



Program Specification

Program Name: Bachelor's degree of medicine and Surgery Program (MBBS)

Qualification Level: 7

College: Faculty of Medicine

Institution: Northern Border University



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A. Program Identification and General Information

1. Program Main Location:		
<ol style="list-style-type: none"> 1. Male sector in the Main University Campus, Arar. 2. Female sector in western Msadeya, Arar 3. Clinical section in Prince Abdulaziz Bin Mueadh Hospital, Arar. 		
2. Branches Offering the Program:		
No branches		
3. Reasons for Establishing the Program:		
<p>The northern region of the nation, which borders Jordan and Iraq, is known as the Northern Borders Region.</p> <p>At the time of the 2018 Census, it had a population of 375,310 and a land area of 111,797 km². There are three governorates inside the region: 'Ar'ar, Rafha, and Turayf. Its capital is 'Ar'ar. Faculty of Medicine was established based on sematic decision No. 10093/M at 21/11/1428 H, and decision of the Ministry of Higher Education No. 20/46/1428, meeting 46, at 2/6/1428 H, in both male and female campus, Arar city, Northern Border University. The program Bachelor in Medicine and Surgery was established for the following reasons:</p> <ul style="list-style-type: none"> • National policy of expanding higher education, especially in health care specialties. • Providing a distinguished medical service to the people of the northern border area. • Developing the medical program and to cope with the peer programs in accredited universities • Economic and social reasons by providing medical education chances in northern borders region, which will be reflected in all sides of life. • Diagnostic and pharmacologic benefits by providing laboratories and new technologies inside the medical college and university hospitals. • Saudization of medical posts in northern border area 		
4. Total Credit Hours for Completing the Program: 216 CH		
<ol style="list-style-type: none"> 1. Institutional requirement (10 CH) 2. College requirements (31 CH) 3. Program requirements (171CH) 4. Free courses (4 CH) 		
5. Professional Occupations/Jobs:		
General Practitioner		
6. Major Tracks/Pathways (if any):		
Like all medical programs in Saudi Arabia, there is only one track/pathway which is 6-years in duration and after which the student will be qualified as a general practitioner		
Major track/pathway	Credit hours	Professional Occupations/Jobs (For each track)

	(For each track)	
1. Bachelor in Medicine and Surgery	216	General Practitioner

B. Mission, Goals, and Learning Outcomes

1. Program Mission:					
Preparing physicians characterized by cognitive, clinical and research competencies to provide health services that enhance community health locally and regionally.					
2. Program Goals:					
G1. Graduating distinguished physicians with professionalism and research skills. G2. Enhance the practice of leadership and effective communication. G3. Teach students teamwork skills and continuous self-learning. G4. Improving the quality of health services and community partnership regionally. G5. Encouraging scientific medical research.					
3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.					
- The program is directly relevant and completely correlated to the mission of the Northern Border University (NBU) as well as the mission of the college. All the three missions are covering the domains of education, research and community directed services.					
<u>Mission of College</u>					
Preparing outstanding graduates, conducting innovative medical research and providing health services to the community					
<u>Goals of College</u>					
G1. Preparing outstanding graduates with professional knowledge and skills G2. Developing the capabilities of faculty members and administrators G3. Promoting innovative research activities G4. Developing community health care services					
Alignment of Program Mission/Goals with the College and NBU Missions/Goals:					
Level	Mission and Goals	Mission Domains			
		Education	Research	Community Service	Other
NBU Mission	We are a regionally serving comprehensive university committed to educational excellence. Guided by our core values, heritage, and place, we deliver innovative educational programs characterized by outcomes that leverage the human, economic, cultural, natural resources and mining of the Northern Border's region and beyond.	√	√	√	

NBU Goals	G1	Provide distinguished education that foster intellect and professionalism (and related Objectives-See the NBU Strategic Plan).	√				
	G2	Promote research and innovation environment that enables realization of the university research priorities (and related Objectives-See the NBU Strategic Plan).		√			
	G3	Enhance community partnership (and related Objectives-See the NBU Strategic Plan).			√		
	G4	Develop administrative and financial system that strengthen efficient management and diversify sources of revenue (and related Objectives-See the NBU Strategic Plan).					√
College Mission	Preparing outstanding graduates, conducting innovative medical research and providing health services to the community		√	√	√		
College Goals	G1	. Preparing outstanding graduates with professional knowledge and skills	√				
	G2	Developing capabilities of faculty members and administrators	√	√			

	G3	Promoting innovative research activities		√	√	
	G4	Developing community health care services			√	
Program Mission	Leadership and excellence in medical education and scientific research to promote community health locally and regionally		√	√	√	
Program Goals	G1	Graduating distinguished physicians with professionalism and research skills.	√	√		
	G2	Enhance the practice of leadership and effective communication.	√		√	
	G3	Teach students teamwork skills and continuous self-learning.	√	√	√	
	G4	Improving the quality of health services and community partnership regionally.			√	
	G5	Encouraging scientific medical researches.		√		

It is evident from the Previous matrix report that each of the program’s mission and goals are consistent with both the university and college mission and goals regarding the three domains of education, research and community services.

4. Graduate Attributes:

The process of determining the program attributes and PLOs is a comprehensive approach in defining them based on the program mission and goals to assure the cohesion and congruency of the curriculum elements. In 2021, the Faculty of Medicine

approved the alignment of the curriculum with the SaudiMEDs framework. The framework comprises six themes that have been identified as key for the successful completion of a medical program.

Hence, we adopted the six major themes related to the description of the physician's duties and obligations as graduate attributes:

1. **Scientifically approach to medical practice:** graduates can integrate basic, clinical, behavioral and social science efficiently in the clinical practice.
2. **Patient-centered practitioner:** establishes and maintains essential clinical and interpersonal skills to demonstrate proficient assessment and delivery of patient-centered care and management.
3. **Community-oriented practitioner:** practices and understands the Saudi health care system and the application of health promotion and advocacy roles for the benefit and wellbeing of individual patients, communities, and populations.
4. **Effective communicator;** effectively communicates with patients, their families, colleagues and the other members of the healthcare team.
5. **Professional practitioner:** Fulfilling the highest standards of ethical and professional behavior in all aspects of health practice.
6. **Scholar practitioner:** contribute to the scientific research and take a responsibility for long life learning and professional development.

Northern Border University Graduates' Attributes

NBU's Graduates' Attributes (GAs)	Learning Outcomes of NBU's Graduates' Attributes (GAs) for Bachelor Programs
National identity	GA1: demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; contribute to finding solutions to social problems; and commit to being a responsible citizen.
Self-management and Critical thinking	GA2: Demonstrate self-management skills, self-learning and critical thinking, the ability to take initiative to self-develop according to specific standards, and ability to present evidence and arguments to make a decision unbiasedly.
Digital culture	GA3: Effectively use information technology, analytical, mathematical, and statistical tools to perform data analysis, suggest solutions, and solve problems using critical thinking.
Teamwork	GA4: Have the ability to lead a team, assume responsibility for performing tasks and developing work, achieve goals effectively, and promote health, psychological and social aspects.
Entrepreneurship	GA5: Identify the function of entrepreneurship and its requirements in the successful, commercial application.

Communication skills	GA6: Effectively communicate both verbally and in writing, using appropriate presentation forms, scholarly language, adequate reasoning for various issues and dealing with beneficiaries.
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Alignment of Program graduate attributes with NBU graduate attribute:

NBU GA	Program GA					
	GA1	GA2	GA3	GA4	GA5	GA6
GA1	√	√	√		√	√
GA2	√	√				√
GA3						√
GA4				√		
GA5			√	√		
GA6			√	√		

Alignment of the Program's Graduates Attributes (GAs) with the Program's Goals(G)

Program Goals (G)		G1	G2	G3	G4	G5
Program's Graduates Attributes	GA1	√				
	GA2				√	
	GA3				√	
	GA4		√	√		
	GA5	√				
	GA6	√		√		√

The previous matrix illustrates the consistency between the program's graduates' attributes and the program goals, the consistency with one goal as in the graduates' attributes (GA2, GA4, GA5, and GA 6) and consistency with (two or three goals).

5. Program learning Outcomes*

Knowledge and understanding :

K1	Identify the human organs and tissues and their anatomical, physiological, biochemical, molecular and cellular characteristics in health and disease
K2	Explain the epidemiology, clinical presentations, and management for different medical problems with their related Islamic, ethical and safety issues
K3	Describe the parts and regulations of Saudi healthcare system
K4	Discuss health promotion and disease prevention measures
K5	Explain the basics of medical informatics; evidence-based medicine, and scientific research and their applications in healthcare system.

