اعتماد
NCAAA

T3

2020

Program Specification

Program Name: (MBBS) bachelor's in medicine and surgery
Qualification Level: (level 7) Bachelor
Department: ------
College: College of Medicine (COM)
Institution: Taif University

كلية الطب
College of Medicine | TU جامعة الطائف TAIF UNIVERSITY

Content

A. Program Identification and General Information

1. Program Main Location:
Prince Sultan Health Specialties Complex (Male and females), Hawaiyah, Taif

2. Branches Offering the Program:
non

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)
☐ According to; Health statistic book of Ministry of Health for the year of establishing of TCOM, the percentage of Saudi physicians practicing in the public and private health sector is very low. This is despite the fact that more than 80% of the Saudi population seeks health care in the public health sector. Such a low percentage of Saudi physicians together with a fast-growing population highlighted the need to establish more medical colleges in the Kingdom. ☐ Moreover, the Government is eager to have nationals take up all the posts in the health care services. This means that a greater number of male and female doctors will have to be developed. Taif College of Medicine (TCOM), a government-owned medical college, is an institution in response to the needs of one of the biggest regions of Saudi Arabia- the Taif region. ☐ The curriculum is designed in line with national aspirations and international requirements. Internationally, the key agencies which influence medical education are the Accreditation Committee for Graduate Medical Education (ACGME), USA and the General Medical Council (GMC), UK. The College of Medicine has designed its courses in line with the national standards as well as the international agencies. Policies and guidelines developed and promoted by World Health Organization (WHO) and World Federation for Medical Education (WFME) have been followed.

4. Total Credit Hours for Completing the Program: (212)

5. Professional Occupations/Jobs:
Physician (General practitioner)

6. Major Tracks/Pathways (if any)**: NA**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. MBBS	212	Physician (General practitioner)

7. Intermediate Exit Points/Awarded Degree (if any)**: N/A**

Intermediate exit points/awarded degree	Credit hours
1.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Taif program of Medicine is committed to graduating professionally outstanding physicians and potential health care leaders that are capable of conducting and utilizing scientific research, serving their community and demonstrating ability for collaboration and lifelong learning according to Islamic and international ethical values.

2. Program Goals:

G1. To foster student development as a fully capable general practitioner, collaborator, researcher, and healthcare provider.

G2. To graduate life-long learners with professional leadership attributes who value Islamic principles, international ethical standards and patient centered care.

G3. To establish a liaison with the community through the program.

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

Consistency of program mission and university mission:

		university mission		
		nationally competitive competencies **(Education)**	contribute to the production of knowledge **(Scientific research)**	Transformation of knowledge into an engine for development. **(Community service)**
Program mission words	professionally outstanding physicians	✔		
	potential health care leaders	✔		✔
	conducting scientific research		✔	
	utilizing scientific research			✔
	serving their community			✔
	Collaboration and lifelong learning	✔		
	Islamic and international professional values			✔

Consistency of program goals with university goals:

		University goals key words					
		Goal (1) (education)	Goal (2) (Scientific research)	Goal (3) (Social services)	Goal (4) (Administrative system)	Goal (5) (Human resources and infrastructure)	Goal (6) (self-resources and financial affairs
Program goals	G (1)	✔	✔				
	G (2)	✔			✔	✔	✔
	G (3)		✔	✔			

4. Graduate Attributes:	
Program Of Medicine Graduate Attributes (POMGA): The graduate attributes that students will develop during their studies in College of Medicine Taif University are: Attibute1: Core knowledge of Medical Sciences and Ethics Attribute2: Inquiry mindset and Critical appraisal Attribute3: Understanding of the evidence base for the dynamic professional practice Attribute4: Ability to communicate and collaborate for the community health benefits Attribute5: IT and Medical informatics skills Attribute6: Leadership and management skills	

5.**Program learning Outcomes*** After completion of the program, the graduate should be able to:	
Knowledge and understanding	
K1	Describe the details of scientific knowledge of the healthy and diseased human body at different stages of life cycle.
Skills	
S1	Integrate basic, clinical, psychosocial, and social science in health and diseases
S2	Perform basic sciences' laboratory skills and essential clinical skills
S3	Apply the evidence-based practice in health care setup.
S4	Demonstrate clinical reasoning, decision making and problem solving in clinical setup.
S5	Employ patients' needs and safety at the center of the care process by abiding the Saudi Healthcare regulations.
S6	Conduct basic scientific research
S7	Demonstrate effective verbal and nonverbal communication skills with patients, their caregivers and health professionals.
S8	Use IT and workplace medical informatics system efficiently.
S9	Manage patients with common medical problems and life-threatening conditions
Values	
V1	Exhibit integrity, professional, Islamic, legal and ethical principles during study and clinical setup.
V2	Exercise responsible collaboration in the intra- professional and inter- professional teams as leader and a member
V3	Demonstrate the capability of self-reflection and continuous professional development during management of special tasks with high autonomy
V4	Support health promotion and disease prevention measures which contribute to fostering community quality life.

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

Report on consistency of PLOs with NQF-SA 2020 is attached here

Report on consistency of PLOs with SaudiMED framework and bloom's taxonomy is attached here

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	10	20	9.43
	Elective	1	2	0.94
College Requirements	Required			
	Elective			
Program Requirements	Required	39	172	81.14
	Elective	2	4	1.89
Capstone Course/Project		1	2	0.94
Field Experience/ Internship		1	12	5.66
Others				
Total		54	212	100

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	401111-4	Medical Biology (1)	Required	-	4	Program
	401112-3	Medical Chemistry (1)	Required	-	3	Program
	990311-2	University Study Skills	Required	-	2	University
	999805-2	Intensive English Intensive (1)	Required	-	2	University
Level 2	401120-4	Medical biology (2)	Required	401111-4	4	Program
	401121-4	Medical Chemistry (2)	Required	401112-3	4	Program
	2004112-2	Islamic Culture (Morals and Values)	Required	-	2	University
	999806-2	Intensive English Intensive (2)	Required	999805-2	2	University
Level 3	401113-3	Medical Statistics	Required	-	3	Program
	401122-3	Medical Physics (1)	Required	-	3	Program
	990211-2	Arabic Language Skills	Required	-	2	University
	999817-2	English for health sciences	Required	-	2	University
Level 4	401220-3	Basics of biochemistry	Required	401121-4	3	Program
	401224-2	Basics of physiology	Required	-	2	Program
	401232-2	General Microbiology	Required	-	2	Program
	401233-3	Anatomy	Required	401120-4	3	Program
	105115-2	History of the Kingdom	Required	-	2	University
Level 5	401223-2	General pharmacology	Required		2	Program
	401230-3	General pathology	Required		3	Program
	401231-6	Musculoskeletal	Required	401233-3	6	Program
Level 6	401227-5	Hematology	Required	401224-2	5	Program
	401228-3	Immunology	Required	401232-2	3	Program
	401229-2	Community medicine	Required		2	Program
	2004320-2	Islamic culture (medical jurisprudence)	Required	2004112-2	2	University
Level 7	401312-5	Cardiovascular system	Required		5	Program
	401316-5	Respiratory system	Required		5	Program
	2004111-2	Fundamentals of Islamic Culture	Required		2	University
Level 8	401315-5	Gastrointestinal tract	Required	-	5	Program
	401326-4	Urinary system	Required	-	4	Program
	2004414-2	Islamic Culture (Human Rights)	Required	2004320-2	2	University

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 9	401321-5	Endocrinology	Required		5	Program
	401327-5	Reproductive system	Required		5	Program
	999814-2	IELTS Preparation	Elective		2	University
Level 10	401415-8	Central nervous system	Required		8	Program
	401416-2	Research methodology I	Required	401113-3	2	Program
Level 11	401412-5	Special senses I	Required		5	Program
	401427-3	Medical diagnostics	Required	401220-3 401227-5 401228-3 401232-2	3	Program
	401426-2	Medical ethics and professionalism	Required		2	Program
Level 12	401428-7	Special senses II	Required	401412-5	7	Program
	401420-3	Orthopedics	Required	401231-6	3	Program
	401421-1	Patient safety	Required		1	Program
Level 13	401512-8	Medicine 1	Required	401312-5 401315-5 401316-5 401321-5 401415-8	8	Program
	401515-2	Research Methodology II	Required	401416-2	2	Program
Level 14	401511-7	Surgery 1	Required	401326-4 401420-3	7	Program
	401524-5	Family medicine	Required	401511-7 401512-8	5	Program
Level 15	401523-10	Pediatrics	Required		10	Program
Level 16	401615-8	Surgery 2	Required	401511-7	8	Program
	401623-3	Research Project	Required		3	Program
Level 17	401620-9	Medicine 2	Required	401512-8	9	Program
	401613-2	Psychiatry	Required	401515-2	2	Program
Level 18	401616-8	Obstetrics & Gynecology	Required	401327-5	8	Program
	401624-2	Elective 1	Elective		2	Program
	401625-2	Elective 2	Elective		2	Program
Level 19	401710-12	Internship	Required	401523-10 401524-5 401615-8 401616-8 401620-9 401624-2 401625-2	12	Program

* 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

Course specifications of all levels are attached here

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**)

			Knowledge	Skills									Values			
			K.1	S1	S2	S.3	S.4	S.5	S.6	S7	S8	S9	V1	V2	V3	V4
1st year	1st level	Medical Biology I 401111-4	I	I	I	-	-	-	-	-	-	-	I	-	I	-
		Medical Chemistry I 401112-3	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		Study Skills 990311-2	I	I	-	-	-	-	-	I	I	-	-	I	I	-
		Intensive English Intensive (1) 999805-2	I										I		I	-
	2nd level	Medical Biology II 401120-4	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		Medical Chemistry II # 401121-4	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		Islamic Culture (Morals and Values) 2004112-2	I								I		I		I	-
		Intensive English Intensive (2) 999806-2	I								I		I		I	-
	3rd level	Medical statistics 401113-3	I	I	I	-	-	-	-	-	I	-	-	-	-	
		Medical physics 401122-3	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		Arabic Language Skills 990211-2	I										I	I	I	-
		English for health sciences 999817-2	I										I	I	I	-
2nd year	4th level	Basics of Biochemistry 401220-3	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		Basics of Physiology 401224-2	I	I	-	-	-	-	-	-	-	-	-	-	-	-
		General Microbiology 401232-2	I	I	I	-	-	-	-	-	-	-	-	-	-	
		Anatomy 401233-3	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		History of the Kingdom 105115-2	I										I	I	I	-
	5th level	General Pharmacology 401223-2	I	I	-	-	-	-	-	-	-	-	-	-	-	-
		General Pathology 401230-3	I	I	I	-	-	-	-	-	-	-	-	-	-	-
		Musculoskeletal System 401231-6	I	I	I	-	-	I	-	-	I	-	I	-	I	-
	6th level	Hematology 401227-5	P	P	I	-	-	I	-	-	I	-	I	-	I	-
		Immunology 401228-3	P	P	I	-	-	I	-	-	I	-	I	-	I	-
		Community Medicine 401229-2	P	P	-	-	-	I	-	I	I	-	-	-	I	I
		Islamic culture (medical jurisprudence)	P	P				I					I	I	I	I

