

بإجازة
معرضه لتعديل على مجلس، كلية
بالمجلس، لنادي
1441/1442 هـ



Program's Quality System Manual

Medicine and Surgery Program

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1. Preface

Shaqra University (SU) is committed to continuous improvements of its quality and performance covering all avenues. Since establishment, SU has adopted gradual but well-established practices through the University Vice Agency for Development and Quality (UADQ) in planning and management of quality assurance including inputs, processing, and outcomes as per the NCAAA.

Vice Deanship for Development and Quality was established in the College of Medicine to cope with the accelerating changes in the Kingdom of Saudi Arabia. A challenging mission requires the development of the vision, strategies and goals that meet the aspirations of the College of Medicine to improve the quality of its educational outcomes, which are in line with the strategic plan of SU and the Kingdom's 2030 vision. The Vice Deanship for Development and Quality and its affiliated units collaborate with the academic departments to create and cultivate a culture of excellence and systematic improvement of quality practices through the development and implementation of innovative quality systems, standards, tools, and methodologies as per the NCAAA and SaudiMEDs in achieving the program objectives. The vice deanship also focuses on the importance of training programs and developing the skills of all faculty members to ensure their effective contribution to improve performance through training programs and workshops. Also, preparing development and operational plans to enhance the principle of development and continuous improvement and transform the improvement plans into concrete practical reality.

This Quality Assurance Manual summarizes the program quality system including policies, guidelines and assessment of learning outcomes which support the program in achieving the intended goals to ensure all domain's quality in medical graduates, leading to subsequent program accreditation.

2.0 University Agency for Development & Quality (UADQ)

The UADQ is considered the backbone of the university in enhancing and developing the institutional performance. It is also one of the vice rectorates that integrates its work with the other vice rectorates of the university, deanships, supporting deanships, and all the university administrations to achieve the university's mission and goals in order to get a reputable place among the international universities through developing the educational process and the academic programs as well as achieving the quality of the procedures and the administrative processes. This also can be achieved by the teamwork spirit based on the cooperation of all the university members - the teaching staff, the employees, and the students. Thus, the university cannot work alone as it needs the cooperation of all the professors, the employees, and the students to achieve its continuous development in all the fields.

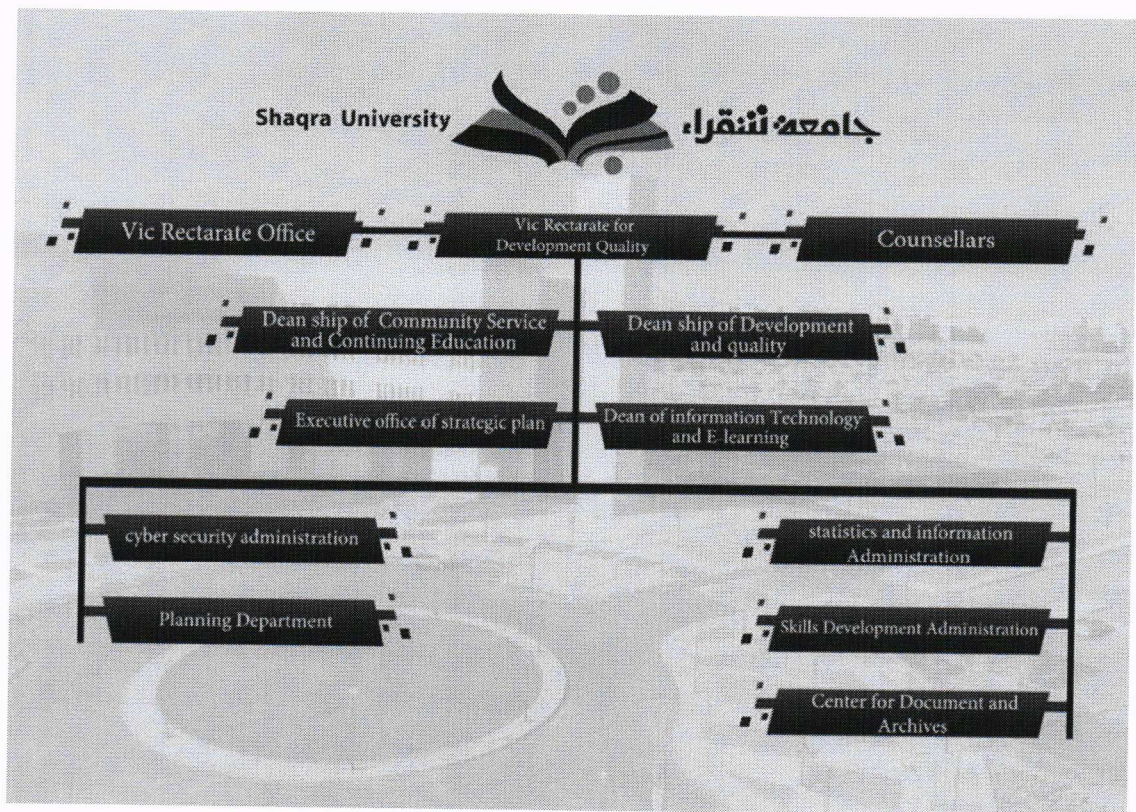


Figure 1: Organizational Chart of Vice Rectorate of Development and Quality

2.1 Deanships

- Deanship of Development and Quality
- Deanship of Information Technology and E-learning
- Deanship of Community Service and Continuing Education

2.2 Administrations

- Centre of Documents and Archives
- Administration of Statistics and Information
- Administration of Skills Development
- Planning Administration

2.3 Deanship of Development and Quality

The Deanship of Development and Quality aims to assure the continuous quality and improvement as well as the high performance of the different faculties and units of the university in a way that achieves competence and excellence in the targeted learning outcomes.