Skills

S1	Use clinical reasoning, collected data analysis, decision making, and problem-solving skills in medical practice
S2	Distinguish the organs' morphological, functional and biochemical features in health and diseases
S3	Apply the essential clinical skills
S4	Formulate appropriate management plans for patients with life-threatening and common medical problems
S5	Practice certain maneuver for diagnosis of certain diseases and management of life-threatening conditions.
S6	Communicate effectively via written and verbal skills with peers, patients, their relatives, and authorities to express his knowledge, research, recommendation and instructions.
Values	
V1	Demonstrate professional attitudes and ethical behaviors of knowledgeable and responsible, cooperative physicians
V2	Employ the skill of self-learning, self-reflection and development through updated medical information from different approved sources.

Alignment of the program's learning outcomes (PLOs) with the Program's Graduates Attributes (GAs)

PGA	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	V1	V2
GA1: Scientific Approach to Practice	√	√				√							
GA2: Patient care						√	√	√	√	√			
GA3: Community oriented practice			√	√									
GA4: Communication and collaboration					√						√	√	
GA5: Professionalism		√										√	√
GA6: Research and scholarship					√	√							√

Alignment of the program's learning outcomes (PLOs) with the University's Graduates Attributes (GAs)

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NBU's Graduates' Attributes (GAs)	PLOs													
	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	V1	V2	
National identity	√	√	√	√	√		√	√	√	√				
Self-management & Critical thinking						√		√	√	√			√	
Digital culture					√							√		
Teamwork												√	√	
Entrepreneurship						√							√	
Communication skills												√	√	

*It is clear that, Program PLOs are well-aligned with NBU graduate attributes with at least 2 PLOs aligned with each attribute.

Alignment of the NBU-Med framework program's learning outcomes (PLOs) with the Saudimed framework PLOs

PLOs	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	V1	V2
PLOS1	√	√				√	√						
PLOS2						√							√
PLOS3								√					
PLOS4						√							
PLOS5		√				√		√	√	√	√		
PLOS6		√				√		√	√	√	√		
PLOS7						√							
PLOS8			√										
PLOS9					√								
PLOS10											√	√	
PLOS11												√	
PLOS12				√									√
PLOS13		√										√	
PLOS14		√										√	
PLOS15				√									
PLOS16											√		√
PLOS17				√							√		√

All PLOs of Saudimed are covered by the program PLOs

Alignment of PLOs with the National Qualifications Framework(NQF)2020

First: Target learning outcomes for the Bachelor's Program in National Qualifications Framework(Stand)2020			
Domain	Icon	6 years Bachelor's level learning outcomes(7)	
Knowledge	K1	Advanced and specialized intention of knowledge and understanding that includes theories, principles and concepts in the main areas of specialization, profession or work.	
	K2	Knowledge and accurate understanding of processes, materials, methods, practices, postulates, and/or terms related to specialization, profession or work.	
	K3	Knowledge and deep understanding of recent developments in one or more areas of specialization, practice or profession.	
	K4	Advanced knowledge and understanding of a range of well-known and specialized research or survey methods, in the field of specialization, work or profession	
Skills	Cognitive skills	S1	Applying key concepts, principles and theories to different knowledge structures and practices.
		S2	Evaluating key concepts, principles and theories, reviewing them, criticizing them and expressing opinions on them.
		S3	Solving highly complex problems in advanced contexts in an innovative way, in the field of specialization, work or profession.
		S4	Conducting advanced research or a professional project using specialized methods;
	Practical and physical skills	S5	Use of processes, tools, machinery, materials, complex and highly specialized devices in practical activities related to the field of specialization, work or profession.
		S6	Perform a variety of advanced practical tasks and procedures in complex contexts related to specialization, work or profession
	Communication and IT skills	S7	Communicate in appropriate ways to disseminate knowledge, skills, research results, and innovations related to the field of specialization, work or profession, and to provide them for specialized or non-specialized presence.
		S8	Use quantitative and/or how methods to process data and information related to the field of specialization, work or profession.
		S9	Select and use advanced digital technology tools, and applications to analyze and produce a variety of graphic forms and information to support and promote leading research and/or projects
Values,	V1	Commitment to integrity and professional and academic ethical practices, participation in finding constructive solutions to community issues, and commitment to responsible citizenship.	
	V2	Initiative in professional planning for continuous learning and specialized work and making decisions that result in change or substantial progress independently.	

	V3	Actively participate in research or professional groups, take full responsibility for work and decisions, develop knowledge, and create new practices and ways of thinking that contribute to enhancing the quality of life of society
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Matrix consistency of learning products program (NBU Bachelor of Medicine and Surgery) with the National Framework for Qualifications(Stand) 2020														
Saudi Framework Outputs		Program Learning Outputs												
Domain	Director code	Knowledge					Skills						Values,	
		K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	V1	V2
Knowledge	K1	√	√											
	K2	√	√											
	K3		√		√	√								
	K4					√								
Skills	S1						√			√				
	S2						√			√				
	S3						√			√				
	S4						√					√		
	S5							√	√					
	S6							√	√					
	S7												√	
	S8						√							
	S9						√							
Values	V1												√	
	V2													√
	V3												√	√

* As clarified in the table, the program learning outcomes and graduates attributes are matched with the Saudi Qualifications Framework (SQF).

Alignment of the Program's Learning Outcomes (PLOs) with the Program's Goals (G)

Program Goals		G1	G2	G3	G4	G5
Program's Learning Outcomes (PLOs)	K1	√			√	
	K2	√				
	K3	√			√	
	K4	√			√	
	K5	√				√
	S1	√				
	S2	√				
	S3	√			√	
	S4	√			√	
	S5	√			√	
	S6	√	√	√		√
	V1	√	√	√	√	√
	V2	√		√		√

* As clarified in the table, the program learning outcomes are matched with the program goals

Alignment of the PLOs with the Program's Mission domains

Program Goals		Program mission domains		
		Education	Research	Community services
Program's Learning Outcomes (PLOs)	K1	√		√
	K2	√		
	K3	√		√
	K4	√		√
	K5	√	√	
	S1	√		
	S2	√		
	S3	√		√
	S4	√		√
	S5	√		√
	S6	√	√	
	V1	√	√	√
	V2	√	√	

Alignment of the PGAs with the Program's Mission domains

Program Goals		Program mission domains		
		Education	Research	Community services
Program's graduate attributes (PGAs)	PGA1	√	√	
	PGA2	√		√
	PGA3	√		√
	PGA4	√		√
	PGA5	√		
	PGA6	√	√	

Program graduate attributes are highly aligned with the 3 domains of the program mission (At least 2 PGA are aligned with each domain)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	6	2.77
	Elective	2	4	1.85
College Requirements	Required	14	31	14.35
	Elective	0	0	0
Program Requirements	Required	40	170	78.70
	Elective	2	1	0.46
Capstone Course/Project		0	0	0
Field Experience/ Internship	Internship	0	0	0
Others	Free courses	2	4	1.85
Total		63	216	100

* Add a table for each track (if any)

3. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements
Level 1	1606101	English-1	Required	----	3	College
	1101102	Physics	Required	----	3	College
	1102102	Chemistry	Required	----	3	College
	1601101	Islamic Culture -1	Required	----	2	Institution
	1608102	Health & Fitness	Required	----	1	College
Level 2	1606102	English-2	Required	----	3	College
	1105102	Computer Skills	Required	----	3	College
	1607101	Communication Skills	Required	----	2	College
	1602101	Arabic Language	Required	----	2	Institution
	xxxxx	Free course- 1	Elective	----	2	Free
Level 3	1210131	Medical Terminology	Required	----	2	College
	1104102	Mathematics	Required	----	3	College
	1103102	Biology	Required	----	3	College
	1601201	Islamic Culture-2	Required	----	2	Institution
	xxxxx	Free course -2	Elective	----	2	Free
Level 4	1207221	Cells & Tissues	Required	Pass 1 st year	2	Program
	1207211	Anatomy-1	Required	Pass 1 st year	5	Program
	1203211	Physiology	Required	Pass 1 st year	3	Program
	1601XX	*Elective Islamic-1	Elective	1601201	2	Institution
	* The student should choose one of the following courses; Islamic Culture -3 (1601301) Islamic Culture-4 (1601302)					
Level 5	1211211	Biochemistry-1	Required	Pass 1 st year	5	Program
	1207213	Anatomy-2	Required	Pass 1 st year	2	Program
	1207212	Embryology	Required	Pass 1 st year	1	Program
	1204211	Pathology	Required	1207221	4	Program
Level	1212221	Parasitology	Required	Pass 1 st year	2	Program
	1211212	Biochemistry-2	Required	1211211	3	Program
	1212211	Microbiology	Required	Pass 1 st year	4	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements
6	1208213	Pharmacology	Required	Pass 1 st year	3	Program
Level 7	1200301	Musculo-skeletal System	Required	1207211	5	Program
	1200302	Immune, Blood and Lymphatic System	Required	1212211	4	Program
	1200303	Cardiovascular System	Required	1203211	3	Program
Level 8	1200304	Respiratory System	Required	-----	3	Program
	1200306	Endocrine System	Required	1203211	4	Program
	1200308	Gastrointestinal System	Required	1207211	5	Program
Level 9	1200305	Urinary System	Required	1203211	3	Program
	1200307	Reproductive System	Required	1204211	3	Program
	1200309	Nervous System & Special Senses	Required	1203211	6	Program
Level 10	1201411	Internal Medicine-1	Required	Pass 3 rd year	7	Program
	1200401	Medical Ethics	Required	Pass 3 rd year	1	College
	1200402	Forensic Medicine	Required	Pass 3 rd year	2	Program
	1601XXX	*Elective Islamic2	Elective	1601201	2	Institution
	* The student should choose one of the following courses; Islamic Culture -5 (1601401) or Islamic Culture-6 (1601402)					
Level 11	1202411	Surgery- 1	Required	Pass 3 rd year	7	Program
	1200403	Radiology	Required	Pass 3 rd year	2	Program
	1200404	Laboratory Medicine	Required	Pass 3 rd year	2	Program
		*Elective specialization-1	Elective	Pass 3 rd year	1	Program
	* The student should choose one of the following courses; Diagnostic surgical Pathology (1204411) or Medical Genetics (1211411)					
Level 12	1210411	Community Medicine	Required	Pass 3 rd year	5	Program
	1202421	Ophthalmology	Required	Pass 3 rd year	3	Program
	1205411	ENT	Required	Pass 3 rd year	3	Program
	1208411	Complementary Medicine	Required	Pass 3 rd year	1	College
Level 13	1206511	Pediatrics	Required	1201411	12	Program
Level 14	1209511	Obstetrics & Gynecology	Required	1202411	10	Program
	1202541	Urology	Required	1202411	2	Program
Level 15	1202531	Orthopedics	Required	1202411	4	Program
	1201531	Neurology	Required	1201411	3	Program
	1201521	Dermatology	Required	1201411	2	Program
	1200502	Emergency medicine	Required	1201411 1202411	2	Program
	1200501	Anesthesia	Required	1202411	1	Program
Level 16	1201611	Internal Medicine-2	Required	1201411	12	Program
Level 17	1202611	Surgery - 2	Required	1202411	12	Program
Level 18	1201641	Psychiatry	Required	1201411	4	Program
	1210691	Medical Research	Required	1210411	2	College
	1210611	Family Medicine	Required	1210411 1201411 1202411	5	Program
	1200601	Patient Safety	Required	1201411 1202411	1	College

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template.

[Course specifications using NCAAA template](#)

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**)

Course Code	Courses	PLOS														
		Knowledge and understanding					Skills						Values			
		1	2	3	4	5	1	2	3	4	5	6	2	3		
1606101	English-1													I	I	
1104102	Mathematics					I										
1102102	Chemistry	I														
1105102	Computer Skills					I										
1606102	English-2												I	I		
1103102	Biology	I														
1101102	Physics	I														
1607101	Communication Skills												I	I		
1210131	Medical Terminology	I		I		I										
1207221	Cells & Tissues	I							I							
1207211	Anatomy-1	I							I							
1207212	Embryology	I														
1211211	Biochemistry-1	I							I							
1203211	Physiology	I							I							
1207213	Anatomy-2	I							I							
1211212	Biochemistry-2	I							I							
1204211	Pathology	I							I							
1212211	Microbiology		I		I				I							
1208213	Pharmacology		I						I							
1212221	Parasitology		I		I				I							
1200301	Musculo-skeletal System	P						I	P					I	I	
1200302	Immune, Blood and Lymphatic System	P						I	P					I	I	
1200303	Cardiovascular System	P						I	P					I	I	
1200304	Respiratory System	P						I	P					I	I	
1200305	Urinary System	P						I	P					I	I	
1200306	Endocrine System	M						P	M					P	P	
1200307	Reproductive System	M						P	M					P	P	
1200308	Gastrointestinal System	M						P	M					P	P	
1200309	Nervous System & Special Senses	M						P	M					P	P	
1201411	Internal Medicine-1		I					P		I		I		P	P	
1202411	Surgery- 1		I					P		I		I		P	P	
1200401	Medical Ethics		I			P										
1204411	Sur. Pathology		I					P		I				P		
1211411	Medical genetics		I							I						
1210411	Community Medicine		P	P	P								I	M	M	
1202421	Ophthalmology		P					M		P				M	M	
1205411	ENT		P					M		P				M	M	
1200403	Radiology		P					M		P				M	M	
1200404	Laboratory Medicine		P					M		P				M	M	
1208411	Complementary Medicine		P													

Course Code	Courses	PLOS													
		Knowledge and understanding					Skills						Values		
		1	2	3	4	5	1	2	3	4	5	6	2	3	
1200402	Forensic Medicine		P						P				P		
1206511	Pediatrics		M				M		M	M	M	M	M	M	M
1201531	Neurology		M				M		M	M	M	M	M	M	M
1201521	Dermatology		M				M		M	M					
1200501	Anesthesia		M				M		M						
1209511	Obstetrics & Gynecology		M				M		M	M	M	M	M	M	M
1202531	Orthopedics		M				M		M	M				M	M
1200502	Emergency medicine		M				M		M	M	M			M	M
1202541	Urology		M				M		M	M	M			M	M
1201611	Internal Medicine-2		M				M		M	M	M			M	M
1201641	Psychiatry		M				M		M	M				M	M
1210691	Medical Researches					M	M						M	M	M
1202611	Surgery - 2		M				M		M	M				M	M
1210611	Family Medicine			M	M	M	M		M					M	M
1200601	Patient Safety		M				M		M				M	M	M
	Internship		M				M		M	M			M	M	M
	Extracurricular activity	Aligned as shown in section 5 (teaching and learning strategies)													

The articulated PLOs, and the CLOs matrix together serve as the foundation of a program coherence. In the acquisition and development of a skill, a medical graduate passes through different levels of competency start with introductory level (I), then learner will progress to be proficient (P) and when he/she master the skill he become at mastered level (M) in skill acquisition. The beginner courses will start with I- level of CLOs then they will progress through the academic level to reach the P- level at the mid and second half of the program until M- level at the end of the program. Some CLOs reached M- level early and some reached at the end based on the nature of CLOs and course themes.

Desired levels of performance (I = Introduced P = Practiced M = Mastered)

5. Teaching and learning strategies to achieve program learning outcomes

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

The policies of program planning, implementation and evaluation promotes best practice and establishes consistency between PLOs, teaching and learning strategies and assessment methods. Teaching and learning strategies provide the means by which a curriculum's objectives are achieved. They are the heart of the curriculum, the educational intervention itself. The choice of teaching and learning methods in the program based on:

- Maintain congruence between PLOs and teaching and learning methods
- Use multiple teaching and learning methods
- Choose teaching and learning methods that are feasible in term of resources.

The major instructional strategies used in the program:

Direct Instruction: It is among the most popular and is heavily teacher-directed. It works well for imparting knowledge or training in step-by-step techniques. It also functions well for introducing new teaching strategies or engaging students directly in the process of knowledge

creation.. E.g: Lecture and Demonstrations

Interactive instruction: It strongly depends on participant conversation and sharing. Students can pick up social skills and abilities from their peers and teachers, as well as how to organize their thoughts and create compelling arguments. A variety of groupings and interactive techniques are supported by the interactive instruction strategy. The topic, the duration of the discussion, the makeup and size of the groups, and the methods for reporting or sharing should all be clearly laid out by the teacher. Both the teacher and the students must improve their ability to observe, listen, interact with others, and intervene during interactive lessons. The teacher's skill in organizing and fostering group dynamics has a significant impact on the effectiveness of the interactive instruction strategy and its many methods.. E.g. Small group teaching methods as; Problem-based learning (PBL), Tutorials, flipped class rooms and Student-led seminar.

Experiential learning: It is activity-focused, inductive, and learner-centered. Effective experiential learning depends on individual reflection on an experience and the creation of strategies to apply learning to other contexts. It is primarily concerned with the learning process rather than the end result. E.g Bedside teaching, Simulations, and Role-playing

Independent Learning: The term "independent study" refers to the variety of teaching strategies that are consciously offered to support the growth of each individual student's initiative, self-reliance, and self-improvement. The focus will be on planned individual study by students under the direction or supervision of a classroom teacher, while independent study may be initiated by either the student or the teacher. E.g Report writing, Student logbook/Portfolio, Homework/ Assignment, Research Projects

PLOs and the teaching and learning strategies used to achieve them.