Year	Level	Course														
		20043207-2														
3rd year	7th level	Cardiovascular System 401312-5	P	P	I	-	I	I	-	-	P	-	I	-	I	-
		Respiratory System 401316-5	P	P	I	-	I	I	-	-	P	-	I	-	I	-
		Fundamentals of Islamic Culture 2004111-2	P										I	I		
	8th level	Gastrointestinal Tract 401315-5	P	P	I	-	I	I	-	-	P	-	I	-	I	-
		Urinary System 401326-4	P	P	I	-	I	I	-	-	P	-	I	-	I	-
		Islamic Culture (Human Rights) 2004414-2	I				I						I	I	I	
	9th level	Endocrinology 401321-5	P	P	P	-	I	I	-	-	P	-	I	-	I	-
		Reproductive System 401327-5	P	P	P	-	I	I	-	-	P	-	I	-	I	-
		IELTS Preparation 999814-2	P										I	I	I	
4th year	10th level	Central Nervous System 401415-8	P	P	P	-	I	I	-	-	P	-	I	-	I	-
		Research Methodology I 401416-2	P	P		I	-	-	-	-	P	-	-	-	I	-
	11th level	Special sense I 401412-5	P	P	P	-	-	I	-	-	P	-	I	-	I	-
		Medical diagnostics 401427-3	P	P	P	-	-	P	-	I	-	-	I	-	-	-
		Medical ethics professionalism 401426-2	P	P	P	-	-	P	-	I	-	-	I	-	-	-
	12th level	Special sense II 401428-7	P	P	P	-	I	P	-	I	-	I	I	-	-	-
		Orthopedics 401420-3	P	P	p	-	I	P	-	p	-	- P	P	P	-	-
		Patient safety 401421-1	P	P	-	-	-	P	-	I	-		I	-	-	-
5th year	13th level	Medicine I 401512-8	P	P	p	-	I	P	-	P	-	I	P	P	-	-
		Research methodology II 401515-2	p	p	-	P	-	-	P I	P	P	-	p	P	I	-
	14th level	Surgery I 401511-7	P	p	P	-	I	P	-	P	-	I	P	P	_	-
		Family medicine 401524-5	P	p	p		P	P	-	P	-	P	p	P	-	P
	15th	Pediatrics 401523-10	P	P	p	P	P	P	-	P	-	P	p	P	-	P
6th year	16th	Surgery II 401615-8	M	M	P	P	P	P	-	P	-	P	P	P	-	P
		Research project 401613-2	M	M	-	P	-	-	P	P	P	-	P	P	P	-
	17th	Medicine II 401620-9	M	M	P	P	P	P	-	P	P	P	p	P	P	P
		Psychiatry 401623-3	M	M	P	-	-	P	-	I	-	I	I	I	-	-

18th	Obstetrics & Gynecology 401616-8	M	**M**	P	P	P	P	-	P	-	P	P	P	-	P
	Elective 1 401624-2	M	-	-	P	P	-	P	-	P	P	P	P	P
	Elective 2 401625-2	M	-	-	P	P	-	P	-	P	P	P	P	P
19th	Internship 401710-12	M	M	M	M	M	M	-	M	M	M	M	M	M	M

* Add a table for each track (if any)

---

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

Policies and plans

The revised program Learning outcomes of the Medicine program have been carefully tailored to keep simultaneous alignments with Program goals, Saudi MED Competency Framework and Taif University Graduate Attributes. The intended PLOs will undergo a planned process of the outcomes' delivery (by using different teaching methods), assessment and quality assurance to ascertain the level of the achieved PLO. Teaching and learning strategies are student-centered and encourage active learning.

Teaching and learning strategies in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.

Guide for Learning and teaching strategies in TU was used as reference for College of Medicine to settle its strategies in learning teaching, assessment and evaluation. The guide is attached here

Teaching and learning strategies

For every teaching method used, a specific plan of teaching and learning strategies is developed by the faculty.

Learning & Teaching strategies	Learning & Teaching methods	Description
Brainstorming strategy	Small group discussion (SGD)	Large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas.
Discussion strategy	Interactive lecture	
	Tutorial	Tutorial: A pre reading material or clinical case is provided(trigger), specific small group formation in a large classroom, student centered discussions to accomplish the given tasks minimal interaction of facilitators during the task solving, at the end there is concluding interactive discussion with the facilitator to assess the students' performance
Cooperative learning	Small group discussion SGD Seminar	For seminar: Group assignment for student interaction, team formation, new knowledge acquisition, task completion, presentation, and defense.
Project strategy	Research project	Pedagogical strategy in which students produce a product related to a topic. The faculty sets the goals for the learner, and then allows the learner to explore the topic and create their project.

		The faculty is a facilitator in this student-centered approach and provides scaffolding and guidance when necessary.
Problem solving strategy	Small group discussion SGD	Problem/scenario triggers the interactive discussion among the small group. Students decide about their learning outcomes and find solutions by argumentation. Clinical reasoning focuses on the signs and symptoms of a patient and the subsequent identification of relevant questions on the patient´s history, further the physical examination, the correct interpretation of those results and information, as well as procedures required to reach the correct diagnosis in an efficient manner. The actual reasoning process involves medical decision-making on the one hand and problem-solving on the other hand
E learning strategy	Learning in the computer labs, Black board experience Assignments Virtual lab Cyber anatomy	E-learning opens new opportunities to 'raise standards, widen participation in life-long learning, and improve the learning experience.
Workplace teaching strategy	Hospital visit PHC visit	Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge.
Lab based learning	Practical labs Skill lab	Demonstration and explanation by facilitator. Practice under supervision by students. Rehearsal based skill acquisition Facilitated learning from models, cadaveric components, specimens, microscopes- student –student and student teacher interaction
Self-learning strategy	Task oriented self-study, learning in the computer labs, Black board experience, Assignments Self-reflection and self-report	An instructional strategy where the students, with or without guidance, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning. **Self-reflection and reflective practice** are metacognitive process which brings a greater understanding of students' themselves in everyday situations in order inform future actions in which they analyze experiences, or their own practice/skills/responses, in order to learn and improve.
Lectures	Ordinary lecture Shared lecture Interactive lectures	Establishing the ground rules discussing lecture objectives, starting with a trigger- audio/video/scenario/question, allowing interruptions for students' questions, Think, Pair and Share technique periodic interactions and summaries, nonverbal communications, ending up with asking questions. Shared lectures offer planned and unplanned student-teacher, student-student and teacher-teacher interactions.

Alignment of teaching and learning strategies to PLOs

	PLOs	Teaching and learning strategies								Curricular and extracurricular activities	
		Lectures (ordinary, shared, interactive)	Problem solving (SGD)	Workplace teaching	Cooperative learning	Project	E learning	Lab based (practical & skill labs)	Self-learning Self-reflection report	Curricular*	Extracurricular**
Knowledge	K. Describe the details of scientific knowledge of the healthy and diseased human body at different stages of life cycle.	√	√	√	√	√	√	√	√	√	√
Skills	S1. Integrate basic, clinical psychosocial and social science in health and diseases.	√	√	√	√	√	√	√	√	√	√
	S2. Perform basic sciences' laboratory skills and essential clinical skills.			√			√	√			√
	S3. Apply the evidence-based practice in health care setup.			√				√		√	√
	S4. Demonstrate clinical reasoning, decision making and problem solving in clinical setup.	√	√	√				√	√		
	S5. Employ patients' needs and safety at the center of the care process by abiding the Saudi Healthcare regulations.	√	√	√				√	√		
	S6. conduct basic scientific research				√	√			√	√	
	S7. Demonstrate effective verbal and nonverbal communication skills with patients, their caregivers and health professionals.			√	√			√	√	√	√
	S8. Use IT and workplace medical informatics system efficiently.		√	√	√		√		√	√	√
	S9. manage patients with common medical problems and life threating conditions	√	√	√	√	√	√	√	√	√	√
values	V1. Exhibit integrity, professional, Islamic, legal and ethical principles during study and clinical setup.	√	√	√	√	√		√	√	√	√
	V2. Exercise responsible collaboration in the intra-professional and inter- professional teams as leader and a member		√	√	√	√			√	√	√
	V3. Demonstrate the capability of self-reflection and continuous professional development during management of special tasks with high autonomy		√	√	√	√		√	√	√	√
	V4. Support health promotion and disease prevention measures contribute to the fostering community quality life.	√	√	√		√			√	√	√

Curricular activities*   Quizzes, seminar, logbook, student's portfolio, reflection report
Extracurricular** Attending workshops/conferences, student day activities, Participation in social, cultural, religious and sport activities, participation in program committee work and development projects, share in peer assisted learning.

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

Direct methods include:

- Theory exam
- Project evaluation sheet
- Seminar evaluation rubrics
- OSCE checklist
- OSPE checklist
- Logbook
- Progress test
- SMLE results
- SGD evaluation sheet
- Internship evaluation sheet
- Portfolio evaluation

Indirect methods include:
- Student satisfaction survey
- Graduation satisfaction survey
- Employers' evaluation of program graduates
- Graduate evaluation of the program
- Stakeholders satisfaction survey

Alignment of PLOs with assessment methods

| | PLOs | Direct Assessment methods | | | | | | | | | | | Indirect assessment methods |
| | | Performance evaluation & observation | | | | | | | | | | | |
		Theory & assignments	Group discussion evaluation sheet	OSPE	OSCE	intern Evaluation	Seminar evaluation sheet	Logbook - portfolio (Reflection paper)	Project	Progress test	SMLE	Exit exam	
Knowledg	K1. Describe the details of scientific knowledge of the healthy and diseased human body at different stages of life cycle.	√	√	√	√	√	√	√	√	√	√	√	Employer survey Graduate survey
Skills	S1. Integrate basic, clinical psychosocial and social science in health and diseases.	√	√	√	√	√	√	√	√	√	√	√	Employer survey
	S2. Perform basic sciences' laboratory skills and essential clinical skills			√	√	√		√	√				Employer survey Employment rate
	S3. Apply the evidence-based practice in health care setup.				√	√	√	√	√				Employer survey
	S4. Demonstrate clinical reasoning, decision making and problem solving in clinical setup.	√	√		√	√		√					Graduate survey
	S5. Employ patients' needs and safety at the center of the care process by abiding the Saudi Healthcare regulations.	√	√		√	√		√					Employment rate
	S6. conduct basic scientific research								√				% Student with published research
	S7. Demonstrate effective verbal and nonverbal communication skills with patients, their caregivers and health professionals.				√	√		√		√			Employer survey
	S8. Use IT and workplace medical informatics system efficiently.		√			√	√	√	√				Graduate survey
	S9. manage patients with common medical problems and life threating conditions		√		√	√		√		√	√	√	Employer survey Cumulative GPA
values	V1. Exhibit integrity, professional, Islamic, legal and ethical principles during study and clinical setup.		√		√	√	√	√	√	√		√	Employer survey
	V2. Exercise responsible collaboration in the intra- professional and inter-professional teams as leader and a member		√			√	√	√	√				Employer survey
	V3. Demonstrate the capability of self-reflection and continuous professional development during management of special tasks with high autonomy		√			√	√	√	√				Employer survey
	V4. Support health promotion and disease prevention measures contribute to the fostering community quality life.		√		√	√		√		√		√	Community service participation

Program Specification

D. Student Admission and Support:

1. **Student Admission Requirements**
The requirements are determined by the University Council based on the disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program and the available resources.
https://www.tu.edu.sa/Attachments/a0e9d911-85a6-4e75-9c3e-a4747094c864_.pdf
1. The applicant must be a Saudi national.
2. Must have a high school certificate (Qudrat, Tahsili exams).
3. Must have at least 90% in chemistry, physics, and biology.
4. Be of good behavior and conduct.
5. Be medically fit.
6. Trade-offs are made between applicants who meet the above conditions, through a mechanism determined by the college each year, according to the admissions policies set by the University and the Ministry of Higher Education.

