medicine program is already bound by the Ministry of Education and Albaha university Policy. The program has also more specific direction with respect to alignment with health care policies such as the ministry of health guidelines , the Saudi Commission for Health Specialties and the Saudi Medical Education Directives Framework (Saudi Med Framework).

The Ministry of Higher Education emphasizes the following:

1- Responding to new development and trends in higher education

2- Investing in human being

3- Participating in community development and involvement

The National Commission of Academic Accreditation and Assessment

The guidelines and recommendations of the National Commission of Academic Accreditation and Assessment (NCAAA) are well incorporated in the curriculum. The NCAAA Standards emphasizes high quality higher education in consistence with the new trends in medical education and good practices. The NCAAA recommendations include the following:

- Ensure early clinical exposure.
- Foster Self-directed & lifelong learning.
- Promote clinical relevance.
- Reduce lectures and increase practical and clinical bedside teaching.
- Emphasize higher levels of cognition than on recall.
- Improve assessment tools.
- Standardize and objectify clinical assessments.
- Support undergraduate student research.
- Incorporate communication, leadership, interpersonal and teamwork skills.
- Include ethics & Professionalism.
- Introduce elective courses.
- Incorporate Outcome based education.
- Incorporate community based medical education.
- Emphasize communication and interpersonal skills
- Provide regular feedback to students on their performance.
- Implement OSCE and Standardized Patient Exams.
- Cope with the explosion in medical scientific knowledge and technology.
- Ensure training in the new information technologies.
- Adjust medical education to changing conditions in the national health care delivery system.

The Saudi Medical Education Directives Framework

In 2018 the National Commission for Academic Accreditation and Evaluation (NCAAA) has adopted the Saudi Medical education framework Directives (SaudiMed Framework) as a national framework for all medical program graduates.

The SaudiMEDs framework specifies the key competencies (Learning Outcomes) for physicians required in medical education and practice in Saudi Arabia. All undergraduate, postgraduate and continuous professional development programs are expected to achieve those outcomes.

Graduates of the Medical Program will have the ability to achieve the following themes and learning outcomes:

Theme I: Scientific Approach to Practice

The integration and application of basic, clinical, behavioral and social science in clinical practice

PLO1. Integrate basic, clinical, behavioural and social sciences in medical practice

PLO2. Practice evidence-based health care

Theme II: Patient care

The establishment and maintenance of essential clinical and interpersonal skills to demonstrate proficient assessment and delivery of patient-centered management.

PLO3. Demonstrate the essential clinical skills

PLO4. Use clinical reasoning, decision making, and problem solving skills in medical practice

PLO5. Manage patients with life-threatening medical conditions

PLO6. Formulate and implement appropriate management plans for patients with common medical problems

PLO7. Place patients' needs and safety at the centre of the care process

Theme III: Community oriented practice

The health care practicing is based on an understanding of the Saudi health care system and the application of health promotion and advocacy roles for the benefit and wellbeing of individual patients, communities, and populations.

PLO8. Adhere to the regulations of Saudi healthcare system in the Kingdom

PLO9. Advocate health promotion and disease prevention

Theme IV: Communication and Collaboration

The effective communication with patients and their families and the practicing of collaborative care by working in partnership within a multi-professional team

PLO10. Effectively communicate verbally and in writing with patients, their families, colleagues, and other health professionals

PLO11. Practice teamwork and inter-professional collaboration

PLO12. Apply medical informatics in healthcare system effectively

Theme V: Professionalism

The commitment to deliver the highest standards of ethical and professional behaviour in all aspects of health practice, and take a responsibility for own personal and professional development.

PLO13. Demonstrate professional attitudes and ethical behaviors of physicians

PLO14. Apply Islamic, legal and ethical principles in professional practice

PLO15. Demonstrate the capacity for self-reflection and professional development

Theme VI: Research and scholarship

The contribution to the advancement of medical practice with the rigors of scientific research.

PLO16. Demonstrate basic research skills

PLO17. Critically appraise and demonstrate scholarly activities related to health sciences research

The SaudiMEDs framework for undergraduate medical programs specifies the learning outcomes and enabling competencies that are expected by all medical graduates at the first day of the internship program. Each Medical Colleges have the autonomy to tailor the program content and the teaching and learning strategies to achieve the national framework of SaudiMEDs.

Accordingly, we carried out consistency and alignment studies between our program learning outcomes and the SaudiMed competencies and outcomes.

4. Total Credit Hours for Completing the Program: (210 Credit Hours **)**

5. Professional Occupations/Jobs:

Students who successfully complete the program are qualified to work as general practitioners of medicine.		
6. Major Tracks/Pathways (if any)**:**		
Major track/pathway	**Credit hours** (For each track)	**Professional Occupations/Jobs** (For each track)
1. General Practitioner	210	General Practitioner of medicine
2.		
3.		
4.		

7. Intermediate Exit Points/Awarded Degree (if any)**:**	
Intermediate exit points/awarded degree	**Credit hours**
1. None	
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

"To graduate competent physicians and to contribute to the scientific research and promotion of healthcare services in the community"

2. Program Goals:

Bachelor of Medicine and Bachelor of Surgery (MBBS) program at albaha faculty of Medicine comprises of 3 years of pre-clerkship (integrated modular integrated applied basic sciences) courses and 3 years of clinical clerkship courses followed by one year of internship.

The Goals

The curriculum has been developed to provide learning opportunities enabling medical students to acquire fundamental knowledge, develop basic skills and appreciate principles relevant to health care in the context of the community. The six-year curriculum has been designed to achieve the following goals:

1- To provide an integrated and comprehensive medical education leading to MBBS degree through a range of learning strategies and early longitudinal clinical exposure to maximize student engagement and knowledge retention.
2- To prepare the student for medical reasoning and evidence based medical practice in the changing health care environment.
3- To prepare the student to achieve the competencies in Medical knowledge, Clinical skills, Evidence-based learning, Patient care, Effective communication skills & Professionalism.
4- To develop a professional, analytical, evidence-based and ethical approach in the delivery of health care to the community.
5- Promote self-directed learning, life-long learning and research activity to function effectively in the social health care system.
6- To develop skills and attitude that facilitate development of effective and professional relationships with patients and their families and effective collaborations with other health care professionals.

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

The vision of the faculty of medicine: *To be a leading innovative medical school*.
As the faculty has only one program, the mission of Albaha Faculty of Medicine expresses and reflects the mission of the program. It states that *"To graduate competent physicians and to contribute to the scientific research and promotion of healthcare services in the community"*

The vision of Albaha University statement states that : "*A distinguished university in education and research that contributes to building a knowledgeable society"*

The Mission statement of Albaha university states that: "*Provide distinguished education and scholarly research that contribute to build a knowledgeable society through motivating and engaging environment"*

The mission of the MBBS program is aligned and serves the general mission of the faculty of medicine and that of Albaha university in specific points:

1- The mission statements of the program of bachelor of medicine and surgery (MBBS) and the mission of the Faculty of Medicine at Albaha University (FMUB) are clear and are perfectly aligned to the vision and mission of the University.

2- The mission statements of the Faculty and the Program make explicit reference to the three main goals of the institution which are education, research, and community (society) service.

3- Alignment matrices have shown a high degree of consistency between the university mission and goals and the mission, goals, learning objectives, and graduate attributes of the faculty of medicine. Tables showing the consistency of program mission, goals, objectives with the learning outcomes and the intended graduate attributes are provided in (annex).

4- The mission statements of the Faculty and the Program make explicit reference to three main goals of the institution which are education, research, and community service. The intended innovative and integrated medical curriculum of the faculty of medicine aims to nourish and enrich the Kingdom as a national community and particularly Albaha Province as a local community with life-long learners and competent physicians capable of serving their community, dealing with its health problems in a well-structural research –oriented manner.

5- The Educational Undergraduate Program is provided by highly-qualified faculty members. It equips undergraduate students with knowledge, skills and Islamic ethics, laws and attitudes; and enables them to make a valuable contribution to patients in primary, and ambulatory healthcare settings; as well as, reinforces them to take the best advantage in the labor market. The program learning objectives conform to national and international academic program standards and reflects international benchmarks of medicine adopted as the academic reference standards for the provision.

6- The program also prepares graduates to lead a long-life learning attitude and to conduct research and scholarly activities through adopting the strategy of self-directed learning all through the curriculum and by providing the basics of research methodology incorporated in some obligatory courses as well as being provided as an elective course. Students are also encouraged to use the competencies they gained from the program to engage in community services either as part of an obligatory course or as a volunteer (extracurricular activities).

7- By combining teaching, health care, research and community service, the program enhances the university's mission of offering quality education for students, conducting scientific research and serving the local community. The program's intercultural focus contributes to the global outreach of the university.

8- Serving as a Medical Education Resource Center to related health professions and to the community and organizations involved in health care delivery.

9- Promoting Continuing Professional Development to maintain and improve competency of all professionals engaged in health care delivery.

4. Graduate Attributes:

The program defines clearly the graduate attributes. Graduates' attributes are compatible with community needs and employability skills required in the medical field practice as well as with the National Qualifications Framework set by the Saudi Commission for Health Specialties

At the level of individual programs, graduate attributes are further defined context-specifically in order to not only aligned with and reflect the University's graduate attributes, but the NQF, SaudiMed outcomes and disciplinary and health related specifications as well.

Albaha faculty of medicine graduate professionals should be competent in five domains:

1- **Health care practitioner**

Graduates integrate all of the graduate attribute roles, applying profession-specific knowledge, clinical skills and professional attitudes to provide optimal, ethical, comprehensive and patient-centered care in a plurality of health and social contexts.