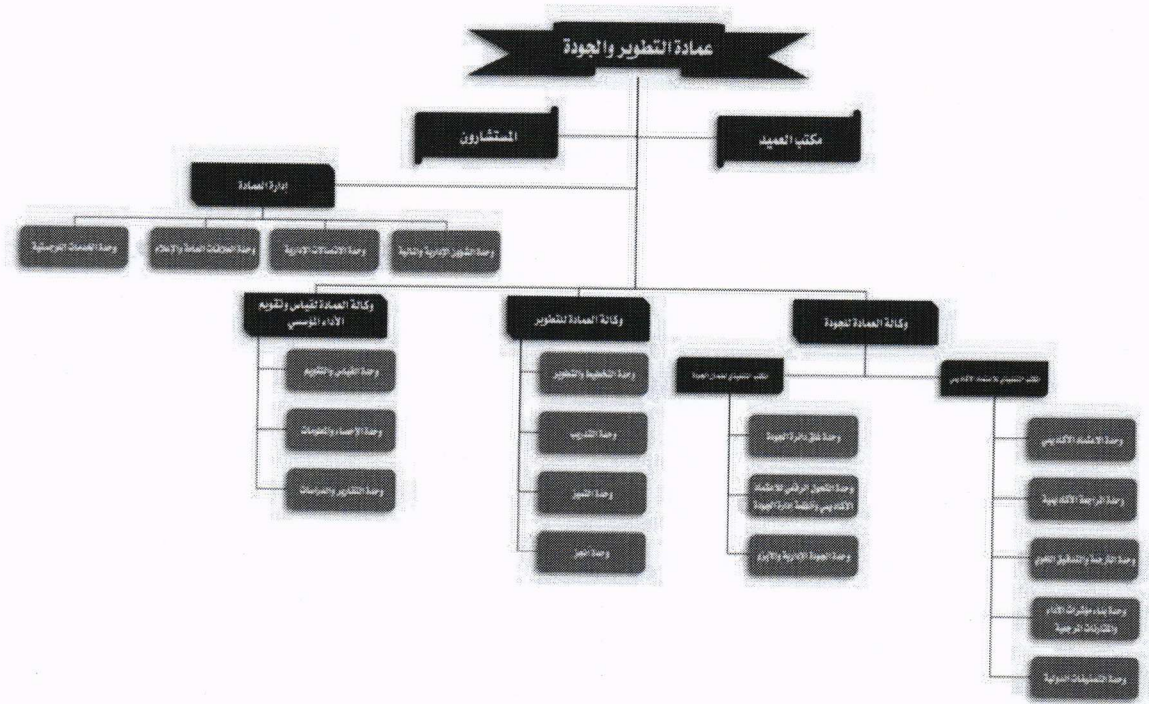


Figure 2: Organizational Chart of Deanship of Development and Quality
(<https://www.su.edu.sa/ar/deanships/deanship-development-quality/about/organization-structure>)

3.0 Development and Quality Unit

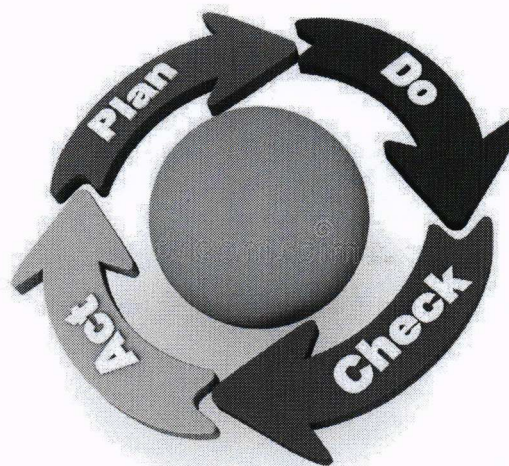


Figure 3: Quality cycle in the Development and Quality Unit

Plan:

- Objectives
- Diagnosis of the problem
- Plan(s) to improve

Do:

- Carry out the plan

- Document problems
- Begin analysis of data
- Implement the change.

Check:

- Complete the data analysis
- Compare data to predictions
- Analyze the positive, negative, and unexpected impacts

Act:

- Act on the results of the study
- Implement the modifications and changes
- Begin next cycle

Mission:

Mission of the DQU is to ensure high standards of quality in teaching, learning, and research processes of the program.

Role:

1. To oversee the planning, delivery, and evaluation of the program through:
 - Preparation of course specifications, learning objectives and plans.
 - Preparation of course reports, course files with the requisite evidence, program report and implementation of the improvement steps based on the recommended actions.
 - Preparation of self-study report of program (SSRP) and self-evaluation scales (SES) and action plans for improvement
 - Design and conduct of academic quality educational programs and activities.
 - The assessment of results by Examination Unit report in collaboration with Medical Education Department.
 - Assess research outcomes of faculty
2. Preparation of job descriptions of main academic positions and college committees.
3. Framing of policies and procedures related to academic functions of the College and compliance with the policies of the Shaqra University.
4. Monitoring of academic staff performance in coordination with the Vice Deanship of Academic Affairs.
5. Implementation of quality system in the program and comparison with the internal and external benchmarks.
6. Preparation of forms and surveys and analysis from Statistical Unit.

7. Advising on any other matters which may from time to time be determined by the Academic Board.

The Quality and Accreditation Unit (QAU) provides constant support in all the above activities related to quality of the academic program.

All the planning, reports, and surveys are continuously discussed and approved in the College Council, if required and sent to the UADQ or University council.

4.0 Components of quality assurance in the program:

4.1. Vision:

To be a unique medical college with excellence in medical education, scientific research, and community services.