2. **Guidance and Orientation Programs for New Students**
The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.

> **At the level of the university:** an orientation week program is organized every year for welcoming new students, Introducing the university system and services to students and introducing the university and informs students about their rights and regulations.

> **The college of Medicine** is careful to organize an orientation day for their students every year.
> *The college orientation day is the responsibility of student's activity unit and aimed at:*

o Engaging new students in the culture, expectations, and resources our college has to offer.

o Providing a fun, positive, and friendly atmosphere for students.

o Encouraging Social Involvement of students in different activities either curricular or extracurricular.

o Giving chances for incoming students to interact with current students. So, a group of old (leaders) students are participated, talked with the new students and transferred their experiences with them.

o Presentation of different academic and administrative aspects related to the MBBS' program to the new students, as Vision, Mission and Objectives of the College of Medicine, spiral study system, integrated curriculum adopted by the college, different teaching methods, academic guidance, methods of assessments ……etc.

o Bringing together a number of different departments and staff in order to help students and make them feel valued, excited, and supported.

o Designing innovative and entertaining activities for new students to learn more about each other while familiarizing themselves with the college.

We put in our consideration while preparing our orientation program that the results of our efforts are increased retention and student success.

Evaluation of the day was done through distribution of questionnaire, level of satisfaction and student's feedback were recorded and analyzed and improvement suggestions are considered for the coming years

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

Management of Academic counseling and advising process is the responsibility of academic advising unit under direct supervision of the university according to TU-student academic counseling guide (https://drive.google.com/file/d/1GKu5sNQDdQxNjb68qpZDDq-NkkE9aVGK/view).

Aims of the academic advising process in the college:

1- Providing academic information to students and presenting them to the rules and regulations of study at the beginning of joining the faculty.

2. Encouraging and supporting talented and brilliant students

3 – Helping the frailer students to expression their obstacles and solving social and academic problems

4. Developing the student's self-abilities in solving their problems and correcting their academic profession.

5. Encourage students to play a positive role in the educational process and participate in extra-curricular activities.

The duties of Academic Counseling Unit at the College:

1- Managing and organizing the academic guidance process in the College in accordance with the approved rolls.

2 - Distribution of students to faculty members by the internal system of the University (academic database).

3 - Organizing a meeting on the introductory day for new students to provide students with the necessary information about the university stage and the system of study and introduce students to the importance of referencing the university regulations during their academic career and the need to communicate with his academic advisor.

4 - Holding a workshop for new faculty members to inform them about the system of study at the College

5- Organizing a regular meeting with the academic advising coordinators to follow up the progress of the academic advising   process in the college.

6- Managing and organizing the academic advising reports from the unit coordinators and studying the opinions related to the development of the academic advising process in the college and coordinating with the college's administration for academic affairs in addressing the obstacles of academic advising

7 - Prepare the first semester, second semester, and annual reports on the extension process in college.

8. Follow-up the academic supervisor's implementation of rules and regulation in the college.

Each student has his assigned Faculty advisor. 10- 20 students were nominated for each Faculty member and attached to his academic load on the electronic university system. The advisor must offer 6 hours per week for his students in his office to monitor their subject selection (add or remove) in the first week of every semester.

An advisor is engaged in any academic demand for his student. i.e., the student cannot apply for any academic step without his monitor being involved in.

An advisor is responsible for raising any special problem (Psychological, academic or social) concerning the student to the high administration.

Concerning students in the final levels, an advisor could be the guide for career planning according to the student qualifications.

4. Special Support
(Low achievers, disabled, gifted and talented)

regarding low achievers' students: The College of Medicine, Taif university is planning to develop and execute an effective remediation plan to help the students who do not manage to pass their examinations due to multiple reasons.

The program using procedures and templates established by academic guidance department in the university admission and records deanship.

1. The academic advisor will follow all the students responsible for them and discuss the progress of all students in the Counseling Program based on course grades, Critical Competency Evaluations, and faculty and site supervisor evaluations.

2. After reviewing the information gathered, the Counseling unit will develop remediation plans for detected lagged students who are not achieving at the expected level.

3. The goal of the remediation plan will be to help the student work toward meeting the stated goals of the program. Remediation plans will be included in student files and will be reviewed with the student in a live meeting on campus.

4. **Remediation plans include:**
   a. Involvement of the students in special strengthening classes second time to insure adequate level of competence.
   b. Retaking a course; reducing the number of courses taken at one time.
   c. Checking in periodically with his or her advisor; additional assignments; delay of field experiences; or other requirements.
   d. Involvement of student in the peer assisted learning program where their colleagues could help their progression.

e. A second remediation plan may be given if the student does not successfully complete the remediation plan outlined by the Department.

f. Psychic support for needed students is also provided.

Regarding talented students: appropriate mechanisms are applied so that they remain academically competitive and maintain their brilliance. This will also sub serve as an attraction and motivation for those students who are trying hard to improve their academic performance.

The following are suggested.

1) The gifted students are identified from the beginning of their undergraduate program.

2) They should be considered for award at the end of the year. The award can be given in the form of certificate or shield of appreciation.

3) Talented students are involved in TMSAT team (Taif medical students as teachers) where the students act as trainer in a special session for their colleagues.

4) Scholarships/financial support is provided for the electives/training abroad and to attend the national and international conferences of academic interest.

5) Special letter of recommendation from college should be given to such students

Disabled students: The University keen to maintain safety of disabled students and facilitate their movement of designing the entrances and exit of the University building with suitable designs. The details were included in a special TU guide. (https://drive.google.com/file/d/1yZPJihgturMGmfpEb-xvFEVZNPXvCr6f/view).

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

An appropriate recruitment policies and procedures are applied to attract distinguished faculty members. The needed staff is detected based on needs assessment by the department.

Academic rank	Specialty		Special requirements	Required numbers		
	General	Specific		M	F	T
Professors	Anatomy	Anatomy		1	1	4
		Histology		1	1	
	Physiology	Physiology		-	1	1
	Biochemistry	Biochemistry		-	1	1
	Microbiology	All subspecialty		1	1	2
	Pathology	Pathology		1	1	2
	Medicine	All subspecialty		4	3	7
	Surgery	All subspecialty		4	4	8
	Ob/Gyna	All subspecialties		1	2	3
	Pediatrics	All subspecialties		3	3	6
	Family and community medicine	Family and community medicine		1	1	2
	Medical education	Medical education		1	1	2
Associate professor	Anatomy	Anatomy		1		2
		Histology			1	
	Physiology	Physiology		1	1	2
	Biochemistry	Biochemistry		1	1	2
	Microbiology	All subspecialty		1	1	2
	Pathology	Pathology		1	1	2
	Pharmacology	Pharmacology		1	1	2
	Medicine	All subspecialty		4	3	7
	Surgery	All subspecialty		5	5	10
	Ob/Gynae	All subspecialties		2	3	5
	Pediatrics	All subspecialties		3	3	6
	Family and community medicine	Family and community medicine		3	3	6
	Medical education	Medical education		1	1	2
	e-learning	e-learning		1	1	2
Assistant professor	Anatomy	Anatomy		1	1	4
		Histology		1	1	
	Physiology	Physiology		1		1
	Biochemistry	Biochemistry			1	1
	Microbiology	All subspecialty		1	2	3
	Pharmacology	Pharmacology		1	1	2
	Medicine	All subspecialty		6	6	12
	Surgery	All subspecialty		7	7	14
	Ob/Gynae	All subspecialties		3	3	6
	Pediatrics	All subspecialties		2	2	4
	Family and community medicine	Family and community medicine		3	3	6
	e-learning	e-learning		1	1	2
	Anatomy	Anatomy		1	1	4
Lecturer	Anatomy	Histology		1	1	4
	Physiology	Physiology		1	1	2
	Biochemistry	Biochemistry		1	1	2
	Microbiology	Microbiology		1	1	2

Program Specification

	Pathology	Pathology		1	1	2
	Pharmacology	All subspecialty		1	1	2
	Medicine	All subspecialty		4	4	8
	Surgery	General surgery		4	4	8
	Ob/Gyna	All subspecialties		2	2	4
	Pediatrics	All subspecialties		2	2	4
	Family and community medicine	Family and community medicine		2	2	4
	Medical education	Medical education		1	1	2
Teaching assistant	Anatomy	Anatomy/ Histology		2	2	4
	Physiology	Physiology		1	1	2
	Biochemistry	Biochemistry		1	1	2
	Microbiology	Microbiology		1	1	2
	Pathology	Pathology		1	1	2
	Pharmacology	All subspecialty		2	2	4
	Medicine	All subspecialty		4	4	8
	Surgery	General surgery		4	4	8
	Ob/Gyna	All subspecialties		2	2	4
	Pediatrics	All subspecialties		2	2	4
	Family and community medicine	Family and community medicine		2	2	4
	Medical education	Medical education		1	1	2
Technicians and lab assistants	Biochemistry	Biochemistry		3	3	6
	Biology	Biology		2	2	4
	Microbiology	Microbiology		2	2	4
	Anatomy/ Histology	Anatomy/ Histology		3	3	6
	Records	Records		3	3	6
Administrative and supportive staff				6	6	12
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

At the level of the university: an orientation program to all new staff among the university is established.

At the level of the College: another orientation day is organized aimed at:

o Introduction of the college and getting acquaintance with all faculty members

o Create a positive impression of college.

o Ensure staff understanding of the nature of the program, their rights, tasks, responsibilities, and workload.

o Discussing matters of interest to faculty members in terms of regulations, administration and services, job descriptions as well as examinations and academic guidance.

o The program also includes a definition of quality assurance requirements and academic accreditation and answering their questions.

For visitors teachers (hospital staff)

The program uses specialists from Taif Hospitals to share in teaching skills in hospital for students. Orientation of specialists was done through regular meetings for informing them about course and program specification, intended learning outcomes, teaching methods and regulation. They are invited to attend professional development programs to assure their competence.

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.)

Taif University launched an electronic platform "skills platform"
https://maharat.tu.edu.sa/https://maharat.tu.edu.sa

This has contributed to the development of scientific and professional skills for its employees in a smart electronic environment based on stimulating and modern education strategies. Training programs are detected based on needs assessment of Faculty staff and Faculty members are announced about the programs and they are allowed to choose the appropriate according to their needs and according to nominations.

- ✧ Moreover, professional development plan was formulated by continuous medical education (CME) unit & medical education department including many courses for professional development of faculty and teaching staff, part of the courses was directed to improvement of their teaching skills and the other one was directed to develop their knowledge of research. E.g., Academic assessment Workshop; Item Writing Course (Developing MCQs); Designing course specifications & the appendix; Advanced Microsoft Excel- Workshop; Team building and Improving quality of assessment
- ✧ Other professional development including knowledge of research: e.g.: Statistical analysis in biomedical research, how to design and interpret a medical survey, Writing a biomedical research paper, medical ethics and bioethics in research……
- ✧ Professional development plan is designed each year based on needs assessment.
- ✧ The teaching staff regularly participate in academic activities (e.g., participation in conferences and research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization.