2- **Professional**

Graduates are committed to ensure the health and well-being of individuals and communities through ethical practice, profession-led self-regulation and high personal standards of behavior.

3- **Communication and Collaboration**

Graduates effectively facilitate the career-patient relationship and the dynamic exchanges that occur before, during and after interventions.

Develop rapport, trust and ethical therapeutic relationships with patients, families and communities from different cultural backgrounds.

Participate effectively and appropriately in multicultural, interprofessional and transprofessional teams, as well as teams in the community.

4- **Scholar**

Graduates demonstrate a lifelong commitment to reflective learning as well as the creation, dissemination, application and translation of knowledge.

5- **Community**

Graduate should identify the health needs of an individual patient taking into consideration his/her culture.

Identify and use opportunities for health promotion and disease prevention with individuals to whom they provide care, in an ethical manner.

Respond to the health needs of the communities that they serve.

5.Program learning Outcomes*

Knowledge and Understanding	
K1	Describe the structure of the human body at various levels of organization including the developmental, anatomical, histological, cellular, and molecular levels.
K2	Describe the physiological, biochemical, endocrinal, and immunological mechanisms concerned with maintaining the normal body functions.
K3	Explain the pathology and pathogenesis of various diseases, and their etiological triggers such as genetic, developmental, infectious, metabolic, endocrinal, autoimmune, neoplastic, degenerative occupational, and traumatic.
K4	Describe the clinical picture of different diseases with highlighting their cardinal features, differential diagnosis, diagnostic procedures, and different lines of treatments.
K5	Recognize the epidemiology of common diseases, infection prevention and control guidelines, and basic principles of scientific research in medical fields.
Skills	
S1	Demonstrate proficiency in integration of basic knowledge and clinical skills, as well as behavioral, cultural, and social science in making proper differential and specific diagnosis.
S2	Demonstrate proper critical thinking, evidence based, and reasoning skills in decision-making and planning successful and cost-effective management strategies
S3	Communicate effectively with patients, their relatives, colleagues, and other health professionals.
S4	Conduct and perform the essential basic and clinical skills with excellence.
S5	Demonstrate ability to search, collect, organize and interpret health and biomedical information to support successful decision-making and treatment strategies.
S6	Conduct appropriate management strategies for patients with common medical problems and demonstrate appropriate skills in the areas related to patient safety including safe prescription and procedures.
Values	
V1	Respect and maintain the patients' privacy and confidentiality, and adhere to the cultural, ethical, professional, and Islamic behavior towards both the patients and colleagues.
V2	Demonstrate leadership and engagement in team works and professional collaboration.
V3	Exhibit effective community-oriented medical practice with adherence to the regulations of Saudi healthcare system.

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	**8**	**20**	**9.5%**
	Elective	-	-	-
College Requirements	Required	**4**	**15**	**7.1%**
	Elective	-	-	-
Program Requirements	Required	**52**	**166**	**79.5%**
	Elective	**3**	**9**	**4.3%**
Capstone Course/Project	-	-	-	-
Field Experience/ Internship	Required	**1**	**0**	**0%**
Others	-	-	-	-
Total		**67**	**210**	**100%**

* Add a table for each track (if any)

2. Program Study Plan

The period of study is six years in addition to a one-year internship. Each academic year includes two levels. The educational program is distributed throughout the twelve levels. The graduate, who successfully completes this period, will receive a Bachelor degree of Medicine and Surgery (MBBS).

Curriculum structure and contents

The educational program is divided into four phases:

Phase I: represents the first year allocated for the university and faculty requirements

Phase II: represents the basic science information in a clinically relevant context.

Phase III: consists of core clerkships emphasizing basic and applied clinical principles, primary care, and preventive medicine.

Phase IV: provides students with internship responsibilities for patient care opportunities. Clinical experience is a prominent part in all curriculum phases.

Additional strength of this integrated curriculum is to integrate themes longitudinally throughout the six years of study. Longitudinal courses develop clinical skills and address the psychosocial aspects of medicine.

It includes longitudinal integration of:

a- Basic Science
b- Medical Terminology
c- Clinical Skills and Communication
d- Community based Medicine
e- Medical ethics
f- Laboratory medicine

A particular advantage of longitudinal integration of these subjects throughout the curriculum is that it provides an opportunity to build upon a foundation of prior learning while providing a level-appropriate and well-synchronized introduction of new content. The result of this approach is to better demonstrate how the thematic content, though often new to the curriculum, truly represents a core element of medical practice for the 21st century physician.

1. **Phase I (Foundation)**

   All students enrolled from the high school have to do a common year known as "Foundation Year". The goal of the first year is to provide a strong foundation in English language, IT skills, learning skills, and introductory innovation in medicine and professional medical skills. Students are also introduced to ethical and behavioral science principles in ethical and legal topics in clinical medicine and human development in medicine courses.

2. **Phase II (Basic sciences)**

After completing the foundation year curriculum, the student in 2nd and 3rd years will have an easily retrievable, multidisciplinary corpus of biomedical knowledge about the organization, function, and systems of the human body in health; a “beginners” ability to integrate, synthesize, apply, and communicate that knowledge in clinical contexts; and the capability to retrieve this knowledge accurately and systematically, apply it appropriately in understanding both normal and abnormal human biological processes, and demonstrate the ability to think critically about these processes and the problems of patients.

This phase represents the basic medical science information stage in a clinically relevant context. It starts with initial introductory multidisciplinary based modules followed by a series of integrated organ-system-based modules as human body, principles of diseases I&II, musculoskeletal, immune, blood, cardiovascular, respiratory, urinary, gastro-intestinal, central nervous system & special senses, endocrine, reproductive, nutrition and growth and integumentary system modules. They include all the basic medical science; anatomy, cell & tissue, embryology, physiology, biochemistry, microbiology, parasitology, immunology, pathology, and pharmacology. These modules demonstrate both horizontal and vertical integration between basic and clinical sciences by using multiple instructional tools. The system modules feature integrated teaching of basic molecular, cellular, and organ systems processes in conjunction with mechanisms of disease. Sophisticated scientific information is introduced in a clinical context, illustrating its clinical relevance, and enhancing the students’ learning. Each module begins with a brief review of micro and gross structure and progresses through physiology, pathophysiology, radiology, pathology, and pharmacology of disorders of the subject organ system.

3. **Phase III (Clinical)**

The third phase comprises the core clinical clerkships. It starts by the 4th year as Preparatory courses and modules are delivered to prepare students for the main clerkships in the 5th and 6th years. They include:, basic clinical principles of history-taking, physical examination, basic imaging , laboratory medicine. Then followed by core clerkships emphasizing, innovative integrated clinical modules such as GIT medicine &surgery, Cardiology &cardiovascular surgery, Pulmonology &thoracic surgery, Endocrinology , nephrology, Women health, child health, mental health, family medicine, Critical care, emergency, patients with multiple problems, selective subspecialties, forensic &toxicology and health care management and elective modules.

Phase IV (Internship)

The fourth phase prepares students for residency and provides a chance to explore their own interests in specialized areas of medical practice.

Following successful completion of the six years of the MBBS program, the intern must spend 12 months of recognized hospital or primary health care based training.

This period of clinical, practical, managerial and theoretical experience will help the graduate to improve his competence and experience as a physician or general practitioner.

After successful completion of the internship period, the graduate would meet the full objective of the program for the award of the certificate.

Research is conducted in an ascending sequence of modules throughout the curriculum from 2nd to 6th years. Learning objectives related to research from in the program specifications are implemented to equip graduates with the understanding and application of of the basic principles , methodology, ethics of clinical research , how it is conducted, biostatistics &bioinformatics, data management, research presentation, and research publication.
Actual conduct of research takes place through extracurricular activities throughout their undergraduate study and internship under supervision of faculty staffs.