4.2. Mission:

The mission of the program of Bachelor's in Medicine and Surgery statement is:

"Participation in health service enhancement for the community by providing remarkable educational and training programs. These programs aim to qualify physicians to be able to compete locally and internationally in the medical fields, and able to conduct distinguished scientific research in the medical fields with optimal investment of human and technical resources."

4.3. Values:

- Team spirit and leadership.
- High standards of transparency and integrity.
- Innovation, creativity, and adaptability
- Commitment to community
- Professionalism
- Life-long learning ability
- Partnership

4.4. Objectives:

- To provide unique academic program for the students and preparing distinguished physicians with high professional and research skills.
- To create an effective environment for teaching, learning, and scientific research that assist in building knowledgeable community.
- To attract and retain high quality faculty members.
- To create effective partnership with highly reputed educational and research institutions, locally and internationally.
- To increase the university involvement and the scientific research based on the community-related health issues.
- To participate effectively in the community services.
- To build a modern and smart healthcare infrastructure with increased capacity.
- To continuously improve and reinforce the quality control system.

4.5. Expected learning outcomes (attributes and competencies) of medical graduates

At the end of the program, each student is expected to be:

- ❖ *Evidence-based medical expert*
- ❖ *Patient-centered practitioner*
- ❖ *Health promoter*
- ❖ *Cooperative collaborator*
- ❖ *Professional practitioner*
- ❖ *Lifelong learner and scientific scholar*

Details of graduate attributes are following:

- Effectively utilize his/her skills in information management to retrieve relevant information, analyze it critically and apply it to solve the clinical/health problems in a scientific manner.
- Use an evidence-based approach and apply the most effective and up-to-date knowledge, skills, values, and attitudes in his/her medical practice as well as in their pursuit of postgraduate studies and life-long learning.
- Identify, diagnose, evaluate, and manage common or serious health problems competently in individual patients, families, and the community with special reference to Saudi Arabia including provision of care for high-risk groups and follow-up measures.
- Educate and counsel patients and others (especially in the promotion of health and healthy lifestyle, prevention of disease and securing consent) using effective communication skills.
- Observe medical ethics strictly in his/her practice, in the efficient and optimum use of available resources and their equitable allocation especially for minority, disadvantaged and high-risk groups.
- Help patients adjust to their conditions when managing clinical problems with due consideration to the family and social environment and the personal needs, limitations, and abilities of each patient.
- Refer cases beyond his/her capacity whenever required and extend support, empathy, respect and friendliness to the patients, family members and relatives without traversing the bounds of professionalism and medical ethics.
- Diagnose and manage common emergencies and deal with unfamiliar situations.
- Work effectively and harmoniously within a health team that includes physicians, other paramedical personnel and community members or agencies.

- Participate in peer review activities and respond positively to constructive criticism.
- Act as a change agent and contribute to community development with special reference to the development and success of health care programs and health institutions.
- Conduct relevant clinical research to contribute to the solution of health problems and the evolution of medicine.