Faculty members effectively participate in research activities, community activities and scientific production.

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.)

The central library took the responsibility of being the source of learning resources needed by the program. A list of required and recommended textbooks and learning resources is gathered and comprehensively written for each course in course specification and course appendix forms which are made available to all students on the Blackboard before the beginning of the course.

The students and staff of the college of medicine have access to the Central Library of Taif University at the main campus and will benefit of the all services that are provided, including the medical books, Manuals and Journals that are requested bi-annually through the central Library. The opening hours of the central library

have been extended to include evenings as well, besides electronic services, wired computers, classrooms and study vacancies are also available for students upon booking.

Arabic databases, English data bases, E- Books, encyclopedias, university thesis and dissertations, can be obtained directly from the available Saudi Digital Library (SDL). Access medicine which provides access to over 100 of prestigious clinical titles is also available through the Saudi Digital Library. The platform also hosts more than 50,000 images for educational use and to aid in visual diagnosis,

Each member of staff can access the database with his university ID and Password. The students also have access to Unified Arab Index. The students and staff have also access to Endnote program which is an electronic reference management program, used to manage indexes and references during research work by students, faculty and researchers, when writing articles and research. There is also an orientation program for the freshman students. The satisfaction rate of students on the adequacy and diversity of learning resources on a scale of five levels are measured in the annual survey.

The program is shared by student and staff feedback on central library services through regular questionnaires, attending the orientation and workshops programs established by the library's affairs deanship of the university.

2. Facilities and Equipment
(Library, laboratories, medical facilities, classrooms, etc.).

A learning resources committee with a one-year mandate and re-appointed annually is responsible for ensuring the adequacy and diversity of all teaching facilities and equipment, including the library, the laboratories and electronic learning.

A comprehensive survey is carried out periodically by the committee to measure the current situation and detect areas of weakness and strength.

Regarding the library and textbooks, the main university library is now the source of all textbooks and other materials, it takes the whole responsibility regarding process related to planning, acquisition, evaluating adequacy and approval.

The college taught sessions include lectures and classroom-based small-group teaching, such as small group discussions and tutorials. The adequacy and efficiency of all teaching sessions are evaluated annually. The students also have access to small meeting rooms and more flexible working space. The computer labs of the college have got a sufficient number of computers suitable for the number of students.

The laboratories which include many branches of the basic medical sciences such as anatomy, histology, pathology, microbiology, biochemistry, chemistry, biology and physics, are equipped with the necessary and modern lab facilities. The equipment and materials were chosen to meet all requirements of the students for their practical classes and their trainings. The Labs are provided with all the required, safety and suited equipment to achieve all the required experiments.

Besides the dissection laboratory, there is also **Cyber Anatomy**, where a series of interactive 3D anatomy sessions that take students through the human body one region or system at a time.

There is an advanced Center of Clinical Skills and Simulation in the College of Medicine. This Center is a specialized for teaching and training of different clinical skills for medical students and physicians in a real clinical environment, that ensure the safety of patients, and to provide the trainees a safe and stimulating learning environment through simulation programs. A digital audio-visual monitoring system has been installed for photographing and recording steps of examination and interview trainees with simulated patients for monitoring which can be managed from a central room.

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

The college of medicine is committed to providing a safe and healthy environment to students and staff according to the university measures for health and safety of risk management committee. Taif University follows the regulations and procedures specified by the Ministry of Education for security and safety in Saudi institutions of higher education (see attached file).

The "Department of Professional Safety and Health" has a handbook containing safety instructions related to facilities and individuals. The handbook contains procedures that follow approved standards to provide protection from risks, prevent risks from occurring, and minimize their effects if they were to occur (see safety handbook). The handbook encourages a "Safety First" mindset and culture.

At the college, A health and safety committee, with a one-year mandate and annual re-appointment, is responsible for ensuring that an effective health and safety policy is in place   and to measure, monitor and evaluate safety and health performance, through agreed standards, in order to reveal when and where improvement is needed. All are following policy and procedure manual for the health safety committee

The members of the committees are carrying out active self-monitoring so as to reveals how effectively the safety and health management system adopted by Taif university is functioning.

The committee is responsible for organizing workshops for students and staff and issuing health and safety bulletins to aware them of their responsibilities and know what to do in case of emergency and well informed of the emergency exits, the assembly and sort points.

The University has also procedures in place to test or exercise the evacuation procedures and that appropriate evacuation plans are adopted, and that procedures for contacting Emergency Services (Police, Fire Service, and Ambulance) are also in place.

All the undergraduate, research laboratories, skill labs and dissection laboratories are following the standard safety rules to avoid accidents in the laboratory.   Each laboratory has an alarm system, enough numbers of fire extinguishers, smoke sensors, first aid kit and first aid cabinet, fire blankets, sand pails and emergency shower for body and eye.

There are two subcommittee that are a subdivision of the main one:

- The hazardous chemicals depositories subcommittee, which is organizing the storage and disposal of chemicals in laboratories. Hazardous, toxic and flammable materials are stored individually. Each wheel contains clear signs showing their components, how dangerous and how to deal with them, including storage method and validity dates.
- The student' schedule subcommittee which is responsible for gathering student's weekly schedule to know where to locate and evacuate students in case of emergency.

The satisfaction rate of students on the adequacy of health and safety measures on a scale of five levels are measured in the annual survey.
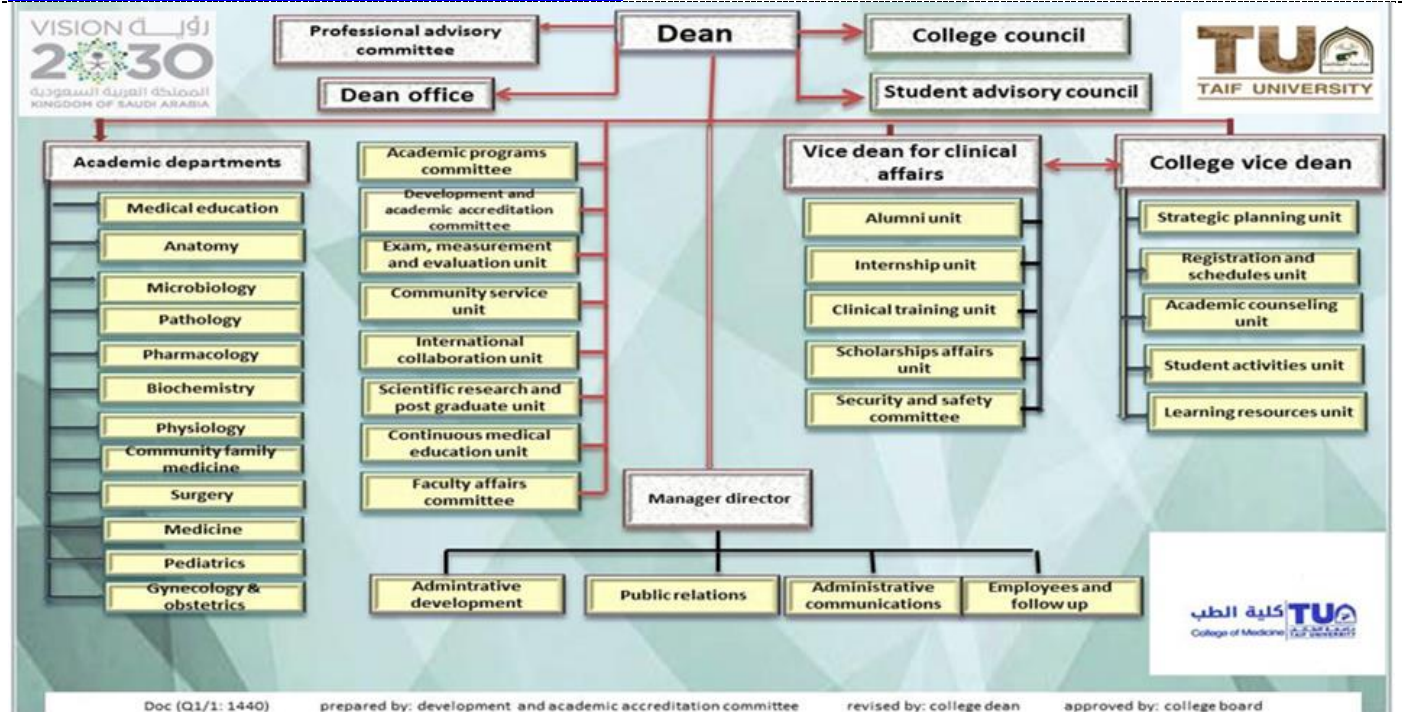
G. Program Management and Regulations

1. Program Management
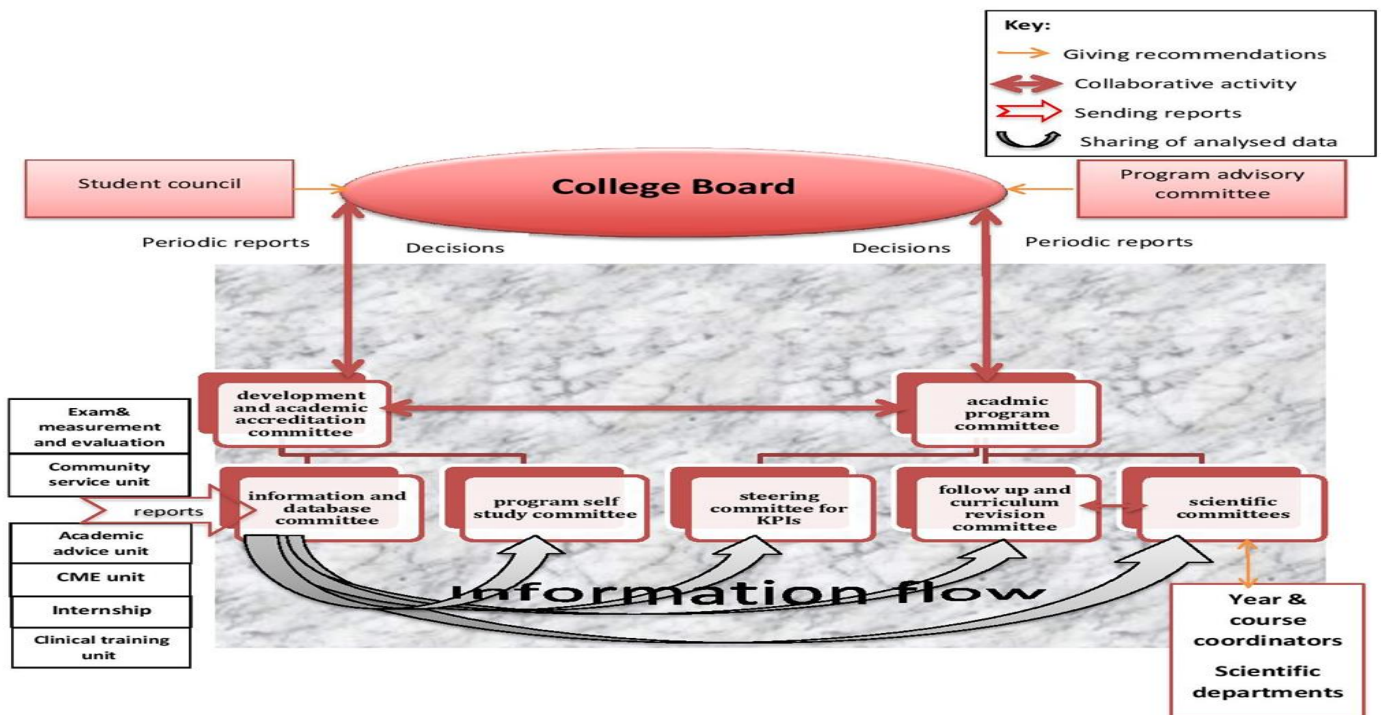**1.1** Program Structure (including boards, councils, units, committees, etc.)
Manual for tasks and responsibilities of program committees and units
Manual for program policies and procedures

Organization structure of committees and flow of information at program level

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.)