Study Map

PHASE I		PHASE II				PHASE III					
FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIFTH YEARS		SIXTH YEAR	
Level 1& 2	CU	Level 3& 4	CU	Level 5& 6	CU	Level 7& 8	CU	Level 9 & 10	CU	Level 11& 12	CU
English I	6	Orientation to Integrated Medicine	1	Musculoskeletal System	5	History Taking Communication Skills	3	Rheumatology & Orthopedics	4	Critical Care MICU, CCU, NICU, SICU, Anesthesia	6
IT Skills	2	Human Body	6	Nutrition & Growth	4	Physical Examination	3	Neurology & Neurosurgery	4	Family Medicine	6
Innovation in Medicine	2	Holly Quran	2	Gastrointestinal System	4	Medical Reasoning Evidence Medicine	1	Hematology & Oncology	3	Health Care Management	3
Professional Medical Skills	2	Islamic Civilization	2	Urinary System	4	Laboratory Medicine common procedures	3	Dermatology &Plastic Surgery	3	Forensic Medicine	2
		Islamic Manners	2	Primary Health Care	1	Basic Imaging	3	Otorhinolaryngology	2	Research Presentation	1
		Principles of Diseases I	4	Research Methodology	1	Patient Safety	1	Ophthalmology	2		
		Principles of Diseases II	3	Volunteer Service	0	Gastroenterology & GIT Surgery	4	Research Publication	1	Selective Subspecialties	6
English for Medicine	2	Blood System	2	Nervous System & Special Senses	6	Cardiology & Cardiac Surgery	4	Women Health	6	Patient with multiple Problems	4
English II	3	Immune System	2	Endocrine System	4	Pulmonology & Thoracic Surgery	4	Child Health	4	Emergency Medicine	4
Natural Premed Sciences	9	Cardiovascular System	5	Reproductive System	5	Endocrinology & Endocrine Surgery	3	Mental Health	4	Elective III	4
Health Education	1	Respiratory System	5	Behavioral Sciences	1	Nephrology & Urology	3	Elective II	2		
Essay and Research Writing	2	Principles of Research	1	Integumentary System	2	Data Management	1				
				Basic Emergency	1	Elective I	3				
				Biostatistics & Bioinformatics	1						
Basic Sciences Concepts											
Medical Terminology & Glossary											
Clinical Competences											
Laboratory Medicine and Imaging											
Community Oriented											
Medical Ethics, Law and Professionalism											
Total CU	29	Total CU	35	Total CU	39	Total CU	36	Total CU	35	Total C U	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	11010115	English I	Required	None	6	University
	14000111	Innovation in Medicine	Required	None	2	Faculty of Medicine
	14000112	Professional Medical Skills	Required	None	2	Faculty of Medicine
	11020101	IT Skills I	Required	None	2	University
	11020204	Health Education	Required	None	1	University
	11010101	Islamic culture-1 (Islamic manner)	Required	None	2	University
Level 2	11010211	English II	Required	11010115	2	University
	11010011	English for Medicine	Required	11010115	2	Faculty of Medicine
	14001212	Integrated Natural Sciences	Required	None	9	Faculty of Medicine
	11010112	Essay and Research Writing	Required	None	2	University
Level 3	14001211	Introduction to Integrated Medicine	Required	14001212	1	Faculty of Medicine
	14001213	Human Body	Required	14001212	6	Faculty of Medicine
	14001214	Principles of Diseases I	Required	14001212	4	Faculty of Medicine
	11010101	Islamic Culture II	Required	None	2	University
	11020107	Quran Recitation	Required	None	2	University
Level 4	14001221	Principles of Diseases II	Required	14001214	3	Faculty of Medicine
	14001222	Blood System	Required	None	2	Faculty of Medicine
	14001223	Immune System	Required	None	2	Faculty of Medicine
	14001224	Cardiovascular System	Required	14001213	5	Faculty of Medicine
	14001225	Respiratory System	Required	14001213	5	Faculty of Medicine
	14001226	Principles of Research	Required	None	1	Faculty of Medicine
Level 5	14001311	Musculoskeletal System	Required	14001213	5	Faculty of Medicine
	14001312	Nutrition and Growth	Required	14001213	4	Faculty of Medicine
	14001313	Gastrointestinal System	Required	14001213	4	Faculty of Medicine
	14001314	Urinary System	Required	14001213	4	Faculty of Medicine
	14001315	Primary Health Care	Required	14001221	1	Faculty of Medicine
	14001316	Research Methodology	Required	14001226	1	Faculty of Medicine
	14001321	Nervous System and Special Senses	Required	14001311	6	Faculty of Medicine

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 6	14001322	Endocrine System	Required	14001311	4	Faculty of Medicine
	14001323	Reproductive System	Required	None	5	Faculty of Medicine
	14001324	Basic Emergency Care	Required	14001311	1	Faculty of Medicine
	14001325	Behavioral Science	Required	None	1	Faculty of Medicine
	14001326	Biostatistics & Bioinformatics	Required	14001316	1	Faculty of Medicine
	14001327	Integumentary system	Required	None	2	Faculty of Medicine
Level 7	14001411	History Taking	Required	Levels 3-6	3	Faculty of Medicine
	14001412	Physical Examination	Required	Levels 3-6	3	Faculty of Medicine
	14001413	Medical Reasoning	Required	Levels 3-6	1	Faculty of Medicine
	14001414	Laboratory Medicine		Levels 3-6	3	Faculty of Medicine
	14001415	Basic Imaging	Required	Levels 3-6	3	Faculty of Medicine
	14001416	Patient Safety	Required	Levels 3-6	1	Faculty of Medicine
	14001417	Gastroenterology & GIT Surgery	Required	Levels 3-6	4	Faculty of Medicine
Level 8	14001421	Cardiology & Cardiac Surgery	Required	14001411 &14001412	4	Faculty of Medicine
	14001422	Pulmonology & Thoracic Surgery	Required	14001411 &14001412	4	Faculty of Medicine
	14001423	Endocrinology & Endocrine-surgery	Required	14001411 &14001412	3	Faculty of Medicine
	14001424	Nephrology and Urology	Required	14001411 &14001412	3	Faculty of Medicine
	14001426	Elective I	Required	None	2	Faculty of Medicine
	14001425	Data Management	Required	14001326	1	Faculty of Medicine
Level 9	14001511	Rheumatology & Orthopedics	Required	14001311 , 14001411 &14001412	4	Faculty of Medicine
	14001512	Neurology & Neurosurgery	Required	14001321 , 14001411	4	Faculty of Medicine

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
				&14001412		
	14001513	Hematology & Oncology	Required	14001222, 14001411 &14001412	3	Faculty of Medicine
	14001514	Dermatology & Plastic Surgery	Required	14001327, 14001411 &14001412	3	Faculty of Medicine
	14001515	Otorhinolaryngology		14001411 &14001412	2	Faculty of Medicine
	14001516	Ophthalmology	Required	14001411 &14001412	2	Faculty of Medicine
	14001517	Research publication	Required	14001425	1	Faculty of Medicine
Level 10	14001521	Women Health	Required	14001411 ,14001412 &14001323	6	Faculty of Medicine
	14001522	Child Health	Required	14001411 ,14001412	5	Faculty of Medicine
	14001523	Mental Health	Required	14001411, 14001412 &14001512	4	Faculty of Medicine
	14001524	Elective II	Elective	None	2	Faculty of Medicine
Level 11	14001611	Critical Care	Required	173 CU acquired	6	Faculty of Medicine
	14001612	Family Medicine	Required	173 CU acquired	6	Faculty of Medicine
	14001613	Health Care Management	Required	173 CU acquired	3	Faculty of Medicine
	14001414	Forensic Medicine and toxicology	Required	173 CU acquired	2	Faculty of Medicine
	14001615	Research Presentation	Required	14001517	1	Faculty of Medicine
Level 12	14001621	Selective Subspecialties	Required	173 CU acquired	6	Faculty of Medicine
	14001622	Patient with Multiple Problems	Required	173 CU acquired	4	Faculty of Medicine

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	14001623	Emergency Medicine	Required	173 CU acquired	4	Faculty of Medicine
	14001624	Elective III	Elective	None	4	Faculty of Medicine

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

See attached file

4. Program learning Outcomes Mapping Matrix

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

Code	Module title	Program Learning Outcomes														
		Knowledge						Skills					Values			
		K 1	K 2	K 3	K 4	K 5	K6	S1	S2	S3	S4	S5	V1	V2	C3	
11030115	English I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11020101	IT skills	I	I	I	I	I	I	P	P	P	P	P	P	P	P	
14000111	Innovation in medicine	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
14000112	Professional medical skills	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11020204	Health education	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11010101	Islamic culture-1 (Islamic manner)	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11030215	English II	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11030011	Special English (English for medicine)	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
14001212	Integrated natural sciences (Premed)	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11010112	Essay and research writing	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
14001211	Introduction to integrated medicine	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
11010111	Islamic culture (II)	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
14001213	The human body	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001214	Principles of diseases (I)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
11020107	The holy Quran recitation	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001221	Principles of diseases (II)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001222	Blood system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001223	Immune system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001224	Cardiovascular system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001225	Respiratory system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001226	Principles of research	P	P	P	P	P	P	P	P	P	P	P	P	P	P	

14001311	Musculoskeletal system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001312	Nutrition and growth	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001313	Gastrointestinal system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001314	Urinary system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001315	Primary health care	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001316	Research methodology	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
11010113	Voluntary service															
14001321	Nervous system and special senses	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001322	Endocrine system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001323	Reproductive system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001324	Basic emergency	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001325	Behavioral sciences	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001326	Biostatistics and bioinformatics	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001327	Integumentary system	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001411	History taking	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001412	Physical examination	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001413	Medical reasoning	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001414	Laboratory medicine	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001415	Basic imaging	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001416	Patient safety	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
14001417	Gastroenterology & GIT surgery	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001421	Cardiology & cardiac surgery	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001422	Pulmonology & thoracic surgery	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001423	Endocrinology & endocrine surgery	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001424	Nephrology and urology	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001425	Data management	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001426	Elective I	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001511	Rheumatology & orthopedics	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001512	Neurology & neurosurgery	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001513	Hematology & oncology	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001514	Dermatology & plastic surgery	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001515	Otorhinolaryngology	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001516	Ophthalmology	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001517	Research publication	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001521	Women health	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001522	Child health	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001523	Mental health	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001524	Elective II	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001611	Critical care	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001612	Family medicine	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001613	Health care management	M	M	M	M	M	M	M	M	M	M	M	P	P	P	

14001614	Forensic medicine and toxicology	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001615	Research presentation	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001621	Selective subspecialties	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001622	Patients with multiple problems	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001623	Emergency medicine	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001624	Elective III	M	M	M	M	M	M	M	M	M	M	M	P	P	P	
14001711	Internship	M	M	M	M	M	M	M	M	M	M	M	M	M	M	

5. Teaching and learning strategies to achieve program learning outcomes

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

The study plan of the MBBS program includes 68 courses weighing 210 credit units. They are arranged and being conducted in an ascending logical sequence in the form of well-structured organ-system-based modules. Each module weighing a definite credit units and being conducted completely executed in a definite number of weeks equivalent to its weight.