4.6. Program organizational structure:

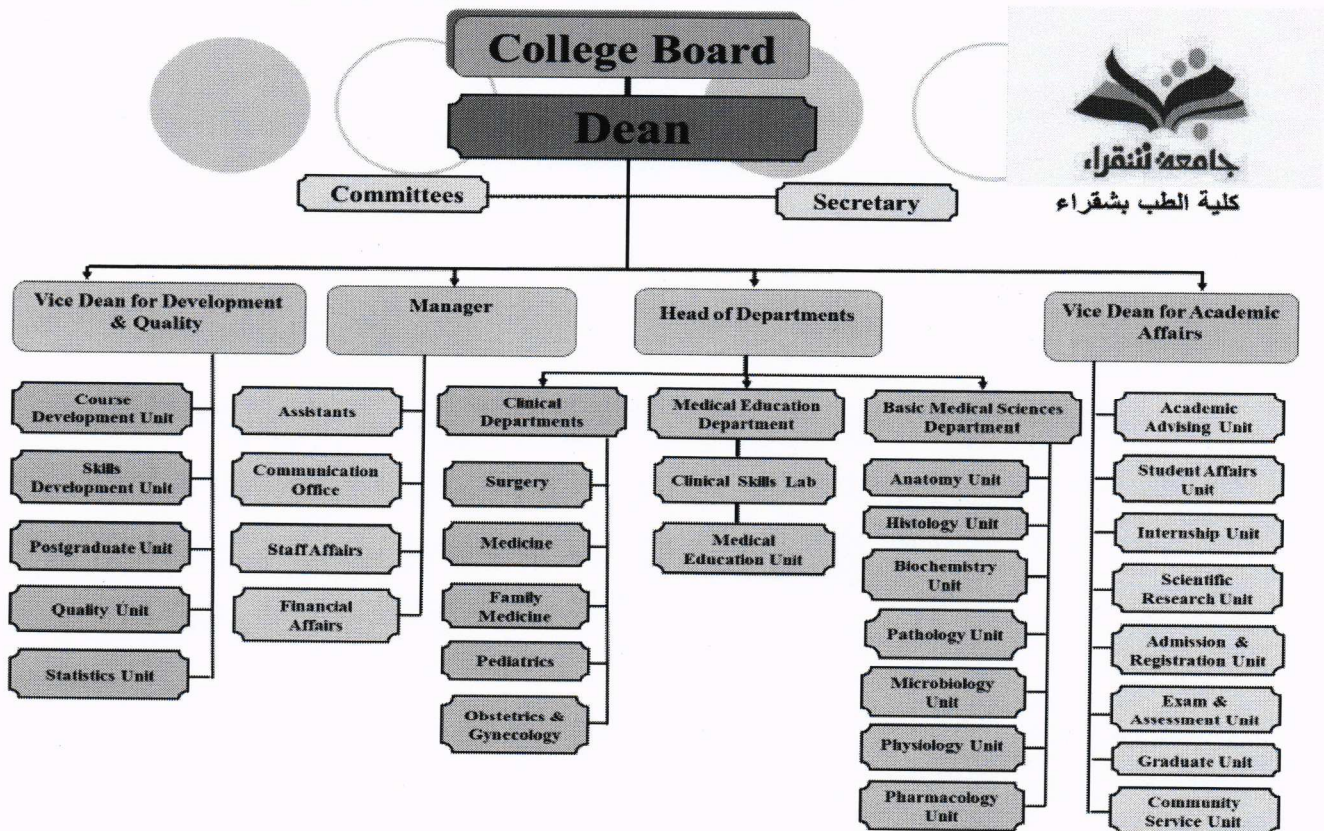


Figure 4: Organizational structure of the program

4.7. Quality System in the College:

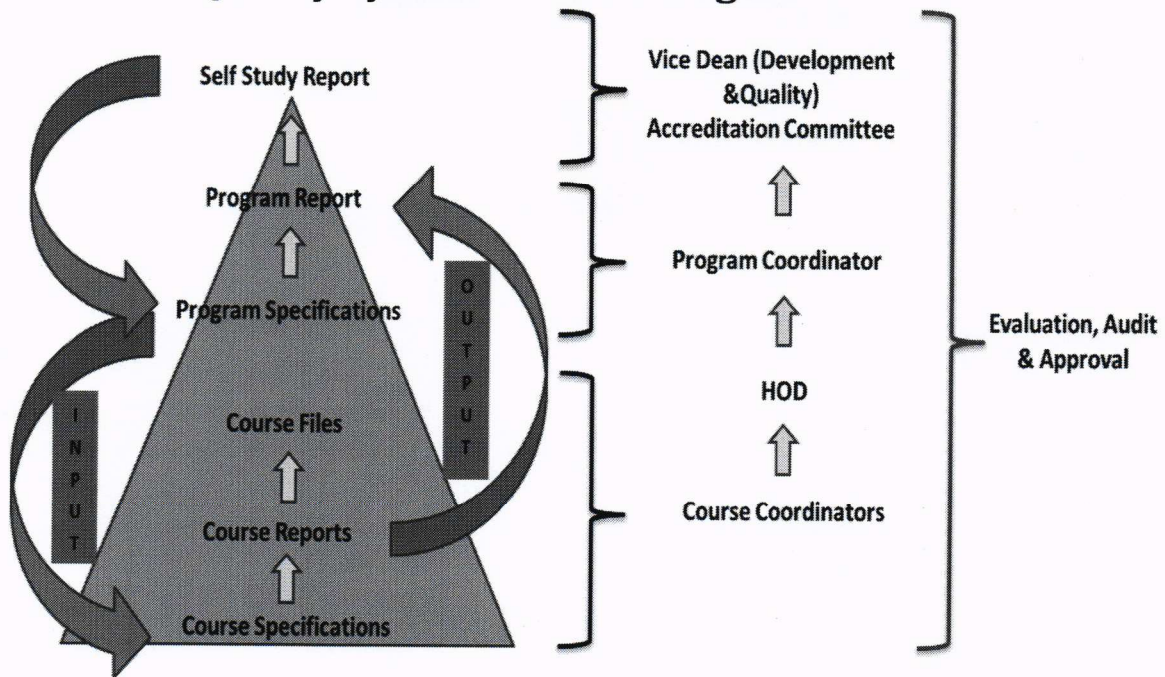


Figure 5: Quality cycle in the College of Medicine

5.0. Academic Job Descriptions

Based on the analysis of any job, a job description is a written statement of the responsibilities and duties of that job. These job descriptions shall be written flexibly by focusing on the overall objectives, rather than on the tasks to be carried out to meet those objectives. They should be reviewed and updated regularly.

There are several benefits of job descriptions which can be evaluated and measured the performance of an individual which will help in human resource planning, recruitment and selection, training and development, job redesign, and performance management.

5.1. Job description of all quality officials in the program:

- Vice-Dean, Development and Quality
- Coordinator, Quality and Accreditation Unit
- Co-coordinator, Quality and Accreditation Unit
- Vice Dean, Academic Affairs
- Program Coordinator
- Head of Department
- Block or Course Organizer

Job Title: Vice Dean, Development and Quality (College of Medicine)
<u>General Job Description:</u> <p>This job is a top leadership position in the faculty, and the incumbent is administratively and financially linked to the Dean of the College, while the technical aspects are supervised by the University Agency for Development and Quality.</p>
<u>Job duties:</u> <p>The principal tasks of the Vice Dean for Development & Quality will comprise, but not limited to the following:</p> <ul style="list-style-type: none">▪ To oversee the overall program planning, delivery, and evaluation in consultation with the Dean▪ To create policies and procedures related to academic functions of the College and monitoring compliance with policies and procedure of the University Quality and Development office and NCAAA.▪ To coordinate with the University Quality and Development Office and fulfil their requirements

- To analyze and report student's satisfaction about the staff performance prepared by the Medical Education Unit.
- To ensure the effective implementation of College systems for the comparability of the standards of programs of study - with reference to standards across and within the disciplines.
- To prepare the evaluation and auditing forms as per the NCAAA guidelines
- To implement the NCAAA key performance indicators and their evaluation as per the NCAAA guidelines
- To ensure the academic quality by regular and time-bound internal and external evaluation and audit.
- To prepare the Program matrix, Course Matrix, Program Specification, Annual Program Report, Self-Study Reports, SES with all the evidences in coordination with the Coordinator (Q&A) and to send the reports to the concerned departments for implementation and improvement of the academic quality
- To prepare the quality improvement action plan for every year in coordination with the Coordinator (Q&A).
- To keep all the documentation in an organized manner for each semester
- To help and prepare the college for any accreditation and/or assessment
- To help in documentation for the international accreditation.
- To arrange for quality-related training workshops and awareness programs

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experience:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings, and sessions of the UADQ in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

Job Title: Coordinator, Quality and Accreditation Unit**General Job Description:**

This job is one of the middle leadership functions of faculties, and the incumbent is financially and administratively linked to the vice-deanship of quality and development, while the technical aspects are supervised by the University Agency for Development and Quality.