Role of program stakeholders in different phases of Quality Assurance Process

Stakeholders		Plan	Do	Check	Act
	Faculty members	Program design Course description (CLOs, PLOs) assessment plan Strategic planning and operational planning development Suggestion of initiatives	Through committee memberships: DAAC, APC, scientific committee…. Implementation of improvement and corrective actions. Implementation of operational initiatives	Assessment Evaluation. Participate in surveys. Offer suggestions for improvement.	Propose academic program improvement. Propose course improvement. Propose improvement of policies and procedures.
	Students & graduates	Strategic planning. (SWOT analysis) Suggestion of initiatives	Membership in student consultative councils Committee membership as DAAC. Attend meetings share in decision making and implement initiatives	Participation in satisfaction surveys. Focus group. Offering suggestions for improvements.	Propose improvements in courses, programs, student activities and student affairs
	Administrative & technical staff	Strategic planning	Quality related committee membership	Participation in satisfaction rating surveys. Offering suggestions for improvements	Propose improvements in administrative policies in academic program
	Employers	Membership of advisory board committee share in SWOT analysis Suggestion of recommendations according to the needs of the labor market	Help in implementing recommendations in their workplaces. Agreements for clinical training Share in decision making.	Evaluation of students during hospital training Evaluation of graduates at workplaces	Propose improvements To align with labor market needs

A professional advisory committee was formulated according to Taif University requirements.

It is one of the highly recognized college boards that is distinguished health care professionals. Potential employers and stakeholders come together to assist the college in planning, implementing and governing educational and professional goals.

The committee includes a group of experts in medical education and academic accreditation. Also, representatives for employers, stakeholders in health sector and program graduates are included.

The purpose of establishing this committee is the involvement of members of the committee in program development including the following:

- ❖ Oversee and assess all program operations
- ❖ Ensure The delivered learning is current, up to date, relevant o labor market and to professional employment services
- ❖ Annually review the college policies
- ❖ Assists the college in maintaining liaison with community
- ❖ Ambassadors to the programs providing a connection to and ongoing exchange of information and ideas with members of a broader society.
- ❖ Identify and present opportunities for student projects, or experiences
- ❖ Assist with placement of program graduates.

The following activities were done:

- ❖ Invitation for regular meetings (2/year) for presentation of program documents include strategic plan, SWOT analysis, College mission and vision, study plan and teaching and assessment procedures. Then open discussion and collection of impressions, and opinions were recorded.

- ❖ Feedback of advisory committee was collected according to questionnaires designed for different aspects for proper program evaluation.
- ❖ The members of the committee were assigned to gather feedback from stakeholders at their working places on the program vision and mission as well as their opinion on our graduates or students during workplace training.

Student council was established also according to Taif university requirements and regulations.
https://www.tu.edu.sa/Attachments/26deff57-cdc7-48c4-ad25-c991156bbb69_.pdf

The council is considered as a representative structure through which students of all levels become involved in the affairs of the college, working in partnership with program management and staff for the benefit of the program and students.

It aims to create a sense of ownership of the College and its activities among the student population. The council shall enable students to discuss student concerns, support special projects and promote effective student/faculty/administration relationships through regular meetings

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.)

University regulations were to be followed:

- ϒ Admission regulation
  https://www.tu.edu.sa/Attachments/a0e9d911-85a6-4e75-9c3e-a4747094c864_.pdf
- ϒ Regulation for study and exam and the executive rules for Taif University.
  https://www.tu.edu.sa/Attachments/a0e9d911-85a6-4e75-9c3e-a4747094c864_.pdf
- ϒ Discipline regulations for male and female students of Taif University.
  https://www.tu.edu.sa/Attachments/e0fd2d34-12a1-48d8-af46-e0eef24eec5b_.pdf
- ϒ Student advisory board regulation.
  https://www.tu.edu.sa/Attachments/26deff57-cdc7-48c4-ad25-c991156bbb69_.pdf
- ϒ Charter of the rights and duties of the student.
  https://www.tu.edu.sa/Attachments/bca9434b-9170-4bec-a1ce-c8da1dcb4ea4_.pdf.
- ϒ The unified regulations for postgraduate studies at Saudi universities and the procedural and executive rules at Taif University.
  https://www.tu.edu.sa/Attachments/6d258120-6f0b-471f-a54a-5185189e2090_.pdf
- ϒ Regulations for libraries affairs.
  https://www.tu.edu.sa/Attachments/5e3e0c4f-0079-4924-8d5a-48d577698fe9_.pdf

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

Manual of Taif University Quality Management System TU-QMS was used as a reference and guide for establishment of internal quality assurance system SIQA in TCOM.
https://www.tu.edu.sa/Attachments/6a76d7fc-44ac-4aa9-9ec0-ebafb65255be_.pdf

The development and academic accreditation committee is working on the establishment of a System for Internal Quality Assurance (**SIQA**) in TCOM, which has clear tasks and responsibilities, as well as defined policies and procedures. The program also adopted a specific program policies and procedures manual. The university quality assurance manual was the reference for both quality management and quality control in the program.

Philosophy of SIQA in TCOM:

- ✧ Quality assurance is a process that requires transparency and dissemination of results to all the stakeholders.
- ✧ Striving for quality means entering a circle where continuous quality improvement is required.
- ✧ Quality education is the responsibility of all, the faculty, students, administrators and management of the institution.
- ✧ Our goal should be to improve the quality of healthcare and that will happen only if we take care of the quality of medical education.
- ✧ Constructive feedback and establishing the systems to continuously review and implement the changes based on scientific conceptual framework will help the medical education to move from quality assurance to quality improvement.

Quality assurance is approached at different level including:

a. **Quality of organizational structure** and operational framework with clear tasks, responsibilities, flow of orders and reporting system with continuous follow up and evaluation for assurance of positive organizational climate.
b. **Quality of curriculum**, teaching learning and assessment process with continuous program evaluation and improvement.
c. **Quality of human resources**, teaching and administrative staff with clear recruitment policy, professional development, and continuous evaluation with improvement actions.
d. **Quality of facilities and infrastructure** to maintain suitable and equipped facilities and maintain stakeholders' satisfaction.

The following were considered during establishment of SIQA in TCOM:

- • ☐ Quality policies have to be learning-oriented and centered on student's learning experience.
- • ☐ Learning is based on interactions between learners and teachers.
- • ☐ There is a shift of focus to learning rather than teaching.
- • ☐ High quality program is one that 'contributes to the learning experiences for students that have positive effects on their growth and development'.

According to rules established by Taif University Development Deanship, continuous monitoring of the program quality is done annually by internal revision according to the following cycle:
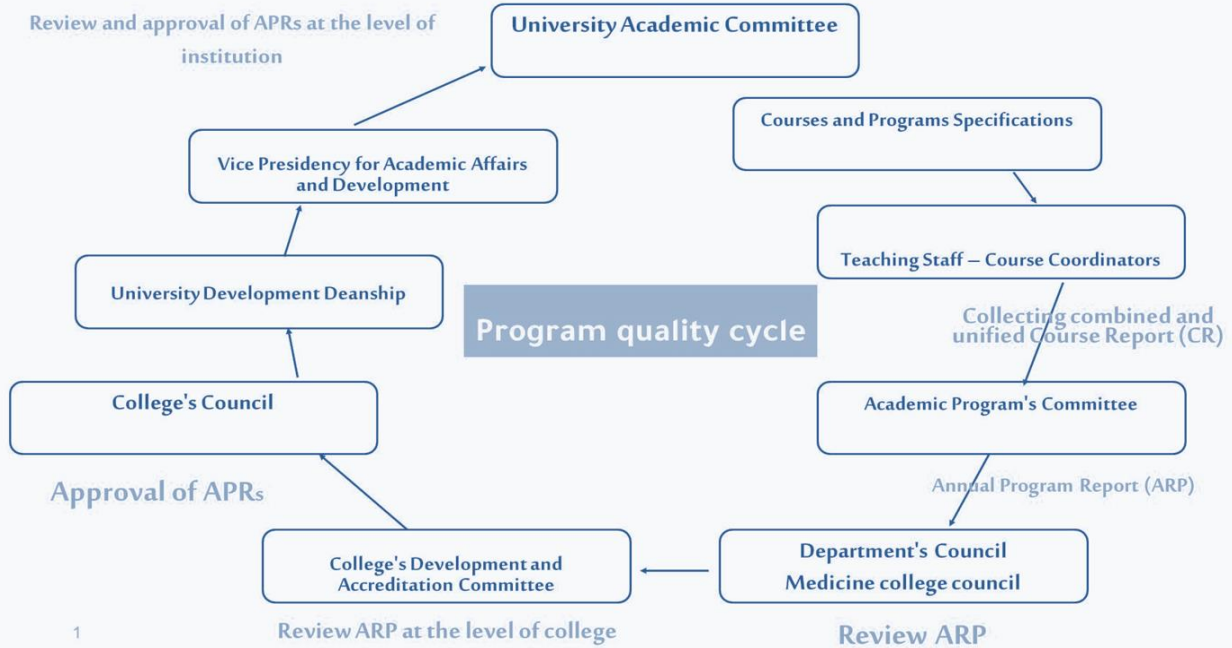
2. Program Quality Monitoring Procedures

Quality of TCOM is monitored through an internal **institutional monitoring** and external peer review that should include:

- ✧ Continuous program monitoring process using Program key performance indicators KPIs that follow Standards for National commission for academic accreditation and assessment of Programs (NCAAA) for maintenance of internal quality assurance systems.
- ✧ Choosing the program key performance indicators and continuous analysis of its results is done to facilitate tracking a program's progress toward established performance targets or milestones. This system covers the administration process, learning and teaching process, research, and relation with the community.
- ✧ For the KPIs' external benchmark, TU selected four Saudi universities to be used as sources for the external benchmarks.
- ✧ Monitoring of performance through using NCAAA standards for program where the performance will be monitored against objectives, and to ensure achievement of quality outputs and quality improvements.
- ✧ PDCA is used for monitoring quality assurance to ensure excellence in every component of the process.
- ✧ Feedback at regular intervals from the students, staff and alumni on the courses and program offered a structured and objective evaluation through university assessment and evaluation unit.