The ILOs of the MBBS program, were formulated in 2010 by the Curriculum committee. In 2018, these PILOs have been revised and reformulated to conform with the required qualifications of graduates set by the National Qualifications Framework (NQF) and to be consistent with the five domains of learning listed in the National Committee for Academic Accreditation and Assessment (NCAAA) templates.

In 2019 according to the nature and specificity of the MBBS program , the PILOs were revised to be aligned and consistent with the Saudi Medical Education Directives (SaudiMed).

A well-structured blueprint of the PILOs is constructed and plotted clearly explaining their consistency and alignment with the SaudiMed and the National Qualifications Framework (NQF) (see---). This Program blueprint is used to check horizontal and vertical relation between modules, determine extent of coverage of the program's ILOs, and detect redundancies or deficiencies. It served as a guide for evaluating the design of the program with an aim of achieving program compactness. Program's ILOs also served as a guide for program evaluation. The program objectives secure the fulfillment of the intended graduates' attributes

This program blueprint includes also all the teaching, learning and assessment strategies.

The program ILOs blueprint is distributed to the directors and coordinators of all modules to be discussed in their committees; followed by revision of the module ILOs which are covered by their modules in order to be consistent and aligned with the PILOs. The aligned module ILOs served as the guideline for module committees to align their module learning objectives to the teaching, learning and assessment strategies.

The ILOs of the courses and modules were formulated in light of the program's ILOs. Weights of ILOs in different domains are the axis for plotting examinations blueprints to ensure fulfillment of content and construct validity of their results.

The educational program possesses attributes and characteristics that distinguish it from its counterparts and emphasize its competitive stance.

The teaching and learning strategy include multiple modalities such as:

1- lectures,
2- Problem-based learning (PBL)

3- Small group discussions ;tutorials, seminars, demonstrations,
4- Practical,
5- Skill lab
6- Poster presentation
7- Field visits ,
8- Bed-side Clinical teaching
9- Self-directed learning (SDL) and directed-self learning (DSL).
10- Panel and group discussion
11- Case-based learning (CBL)
12- Team-based learning (TBL)

Each of these modalities is prepared and presented by a multidisciplinary team of faculty members. Within each module, normal anatomy, physiology and histology of the system are presented along with the pathology of common diseases, and the clinical and pharmacologic approaches to diagnosis and treatment according to each module specifications.

The instructional opportunities for students to engage in active learning and independent study are reasonably adequate and secured through a variety of methods; PBL, SDL, TBL…etc. SDL is monitored through different methods such as oral presentation of a topic related to the subject under discussion or through the use of logbooks to document. In some modules SDL is monitored through assigning research topics to groups of students; the topics are then orally presented and discussed.

Lectures:

Description:

The teaching staff presents the topic in front of students and may use a visual aid, such as a PowerPoint presentation, chalkboard or handout.

Students are expected to listen and take notes during lectures, and there is limited interaction and exchange between teaching staff and students

Duration of the lecture:

50 min (40 min for presentation, 10 min for discussion)

Seminars:

Description:

A group of students will be given a subjects or specific topic to be presented in front of other students using one or more of the following conducting methods:

A. Power Point presentation.
B. Recorded videos.
C. Pictures.
D. Animation and simulations.

There will be more than one supervisor attending the seminars. At the end of the seminar, the presenters will be evaluated by checklist. The supervisors can interrupt the students at any time for any comments.

Duration of the Seminar:

2 hours.

Problem Based Learning (PBL):

Description:

In this teaching method students use "triggers" from the problem case or scenario to define their own learning objectives. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. The problems in the scenario are deigned be cover different subjects in module**.** Thus, PBL is not about problem solving per se, but rather it uses appropriate problems to increase knowledge and understanding. The process is clearly defined; all follow a similar series of steps.

2. Teamwork
3. Chairing a group
4. Listening
5. Recording
6. Cooperation
7. Respect for colleagues' views
8. Critical evaluation of literature
9. Self-directed learning and use of resources
10. Presentation skills

The staff will hear from students and will evaluate them at the end of session.
Conclusion should be conducted to the students.

Duration of PBL:

PBL 1 (60 min), PBL2 (120min)

An additional session is called subject-expert lecture is conducted by a subject expert in the scope of the Problem.

Student directed Learning (SDL):

Description:

This is a teaching method that aims to give the student greater control, ownership, and accountability over his or her own education

It is divided into two sections. In the first section the objectives and the resources will be given to the students. In the second section the students will present their work

Skill Labs and practical sessions:

Description:

The skill Lab (a specific practical skill training facility) allows students to develop and build upon their acquired theory with practical skills. It offers the possibility of training clinical procedures in a safe and fault-forging environment prior to real life application at bedside or in the operating room. Skill lab training follows a structured teaching concept, takes place under supervision and in consideration of methodological-didactic concepts, ideally creating an atmosphere that allows the repeated, anxiety- and risk-free practice of targeted skills.

Duration of the skill lab/practical session:

Not less than 2 hours

Bed-side Clinical Teaching:

It is a part of the students training in the hospital to become good clinicians. The training focused on:

1. Taking the history from real patient.
2. Proper clinical examination on real patients.
3. How to use the hospital facilities.

4. How to reach to the diagnosis.
5. Treating of the patients.

Panel and group discussion:
In this method the students will sit together with their supervisor for open or close discussion on specific objectives.

Poster presentation
Educational Goals:

11. Encourage clear and concise thinking.
12. Enhance communication skills.
13. Provide an opportunity for cooperative learning.
14. Consolidate your knowledge about the topics of the module

Teams will be composed of students who select themselves to be a team
Topic/Issue Selection: Each team will choose a topic or theme covered by the Module or it may be given by the tutor. They should discuss their topic and the contents with their module director and coordinator. The director and coordinator will approve the topic/theme or consult with teams to clarify or modify topics contents.
Presentations: student will present their poster orally. All students are required to attend and present their finished poster projects at an exhibition to be held on the academic building at the college of medicine

Tutorials:
This is a class conducted by one or more tutors for a small or large number of students. The tutor will select a title (usually in the timetable)and prepare the learning outcomes. Students should do some preparation before the session.

The faculty of medicine at albaha university utilizes the various clinical and teaching hospitals and facilities of the governorate of health affairs at albaha province.
Teaching and evaluation of the 4th, 5th, and 6th year students in these affiliated hospitals is carried out cooperatively and jointly by faculty members and their own staff who are made aware of the learning objectives and evaluation tools for each module.
During the clinical teaching, students rotate in different sectors of healthcare to develop competencies required later during practice, e. g. hospital-based inpatient and outpatient services, maternal and child health clinics, community outpatient clinics, general practice clinics, and emergency department in the various available facilities in governorate of health affairs in Albaha province. During a particular rotation in the hospital, students rotate through different sections of the specialty, e.g. during the pediatric rotation; students rotate through general pediatrics, pediatric infectious diseases, pediatric oncology, and neonatology units. Logbooks contain a list of the conditions that the students are expected to encounter and the skills they are expected to learn during that particular rotation.

The module specification template of the National Commission of Academic Accreditation and Evaluation (NCAAA) was made available to all teaching staff through hard and soft copies. This specifications template is a comprehensive overview of the module requesting information related to the principle department, participating departments, duration and weight of the module, its placement in the curriculum map, relation to other courses, general aim, ILOs of

the course in the five learning domains, alignment with instruction and assessment strategies followed in the course, and educational resources available for adequate delivery of the course.

All data related to modules, study guide, CV of the teaching staff, samples of PBL, CBL, TBL,SDL, modules' specifications, module' reports, results of evaluation of modules by students and staffs, students' scores, samples of students' activities, samples of formative and summative exams, and the improvement action plans of the modules are compiled in the so called "Modules Portfolio" for each module in the respective department.
The study guide directed to students serves also as a contract between the students and faculty members to ensure that faculty members are teaching the same material in both campuses.

At the Faculty level, regular monitoring and reviewing occurs through a "Report Cycle", whereby course reports are compiled based on evaluation results during and at the end of the course; and by completion of one complete cycle, a program report with an improvement action plan

Module evaluation questionnaires by students and course reports that contain student results are two important tools used to evaluate the effectiveness of education and ensure that all individuals who participate in teaching are prepared for their teaching responsibilities. Data of course evaluation by students and faculty members are included in the annual course report for all courses and clerkships. The vice-deanship for quality and development reviews these annual reports and a comprehensive feedback report is submitted to the faculty.

Additionally, there is a systematic routine review of modules and the program through a report cycle starting with annual module reports based on students' performance scores and evaluation questionnaires and an annual program report based on the module reports and the graduates' questionnaire and finally a comprehensive annual educational program evaluation report.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Each module blueprint defines, according to its ILOs, the types of assessment according to depth of knowledge; the distribution of questions, domains of assessment , and the appropriate weighting of marks.
All written exams, Objective-structured practical exam (OSPE), and Objective-structured clinical exam (OSCE) are referred and revised by the committee of quality of assessment and medical education according to the master module blueprint and the policy and procedures of the assessment. (see……).
A complete item analyses for all forms of written examinations are routinely done to evaluate the reliability test factor (eg.KR20), Difficulty Index, Biserial factor, Discrimination index etc. Accordingly the quality of the question are revised and the required decisions are taken
The vice-deanship for quality and development, evaluates the extent to which learning outcomes are achieved by students; monitor modifications to assessments; and oversee assessment and examination arrangements. It also receives and contributes to annual module reports; and produces relevant information for any quality assurance and accreditation review.