Job duties:

The principal tasks of the Coordinator of Quality and Accreditation will comprise, but not limited to the following:

- To attend and follow up the meetings of quality management and accreditation to ensure continuous follow-up of all quality and development activities at the College.
- To participate in decision-making to achieve the quality and accreditation requirements within the academic and administrative departments of the college.
- To coordinate with the Vice Deanship of Development and Quality for NCAAA and international (ASIC) accreditations.
- To follow up on the implementation of the required activities from the academic departments and administrative units in coordination with program coordinator, Vice Dean of Development and Quality and Vice Dean of Academic Affairs.
- To distribute and coordinate the tasks for accreditation to the members of various quality committees of the College, the quality coordinators of the academic departments, subject coordinators, and the block/course organizers.
- To organize training workshops for the organizers regarding the preparation and documentation in the course files.
- To follow up on the implementation of the quality culture dissemination plan for faculty, staff, and students.
- To organize orientation and technical training for staff to educate quality assurance strategies and accreditation in collaboration with the Development and Quality.
- To coordinate with the organizers and internal auditors for online sharing of audited course files for documenting all stages and procedures for quality and development activities through a paper and electronic filing and archiving mechanism adopted by the Quality and Development Vice-Deanship.
- To evaluate the audited course files for completeness of documents and evidences for external audits.
- To help and support the developing plans of the Vice deanship of Development and Quality to implement and improve the program performance as per the accreditation standards and requirements by NCAAA.
- To facilitate technical support to the Development and Quality Vice Deanship and internal review committees mandated by the Quality and Development Deanship.
- To coordinate with various subcommittees and/or committees on Standards 1-6, SSRP, KPI, SES, Program Specification and Program Report for preparing the pertinent

documents.

- To review various documents related to quality and accreditation prepared by the Vice Deanship of Development and Quality for accreditation.

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings, and sessions of the UADQ in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

Job Title: Deputy Coordinator of Quality and Accreditation Unit**General Job Description:**

This function is within the supervisory leadership functions of the academic department. The incumbent of this position is administratively and technically linked to the Coordinator of Quality Management Unit in the Vice-Deanship in coordination with the Head of the Academic Department.

Job duties:

The major tasks of Deputy Coordinator will be to help conducting all the activities listed above with the Coordinator of Quality and Accreditation.

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings, and sessions of the UADQ in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

Job Title: Vice Dean of Academic Affairs**General Job Description:**

To oversee all the academic activities in the program in accordance with the standards of quality. This function is within the supervisory leadership functions of the academic department. The incumbent of this position is administratively and technically linked to the Vice-Deanship of Development and Quality and Coordinator, Quality and Accreditation Unit.

Job duties:

The principal tasks of the Vice Dean for Academic Affairs will comprise, but not limited to the following:

- To oversee development and implementation of academic strategic plans consistent with the overall vision and mission.
- To review the academic curriculum periodically with the curriculum development committee and Vice Dean (D&Q).
- To supervise all curricula matters, timetable planning and instruction administration at the institution through the relevant HoDs
- To create and maintain a high quality, productive and supportive educational environment for students.
- To ensure compliance with all applicable regulatory requirements.
- To work on raising the educational process in accordance with the latest international medical standards.
- To establish priorities and plans for program development, faculty requirements and development.
- To provide students the opportunity to achieve scientific standards and participate in medical research in international forums.
- To coordinate with the Deanship of Admission and Registration for selection of new students, allotment of teaching loads on Edugate
- To review student and staff lists and distribute it to the sections.
- To arrange the orientation programs for the new students in coordination with the student affair unit
- To help students with courses registration and solve any courses conflicts.
- To communicate with departments to identify and confirm the block/course coordinators and subject coordinators lists.

- To resolve the maintenance issues of the classroom's equipment.
- To follow-up with the students for academic counselling.
- To resolve absence, medical and social excuses.
- To respond to the external authorities' inquiries regarding periods of absence or repetition during student study.
- To coordinate with Deanship of Admission and Registration regarding students with DN.
- To review exam results with the Exam unit and announcement of results after Dean's approval. Uploading of exam results on Edugate.
- To follow-up with students' health, psychological and social issues.
- To receive internal and external conferences applications.
- To get the dean's approval for attending conferences and travel costs coverage, if any.
- To organize student's events and workshops to assist them in the research process.
- To receive intern students' lists from Admission and Registration Deanship.
- To hold orientation workshops and lectures for intern students.
- To coordinate with Employee Affairs Department to finalize the contracting procedures.
- To arrange the orientation program for the new staff
- To submit the requirement for new staff as per the requirement from each department
- To help in recruitment process of best employees
- To have updated student and staff handbooks
- To arrange for the annual self-evaluation of employees for re-contracting as per the university guidelines and/or college priorities
- To communicate with the medical authorities recognized by the Saudi Commission for Health Specialties to train students nationally or internationally.
- To help the students for the SMLE preparations.
- To communicate with international universities by certifying and sending graduates' documents.

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.

- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings, and sessions of the UADQ in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

Job Title: Program Coordinator

General Job Description:

Program coordinator's main task is to conduct the overall assessment of the program for compliance with the standards of the accreditation agencies. He/she is administratively and technically affiliated with the Vice Dean Development and Quality and Coordinator, Quality and Accreditation Unit.

Job duties:

The major tasks of Program Coordinator will include the following but not limited:

- To ensure compliance of the program with the assessment or accreditation plan as per the accrediting agency
- To lead program assessment or accreditation activities at the college
- To prepare annual Program Report and required documents for accreditation and ensure adherence to the accrediting agent standards.
- To prepare annual Field Experience/Internship report.
- To ensure completeness and availability of needed documents based on accrediting agent requirements
- To review course files/reports according to the accrediting agency requirement and provide continuous feedback or suggestions for improvements to the Accreditation Committee or relevant committees appropriately.
- To conduct the Program Student Committee for improvement of quality in the program dissemination.
- To communicate assessment results to all members in the program.

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings, and sessions of the UADQ in the field of Quality and Accreditation.
- Leadership skills and computing skills in the work.
- Effective communication skills in English but with Arabic proficiency is preferred.

Job Title: Head of Department

General Job Description:

It provides the supervisory leadership role for the concerned academic departments as per the quality activities associated with the program. The position holder is administratively and technically linked to the Vice Dean of Development & Quality as well as Vice Dean of Academic Affairs, and Program Coordinator through the Coordinator of Quality & Accreditation Unit.

The principal tasks of the Head of Department (HoD) will comprise, but not limited to the following:

- To promote the culture and quality among staff and students
- To coordinate with the Coordinator (Q&A) and Vice Dean (D&Q) for the policies related to quality.
- To follow and implement the Development and Quality policies and instructions within the department
- To provide the updated list of staff members to the Development and Quality.
- To review, revise and provide the CLOs and KPIs to the Development and Quality and Coordinator (Q&A).
- To promote and encourage the staff on the importance of the annual self-evaluation and submit them to the Vice Dean, Academic Affairs.
- To design, coordinate and manage the timetable in the block/Course
- To coordinate and follow up of preparedness of any block/course with all the updated academic materials to manage the block/course
- To appoint the Block/Course and Subject Coordinators
- To follow up meetings of Block/Course and Subject Coordinators (Pre-Semester, Middle and Post-Semester) with the recorded meeting minutes on prescribed format
- To approve the meeting minutes from block and subject unit committees
- To be present in Block/Course meetings as an Invited member
- To counsel the recommended students by the Coordinators and submit recommendations to the Academic Counselling Committee and/or Vice Dean, Academic Affairs
- To arrange meeting with the students (without Coordinators) to assess the progress of the course independently.
- To prepare, approve and conduct of the assigned Exams. The approved results shall be submitted to the Exam Unit.
- To check and approve the Course Files and submit to the Quality and Accreditation Unit.
- To discuss and implement the action plans with the Vice Dean, Academic Affairs and Vice Dean (D&Q) to improve the performance of the block/course and the department

after appropriate approval.

- To coordinate the purchase requirements for the units in the department and recommend to the administration.
- To maintain the overall academic environment

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings, and sessions of the UADQ in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

Job Title: Block or Course Organizer**General Job Description:**

It provides the supervisory leadership role for the concerned academic block or course as per the quality activities associated with the program. The organizer is administratively and technically linked to the Head of Department and Vice Dean (Development and Quality) through the Coordinator of Quality & Accreditation.

The principal tasks of the organizers will comprise, but not limited to the following:

- To update the Block/Course booklet in coordination with the subject coordinators.
- To design and manage the timetable provided by the HOD
- To assign the responsibilities within the Block/Course
- To monitor the LMS platform for timely upload of lectures and results.
- To deliver the orientation lecture with all the details regarding teaching and learning, CLOs, objectives, exams, assessment etc.
- To monitor and compile the attendance of the students by the instructors and forward to the HoD appropriately
- To review periodically the progress of the teaching and learning in the block or course in the meetings (3-5) of all the Block instructors with HOD as an invited member
- To record meeting minutes on the prescribed format and send for approval on the prescribed format.
- To collect and check the questions as per the CLOs for equal distribution.
- To discuss and review the student's performance in the periodical tests/quizzes/Exams
- To arrange for academic counselling for relatively weak students
- To arrange meetings with the students (record the minutes on the meeting template)
- To finalize the results, analyze statistically and approve by the Block committee before submitting to the HOD for further approvals and submission to the Exam Unit.
- To revise CLOs, alignment with PLOs and KPIs and get them approved by the Block committee
- To prepare the course matrix for the block/course
- To assign the CLOs to the MCQs of the End Block Exam.
- To prepare the Course Files as per the guidelines in coordination with the Coordinator (Q&A) and Vice Dean (Q&D) within the expected time.

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings and sessions of the University Agency for Development and Quality in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

Job Title: Subject Coordinator**General Job Description:**

It provides the supervisory leadership role for the concerned subjects in a department as per the quality activities associated with the program. The subject coordinator is administratively and technically affiliated to the block/course organizers, concerned Head of Department and Vice Dean (Development and Quality).