University level   Program level

Review and approval of APRs at the level of institution

- University Academic Committee
- Courses and Programs Specifications
- Vice Presidency for Academic Affairs and Development
- Teaching Staff – Course Coordinators

Program quality cycle

Collecting combined and unified Course Report (CR)

- University Development Deanship
- Academic Program's Committee

Annual Program Report (ARP)

- College's Council

Approval of APRs

- College's Development and Accreditation Committee
- Department's Council / Medicine college council

Review ARP at the level of college   **Review ARP**

At the level of the program, the curriculum, the teaching &learning methods, and the assessment methods should be reviewed and revised on a continuous basis to satisfy ourselves and our stakeholders so that the final product meets the specifications of quality. It is done both at the level of the college and the university development deanship as seen in the previous figure.
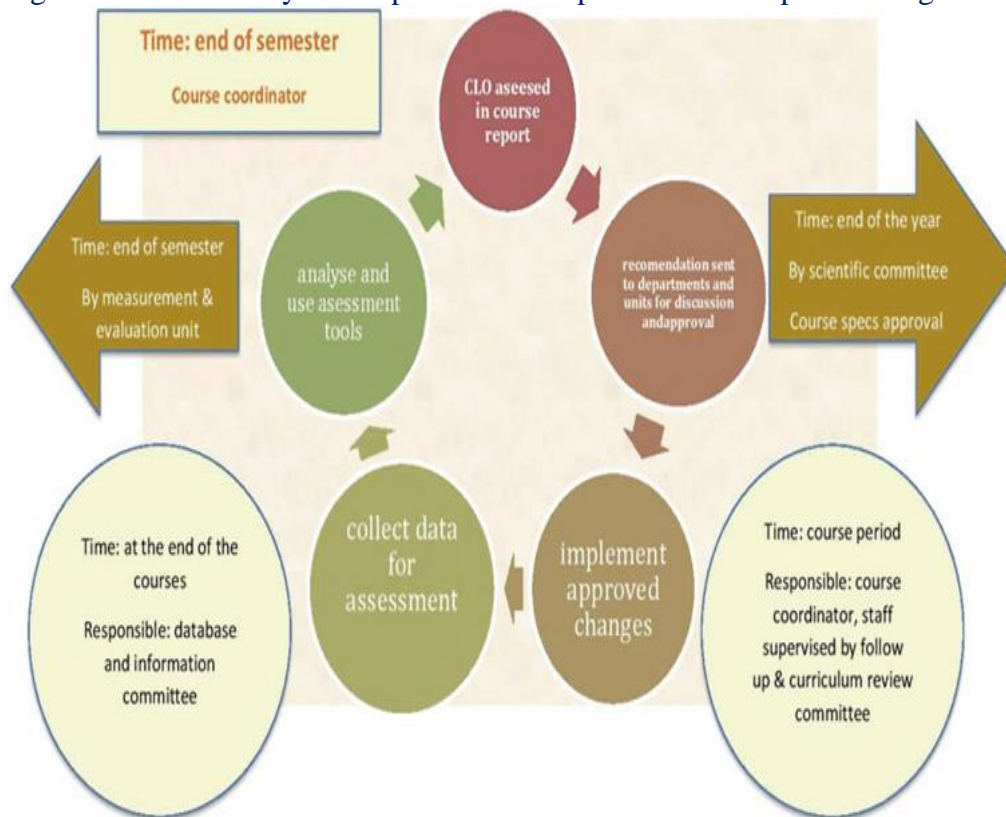
Course monitoring cycle

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

The only courses taught by other department are those of university supporting deanship include: (Islamic studies, English language, kingdom history, medical jurisprudence,…etc.).
The following were done:
- Meetings were held before start of courses for revision of course learning outcome to be suitable to our students and course specs were discussed in scientific committee for alignment of CLOs with PLOs.
- Departments are required to report to the scientific committee at the college annually setting out Monitoring schemes for courses of study, aligned to the program requirements

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

☐ A program offered in different sections for male and female students is one program and the standards apply to the program.
- ☐ Consistency between male and female sections was assured as male and female representation in college council, department meetings, steering committees, subcommittees, and any task forces are maintained. So, both sections shared in decision makings, and be involved in planning, surveys and data collection including the Selection of quantifiable performance indicators.
- At the level of course delivery, coordinators of all courses are two one male and one female.
- Preparation of course portfolio is done by both sections. The objective must be to provide services and resources of equal quality, and to achieve equal standards of learning outcomes for all students and, if this is not the case for particular reasons on a short-term basis, action must have been initiated to overcome the problems as quickly as possible.
- ☐ For assurance of consistent teaching delivery for male and female students, the topic is delivered by one staff for both male and female students in some discipline, others both sides agreed about the outcome, unified references and materials used.
- ☐ Examinations are unified for both male and female.
- ☐ Information about quality is collected in common form for each section in any quality report (annual report or periodic self-study), then combined into a single report that identifies any common strengths or weaknesses and any significant variations.
- ☐ If there are any significant variations in quality between the sections the report should acknowledge this and include plans for responding constructively to the problems found.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).
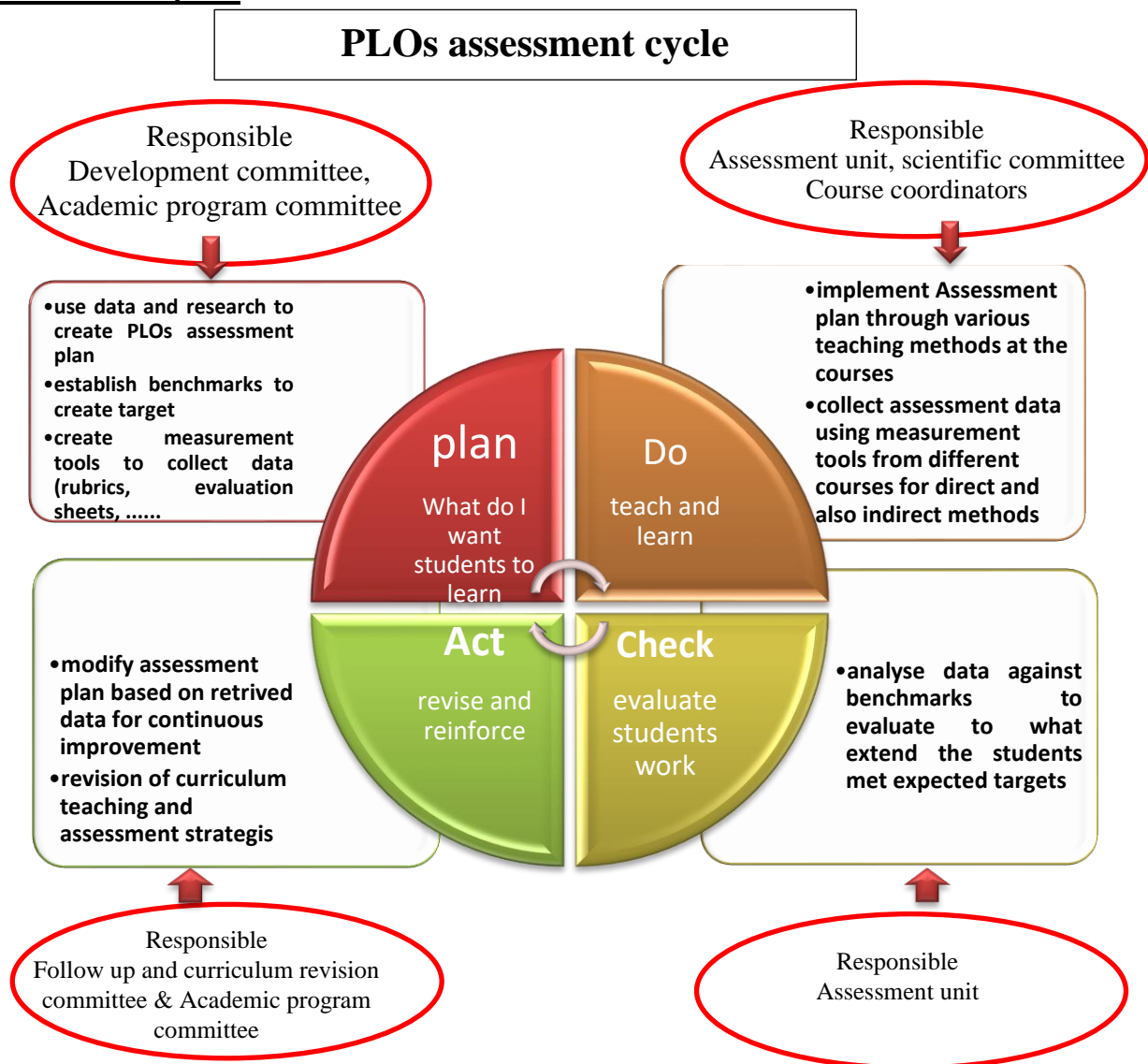
The program is committed to applying the institutional regulations governing the educational and research partnership if developed to ensure quality of all aspects of the program including courses, educational resources, teaching, students' achievement standards and offered services.
- For each program partnership, there is a signed agreement between the university and the other party, which defines the areas of program partnerships and the responsibilities of each party. These partnerships are rather described as agreements or memorandum of understanding which benefit the educational and research aspects. The university has signed several agreements with several universities, hospitals, and others in the field of medical education and scientific research
- The administration of the program is committed to performing its role in these agreements, especially that they all involve the health and medical sector including suggestion of proposal to get benefit, applying it to the university for application then the program share in evaluation of the agreement through regular reports and suggest recommendations.

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

❖ The program learning outcomes were properly aligned with Saudi med competencies and NCAAA guidelines for developments of outcomes.

❖ Course learning outcomes will properly be aligned with PLOs according to the proper domains suitable for student levels at different program phase.

❖ For each PLO, suitable assessment methods were designed: A single measure is used to assess more than one learning outcome, and multiple measures are assigned to a single outcome, if appropriate.

❖ Validity and reliability of assessment methods will be ensured by direct and indirect methods.

❖ External benchmark for verification of student's achievements is used e.g.: progress test and SMLE results.

PLOs assessment plan:

PLOs assessment cycle

Responsible
Development committee,
Academic program committee

Responsible
Assessment unit, scientific committee
Course coordinators

- use data and research to create PLOs assessment plan
- establish benchmarks to create target
- create measurement tools to collect data (rubrics, evaluation sheets, ...

plan
What do I want students to learn

Do
teach and learn

- implement Assessment plan through various teaching methods at the courses
- collect assessment data using measurement tools from different courses for direct and also indirect methods

- modify assessment plan based on retrived data for continuous improvement
- revision of curriculum teaching and assessment strategis

Act
revise and reinforce

Check
evaluate students work

- analyse data against benchmarks to evaluate to what extend the students met expected targets

Responsible
Follow up and curriculum revision committee & Academic program committee

Responsible
Assessment unit

Steps of PLOs assessment plan:

1. PLOs are assessed using measurable performance indicators, with specific weight given to each indicator and the overall result of PLO is calculated by combining performance indicators.

2. For each performance indicator, assessment tools, methods (both direct and indirect), target population, responsible body are identified.

3. The evidence that will best demonstrate the extent to which students have met the stated goals/PLOs are selected and drawn from a wide variety of sources (direct and indirect measures), including answers to specific test questions, student performance results, team project reports, seminar evaluation sheet, performance on professional, national exam and survey questionnaires.

4a. <u>The direct methods include</u> Selected course grades related to the concerned outcome theoretical exam, OSCE, OSPE, logbook and seminars or assignments and the results include student achievements, Research project, SMLE results, progress test results

4b<u>. Indirect methods include</u> results of questionnaire either student evaluation, employer's evaluation of graduate and statistical analysis and statistical data.