(A) Assessment of Thematic Content:

Each module has its own examinations/ assessment board, with the remit to: oversee the assessment and examining arrangements; be responsible for agreement on the questions and content of the various assessments for the module; monitor, maintain and enhance the standards of the assessment aspects; receive and consider feedback from external examiners (if available); and receive reports for emendation from quality of assessment and medical education committee.

(B) Evaluation of assessment methods:

- As for the written exams, most of them are in the form of MCQ items. Item analysis including: Item statistics (difficulty index; discrimination index; point biserial correlation), are analyzed for each exam to ensure reliability of results.

- Before MCQ exams, an exam blueprint is plotted to anticipate the standard of achievement of the module ILOs and their aligned PLOs..

- Regarding the clinical exams, the committee of clinical assessment affiliated to the vice-deanship of hospital affairs is responsible for :

1- Assignment and distribution of students on the required hospitals and departments according to the nature of each module.
2- Assignment and distribution of faculty staff examiners into discipline -based exam committees.
3-Assignment and selection of external examiners from allied hospitals and departments to share in clinical assessment.

10- Plotting the type, outlines of the clinical exam.
11- Pre-exam coordination and preparation with the allied hospital clinical departments for selection of cases to presented to students for assessment.
12- Orientation of all examiners about the general and specific direction of the exam.
13- Exam evaluation and feedback

In Phases-I&II, a uniform system of assessment is applied for all Organ-System modules; it compromises :

1- Quiz (10%),
2- Continuous student-centered assessment (e.g. PBL, Seminar, SDL, TBL, etc.) (30%),
3- OSPE (20%), and
4- Final written exam (40%),

In Phase III modules assessment includes:

1- Quiz (10%),
2- Continuous student-centered assessment (e.g. PBL, Seminar, SDL, TBL, CBL, etc.) (20%),
3- OSCE and Clinical Exam (30%),
4- Final written exam (40%),

All assessment is summative in the form of End of Posting exam. Formative assessment, in the form of verbal feedback is provided to students during each clinical presentation encounter.

Regarding the internship, assessment and evaluation is carried out according to policy and procedure of the internship program (see….) that comprises mainly:

1- The supervising consultant, upon intern's completion of 1/2 the rotation, has to prepare an evaluation report (as per the approved form A) and be signed by the consultant. The evaluation report will evaluate intern's attendance, punctuality,

professional ability, attitude towards patient, relationship with the team members and patients and their families etc

2- The consultant supervising intern training or his designate must constructively discuss with intern his/her evaluation. He/she must inform intern about his/her strong and weak points in his/her performance and suggest remedial plans. Intern must sign the evaluation form as an acknowledgement that he/she has discussed the evaluation with the preceptor.

3- The supervising consultant, upon intern's completion of the rotation, has to prepare an evaluation report (as per the approved form B) and be signed by the consultant preceptor and the department chairman. Evaluation forms should be sent in official letters and confidentially to the internship unit and they should be signed and approved by the head of the department and the consultant who supervised the training.

Module evaluation questionnaires by students and module reports that contain student results are two important tools used to evaluate the effectiveness of teaching and learning and ensure that all individuals who participate in teaching are prepared for their teaching responsibilities. Data of module evaluation by students and faculty members are included in the annual course report for all courses and clerkships.
The vice-deanship for quality and development reviews these annual reports and a comprehensive feedback report is submitted to the faculty.

D. Student Admission and Support:

1. Student Admission Requirements

Admission procedure and the selection criteria for enrollment of students into the FOM are clearly described on the university website (under the Deanship of Admissions and Registrations). The admission of a new student to Al-Baha University College of Medicine requires:

1. Student must have a high school diploma or equivalent from inside or outside the kingdom with the highest secondary school grades.
2. Student has not passed his high school diploma or its equivalent for a period of more than five years when applying to the university, and the university council may exclude from this condition if convincing reasons are available
3. Student should by physically fit for medical study and practice.
4. He should be of good conduct and behavior
5. It is preferable for admission to the College of Medicine to obtain a total of 90% or more in high school
6. The student is not expelled from one university to another for disciplinary or educational reasons
7. He must pass any test or personal interview that the University Council sees
8. Student must obtain approval from his study reference if he works in any governmental or private authority
9. To fulfill any other conditions determined by the University Council and announced at the time of application

2. Guidance and Orientation Programs for New Students

An orientation session at the beginning of the academic year and a specific orientation session preceding every module are held regularly.

As the faculty of medicine has adopted the integrated medical curriculum, the study Plan includes one-hour credit course at the beginning of the second year termed Introduction to Integrated Medicine that aims to:

1- Introduces the nature of the integrated curriculum
2- Get the students informed about the different teaching and learning strategies
3- Get the students informed about the different assessment and evaluation strategies
4- During the 6th year and before completion the study plan, the internship unit helds an orientation sessions for the internship program

3. Student Counseling Services
(academic, career, psychological and social)

Counselling is integral component of Albaha faculty of medicine to fulfilling the teaching and learning mission as well as provide valuable psychological and professional career support. Through counselling, students learn to become members of their faculty community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens with Islamic, Saudi and professional values. Counselling acknowledge students individual characteristics, values, and motivations as they enter, move through, and exit the institution however; attempt to refine student's both intellectual and physical capabilities. In addition, counselling also help in uncovering those students who embrace exceptional academic performance as well as those struggling throughout their learning process. The Faculty aims at providing a wide scope of student support (academic, financial; social; healthcare; and professional career counseling) based on students' needs assessment via questionnaires, complaints, and focus group interviews, conducted by the Vice-Deanship of Academic Affairs.

- **Academic Counselling:**

Academic mentoring is being activated in program, whereby students are divided into groups, 8-10 students each. Each group is assigned to an academic mentor for the whole undergraduate period of the students until they graduate. Each student has an assigned staff member who acts as an academic counsellor to students. He/she performs an orientation for students at the beginning of the academic year demonstrating the curriculum map and then focuses on the modules /courses in each particular year, clarifying its overall aim, teaching and assessment strategies. Moreover, each year has a male and a female leader selected from the students to discuss problems facing students with their peer leaders; then the leaders convey the complaints to the academic counsellor to be discussed with the corresponding vice dean and hence in the curriculum committee .

However, mentors requested developing their mentorship skills and to get updated and aware of any modification of the program and regulations. There are documented policy to define and explain procedures of academic mentoring such as identifying the academic difficulties, identify students with such difficulties, and identify students with outstanding performance are also identified.

- Every teaching staff has to be available for the students for 2 hours 3 days a week.
- There is a schedule for office hours of every staff member declared to the students.
- Contact numbers, and mobile numbers are be available to the students.

- Office hours are held in both faculty's offices or hospital's offices of staff members.

Before starting the internship, students are oriented about the various risks of exposure to infectious and environmental hazards in the Health Care Management module in the 6th year of the curriculum. This is being done in a well-structured two day orientation workshop held by the academic affairs of King Fahd Hospital. Additionally, all interns receive detailed education about all important infection control issues including policies related to needle stick and other sharps injury, exposure to blood and body fluids, post-exposure prophylaxis, hand hygiene, the use of barrier precautions (gloves, gowns, regular and high-filtration masks, goggles, face shields), isolation precautions, and sterile techniques.

Academic difficulties due to psychological or social problems are also addressed by a specific committee of psychological counselling including a specialized psychiatrist.

Career Counseling

Career counseling service to students has been provided to them on individualized bases upon seeking advice directly from the faculty members they work with. Additionally, over the last years, the university launched an annual career counselling symposium referred to as "Profession Day" whereby students are given presentations by imminent faculty members and professionals on the various fields and opportunities available for them to work after graduation.

Psychological Counseling

In 2020 the faculty intends to set a plan psychological supporting service for giving the students what they need regarding prevention of psychological problems, as well as the early detection and management of existing ones and in acquiring essential coping strategies and stress management.

I. General objectives:

The main objective is to help our student live a productive, balanced and healthy life, and to prevent all the preventable psychological problems that may cause them suffering and result in dysfunction in a way that negatively affect their performance and future career.

II. Specific objectives:

These include:

1. Supporting students' wellbeing and flexibility
2. Motivating and supporting maximum academic performance and achievement
3. Prevention of psychological disorders and complications
4. Early detection of psychological disorders that negatively affect the future career of our students.
5. Guiding and supporting students to develop ideal coping and stress management.
6. Establishing a psychological status file for any student, to help further reporting or information.
7. Adding the needed curricular constituents that support the students' psychological health and coping.

III. PLAN AND ACTIVITIES:

This program will include various activities such as:

1. Curricular and extracurricular lectures about psychological health
2. Training activities and workshops in time management
3. Training activities and workshops in stress management
4. Training activities and advance d study strategies and skills that promote academic performance
5. Group discussions about life problems affecting the students
6. Clinical interview and management for any case that needs intervention.

Who will apply this program:

This program will be of integrative natures. The main participant on it will be a psychiatrist, but all the teaching staff have to play a positive role in its application.

Student Appeals

Students' appeals are usually submitted to the Vice dean for academic affairs (for students from 1st to 6th years) or vice Dean for clinical affairs (for interns) in writing. They will investigate the case, meet the student if need be, and eventually resolves the matter. Some cases have to be taken to the Dean or higher authority if their resolution goes beyond that of their authority.

Albaha University Student Handbook: "The Undergraduate Study and Examination Regulations stipulate regulations for student appeal.

College of Medicine is serious about creating an honest and ethical learning environment. It will not tolerate dishonest actions such as cheating and plagiarism, or disruptive behavior that violates its rules and conduct expectations. Offenders will be subject to punishment in accordance with student disciplinary regulations as issued by the University Council. College of Medicine reserves the right to use various means to detect and document dishonest conduct.