The principal tasks of the subject coordinators will comprise, but not limited to the following:

- The subject coordinator should have timely and regular meetings of the staff members to review and update of subject objectives in any block or course.
- To align the appropriate subject objectives with the lectures/tutorials/practical/SDL/PBL/Seminars etc.
- To review the subject-related portions in the block/course booklets of each block/course before the start of the block/course.
- To arrange the meeting for allotment of the teaching loads as per the expertise for various blocks/courses before the end of each academic year (March-April).
- To review the allotted teaching loads before the start of each block/course in a staff meeting
- To review and take note of the progress of the subject lectures/practical/PBL/Tutorials etc in each block/course in a staff meeting
- To arrange at least 3 meetings depending on the length of the block/course (one before, one during and one after). Record the meeting minutes on the prescribed format for approval by the HoDs.
- To discuss the issues raised by the block/course organizers in the staff meeting
- To collect the questions from the subject teachers and check for their quality and timely send to the organizer and/HoD
- To arrange for the evaluation of the exam answer sheets in coordination with the HoD.
- To compile the requirements for smooth running of the subject in any block/course and send it to the HoD for purchase. Maintain the record with timely follow up with the HoD and/or manager.
- To ensure the availability of the equipment/reagents/study models/kits etc ahead of time.
- To maintain the records in the labs for reagents/kits/equipment/models etc.
- To ensure the safety protocols and necessary labels are in place in the labs.
- Any other complimentary steps to improve the teaching and learning.

Minimum Job requirements:

Qualification: Assistant Professor with Ph.D. or MD

Desirable experiences:

- Specialized courses in the field of quality and accreditation.
- Experience in the academic activities and administrative works of the college (teaching, research, community service, academic guidance, student guidance, examinations, etc.).
- Participation in workshops, seminars, meetings and sessions of the University Agency for Development and Quality in the field of Quality and Accreditation.
- Leadership skills.
- Effective communication skills in English but with Arabic proficiency is preferred.
- Computing skills in the work.

6.0. Life cycle of the program:

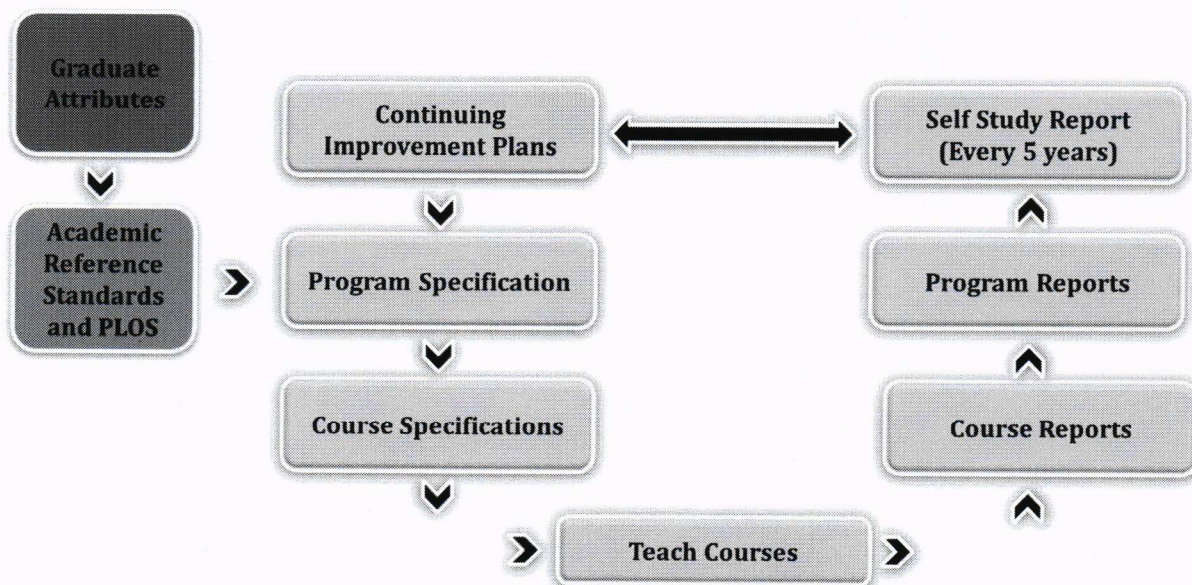


Figure 6: Life cycle of the program

7.0. Study Plan of the Program

College of Medicine adopts a community-oriented, problem-based learning curriculum where people, patients and problems are studied from several standpoints. Problem-based learning (PBL) is integrated with appropriate training in clinical skills and community-based learning experiences. Emphasis is given to critical thinking and self-directed learning.

The undergraduate curriculum is designed to realize the mission and the institutional objectives of the college. The program is consisted of one preparatory year and five study levels followed by a compulsory practical year called the internship training program.

The undergraduate program of six years (twelve semesters) (231 Credit hours) is distributed into four phases:

Phase I: Pre-med phase (Preparatory Year - Semesters 1 and 2) (32 Credit hours)

Phase II: Integrated organ-system phase (Years 1-3) (120 Credit hours)

Phase III: Clinical phase (Years 4-5) (79 Credit hours)

Phase IV: Internship Training Program (Year 6)