PLOs		Teaching & Learning Strategies
Knowledge and understanding		
K1	Identify the human organs and tissues and their anatomical, physiological, biochemical, molecular and cellular characteristics in health and disease	Direct Instruction: Lecture. Interactive instruction: Problem-based learning (PBL), Tutorials (T), Student-led seminar (S), Case presentation (CP) Flipped classrooms (FC)
K2	Explain the epidemiology, clinical presentations, and management for different medical problems with their related Islamic, ethical and safety issues	
K3	Describe the parts and regulations of Saudi healthcare system	
K4	Discuss health promotion and disease prevention measures	
K5	Outline the basics of medical informatics; evidence-based medicine, and scientific research and their applications in healthcare system.	
Skills:		
S1	Use clinical reasoning, collected data analysis, decision making, and problem-solving skills in medical practice	Interactive instruction: Problem-based learning (PBL), Tutorials (T), Student-led seminar (S), Case presentation (CP)
S2	Distinguish the organs' morphological, functional and biochemical features in health and diseases	
S3	Apply the essential clinical skills	

S4	Formulate appropriate management plans for patients with life-threatening and common medical problems	Flipped classrooms (FC) Laboratory based strategies: (demonstration, direct instruction, and cooperative).
S5	Practice certain maneuver for diagnosis of certain diseases and management of life-threatening conditions.	Experiential learning: Bedside Teaching (BST), Simulations (Sim), and Role-playing
S6	Communicate effectively via written and verbal skills with peers, patients, their relatives, and authorities to express his knowledge, research, recommendation and instructions.	Independent Learning: E.g Student logbook/Portfolio, Homework/ Assignment, Research Projects
Values:		
V1	Demonstrate professional attitudes and ethical behaviors of knowledgeable and responsible, cooperative physicians	Interactive instruction: Problem-based learning (PBL), Tutorials (T), Student-led seminar (S), Case presentation (CP) Activities.
V2	Employ the skill of self-learning, self-reflection and development through updated medical information from different approved sources.	Independent Learning: E.g Student logbook/Portfolio, Homework/ Assignment, Research Projects

Extra-curricular Activities

There are three important categories of student outcomes:

- Purely academic achievement measured in course grades, credit hours and degrees earned.
 - Valuable life skills, such as leadership, time management and organization, etc.
 - Enrichment activities that lead to treasured memories, greater personal confidence, etc
- Education is not solely learned by curricular activities. Education goals and LOs are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom. The Faculty Student Activities Unit and Medical Student Club regularly form, update and implement a list of extra-curricular activities that aim to:
- Develop useful new capabilities in learners that can lead to the extension of career opportunities.
 - Add learners in social skills or inter personal living; and
 - Promote cultural values in the society.

The extra-curricular activities aligned with PLOs as early activities conducted during 1st year. These activities planned and organised by Student Affairs unit and should be aligned

and evaluated by medical education unit to evaluate the PLOs assessment. For that many of soft skills and competences covered in these activities, which support college mission.

Alignment of the extracurricular activities with the PLOs

A. Outreach healthcare campaign

	Activity	PLOs	GAs
1	Students' team formation and tasks organization	V1	GA4: Communication and collaboration
2	Data collection about the medical problem for preparation of banners and fliers	K2: V2	GA1: Scientific Approach to Practice GA6: Research and scholarship
3	Banner and fliers preparation	S6. V2	GA4: Communication and collaboration GA6: Research and scholarship GA6: Research and scholarship
4	Health education and promotion activities	K4: S6.	GA3: Community oriented practice GA4: Communication and collaboration GA6: Research and scholarship
5	Medical examination and evaluation of attendee under supervision	S2: C1	GA2: patient care GA5: Professionalism
6	Attendee data collection and analysis	K5. S6.	GA4: Communication and collaboration GA6: Research and scholarship GA4: Communication and collaboration GA6: Research and scholarship
7	Campaign problems management (related to the staff or resources...etc)	S1	GA4: Communication and collaboration GA2: patient care
8	Activity evaluation and analysis of attendees' feedback and final report preparation	S6. V2	GA4: Communication and collaboration GA6: Research and scholarship GA5: Professionalism

B. Workshops, conferences, training, meetings.....etc

	Activity	Outcome
1	Medical scientific activities	All PLOs can be covered according to the types and topic of the activity
2	Self and professional development, Sports, cultural and art activities	V1 V2

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.

he program is adopting an effective system to assess and assure that PLOs are achieved properly. Assessment inevitably shapes the learning that takes place; that is, what students learn and how they learn it should reflect closely the purposes and aims of the course of study.

The methods of assessment used will be dictated by the purpose of the assessment.

- **Formative Assessment:** is any form of assessment that will not contribute to the final grade of a student. Can be done at any point of the course, planned by the teachers, its main aim is to monitor the progress of student's learning. Feedback to the students about their performance is very crucial.
- **Summative assessment:** is any form of assessment that will contribute to the final grade of a student. Students are assessed in cognitive, affective, and psychomotor domains in all courses with an emphasis on formative evaluation throughout the course providing frequent feedback to the student.

The followings are tools to assure the quality of the assessment:

- **Optimizing assessment:** by planning to use multiple appropriate methods: suitable for the assessed outcome through Miller's Pyramid and Bloom's Taxonomy level of developing educational objectives.
- Using course blueprint
- Using available resources
- Multiple assessors; try to avoid inter-rater reliability and variance.
- The selection and training of assessors.
- A reconceptualization of the role of psychometrics; and
- A recognition of the importance of group

Direct Assessment of PLOs

- **Assessment of Knows and Knows How level (knowledge):**
 - Written Exam: (MCQs & SAQs)
 - Oral Examination
- **Assessment of Shows How (skills and competence):**
 - OSPE & OSCE
 - Long Case
 - Short Case
- **Assessment of Does (skills and competence):**
 - PBL checklist
 - CP checklist
 - Logbook rubric
 - Assignment rubric
- **Continuous Assessment methods:** Reflect student engagement through assignments including homework, written reports, laboratory projects, tutorial and seminar preparation, and participation in class discussions. The following techniques will be used for the ongoing assessment processes. (All or some as stated in the course specifications)

- **Indirect Assessment of PLOs.** collecting data through methods other than looking at genuine student work examples. What a student learns and how well it was learnt is decided by the student, graduates, and alumni. These consist of:
 - Surveys: different student survey including CLOs survey, alumni, and employers
 - Staff members Focus group discussion.
 - Graduation and retention rates
 - Percentage of students who enrolled in post-graduate programs
 - Peer review

Program Learning outcomes and the assessment methods used to achieve them.

PLOs		Assessment methods
Knowledge and understanding:		
K1	Identify the human organs and tissues and their anatomical, physiological, biochemical, molecular and cellular characteristics in health and disease	Essay questions MCQs Assignments PBL checklist
K2	Explain the epidemiology, clinical presentations, and management for different medical problems with their related Islamic, ethical and safety issues	
K3	Describe the parts and regulations of Saudi healthcare system	
K4	Discuss health promotion and disease prevention measures	
K5	Outline the basics of medical informatics; evidence-based medicine, and scientific research and their applications in healthcare system.	
Skills:		
S1	Use clinical reasoning, collected data analysis, decision making, and problem-solving skills in medical practice	Written exams, OSCE, OSPE, Short case assessment and long case assessment Logbook rubric PBL rubric Case presentation rubric Project rubric
S2	Distinguish the organs' morphological, functional and biochemical features in health and diseases	
S3	Apply the essential clinical skills	
S4	Formulate appropriate management plans for patients with life-threatening and common medical problems	
S5	Practice certain maneuver for diagnosis of certain diseases and management of life-threatening conditions.	
S6	Communicate effectively via written and verbal skills with peers, patients, their relatives, and authorities to express his knowledge, research, recommendation and instructions.	
Values:		
V1	Demonstrate professional attitudes and ethical behaviors of knowledgeable and responsible, cooperative physicians	OSCE OSPE Continuous assessment (Indirect method: for the student communication skills, language abilities, considering responsibilities,

V2	Employ the skill of self-learning, self-reflection, and development through updated medical information from different approved sources.	respecting deadlines, and abilities to use the IT services) Short case assessment and long case assessment Case presentation checklist Assignments PBL checklist, Logbook rubric Case presentation rubric Project rubric
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D. Student Admission and Support:

<p>1. Student Admission Requirements</p> <p>As approved by Northern Border University Council, admission criteria are:</p> <ul style="list-style-type: none"> • The applicant must be a Saudi national, or from a mother who is Saudi national, or a non-Saudi female who is married to a Saudi. • The applicant must have his/her high school certificate (natural sciences), or its equivalent, from within the kingdom or abroad. • The high school certificate must be obtained within 5 years (from date of graduation) at the time of application. • The applicant should successfully pass any examinations or interviews deemed necessary by the University Council and must be medically fit. • The applicant must satisfy any other requirements specified by the University Council at the time of application. • The applicant must not be expelled from any University for disciplinary or academic reason. • The applicant must obtain the approval of his/her employer, if he/she is an employee in any government or private institution. • If the applicant's high school certificate is obtained from outside Saudi Arabia, he/she must submit evidence of academic achievement equivalent to these requirements. Certificate must be approved by the Saudi Arabian Cultural Attaché. • The weighted total score must be 80% or more. It is calculated as it follows: weighted total score = 25% achievement test score + 25% general aptitude test score + 50% high school grade • Selections from among applicants is handled electronically based on the best weighted total score, availability of seats, and fulfillment of admission requirements.
<p>2. Guidance and Orientation Programs for New Students</p> <p>There are two aligned new students' orientation programs.</p> <ul style="list-style-type: none"> • The 1st program is at the level of the 1st year of the healthcare faculties, and it is conducted annually during the first days of the first year to introduce the new student to academic life

with supporting full [student guide booklet](#).