4. Special Support

(low achievers, disabled, gifted and talented)

The first year courses is expected to strengthen the students' proficiency in the in English language, and to enhance computer, study and communication skills. The college sets a high standard of entry level requirement for students incoming from the Prep Year (90% and above for limited seats). In addition, revisiting these skills will be emphasized in the subsequent years through proper learning and teaching methods and advanced contents.

The core medical courses are structure to equip the students with important competencies required for the future clinical practice i.e. lifelong learning, ethics, professionalism, medical language, SDL, problem solving, communication skills, and reflective learning.

The nature of the program necessitates applicants to physically and mentally competent in order to be enrolled in. However, the faculty buildings and facilities are disability friendly. A medical committee at the university level is assigned to check and review each applicant on admission to be physically and mentally competent for studying the program. Otherwise, no modifications or services are provided for special needs applicants.

Low scorers or failing students are provided with academic support. The causes of academic difficulty are identified for each student individually and remedial support is proposed through various routes including a committee of academic counselling, communicating with academic mentors, module coordinators, and holding interviews with those students.

Similarly Several means are used to support and motivate high scorers and creative students such as moral awards in the annual faculty end- of -activity day and the university Graduates' Day Ceremony.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Medicine Surgery Pediatrics Obsetetrics&Gynecology Pathology Biochemistry Microbiology Anatomy Community &Family Medicine Physiology Pharmacology	Internal Medicine, Cardiology, Nephrology, Pulmonology, Neurology General Surgery, Cardiothoracic, Neurosurgery, pediatric surgery, Anesthesiology,	Medical Education	1 1 1 1 1 1 1 1 1 1 1	- - - - - - - - - - -	1 1 1 1 1 1 1 1 1 1 1
Associate Professors	Medicine Surgery Pediatrics Obsetetrics&Gynecology Pathology Biochemistry Microbiology Anatomy Community &Family Medicine Physiology Pharmacology	Gastroenterology, Endoscopy, Neonatology, ENT, Ophthalmology, Critical Care,	Medical Education	1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2
Assistant Professors	Medicine Surgery Pediatrics Obsetetrics&Gynecology Pathology Biochemistry Microbiology Anatomy Community &Family Medicine Physiology Pharmacology	----------	Medical Education	2 2 2 2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2 2 2 2	4 4 4 4 4 4 4 4 4 4 4
Lecturers	Biochemistry Microbiology Physiology	----------	--------	1 1 1	1 1 1	2 2 2

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
	Pharmacology Anatomy			1 1	1 1	2 2
Teaching Assistants	Medicine Surgery Pediatrics Obsetetrics & Gynecology	--------	------	2 2 2 2	2 2 2 2	4 4 4 4
Technicians and Laboratory Assistants	Biochemistry Microbiology Physiology Pharmacology Anatomy	--------	--------	1 1 1 1 1	1 1 1 1 1	2 2 2 2 2
Administrative and Supportive Staff	Administration	IT	-------	20	7	27
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

A well-structured orientation workshops are organized by the university Deanship of Staff Affairs regularly in the beginning of each academic year. These workshops to introduce the new faculty members with university regulations and rules such as :

1- Regulations for Saudi and non-Saudi employees
2- List study and tests for undergraduate
3- Uniform Rules for Scientific Research
4- The rules of the faculty members
5- Regulations Governing the Promotion for faculty members
6- Guide to E-learning

Additionally, the faculty organizes an orientation and specialized workshops for the new staff members to cover the following:

1- The nature and components of the faculty integrated system-based curriculum
2- The different teaching and learning strategies included in the program
3- The different assessment tools

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

There is an annual training plan for development of faculty skills in teaching and assessment both at the University and faculty levels.

As the University is on the way of Institutional Accreditation, the Deanship of Quality and accreditation organizes several workshops in cooperation with the National Commission for Academic Accreditation and Evaluation (NCAAA) such as :

1- Program Specification
2- Courses specification
3- Strategic Planning and Action Plan
4- Learning and Teaching Strategies
5- Assessment and Evaluation
6- Performance Indicators measurement
7- Construction of program learning outcomes

Proficiency in the staff members' specialty fields are also given great consideration through opportunities provided to staff members to ***participate in both international and national conferences and training courses***. A certain number of credit hours must be covered each year as one of the requirements for promotion as stated by the university bylaws for promotion of staff members.

The Faculty Vice-Deanship of Quality and Development and the its affiliated committee of Medical Education and Quality of Assessment regularly organizes annual workshops, training courses, and lectures which handle all aspects of developing the teaching skills of staff members in the form of packages that cover the standards that should be fulfilled in staff members in higher education. These fields include the three criteria which constitute teacher's proficiency (Course design; teaching skills; and assessment). Besides the national and local workshops, staff members benefit from their participation and attending national and international conferences in medical education. The types of workshops offered to the faculty members are based on the results of different formal and informal evaluation of the faculty members' teaching and assessment skills.

Accordingly, specialized internal orientation workshops are held covering the following issues:

1- How to deal with integrated based system,
2- Workshop for effective PBL, and seminar
3- Workshop for effective TBL, and CBL
4- Mode of assessment, level and type of questions used
5- how to make student -centered learning effectively
6- How to do student assessment in various activities?

As the faculty is applying for accreditation of its program, The Faculty Vice-Deanship of Quality and Development organizes specialized orientation and workshops for the faculty staff to prepare and orient them for this essential and nationally required step. Of these workshops are:

1- Institutional and Program Accreditation procedures
2- Preparation of Course Blueprint
3- Preparation of Assessment Blueprint
4- Preparation CLOs- KPIs Blueprint
5- Alignment of PLOs with CLOs

F. Learning Resources, Facilities, and Equipment

1. Learning Resources. Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)
Faculty states text and reference material in the documents of course specifications and also in the study guides provided for each module/course at the beginning of each academic year. These references are categorized into (a) Essential text; (b) Recommended text (for

further reading); (c) Electronic material in the form of CD-ROM; and (d) Websites relevant to the subject.

The main university library, the faculty library and IT services support student learning by providing:

- The Saudi Digital Library (SDL)
- Collections of reference and multiple lending copies of textbooks, paper journals, and CD-ROMs
- Ready access to electronic resources (online journals & documents, internet) both on- and off-campus

Other facilities and services include:

- Computer labs with access to electronic resources
- Self-service photocopiers
- Ordinary and colour-printing services
- At the beginning of each academic year, the vice deans for academic Affairs and clinical affairs request departments to list their requirements of textbooks and journals.

- At the end of each module/course, students evaluate the learning resources through the end of module/course questionnaire. Results are then communicated to the coordinators of the courses/modules.

- Each module/course coordinator makes continuous updating of the electronic material uploaded on the website of the college concerning the corresponding course/module. This is achieved after issuing the course/module annual report; so as to enhance the material based on students' evaluations.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

The faculty has adopted the complete matching and typicality for both male and female student sections. Therefore, it possesses two mirror-image sections of teaching facilities for male and female medical students.

The faculty has two main libraries, one in the male section and the other in the female section. Both of these libraries are linked electronically to the main university library via network connection. There is also a central library in the university campus, and another one in King Fahad hospital. There are 6700 print books in the male section. The female students have a common library in the female campus. The library holdings are reviewed annually to ensure availability of updated books and journals. All students, upon admission, and staff, upon employment, are provided with a user name and password to have a full access to electronic versions of textbooks and scientific journals. A significant budget is allotted every academic year for the libraries.

Male Section

The faculty building designed at the time of inception of the medical faculty was a temporary building for male student strength of 50 students for each batch according to the adequate building space, open space and lecture halls that are available. There are 6 lecture halls of similar capacities available exclusively for male students. All 6 lecture halls are well equipped with projectors, smart board, and have two entrances. In addition, there are 4 rooms serve the smooth conduction of PBL sessions. At present 50-60 male students are enrolled into the faculty each year.

There are 7 specialized well-equiped laboratories saved for practical and applied teaching :

1- Anatomy , Histology and Dissection room.
2- Biochemistry Lab

3- Microbiology Lab
4- Physiology Lab
5- Histopathology Lab
6- Pharmacology Lab
7- Simulation and Skill Lab

Female Section

The faculty female building designed for female students is located within the temporary university female academic campus. It receives 30 students for each batch according to the adequate building space, open space and lecture halls that are available. There are 6 lecture halls of similar capacities available exclusively for female students. All 6 lecture halls are well equipped with projectors, smart board, and have two entrances. In addition, there eight-partioned hall room serves the smooth conduction of PBL sessions. At present 30-35 female students are enrolled into the faculty each year.

There are 7 specialized well-equiped laboratories saved for practical and applied teaching :

1- Anatomy , Histology and Dissection room.
2- Biochemistry Lab
3- Microbiology Lab
4- Physiology Lab
5- Histopathology Lab
6- Pharmacology Lab
7- Simulation and Skill Lab

Complete health services, including immunizations are covered for all male and female by the university. All health services provided to the students are free of charge as per the rules and regulations of the country. Both outpatient and inpatient facilities are available for students. A specialized University Medical Center outpatient polyclinic working is available for male and female students in the main university campus. Emergency and inpatient services for both genders are available at King Fahd Hospital and other all hospitals at albaha province. Students are administered all required investigations and vaccines before starting the clerkship years.

Clear policies regarding needle stick and other sharps injury, exposure to blood and body fluids, and post-exposure prophylaxis are followed.