4. **Determination of a key performance indicators (KPIs) and benchmark level of performance that is deemed acceptable for each measure used in PLOs assessment**:

5a. The benchmark level of performance is detected based on subject experts' opinion and historical data on previous results. The chosen set points for target performance were detected according to analysis of previous results and to comply with proper achievement of program mission that stats for (graduating professionally outstanding physicians) and also (capable of conducting and utilizing scientific research).

5b. Evidence of student learning and achievement should be presented in aggregate form for the program.

6. <u>**We consider a timeline for the administration of each assessment (CEI) process including C: Collection of information, E: Evaluation of results suggestion of improvement and I: Implementation**</u>

That distributed over the PLOs assessment cycle over seven years Also, designation of the body or unit who will be responsible for each with consideration of that assessment plan should provide information for annual program reports.

7. Collection of data, information, and evidence for detection of the overall level of achievement according to the stated timeline of the assessment plan.

8. Presentation of the data collected and detection of target achievement level within PLOs assessment report and APR: Achievement Criterion for PLOs assessment for direct methods are detected according to designated rubrics (unsatisfactory, developing, satisfactory, and exemplary) using a five-scale rating, with five indicating exemplary and one for unsatisfactory. Indirect measures of PLOs use a 5-point Likert scale in their questionnaires.

9. Interpret evidence and make changes by documenting whether PLOs are actually being achieved and develop a plan for ongoing learning outcomes assessment.

10- Informing departmental faculty and other decision makers of areas of strength and weakness and revealing student learning needs to drive program improvement

Mechanisms of Using Results of PLOs assessment plan in the Development Processes

Information gained from learning outcomes assessment is used for continual improvement of curriculum and instruction including:

1- Documenting whether PLOs are actually being achieved and develop a plan for ongoing learning outcomes assessment, adjusting expected learning outcomes if appropriate and assessing learning again.
2- Used as rationale for curriculum changes in the curriculum proposal process as evidence of student learning.
3- Provide formative feedback to stakeholders. Data on assessment results will be presented in college council, sent to other committees, councils, and departments.
4- Informing departmental faculty and other decision makers of areas of strength
5- Revealing student learning needs to drive program improvement

All procedures are following University manual for program designing and development.
https://www.tu.edu.sa/Attachments/6f70d890-c4dd-41c2-a554-1cd2ca4e4fd5_.pdf
see quality assurance manual for program of medicine see manual for policies and procedures

Matrix of PLOs assessment plan

PLOs	KPIs	Assessment tool	Method		Target population	responsible	Weight
K1	K1.1: Students able to recognize and understand principles of medical knowledge in pediatrics and achieve > 60% of the allocated marks of questions related to K1.	K1 aligned Qs in final theory exam	Direct 70%	student grades (pediatrics) Course code# 401523-10	5th year students (15th level)	Course coordinator Assessment unit	30%
	K1.2: Students able to recognize and understand the principles of medical scientific knowledge and achieve score exceed the national average percentage of performance in total results of national progress test.	Progress test		Statistical results Total performance %	5th year students (14th level)	Assessment unit	10%
	K1.3: Expected graduates able to achieve the cut of score in exit exam	Exit exam		Statistical results	6th year students 18th level	Assessment unit	10%
	K1.4: Graduates able to recall information to get the pass score of SMLE from the first trial (pass rate> 60%).	SMLE		statistical results pass rate	Graduates	Assessment unit	20%
	K1.5: Average rating of employers on the graduates 'level of knowledge related to work is satisfactory	Satisfaction rate	Indirect 30%	Employers annual survey (Qs no # 2)	Program advisory board	Graduate unit	15%
	K1.6: Average rating of graduate's quality level of knowledge during the program is satisfactory	Satisfaction rate		Graduate annual survey (Qs no # 21)	Graduates	Graduate unit	15%
PLOs	KPIs	Assessment tool	Method		Target population	responsible	Weight
S1	S1.1: students able to Interpretate and analyze the given clinical and investigation results in gynecology and obs questions with scenario and achieve > 60% of the allocated marks of questions aligned to S1.	S1 aligned questions with scenario in final theory exam	Direct 70%	student grades (obstetrics & gynecology) Course code# 401616-8	6th year students (18th level)	Course coordinator Assessment unit	20%
	S1.2: students able to relate disease pathogenesis to clinical picture and achieve > 60% of the allocated marks of questions with scenario aligned to S1.	S1 aligned questions with scenario in mid theory exam		student grade (Medicine I) Course code# 401512-8	5th year students (13th level)	Course coordinator Assessment unit	30%
	S1.3: Students able to integrate the medical knowledge they attain during their progression in solving questions related to diagnosis and management in progress test. Their score exceeds the national average percentage of performance.	Progress test		(Statistical results) Total performance %	5th year students (10th level)	Assessment unit	10%
	S1.4: expected graduates able to achieve the cut of score in exit exam	Exit exam		Statistical results Total performance %	6th year students 18th level	Assessment unit	10%
	S1.5: Average rating of employers on the graduates 'quality level of skills is satisfactory.	Satisfaction rate	Indirect	employers annual survey (Qs no#1)	Graduates	Graduate unit	30%
S2	S2.1: Students able to use the microscope to differentiate between healthy and pathological structures of urinary tract on histological slides.	OSPE stations	Direct 70%	OSPE grades (Urinary) Course code# 401326-4	3rd year students (8th level)	Course coordinator Assessment unit	30%
	S2.2: Students able to obtain an accurate and comprehensive medical history to reach diagnosis.	OSCE checklist on simulated patient		Observation of performance during OSCE Stations (Gynecology and obstetrics) Course code# 401616-8	6th year students (18th level)	Clinical training unit Assessment unit	20%

	S2.3: Students able to perform appropriately the essential clinical examination in a logical sequence appropriate to the clinical problem in the given time.	OSCE checklist on simulated patient		Observation of performance during OSCE station (Medicine II) Course code# 401620-9	6th year students (17th level)	Clinical training unit Assessment unit	20%
	S2.4: Percentage of graduates being employed within one year of graduation	Statistical results	Indirect 30%	Employment rate	graduates	Graduation unit	15%
	S2.5: Average rating of employers on the graduates 'level of basic skills is satisfactory.	Satisfaction rate		Employers annual survey (Q no#1)	Graduates	Graduation unit	15%
S3	S3.1: students able to apply evidence-based practice in writing manuscript of research topic in health care.	Evaluation sheet of research project		Evaluation of manuscript (Research project) Course code#401613-2	6th year students 16h level.	Course coordinator Assessment unit	35%
	S3.2: Students able to formulate appropriate evidence-based management strategies of specific medical problems and share them with colleagues.	Evaluation sheet of seminar using rubrics	Direct 70%	Evaluation of student performance during seminar preparation and presentation (Medicine II) Course code# 401620-9	6th year students 17th level	Course coordinator Assessment unit	35%
	S3.3: Average rating of employers on the graduates 'level of critical skills is satisfactory.	Satisfaction rate	Indirect	Employers annual survey (Q no#5)	Graduates	Graduate unit	30%
S4	S4.1: students able to prioritize D.D and develop management plan for different clinical pediatrics problem and achieve > 60% of allocated marks to targeted questions with scenario.	S4 aligned Qs with scenario in final theory exam		Students' grades Pediatrics Course code#401523-10	5th year Students 15th level	Course coordinator Assessment unit	20%
	S4.2: Students able to explain patient complaint, list three differential diagnoses and justify prioritization of a clinical surgical problem on simulated patient based on reasoning of history, clinical examination, and investigations.	OSCE checklist on simulated patient		Observation of performance during station no#. (Surgery II) Course code#401615-8	6th year students 16th level	Clinical training unit Assessment unit	15%
	S4.3: Able to understand patient problem and design management strategy to common medical problem taking into consideration priorities of patient's problem.	OSCE station on simulated patient	Direct 70%	Evaluation of written response during station no# () (Family medicine) Course code# 401524-5	5th year students 14th level	Clinical training unit Assessment unit	15%
	S4.4: > 60% of graduates able to get the pass score of SMLE from the first trial.	SMLE		statistical results pass rate	Graduates	Assessment unit	20%
	S4.5: Average rating of graduates on their ability to investigate and solve new problems is satisfactory	Satisfaction rate	Indirect	Graduate annual survey (question no# 17)	Graduates	Graduate unit	30%
S5	S5.1: Students able to demonstrate the role of health care provider for safe medical practice and achieve > 60% of allocated marks to targeted questions with scenario.	S5 aligned questions with scenario in final theory exam	Direct 70%	Students' grades Patient safety Course code# 401425-2 401421-1	4th year Students 12th level	Course coordinator Assessment unit	30%

	S5.2: Students able to comply with patient needs during consultation session and describes relevant precautions associated with prescription session.	OSCE checklist on simulated patient		Observation of performance during station no# () (401426-2Medical ethics professionalism	4th year students 11th level	Clinical training unit Assessment unit	20%
	S5.3: students able to consider values, priorities, and patient's needs during counseling session in family medicine.	OSCE checklist on simulated patient		Observation of performance during station no# () (Family medicine) Course code# 401524-5	5th year students 14th level	Clinical training unit Assessment unit	20%
	S5.4: Percentage of students being employed within one year of graduation	Statistical results	Indirect	Employment rate	graduates	Graduation unit	30%
S6	S6.1: Students able to demonstrate the ability to write a manuscript according to publication standards.	Evaluation sheet of research project	Direct 70%	Evaluation of research work (Research project) Course code#401613-2	6th year students/16th level	Course coordinator	70%
	S6.2: Students able to demonstrate the potential to share their research findings with the scientific world through publishing in scientific meetings and peer reviewed journals.	Statistical results	Indirect 30%	percentage of student with published research	6th year students/17th level	Research unit	30%
S7	S7.1: students able to carry out contraception counseling with a female client showing > 60% of the listed communication skills.	OSCE checklist		Observation of performance during counseling station no#. (Gynecology and obstetrics) Course code# 401616-8	6th year students /18th level	Clinical training unit Assessment unit	20%
	S7.2 able to show communication skills in the dimensions of empathy, content structure, verbal expression, and non-verbal expression during station with history-taking or physical examinations.	OSCE checklist	Direct 70%	Observation of performance during station no# Medical ethics professionalism (401426-2)	4th year students 11th level	Clinical training unit Assessment unit	20%
	S7.3: Average percentage of student performance in communication results of progress test exceeds national average percentage	Progress test		Statistical results Average performance %	5th year students (14th level)	Assessment unit	10%
	S7.4: students should exhibit attributes of self-learning for completion of his/her logbook in proper way	Logbook		Evaluation of student logbook using rubrics (medicine II) 401620-9	6th year students/17th level	Course coordinator	20%
	S7.5: Average rating of employers on the graduates 'communication and teamwork skills is satisfactory	Satisfaction rate	Indirect 30%	Employers annual survey (Q no# 3)	Graduates	Graduate unit	30%
S8	S8.1: students able to use library and other systems to access data and information from sources such as computerized databases and the Internet in preparation and presentation of seminar materials.	Seminar evaluation using rubrics	Direct 70%	Evaluation of student performance during seminar preparation regarding use of technology (medicine II) Course code#401620-9	6th year students/17th level	Course coordinator	35%