- The 2nd program is targeting the new students who will start the medical program at the beginning of 2st year, the program orients students with the program mission, vision, strategic directions, organization chart, curriculum layout, attendance requirements, teaching /assessment methods, graduation requirements, learning resources, counseling process as well as extracurricular activities and expected code of conduct from students.

The student assessment guidelines, students code of conduct as well as student's booklet are provided for students

The program is provided for male and female sections simultaneously with the same contents and it is evaluated from students' point of view by survey with analysis of the responses and preparation of annual report containing suggested improvements.

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

Provision of effective system for supporting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.

Early detection of difficulties, which may face the students in their academic progress and to determine the different means to restore their capabilities to continue their way to graduation. The target is to ensure the quality aspects of our graduates and to utilize this enumeration as a major input to curriculum and program review.

Academic counseling:

- The academic counselors are available at sufficient scheduled times for consultation and advice to students according to schedules assigned and announced by the departments (Office Hours).
- Appropriate preparatory and orientation mechanisms are provided to prepare students in a higher education environment to ensure achievement of the intended learning outcomes (credit hour requirements)
- Counseling system is in place within each program for monitoring and coordinating student workload. Follow up to ensure student welfare and to evaluate the quality of service provided.
- The progress of individual students is monitored, and assistance and /or counseling is provided to those facing difficulties.
- Year to year progression rates and program completion rates are monitored.
- Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.

- Teaching staff should be familiar with the range of support services available in the Faculty for students, and should refer them to appropriate sources of assistance when required.
- Adequate protections are provided and supported by regulations to protect the confidentiality of academic or personal issues discussed with teaching / counselor staff.

The student financial support:

- Monetary rewards for new students in the faculty of medicine through providing them ATM cards. This responsibility of the director of rewards in the university administration.
- The rewards are granted every month for the first year and renewed basing on her/his academic accomplishments, the reward will be no longer continued if the grade point average (GPA) is less than 2.
- Excellence rewards: is paid to the student of GPA range from 4.75 to 5.0 for two consecutive terms
- The payment starts after the second year for student who fulfills the conditions.
- In case of losing ATM card, the student she/he enters the website to ask for a replacement ATM card.
- Managing the student rewards is the responsibility of the Head of Administration affairs in the faculty, if there is any problem, she/he reports it to the reward administration.
- The program for rewards is included in the complete program of Admission & Registration
- The reward program provides information about the student, her rewards records, excellence rewards and whether the student is not entitled for the reward.
- The ATM cards that are not received by the student personally, due to her/his absence, are returned back within one month to the reward administration by an official letter.

- ***Student Support***

Other forms of student support include:

- Psychological support
- Career counselling

Attachment:

- [Student counseling guide](#)

4. Support for Special Need Students (low achievers, gifted and talented)

Low achiever students:

- The academic counselor observes the performance of the lagging students and prepares a monthly report on their academic standing to the relevant department.

- The department reviews the cases, contacts the students and inform them formally with the counseling interview date.
 - The student reports at the due date and discuss with the counselor the possible reasons for his /her lagging
 - The student with counselor agree on plan with the following dispositions:
 - o Suggest extra effort to be performed by the student such as research task.
 - o Suggest study on specialized links about specified topics
 - o Utilize the office hours of the staff
 - o Hold revision group sessions whether theoretical or practical
 - o Hold formative tests before the mid and final tests at points of time that are reasonably enough to develop the plan and allow the control of the student progress.
 - The formative tests with the results evaluation shall be the basis for continuous assessment of the student.
 - In all cases, the attendance should be no less than 75% of the theoretical or practical curriculum according to the attendance regulations.
 - A final assessment report shall be submitted to student affairs.
 - Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.
 - Teaching staff are familiar with the range of support services available in the institution for students, and should refer them to appropriate sources of assistance when required.
 - Year to year progression rates and program completion rates are monitored.
- Adequate protection is provided and supported by regulations to protect the confidentiality of academic or personal issues discussed with teaching/ counselor staff.
- **Support for Temporary disable students**
Any student who may develop a temporary medical condition which necessitate special academic/psychological or personal help for the student will get an academic support in one or more off the following help based on case evaluation by academic advisor; (Annex 60111 policy of special needs students)
 - Uses of parking of disable persons
 - Note Taking services during regular classes and or special assistance in labs
 - Extended time for testing
 - Relocation of classes

Innovation

The University established a unit for Innovation to encourage and enhance student to participate by submitting their ideas that were supported by one of teaching staff and finally presented at student forum at university level of national level.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	18			9	9	18
Associate Professors	30	6		18	19	36
Assistant Professors	34	10		22	22	44
Lecturers	12	6		9	9	18
Teaching Assistants	12	6		9	9	18
Technicians and Laboratory Assistants	20			10	10	10
Administrative and Supportive Staff	20			10	10	20
Others (specify)						

The estimates of the total number of the teaching and administrative staff needed are based on the following:

- The number of students accepted each year. As approved by faculty and University Council, the total number accepted each year is 100 / year (50 males and 50 females) unless otherwise decided by the councils.
- The ratio of students to teaching staff according to the future plan of the higher education in Saudi Arabia (AFAQ 2029) which is 10:1.
- The benchmarking with the top leading medical schools in Saudi Arabia where the average ratio of students to teaching staff is 5:1 & ratio of students to administrative staff 20:1
- The teaching assistants represent 30% of the total number needed to achieve the ratio of 5:1.
- The gender, where the females' teaching staff comprises 1/3 of the total number.
- The specialty vs. subspecialty where the subspecialty comprises 2/3 of the total number.

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

Program Description

- Improving job performance, strengthening career possibilities, increasing learning capacity, encouraging involvement in and dedication to lifelong learning, and being adaptive to and ready for changes are all goals of the orientation program.
- Expected outcome: By the end of the program, participants will be aware with Faculty of medicine teaching system, quality system, administration system, research and continuous development concepts.

Target Audience

- New teaching staff
- Adjunct clinical instructor
- Intern supervisor

Program management

- The Head of Continuous Development Unit manages the whole program liaising with the presenters and collates the required materials by the end of the previous scholar year.
- The agenda of the program is approved by the Vice-dean for Development and Quality
- The program is generally structured and is presented in the first week of in each week with minor changes.

Program announced through the routine way for announcing CPD activities.

The structured program agenda includes:

- Program governance:
 - Introduction to the Faculty of Medicine
 - The Faculty Organization and Quality Vice-deanship Organization
 - The Mission, Vision and Strategic Goals of the Faculty
 - Administrative system
- Medical Program
 - The curriculum
 - Instructional methods
 - Assessment methods
 - Academic Regulations & Policies
 - Academic counselling

- Quality Assurance
 - Academic accreditation
 - Quality management system
- Research opportunities
- Community service opportunities
- Facilities
 - ERP
 - Saudi Digital library
 - Black board
- Staff affairs
 - Code of Conduct
 - Job description and roles
 - The Continuous Professional Development plan
 - Staff Portfolio and annual appraisal
 - Health and Safety regulations
- Attendance of the participants is recorded on the attendance sheet.
- The new staff is invited to voluntarily join on the functional committees of the Faculty.
- A questionnaire for feedback from the participants is distributed with the materials in the beginning of the program and collected at the end of the day for further analysis by the Vice-deanship for Development and Quality.

Orientation Program for Adjunct Clinical instructor

Program mainly contain the followings:

- Teaching and learning in clinical setting
- Performance assessment
- PLO assessment

Orientation Program for Intern Supervisors

Program mainly contain the followings:

- Teaching and learning in clinical setting
- Performance assessment
- PLOs
- Evaluation of interns
- Intern policies

List of Attachments:

- Policy for Staff Orientation

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.)

CPD Governance

- The nature of the training and development role is industry-specific, with the level of responsibility and variety of activities dependent on the type and size of organization. However, CPD unit responsible for overall management system of professional development.
- The objectives of CPD are related to followings:
 - Improving staff abilities in education, research and quality.
 - Increasing the capacity for self and professional development.
 - Encouraging commitment to lifelong learning.

CPD priorities

CPD priorities are:

- To improve staff members' knowledge, abilities, and capabilities in their roles as educators, researchers, managers, technicians, and administrators as appropriate to their positions.
- To help employees fulfill their current and future responsibilities successfully and adapt to change.
- Why To grow as a new university and college for our community by ensuring and enhancing the quality of teaching, learning, and research, as well as the services that support them.
- **Planning:**

CPD is informed by:

- College Level
 - College Strategic framework
 - College Operational Planning
 - Quality Improvement plans
 - Staff members training needs
 - Change management plan to adopt new strategies requiring certain skills and training.
 - Audit report recommendations
- Academic leaders' recommendations

The Professional Development Plan (PDP) is designed annually and approved by the

faculty council and annual report is prepared for its implementation.