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

The faculty program define the goals and the professional attributes that students are expected to develop during their study. Students are informed of these goals and attributes through the various courses and clerkships that address these goals and attributes guided by the both the program and module learning outcomes. The faculty makes every effort to create an appropriate learning environment for students to acquire the defined goals and attributes. Of these goals: 1- To provide an integrated and comprehensive medical education. This has being done through a range of learning strategies and early longitudinal clinical exposure to maximize student engagement and knowledge retention.

2- To prepare the student for medical reasoning and evidence- based medical practice in the changing health care environment. This is done by the inclusion of a particular module called Medical Reasoning which is implemented in the first clinical year (4th year) and is conducted principally in a system based manner according to the nature of the curriculum.

3- To prepare the student to achieve the competencies in Medical knowledge, Clinical skills, Evidence-based learning, Patient care, Effective communication skills & Professionalism. This is secured through a well-defined learning outcomes for each module based mainly on the three major learning domains; Knowledge, Skills and attitude.

To develop a professional, analytical, evidence-based and ethical approach in the delivery of health care to the community. This is being conducted through embedded longitudinal modular themes throughout the curriculum such as Medical Ethics, Professionalism, community, and principles of research.

5- Promote self-directed learning, life-long learning and research activity to function effectively in the social health care system. This is being conducted through multiple learning student-centered strategies such as Problem-Based Learning (PBL), Self-Directed Learning (SDL), Seminars, Poster Presentations, Team Based Learning (TBL), and research domain presented in six consecutive modules distributed throughout the years of study; Principles of Research, Research Methodology, Biostatistics &Informatics, data management, Data presentation and Data Publication.

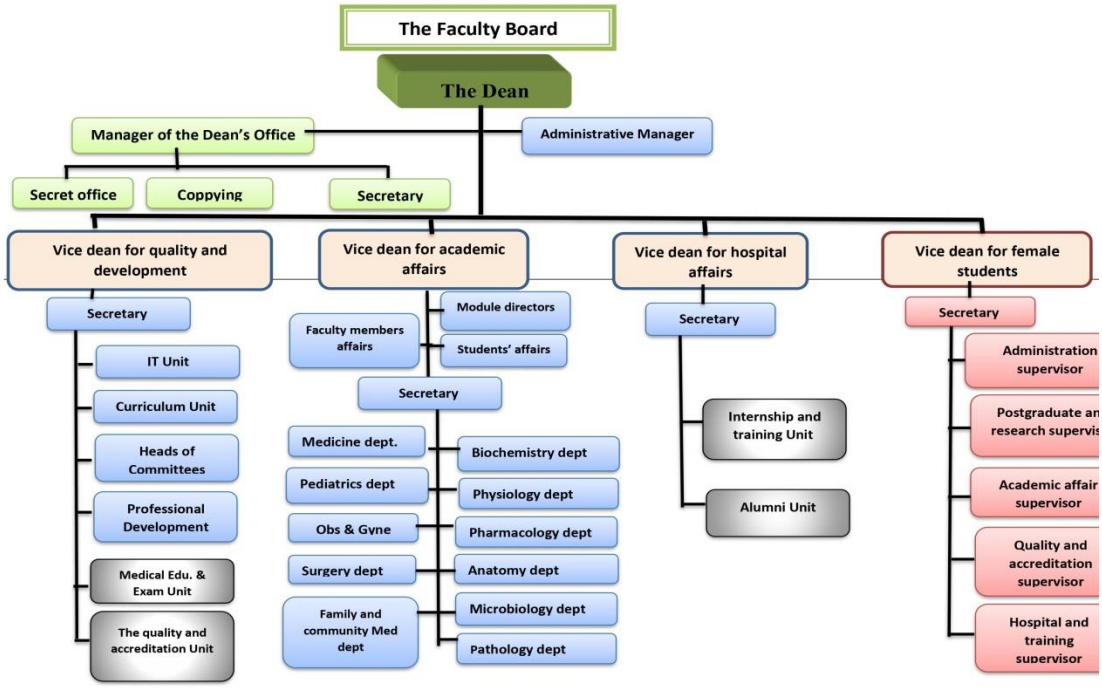
6- To develop skills and attitude that facilitate development of effective and professional relationships with patients and their families and effective collaborations with other health care professionals. This has been secured through simulation lab, Skill lab, and clinical rounds.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- In the beginning of the program , the faculty board has in its members the director of the directorate of health affairs at albaha province.

2- Before the graduation of the first batch of the faculty students, regular meetings and orientation programs have been held for the representative of directorate of health affairs and its allied hospitals, particularly the academic affairs. The orientation are to discuss and explain policy and procedures of the faculty internship program.

4- In the academic year 2019-2020, two specialized faculty councils have been formulated:

a- Faculty Council board

Mission

a- Faculty Council Students Board

Mission

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

- Policy and procedures of Saudi Universities
- Policy and Procedures of Faculty of Medicine, Albaha University

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

I. The faculty program adopts and follows albaha university Quality Assurance Management Policy &Procedures (see …….)

II. The Faculty since its establishment is including in its organizational structure Vice-Deanship for Quality and Development (VDQD). Its organizational structure is well-defined in the Faculty Organizational Structure. Documents. The VDQD is formally fully integrated with all aspects of academic planning and development in academic issues; and consulted in all aspects.

III. The academic program is managed in an effective and responsible manner to achieve the goals of the program and ensure its quality and continuous development by following the following:

a. The responsibilities of the program administrators were determined by following the Faculty administrative Organizational Hierarchy
b. Providing a sufficient degree of flexibility at the level of the college, departments, and module coordinators to allow a rapid response to the evaluation of modules and the changes required in the outcomes of learning these modules
c. Encouraging all those in charge of managing and implementing the program and its decisions on good management and continuous development.
d. Depending on the periodic and continuous feedback about the way the program is implemented and the performance of the faculty members.
e. Depending on this feedback, advice and guidance is directed to all who implement the program in a way that contributes to personal and professional development, and that is reflected in ensuring the quality of program implementation.

IV. The VDQD has put in place mechanisms to ensure that all who implement the program perform their role as required and work to continuously improve performance that guarantees the quality of the program as a whole. These include:

a. Carrying out quality assessments periodically for each module by designing a special questionnaire for the College of Medicine that will mobilize students at the end of each course that contains elements that are evidence and evidence to evaluate the performance of faculty members in implementing the course in all of its academic activities.

A special questionnaire was also designed to be filled out by students to evaluate the module as a whole with all its components, including those responsible for managing and implementing the course.

b. A module report template for the course was designed in Arabic and English in accordance with international standards and with the NCAAA.

It is filled out by the course coordinator in cooperation with all those who participated in the implementation of the course in all of his academic activities and is reviewed by those responsible for managing the program.

c. All the questionnaires and periodic reports for each course were processed statistically and accordingly a statistical summary was prepared for each course that includes an assessment of the performance of all the professors who implemented it.

A statistical summary has also been prepared to evaluate the performance of each faculty member in all the courses that he taught throughout the semester and academic year.

d. Based on these statistical results, performance improvement and excellent performance assessment were praised.
e. Weaknesses and errors are also recognized and then used as a basis for improvement and development.
f. This statistical data has been saved so that it can be accessed and reviewed regularly and regularly and placed in periodic reports

The VDQD emphasizes these tasks through specialized committee ,of which ; Quality and Accreditation Committee and the Medical Education and Quality of Assessment Committee.

Quality and Accreditation Committee

This committee is concerned with :

1.Spreading the culture of quality,
2.Evaluating the level of performance,
3.Working to implement and follow up on the evaluation and academic accreditation,
4.Setting and implementing strategic plans for the faculty,
5.Collecting data and information on an ongoing basis about quality activities in the faculty and documenting efforts and results in all quality and academic accreditation activities.
6. Preparing reports on levels of performance and satisfaction of the beneficiaries of the various activities.

Medical Education and Quality of Assessment Committee.

Goals:

1. Coordinate all examinations held by the college under the privileged supervision of the Vice-Dean for Quality Affairs.
2. Bringing the assessment objectives in line with the college's educational objectives.
3. Implement Quality Policies and Procedures.
4. Ensure moderation and consistency of students' assessment across all modules.

Responsibilities:

1. In collaboration with modules coordinators, the unit will fine tune the modules' objectives and set up blueprints for exams.
2. Categorize each exam question item according to a preset blueprint.
3. Analyze the psychometric properties of the exam (Validity, reliability, educational impact, etc.)
4. Editing MCQs, EMI, OSPE, OSCE, MEQs etc.
5. Review the final version of the exam for accuracy and appropriate sampling of curricular content at least one week prior to the examination
6. Provide feedback on the examination results and highlight areas of deficiencies.
7. Providing training workshops based on the ongoing observations
8. Responsible for the timely publication of the Education and Examination Regulations, and any amendments thereof.

(See Exam Policy and Procedures guidelines ….)

2. Program Quality Monitoring Procedures

The curriculum is managed by an adequate system that ensures its coherence and coordination. The management system is mainly the Faculty Board, chaired by the Dean, and its members; chairmen of all departments. and include senior faculty members who witnessed the changes that occurred in the curriculum. The Faculty Board meets about 10 times per year. It oversees the curriculum in all its stages, whereby it leads, directs, coordinates and controls the curriculum. Decisions are taken by the Faculty Board after discussing curriculum issues raised by different committees and units that participate in the management of the curriculum. The minutes documenting decisions of the Faculty Board are submitted to the university board for approval.