PLOs	KPIs	Assessment tool		Method	Target population	responsible	Weight
	S8.2: students able to use technology and information systems effectively, including storing and retrieving of information to serve his/her research topic. (Use of, word-processing, databases, statistical packages, ….).	Research project evaluation sheet		Evaluation of research work (Research project) Course code#401613-2	6th year students/ 16th level	Course coordinator	35%
	S8.3: Average rating of employers on the graduates 'IT skills is satisfactory	Satisfaction rate	Indirect 30%	Employers annual survey regarding (Q no#7)	Graduates	Graduate unit	15%
	S8.4: Average rating of graduates on the program IT skills is satisfactory	Satisfaction rate		Graduate annual survey (Q no#20)	Program	Graduate unit	15%
S9	S9.1: Students able to recognize patients with immediately life-threatening conditions and apply American Heart association CPR procedure in management of infant with no response and stoppage of breathing.	OSCE checklist on mannequin	Direct 70%	Observation of performance during CPR station no#. (Paediatrics) Course code#401523-10	5th year students/15th level	Clinical training unit Assessment unit	30%
	S9.2: students able to apply principles of diagnosis and management in solving questions related to management in progress test and exceed national average percentage.	Progress test		Statistical analysis Average performance %	5th year students (14th level)	Assessment unit	10%
	S9.3: students able to apply the principles of emergency medicine in solving questions related to emergency in progress test and exceed national average percentage.	Progress test		Statistical analysis Average performance %	5th year students (14th level)	Assessment unit	10%
	S9.4: students able to Plan appropriate investigation and management as a part of their clinical skills	Internship evaluation sheet		Direct observation by clinical supervisors	7th year/19th level	Internship unit	20%
	S9.5: Total satisfaction rate of employers on graduates is satisfactory	Satisfaction rate	Indirect 30%	Employer annual survey	graduates	Graduate unit	15%
	S9.6: Percentage of students with Cumulative GPA ≥3	Statistical analysis		Cumulative GPA	Students	Assessment unit	15%
PLOs	KPIs	Assessment tool		Method	Target population	responsible	Weight
V1	V1.1: students exhibit integrity as the bedrock virtue and commitment to practice medicine in accord with the standards of intellectual and moral excellence during group discussion of virtual cases.	Small group discussion evaluation sheet	Direct 70%	Direct observation and evaluation by SGD facilitators in medical ethics and professionalism course 401426-2	11th level 4th year students	Course coordinator Assessment unit	20%
	V1.2: Students able to maintain integrity, legal, ethical, and medical issues during explanation, giving advice, reassurance, and support during counseling session on contraception with a female client	OSCE checklist on simulated patient		Observation of performance during station no# () ((Gynecology and obstetrics) Course code# 401616-8	6th year /18th level	Clinical training unit Assessment unit	20%
	V1.3: students able to correctly solve questions on professional behavior in progress test and achieve score exceed the national average percentage of performance.	Statistical results		Progress test Performance %	5th year students (14th level)	Assessment unit	10%

	V1.4: Students able to comply with workplace rules, regulations, and the principles of professionalism.	Internship (Evaluation sheet)		Direct observation by clinical supervisors regarding (attitude no# 4) in evaluation sheet.	7th year students/ 19th level	Internship unit	20%
	V1.5: Average rating of employers on the graduates 'level of professional and ethical skills is satisfactory.	Satisfaction rate	Indirect 30%	Employers annual survey (Q no#14)	graduates	Graduate unit	30%
V2	V2.1: students able to demonstrate understanding of team process during seminar preparation stage, choose leader, advocate each member role and contributes appropriately with colleagues to achieve outcomes.	Seminar evaluation of using rubrics	Direct 70%	Evaluation of student performance during seminar preparation (medicine II) Course code# 401620-9	6th year students/17th level	Course coordinator Assessment unit	30%
	V2.2: students able to work collaboratively and respectively with colleagues, supervisors, and identify the roles of every member during group research preparation.	research project evaluation sheet		Evaluation of research work by supervisor (Research project) Course code#401613-2	6th year students/17th level	Course coordinator	20%
	V2.3: students able to contribute appropriately to workplace activity, cooperate with other staff, acknowledge expertise and advocate for the patient.	Internship (Evaluation sheet)		Direct observation by clinical supervisors regarding (attitude no#) in evaluation sheet.	7th year students/ 19th level	Internship unit	20%
	V2.4: Average rating of employers on the graduate's collaboration skills is satisfactory	Satisfaction rate	Indirect	Employers annual survey (Qs no # 3)	Graduates	Graduate unit	30%
V3	V3.1: students demonstrate a strong ability to outline their personal response through submission of a reflective document to a template of reflective questions in their portfolio.	Evaluation rubrics of self-reflection document	Direct 70%	Intern portfolio evaluation rubrics of self-reflection document categorized to "5 levels-of-reflection-awareness" scale based on the accepted major theories of reflection	7th year students/ 19th level	Internship unit	20%
	V3.2: Students able to demonstrate the ability to manage time and balance between different responsibilities during seminar presentation.	Evaluation of Seminar using rubrics		Evaluation of student performance during seminar preparation (medicine II) Course code# 401620-9	6th year /17th level	Course coordinator	10%
	V3.3: Students able to review and prepare appropriate materials to be included in his/her logbook.	Logbook		Evaluation of student logbook using rubrics (medicine II) Course code# 401620-9	6th year 17th level	Course coordinator	10%
	V3.4: > 60% of graduates able to get the pass score SMLE from the first trail.	SMLE		Statistical results (Pass rate)	Graduates	Assessment unit	10%

	V3.5: students able to takes responsibility for learning and training and use the round time responsibly.	Internship evaluation sheet		Direct observation by clinical supervisors regarding motivation to learn (Attitude no# 5 in evaluation sheet).	7th year students/ 19th level	Internship unit	20%
	V3.6: Average rating of employers on the graduate's problem-solving skills is ≥ 3 on 5-point scale (question no. 16)	Satisfaction rate	Indirect 30%	employers annual survey (Question no. 5)	Graduates	Graduate unit	30%
V4	V4.1: students able to demonstrate skills in education and health promotion during counseling session during pediatric well child visit.	OSCE checklist on simulated patient	Direct 70%	Observation of performance during Counseling station no# pediatrics) Course code# 401523-10	5th year students 15th level	Clinical training unit Assessment unit	30%
	V4.2: students able to demonstrate clinical skills during their clinical rounds for patient quality of health.	Internship evaluation sheet		Direct observation by clinical supervisors regarding skills	7th year students/ 19th level	Internship unit	20%
	V4.3: Average percentage of student performance in health promotion and diseases prevention results of progress test exceeds the national average percentage	Progress test		Statistical results Performance %	5th year students (15th level)	Assessment unit	20%
	V4.4: students advocate access to healthcare for members of traditionally underserved populations (people with disabilities, elderly, minorities and others) through their participation in community awareness campaign.	Statistical results Students' ratio	Indirect 30%	Ratio of students participating in community service events	All students	Community service unit	30%

<u>Details on PLOs assessment plan types of data collection, methods of collection and evaluation scores is present in PLOs assessment plan attached here [PLOs assessment plan guidelines](#)</u>

Timeline for PLOs assessment plan
C: Collection of data, E: Evaluation of results and suggestion of improvements & I: Implementation of improvement plan

PLOs	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	C	E	I	C	E	I	C	E	I	C	E	I	C	E	I	C	E	I	C	E	I
K1																					
S1																					
S2																					
S3																					
S4																					
S5																					
S6																					
S7																					
S8																					
S9																					
V1																					
V2																					
V3																					
V4																					

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program leadership	Faculty Administrative staff	Job satisfaction Survey	At the end of the academic year
learning resources & tools	Faculty Students Alumni	Survey	At the beginning of the semester
Faculty development	Faculty	Assessment of needs Satisfaction Survey	Detection of needs: At the beginning of the academic year Faculty satisfaction: at the end of the year
Effectiveness of teaching	Faculty Modules coordinators Heads of departments	Staff peer evaluation Course report written recommendations	At the end of the semester
	Students Alumni	Formative assessment Course grades Survey	
Effectiveness of assessment	Course grades Students Exam unit reports survey	Direct methods Indirect methods	At the end of the semester
Field experience	Students External stakeholders at hospital Health workers, patients, …...) Employers	Survey	At the end of the academic year
Community service	Students EXTERNAL stakeholders	survey	At the end of the academic year

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

8. Program KPIs*

The period to achieve the target (one) year.

No	KPIs Code	KPIs	Target 2021-2022	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	85%	Direct method % Of initiatives achievement by the Strategic Planning Unit	Annually
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	3.3	Indirect method 5 Point Scale Questionnaire	Annually
3	KPI-P-03	Students' evaluation of the quality of the courses	3.4	Indirect method 5 Point scale Questionnaire	Biannually (At the end of every semester)
4	KPI-P-04	Completion rate	89%	Direct method Business intelligence statistical data	Annually
5	KPI-P-05	First-year students retention rate	99.5%	Direct method Business intelligence statistical data	Annually
6	KPI-P-06	Students' performance in the professional and/or national examinations	86%	Direct assessment of student's achievement by Examination Unit Reports	Annually
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	94%	Direct methods Checking the Alumni Unit Reports	Annually
8	KPI-P-08	Average Number of students in the class	80	Direct method Checking Registration & Schedule Unit Reports	Annually
9	KPI-P-09	Employers' evaluation of the program graduate's proficiency	3.7	Indirect method 5 Point Scale Questionnaire	Annually
10	KPI-P-10	Students' satisfaction with the offered services	3.8	Indirect method 5-point scale Questionnaire	Annually
11	KPI-P-11	Ratio of students to teaching staff	8.5:1	Direct method Checking Faculty Members Affairs Committee Reports	Annually
12	KPI-P-12	Percentage of teaching staff distribution	85%	Direct methods Checking Staff Members affairs Committee Reports	Annually
13	KPI-P-13	Proportion of teaching staff leaving the program	2.3%	Checking Staff Members Affairs Committee Reports	Annually

No	KPIs Code	KPIs	Target 2021-2022	Measurement Methods	Measurement Time
14	KPI-P-14	Percentage of publications of faculty members	54%	Checking Scientific Research Unit Reports	Annually
15	KPI-P-15	Rate of published research per faculty member	1.6:1	Checking Scientific Research Unit Reports	Annually
16	KPI-P-16	Citations rate in refereed journals per faculty member	24:1	Checking Scientific Research Unit Reports	Annually
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources *S Refers to Students ** F Refers to Faculty members	3.1	5-point scale Questionnaire	Annually
18	TU-MD-01	Proportion of students participating in community service events	31 %	Community Service and Students' Activities Committee Reports	Annually
19	TU-MD-02	Proportion of teaching staff participating in community service events	58%	Community Service and Students' Activities Committee Reports	Annually
20	TU-MD-03	Annual number of community service events	20	Community Service and Students' Activities Committee Reports	Annually
21	TU-MD-04	Annual numbers of community service beneficiaries	38000	Community Service and Students' Activities Committee Reports	Annually

* Including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	COLLEGE COUNCIL (7TH)
Reference No.	50782
Date	24/10/1443

College of Medicine — TAIF UNIVERSITY — كلية الطب