Program Evaluation (Training effectiveness evaluation)

Base on Kirkpatrick's Model of Evaluation (1994) is used as the gold standard tool for assessing the FDP outcomes (McLean, Cilliers and Van Wyk, 2008). In Kirkpatrick's (1994) model, effectiveness of an intervention is considered at four levels (Masood and Usmani, 2015):

- Level 1: reaction of participants (e.g. participant satisfaction);
- Level 2: Learning (what competencies had been gained?);
- Level 3: behavioural changes (transfer learning to educational environment); and
- Level 4: results (impact on educational process, institutes and healthcare services).

Policies

- The CPD system offers different set of programs that are competency-related requirements for each candidate.
- Staff members have a moral obligation to advance their professional expertise and that of other practitioners in their field. Therefore, it is up to each member to select a CPD strategy that meets their unique requirements and objectives on a personal and professional level.
- For each staff member he /she should fulfill the following: -
 - Received orientation program.
 - Must complete the foundation program.
 - Plan for CPD at individual level annually that approved by head of the department to include his reflection about the impact of CPD program in the candidate performance.
- Teacher portfolio should document for all CPD programs that offer by the college or others.
- Promotion of staff members based on achieving the required CPD program.
- Each staff members should keep a record of CPD activities.

Types of offered programs

The CPD unit strategy is underpinned by key activities in relation to the CPD that will offer different programs as:

- Orientation

Program This

provided for:

- New comers (faculty, administrative staff and students)

- Annually for staff orientation about work environment (as new policies, strategic plan, new guidelines,)

Foundation CPD program

This program should be taken by all teaching staff (teaching and administrative). This program provides faculty members with the skills and knowledge needed to help them in their daily work. The program aiming at improving the teaching and learning process, research and quality improvement skills through capacity building of the faculty.

The program structure will cover the main three aspects in higher education:

- Teaching and learning
- Scientific Research
- Quality Assurance
- Advanced CPD program.

The nature of the program: Advanced topics of foundation program. This program will offer to:

- For any particular topic, you can gain specialist, expert knowledge within the topics that covered in foundation program.
- For any particular topic, detailed knowledge is practical applied knowledge of the subject area which you achieve through learning and experience. This learning level should give you a higher level of expertise than for someone with only core training program level.
- These programs should be taken according to candidate needs.
- Specialized CPD Program

The nature of the program: Specialized topics for specific group of target population.

Attachment:

[Continuous Development Program guide](#)

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 course instructor will specify the text book requirements as well as other teaching resources.
- The Undergraduate Committee evaluates the instructor's recommendations and may also consult with other faculty members.
- When recommending a text book for a course, instructors are required to evaluate at least two texts on the topic and provide explanations for their selection.

- The department asks the deanship of the library to obtain enough copies of the department-selected text books. Resources can be updated according to the suggestions in the course/module reports.
- The faculty and teaching staff are evaluating the adequacy of textbooks, reference and other resource provisions by revision of the revenue of these books to the students through the process of monitoring the results of these students and by asking students if the reference was effective or not.
- Refereeing of the authored books by department members or the translated books.
- Provide expensive books and references by the university library to lighten the burden on students.
- The Students have the opportunity to evaluate textbooks within student course experience survey as well as annual student focus group. Both activities are run by the college-level Academic Assessment Unit.

2. Facilities and Equipment

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

Library services:

- The following process is being used by the faculty and teaching staff to plan and acquire textbooks, references, and other resource material, including electronic and web-based resources. A circular is sent to the heads of the clinical and basic medical science departments to inform them of the need for textbooks, references, and other resource material, including electronic and web-based resources.
- Each head of department assigns a member of teaching staff and to fill out forms to be approved by the dean and sent to Deanship for Library for further process.
- Students evaluate the adequacy of text books, reference or any other resources through the surveys of satisfactions after the courses and at the 3rd year and on graduation. Also, the place is open for any complaint of students to be raised directly to the Vice-Deans.
- For textbooks acquisition and approval, the Circular is sent to the heads of basic medical sciences and clinical departments to raise their needs of textbook, references and other resource material including electronic and web-based resources.
- Each head of department assigns a member of teaching staff and to fill out forms to be approved by the dean and sent to Deanship for Library for further process.
- Students and staff has a free access to the digital library with its database and required training is given to them

Attachment:

[Policy of library using](#)

Laboratories:

- The faculty and teaching staff sent to the heads of basic medical sciences and clinical departments to raise their needs of equipment, chemicals and glassware.

- Each head of department assigns a member of teaching staff and a technician to fill out forms and send them to the head of Central Committee of laboratories who revises and send them for the dean of the faculty to be approved. The forms are sent to his Excellencythe president of the University for the Final Approval. These approved forms are sent to the procurement affairs in the university to put in a competition.
- Purchasing department sent the university offers companies to the Dean of the faculty whosend offers to the companies and unit coordinator of the contracts and procurement of the faculty.
- After receipt of companies offers sorting and depict the entire transaction. Companies offers are sent to the relevant departments for examination and the work technical study models (with respect to the conformity of the required specification, quality and low price)
- Setting a suitable date for the meeting for each department individually to review theaward and signature.
- Offers companies after re-modeling the technical study and choosing the right offer arereturned to the coordinator of contracts and procurements in the faculty to make final decision and award.
- After the award, the transaction with the company's bids is sent for approval.
- The entire transaction is sent to the university purchasing department to send request fquotation for companies and these Quotations are sent for the required needs of each individual company to the faculty.
- Referral the treatment to the coordinator of the contracts and procurements who follow- upthe supply and installation of the companies.
- Needs are received from the supplier by baptism and the signature of receipt of the original invoice.
- Relevant department receive its needs from the annual equipment.
- The available laboratories in the colleague include
 - Clinical skill laboratories for the different related clinical skills
 - Anatomy mortuary which is supplied with cadavers, plastinated specimens and the 3 D- illustration services.
 - Biochemistry laboratory equipped by instruments perform many laboratory techniques.
 - Pathology laboratory including plastinated organs related pathological lesions and

slides for histopathological studies.

- Hematology laboratory.
- Microscopes laboratory for parasitology and histology staining skills and slides.
- Microbiology laboratories.

Attachment:

[Policy for laboratory using and maintenance.](#)

Medical facilities:

- During the program years the students have besides teaching in bedside tutorials, , ward rounds and attendance at clinics in the following hospitals:
- Arar Central hospital
- Prince AbdulAziz Musaed Hospital
- Arar maternity and pediatrics hospital
- Prince Abdullah Bin Musaed Cardiac Centre (PAMCC)

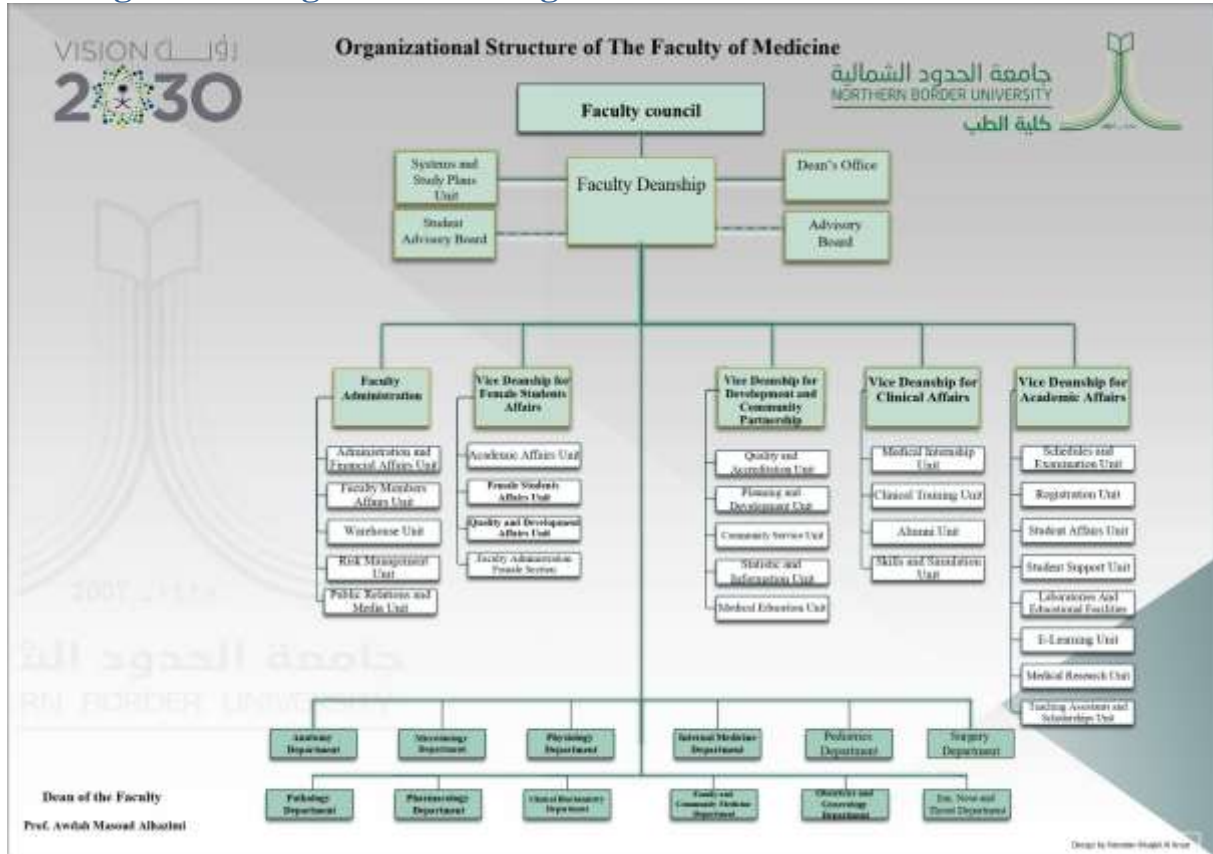
Class rooms:

- There all many class rooms in both male and female campus of the college and in the clinical side in Prince AbdulAziz Musaed Hospital, which are all supplied by data show and smart boards facilities
- Sports and recreation activity:
Well-equipped sports hall is available in the male colleague.

4. Arrangements to Maintain a Healthy and Safe Environment

- Building safety is according to the general safety measures of the university.
- Laboratories safety is according to the approved [laboratory safety manual](#)
- Hospitals building and infection control safety measures are according to the hosting hospitals own safety policies.
- There is a contract with a professional company for routine evaluations of the state of all materials and equipment. The Safety and Security Department at the University provides and oversees the overall security of the campus buildings through the use of security personnel; technicians working in laboratories are also responsible for checking and ensuring on a daily basis that machines and equipment are secure in the laboratory. Multiple methods, such as smoke detectors, alarm systems, escape signs, building maps, and extinguishers, are used to maintain fire safety. All the above measures are applied to male and female campuses identically

G. Program Management and Regulations



1. Program Management

1.1 Program Structure

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

Function	Vice deanship	Unit and Committee
Program management	Faculty council & faculty systems and study plans committee	Committee
Program Design	Vice deanship of development and quality	Medical Education Planning and development unit
Program Implementation	Vice deanship of academic affairs	<ul style="list-style-type: none"> - Systems and study plans committee - Program development committee - Courses coordinators with coordination of department heads - Student affairs Unit - Examination unit - Registration unit

		- Academic counseling unit, - Laboratories and learning resources unit
Program Evaluation	Vice deanship of development and quality	MEU Unit Quality & accreditation Unit Statistics and information unit Planning and development Unit
Supporting functions		
Consistency between both sections	Female section Vice deanship	All
Research and graduate studies	Vice deanship of graduate studies and scientific research	Medical research Unit
Professional Development	Vice deanship of development and quality Vice deanship of graduate studies and scientific research	Planning and development unit Medical research Unit – Medical research Unit
Community relations	The dean	Community relations unit
Media relations	The dean	
Staff affairs	Vice deanship of graduate studies and	Staff affairs Unit

. Attachment:

[Tasks and authorities guide.](#)

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.)

[Policy for evaluating stakeholders satisfaction](#)

Customers	Areas	Tools	Timing
Students	1- Update and Announcement of Program Mission, graduate attributes and	- Focus group discussion Survey (3 types CES, PES and SES)	- Once /5 years - End of courses Annually

	PLOs 2- Surveys Program Evaluation		
Staff	1- Update and Announcement of Program Mission, graduate attributes and PLOs 2- Surveys Program Evaluation	- Focus group discussion Survey (3 types)	- Once /5 years - End of courses Annually
Advisory committee/ community representatives	1- Update and Announcement of Program Mission, graduate attributes and PLOs 2- Surveys Program Evaluation	Meeting	Bi-annual
Employers	- PLOs achievements Graduate abilities	Survey	Annually
Alumni	Employment & research data	Survey	Annually
SaudiMEDsand SCFHS	PLOs	Published data	Every 5 year

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.)

1. [Regulations and bylaws of exams in Northern Border University](#)
2. [Admission and registration manual in Northern Border University](#)
3. [Academic integrity guide for students](#)
4. [Academic integrity guide for staff members](#)
5. [Assessment system guide](#)
6. [University policy for research ethics](#)
7. [Students' rights and duties](#)
8. [Staff members rights and duties](#)
9. [Student discipline regulations](#)
10. [Students excuse regulations](#)
11. [Academic Advising guide](#)
12. [Regulations and bylaws of medical internship](#)
13. [Program policies and procedures manual](#)
14. [Program quality management system manual](#)
15. [Staff members and employee complains and grievance.](#)
16. [Student rights committees guide.](#)
17. [Student guide](#)
18. [Program handout](#)
19. [Bylaws and regulations of staff promotion](#)

H. Program Quality Assurance

1. Program Quality Assurance System

1. Provide online link to [Program quality management system manual](#)

5. Program Quality Monitoring Procedures

- It is conducted through indicators that provide evidence about quality of performance and goals achievement. This indicators are allow progress to be monitored annually **(See the table of indicators KPI in section H-8)** .
- There is **annual report** about KPI including its measurement and analysis including strength and points for improvement. Internal and external benchmarking are used to evaluate the program progress. The program KPIs results are discussed by the quality committees as well as the advisory boards and the faculty council for priorities for improvement.
- The program annually performs **internal program audit** with periodic three-year **internal comprehensive review** using the *Self Evaluation Scales for Higher Education Institutions*. The results and recommendations are reported and considered for further improvement.

	Points	Used tools	Elements	Responsible	Timing
Quality evaluation	Courses level	Coursereport	- Students results - CES - CLOs assessment - Effectiveness of teaching Admin difficulties	Course committees	End of the course
	Unitslevel	Annual unit reports	- Achievements Weaknesses	All units	Annually
	Customers	Surveys	- 3 students survey - 2 staff survey - Alumni Survey	Quality unit	Annually

			Employer survey Indicators		
	Program level	APR	- Course reports 7 types of surveys	Program Evaluation Committee	Annually
	Faculty as whole	Annual Faculty report	All faculty activities	Documentation Unit	Annually
Quality planning	Courses level	Improvement actions	Based on course report	Course committees	End of the course
	Units level	Improvement actions	Based on annual report	Unit heads	Annually
	Program level	Program wide action plan	Based on APR	Program Evaluation Committee	Annually
Quality implementation	Course level, units' level and all functions are committed to implement the approved action plans				
Quality recheck	Courses	Next course report	Evaluate results of action plans	Course committee	Annually
	Program level	Audit committee	Evaluate results of action plans	PEC and audit C.	Annually

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

The list of courses taught by other departments is;

- University requirement courses: All these courses are taught by staff members of the faculty of Education and Art without official control from the medical program.
- First year courses including English courses which is shared by the other healthcare program: Taught by the staff members of the preparatory year deanship, faculty of science, and faculty of education and arts under control of standing committees of the vice deans of academic affairs of the healthcare faculties as well as the vice deans of the academic affairs of faculties teaching the courses.
- This year the course is controlled by shared committee by the course coordinators as well as the staff members in faculty of medicine who are expected to get benefit from these basic knowledge courses in higher levels of the program to control the contents as well as assessment methods and students' evaluation and ensure alignment with the PLOs. These committees are raising their reports directly to the faculty systems and study plans committee for any suggested changes of improvement.

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

To ensure consistency between the teaching/learning activities, extracurricular activities, facilities and resources, examinations and quality measures between the male and female sections, numerous measures and arrangements are in place. These measures are in two types of planning and actions as follows.

Planning (positions):

- Assigning a vice dean for female section to coordinate with male section in the daily operations to ensure consistency between both sections regarding learning resources, facilities and teaching staff.
- Assigning a female staff member to be assistant for course coordinator for each course to ensure implementation of all learning & teaching activities as equal as possible with involvement of all female staff in course committee which is headed by course coordinator to ensure full coordination and involvement in course planning, implementation and reporting from both sections prospective.
- Appointing a vice dean for the female section to coordinate with the male section in day-to-day activities to guarantee uniformity in both sections' use of instructional materials, facilities, and faculty.
- Appointing a female employee to act as the course coordinator's assistant for each course in order to make sure that all teaching and learning activities are carried out equally; additionally, all female employees are encouraged to participate in the course committee, which is chaired by the course coordinator, in order to make sure that there is full coordination and involvement in course planning, implementation, and reporting from the perspectives of both sections.
- Designating a female staff member as the assistant to the program quality coordinator in the female section to make sure that both sections are taken into account in all evaluations, surveys, and reports.
- Female staff members are represented in all course committees to ensure the same course contents, implementation, assessment, and evaluations in both sections.
- The policy controlling equity between both sections is formed, known, and adhered to.