There are supporting curriculum committees which explore and discuss curriculum issues at a more detailed level. They are concerned with planning and proposing solutions to the Faculty Board. These include two committees: the curriculum

monitoring committee and the quality and academic accreditation committee. All departments and directors of the modules, as well as medical educationalists and quality experts selected by Dean. Issues discussed in these committees are defined after scanning all departmental and module committees. Meeting minutes are submitted to the Dean.

The principal tasks assigned to the curriculum monitoring committee is (i) to conduct a comprehensive evaluation of the program to help shaping the program, (ii) evaluates the program with regards to the sequencing of courses and how they relate to each other, spotting redundancies and or deficiencies, ensuring coverage of the program objectives by the courses, (iii) evaluation of the teaching/learning strategies and assessment.

The quality and academic accreditation committee checking for alignment between the learning outcomes of the program with the SaudiMed, learning outcomes of the modules and the instruction and assessment strategies. This is achieved by various tools including plotting a program matrix, a curriculum relation map. In addition, update and revision of module specifications document using a checklist and feed back report is issued to the course coordinator to address any deficiencies or comments.

All module directors have to issue an annual course report which addresses challenges and limitations that hindered the proper delivery of the module and the explanation of any criticisms noted in the evaluation reports. The module report concludes with an improvement action plan to be used by the quality and academic accreditation committee to monitor the modifications and developments intended in the following year. All aforementioned data are analyzed to triangulate the evidence and produce an annual educational program evaluation report which is then submitted to the Faculty Board for revision and corrective actions, if necessary.

All recommendations which require educational consultation, technical support and training are taken care of by the Medical Education Quality of Assessment Committee, which mainly acts as consultancy site for educational issues related to the curriculum design, assessment, and teaching/learning skills. It delivers a variety of training courses and workshops for staff development, and technically supports the curriculum committees.

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

The program curriculum contains a total of 67 modules/courses, of which 8 courses are university requirements. They are:

1- English I (6 Hours)
2- English II (2Hours)
3- IT Skills (2 Hours)
4- Health Education (1 Hour)
5- Islamic Culture I (2 Hours)
6- Islamic Culture II (2 Hours)
7- Quran Recitation (2 Hours)
8- Essay and Research writing (2Hours)

All these courses are taught by specialized instructors from the university colleges. Their course specifications are well-identified according to the NCAAA templates. The faculty assigns the Vice-Dean for Academic Affairs as a coordinator to arrange with the corresponding colleges representatives. The schedule of study, continuous assessment and final assessment are all taking place in the faculty under complete supervision. In addition, coordination and collaboration between the providing faculty and college of medicine exist for feedback, revision and comments on contents and delivery of teaching.

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

The faculty program has started with the first batch of male students only in the academic year 2010/2011.
In the academic year 2015/2016, the faculty has received the first female students batch. Since then ,the faculty assigned a well-qualified Vice-dean for the female sector. Accordingly, the faculty has adopted the complete integration, similarity, complementarity, and matching between the two sectors in all academic and administrative issues, precisely;
1.Unified Program and study plan
2. Unified Program learning outcomes
3.Unified Modules outcomes
4.Unified learning and teaching activities
5.Unified study schedule
6.Unified student study guide
7.Unified assessment plan
8.Unified OSPE or OSCE exams
10.Unified quiz and final exams
11.Unified Clinical Exams
12.Mutual Exchange of male and female instructors among the two sectors according to the instructors specialty.

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

The clinical teaching, clinical clerkships, and internship is taking place within a mutual agreement between Albaha university and the Directorate of health Affairs at Albaha Province. This agreement explains and identifies the duties and responsibilities of both sides (see the agreement….)
2- A joined committee of scientific research ethics is formulated with members from the faculty of medicine and King Fahad Hospital
3-The faculty has a specialized committee of scientific research and ethics governing and regulating all scientific research activities for faculty and students (see …..)

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

Assessment plan for program learning outcomes (PLOs) is carried out regularly using several performance internal and external indicators; by direct and indirect methods to ensure that all PLOs are achieved:

1. **Internal performance indicators include:**
   A. Scores of students in summative exams which measure the ILOs of the program in the five domains of knowledge, cognition, interpersonal and responsibility

skills, communication, IT, and numerical skills, and Psychomotor skills. This is secured by plotting performance indicators blueprint for each module consistent and aligned with SaudiMed ILOs and program learning outcomes(PLOs). This blueprint indicating the achieved ILOs for each student individually and collectively for the module in the five learning domains. Assessment tools are also of multiple types to ensure measurement of all levels of the knowledge, cognitive, psychomotor and behavioral domains. These include written exams in the form of MCQs, short essay questions, structured objective practical (OSPE) and clinical (OSCE) exams, and clinical exams in the form of short and long clinical cases. Students'-directed learning is assessed using multiple modalities such as Problem-based learning (PBL), seminars, assignment, logbook, and poster presentation. All these modalities are assessed using well-structured assessment forms (see templates).

B. 6th year graduation rate. This is calculated from: Number of 6th year graduates who completed the study plan successfully / total number of 6th year students X 100).

C. The modules evaluation questionnaire and the graduates' questionnaire.

D. The VDQD implemented two sessions of feedback for each module; the first after the quiz and the second at the end of the module activities before the final exams. This is modulated by the module director to take remedial action.

2. **External indicators include:**

A. Our students achievement in the national Progress Test that is organized annually national wise by the faculty of medicine, Qassim University. In this test all our students from 2nd year to 6th year (Male &Female) sit for a collective well-structured unified exam. It is a comprehensive exam that test the students on essential and factual knowledge in different domains. It is consistent and aligned with SaudiMed competencies. It matches to Saudi Commission for Health Specialties (SCFHS) blueprint for SLE.

B. Our graduates' pass rate in the licensing examination (SLE) of the Saudi Commission for Health Specialties compared to other Faculties of Medicine in Saudi Arabia (the pass rate for each faculty can be calculated as follows: Number of our graduates who passed the licensing exam / total number of our graduates who sat for the examination X 100).

C. Our graduates' average, range, and highest score in the licensing examination (SLE) of the Saudi Commission for Health Specialties compared to other Faculties of Medicine in Saudi Arabia.

D. Our graduates' acceptance rate in training program: percent of our graduates accepted for training (Number of our graduates who were accepted for training / total number of our graduates who applied for training X 100).

E. Proportion of our graduates enrolled in all training programs compared to other faculties (Number of our graduates accepted for enrollment as first year resident (R1) in any training program / total number of applicants accepted as R1 X 100)

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching & assessment	Students Interns Graduates Hospital supervisors Hospital Academic Affairs Employers	Summative exams& Surveys Surveys Surveys Surveys Surveys	End of modules End of Year End of Year End of Year End of Year End of Year
learning resources	Students Faculty	Surveys Surveys	End of year End of year
leadership	Students	Interviews	During Volunteer services
partnerships	Students Hospital Parteners	Surveys Surveys	End of year End of year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (1) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	80%	Students scores	End of 2019-2020 year
			6:1	Student: Faculty staff ratio	
			75%	Students surveys	
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	4/5	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey	End of 2019-2020 year
3	KPI-P-03	Students' evaluation of the quality of the	4/5	Average students overall rating for the	End of 2019-2020 year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		courses		quality of courses on a five-point scale in an annual survey	
4	**KPI-P-04**	**Completion rate**	**85%**	Proportion of undergraduate students who completed the program in minimum time in each cohort	**End of 2019-2020 year**
5	**KPI-P-05**	**First-year students retention rate**	**85%**	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	**End of 2019-2020 year**
6	**KPI-P-06**	**Students' performance in the professional and/or national examinations**	**80%**	Percentage of students or graduates who were successful in the professional and national examinations, or their score average and median	**End of 2019-2020 year**
7	**KPI-P-07**	**Graduates' employability and enrolment in postgraduate programs**	**90%**	Percentage of graduates from the program who within a year of graduation were: a. employed enrolled in postgraduate programs during	**End of 2019-2020 year**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				the first year of their graduation to the total number of graduates in the same year	
8	KPI-P-08	**Average number of students in the class**	30	Average number of students per class (in each teaching session/activity : a- lecture	**End of 2019-2020 year**
			20	b- Small group	
			20	c- Tutorial	
			25	d- Laboratory	
			8-10	e- Clinical session	
9	KPI-P-09	**Employers' evaluation of the program graduates proficiency**	4/5	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	**End of 2019-2020 year**
10	KPI-P-10	**Students' satisfaction with the offered services**	3/5	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities,	**End of 2019-2020 year**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				academic advising, ...) on a five-point scale in an annual survey	
11	KPI-P-11	**Ratio of students to teaching staff**	6:1	Ratio of the total number of students to the total number of full-time and full- time equivalent teaching staff in the program	**End of 2019-2020 year**
12	KPI-P-12	**Percentage of teaching staff distribution**	50%:50%s	Percentage of teaching staff distribution based on: a. Gender b. Branches Academic Ranking	**End of 2019-2020 year**
13	KPI-P-13	**Proportion of teaching staff leaving the program**	<10%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	**End of 2019-2020 year**
14	KPI-P-14	**Percentage of publications of faculty members**	60%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	**End of 2019-2020 year**

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
15	KPI-P-15	**Rate of published research per faculty member**	70%	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	End of 2019-2020 year
16	KPI-P-16	**Citations rate in refereed journals per faculty member**		The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published(	End of 2019-2020 year
17	KPI-P-17	**Satisfaction of beneficiaries with the learning resources**	3/5	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals,	End of 2019-2020 year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				databases… etc.) on a five-point scale in an annual survey	

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	**QUALITY AND ACCREDITATION COMMITTEE CURRICULUM COMMITTEE**
Reference No.	
Date	**SEPTEMBER, 2020**