Actions:

The following steps are taken to ensure maximum uniformity between the male and female sections:

- Using the same course materials, instructional techniques, and evaluation procedures.
- Timetables for both portions that are identical.

- Exams in both parts taking place concurrently.
- Individual course reports for each segment to guarantee that both individual sections and the combined one are evaluated for course quality.
- In all departments with a dearth of female faculty, such as pharmacology, anatomy, surgery, ophthalmology, ENT, internal medicine, and gynecology, male staff members are instructing female section students.
- Analysis of program indicators stressing any differences between male and female sections.
- Program statistics data highlighted combined and male and female results.
- The average number of students enrolled in each class, teaching aids, laboratories, internet coverage, libraries, and extracurricular activities are all almost at the same level in both sections.
- The female section of learning resources demonstrated an even higher level than the male section in some areas, such as the anatomy lab and the Clinical Skills Simulation Lab.
- Exam results for male and female students are shown separately in course reports as well as in the combined report to examine any discrepancies in course completion rates, grade distributions, and trends over time in both sections as well as the combined report.
- There are separate course portfolios for both the male and female sections as well as a combined one for each course. • Other course evaluations include achievement of courses and program learning outcomes, courses and program evaluation surveys, and course reporting. All of these evaluations expressed the female and male as well as combined results with supposed improvements based on evaluations.
- Course and program evaluations, as well as several survey kinds, are carried out concurrently for the two portions using the same techniques, analyses, and improvement measures.
- Results and analysis of program KPIs are typically done for both sections and for the combined one based on the availability of data with suggestions for section-wise improvement when necessary. • Male and female student representatives are included in pertinent committees.
- To guarantee equity between sections, female staff members were represented in nearly all quality-related committees, including internal audit, student assessment, self-study committees, and standards committees.

Attachment:

[Relationship between male and female sections policy](#)

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

There is collaboration agreement (not Partnerships) with ministry of health to facilitate placements of students' training at regional hospitals and Primary health care centers.

The program is following regulations including selection faculty staff sharing in students training at MOH places. Priority is given to:

- MD, board and fellowship holder
- Consultants with teaching experiences
- Commitment
- Publications

By the end of the year, the chosen part-time teaching staff and the corresponding teaching staff deliver a report on the effectiveness of this partnership, its advantages and disadvantages, and potential solutions for moving forward and fulfilling the learning objectives for medical students. In accordance with NBU policies, the part-time teaching staff receives honorable titles as a pecuniary and/or moral compensation.

Criteria for training places not to interfere with healthcare services, ensuring license of all
Brief description of field experience activity:

Internship Protocol:

- This internship includes one Gregorian year training in one of the affiliated hospitals annually starting from 1st of august.

- Rotating internship period involves:

Medicine (2 months),

Surgery (2 months) ,

Obstetrics & Gynecology (2 months) ,

Pediatrics (2 months),

Emergency medicine (1 month),

Family medicine (1 month)

Elective (2 months).

- Elective discipline is Orthopedics, Urology, Cardiac Surgery, Neurology, Hematology, Radiology, Anesthesia, ENT, Ophthalmology, ER, General Clinics, , etc.

- Evaluation mark of less than 60% will repeat the whole rotation period.

- Satisfactory completion of the internship year is a must to receive the Certificate of

Internship. The certificate is necessary for the registration as a General Practitioner.

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

The program has a proved [policy for measurement of the PLOs](#) which are measures annually.

The policy is based on both direct and indirect methods for assessment as shown in the assessment methods section

Data processing:

- Medical education unit collect the data required for PLOs measurement by direct and indirect evaluation following the approved policy
- Data area analyzed to identify points of strengths and weaknesses.
- Recognizing your points for improvement and their prioritization.
- Recommending improvements plans
- The recommendations are discussed in quality committees, advisory boards, systems and study plan committees as well as the faculty council.
- The PLOs report is included in the APR and included in its improvement action plan.
- The operational strategy for the PLOs improvement is publicized as a part of the program improvement plan of the APR which shows the responsible vice deanship/unit/committee/ department and the time frame for the improvement action plan.
- Monitoring the implementation
- Results disclosure in the first section of the following APR and the following PLOs report.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	- Dean - Faculty staff	Academic leaders' evaluation Survey	By the end of academic year
effectiveness of teaching & assessment	- PLOs measurement - students, graduates - Employers - Saudi Commission of health specialties - Peers	- report - questionnaire - questionnaire - Advisory board - Exam - Peer course evaluation - Peer teaching evaluation	Annual Annual Periodic By the end of the program

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
	<ul style="list-style-type: none"> - Student - Staff member 	<ul style="list-style-type: none"> - Lecture evaluation survey - Self-evaluation survey 	
learning resources	<ul style="list-style-type: none"> - Courses/modules coordinators - Students 	Interviews, survey questionnaire	By the end of academic year
Students' services	<ul style="list-style-type: none"> - Students 	Questionnaire	By the end of semester
Field experience	<ul style="list-style-type: none"> - Students - Supervisors - Internship unit 	Questionnaire Questionnaire Effectiveness report	By the end of internship End of the rotation By the end of the year
Community services	<ul style="list-style-type: none"> - Beneficiaries 	Survey	End of the activity
Overall program quality	<ul style="list-style-type: none"> - Advisory board - KPIs 	Meeting Report	<ul style="list-style-type: none"> - Twice annually - Annually

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. ([KPI setting, measurement and benchmarking policy](#))

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
Standard 1. Mission and goals					
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.	85%	Percentages of other indicators targeted for these objectives in the same year.	End of the academic year.
Standard-3- Teaching and Learning					
	KPI-P-02	Students' Evaluation of quality of learning experience in the program.	3.9	Percentage of final year students rating the quality of learning experience in the program on a five- point scale in an annual survey.	End of the Semesters in the final year.
	KPI-P-03	Students' evaluation of the quality of the courses.	3.9	Percentage of students rating the quality of courses on a five-point scale in an annual survey	End of the Semester
	KPI-P-04	Completion rate.	83%	Percentage of undergraduate students who completed the program in minimum time in each cohort.	End of the program.
	KPI-P-05	First-year students retention rate.	100%	Percentage of first-year undergraduate students who continue at the program .	End of the academic year.
	KPI-P-06	Students' performance in the professional and/or national examinations.	95%	Percentage of graduates who were successful in Saudi Commission of Health Specialties exam.	Annual
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs.	100% 50%	Percentage of graduates from the program who within a year of graduation were employed to the total	Annual

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				number of graduates in the same year Percentage of graduates from the program who enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year.	
	KPI-P-08	Average number of students in the class.	<21 %	Percentage of attendances of students per class to the total number of students (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session).	Before each periodic exam.
Standard -4- Students					
	KPI-P-09	Employers' evaluation of the program graduates proficiency.	4	Percentage of rating of employers for the proficiency of the program graduates on a five-point scale.	Annual.
	KPI-P-10	Students' satisfaction with the offered services.	3.75	Percentage of satisfaction of the students with the offered services by the questioner of program specification on a five-point scale.	End of the semester to the students in the final year.
Standard-5- teaching staff					
	KPI-P-11	Ratio of students to teaching staff.	<8.5:1	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program.	Annual.
	KPI-P-12	Percentage of teaching staff distribution. % Female teaching staff % PhD holders	38% 78%	Percentage of male and female staffs to the total staff number in the college. Percentage of staff number in academic and	Annual.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		% full professors	11%	clinical years to the total staff number of the college.	
	KPI-P-13	Proportion of teaching staff leaving the program.	<3.7%	Percentage of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	Annual.
	KPI-P-14	Percentage of publications of faculty members	62.5%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.	Annual.
	KPI-P-15	Rate of published research per faculty member.	2.25:1	Percentage of total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year.	Annual.
	KPI-P-16	Citations rate in refereed journals per faculty member.	8	Percentage of total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published.	Annual.
Standard -6- Learning Resources, Facilities, and Equipment					
	KPI-P-17	Satisfaction of beneficiaries with the learning resources.	3.75	Percentage of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.	Annual for staff By the end of the semester for students.
NBU-MD					
	NBU-MD-01	Percent of students participating in community service events	25%	Community Service and Students' Activities Committee Reports	Annual

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	NBU-MD-01	Proportion of teaching staff participating in community service events	35%	Community Service and Students' Activities Committee Reports	Annual
	NBU-MD-01	Annual numbers of community service beneficiaries	2500	Community Service and Students' Activities Committee Reports	Annual

I. Specification Approval Data

Council / Committee	Faculty of Medicine Council, third meeting academic year 2022/2023
Reference No.	Recommendation No.2, Meeting No.3, academic year 2022-2023
Date	15/11/2022