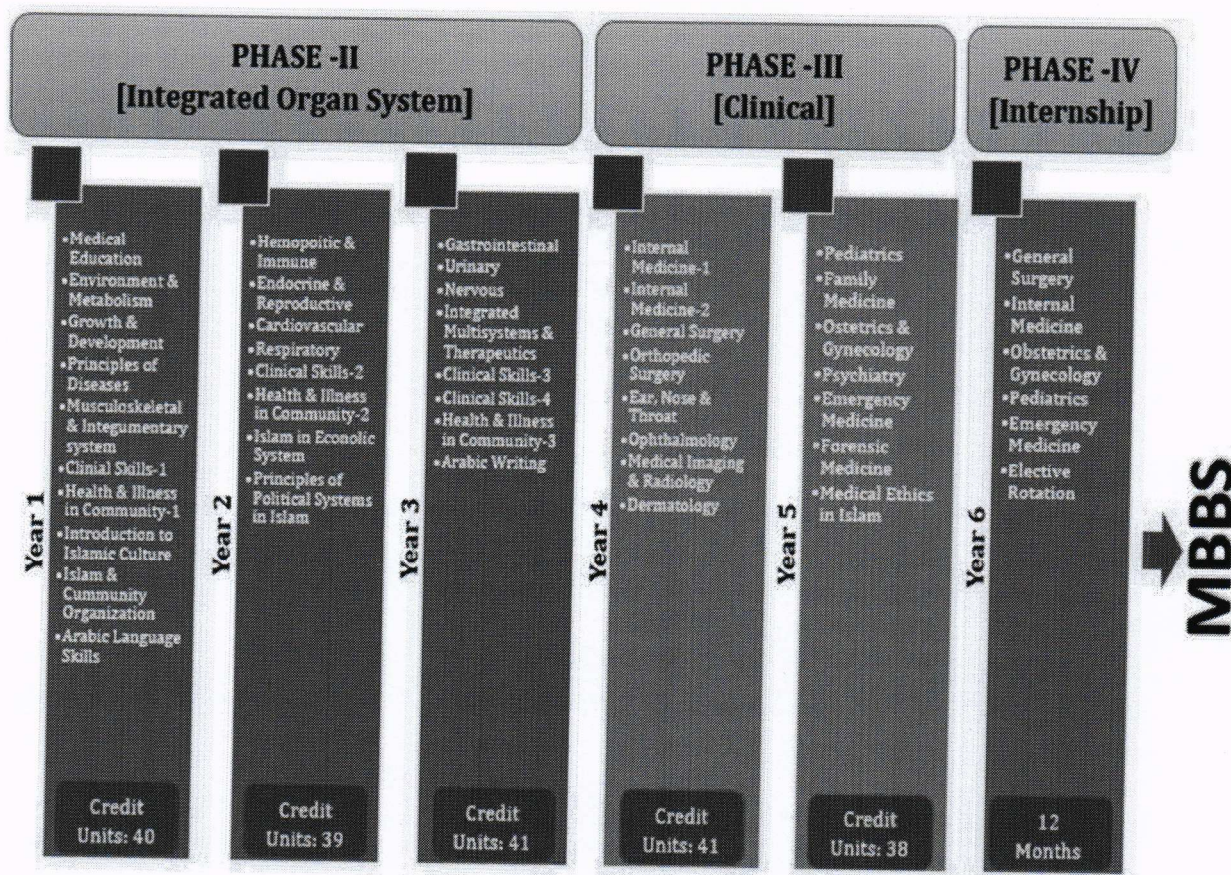


Figure 7: Curriculum at a glance

7.1. Students Enrollment:

The Deanship of Admission and Registration at the Shaqra University announced the conditions for enrolling the students in the college of Medicine starting from the year 1439/1440H. The students must have a minimum of 80% aggregate from High school, QUDRAT, and TAHSILI in a ratio of weightage 40%:30%:30%, respectively, in the Preparatory year. In addition, the student must also pass the English language test (IELTS) with the degree not less than 4.5. The shortlisted students will then go through an interview for final selection in the MBBS program.

7.2. Graduate Requirements:

Based on rules and regulations for study and examinations, Shaqra University awards the degree of MBBS after accomplishing all graduation requirements successfully as per the study plan, and his/her general evaluation should not be less than the GPA 2.5 along with completion of the compulsory Internship Training Program.

7.3. Field experience activity:

The students get hospital-based training, clinical rounds, and primary health care centers during the clinical phase of the program (4th & 5th years) for exposure to structure of the Saudi Health Care System and the characteristics of the local community.

The Internship Training Program is a one-year clinical training after successfully passing all the courses. It is a mandatory requirement for the award of the degree of MBBS from the university. This period is governed by the rules and regulations of program of internship

approved by the College of Medicine. The Internship Training Program prepares the interns to properly perform their professional duties and responsibilities with confidence, medical attitudes, and ethics prior to become registered doctors.

8.0. Quality documentation pathway:

8.1. List of quality files in the program:

1. Program file – Program Specification, Annual Program Report
2. Course files for all courses contain Course Specification, Course Report, Course Statistics, internal auditing report, exam and teaching /learning related evidences (27 folders)
3. Files of academic standards and characteristics of graduates.
4. KPIs and Learning Outcomes file. Self-Study Report of Program (SSRP) and SES files.
6. Program evaluation file and measurement of learning outcomes.
7. Internal auditing file.
8. File of program configuration and professional development for stakeholders.
9. Files of different committees- Research & Development; Accreditation Committee; Medical Education; Feedback Reports; Alumni Coordination, Scholarships and Community Affairs Committee; Curriculum Development Committee; Academic Guidance Committee; Program management, etc.).

8.2. Operational plans associated with program quality:

- Program improvement plan contained in the program report and SSRP.
- Planned actions for the program
- The improvement plan contained in the decision's reports.

8.3. Quality mechanisms activated in the program:

- Mechanism for the follow-up and evaluation of applied quality-related practices.
- Follow-up mechanism and evaluation of the performance of academic units and departments
- Follow-up mechanism for community service activities.
- Follow-up mechanism for the scientific research plan and implementation.
- Follow-up mechanism for graduates and Alumni.
- A mechanism for supporting talented students and tracking relatively weaker students through academic advising.
- Mechanism for announcement of Program Specification and course specifications to students.

8.4. List of quality forms activated in the program:

There are many forms applied in the program such as:

- Auditing form of program file.
- Auditing form of program specification.
- Auditing form of program report.
- Auditing form of course file.
- Auditing form of course specification.
- Auditing form of course report.
- Auditing form for teaching methods
- Auditing form for assessment methods
- Inventory form for teaching strategies
- Inventory form for assessment methods
- Theoretical exam paper audit form.
- Criteria for the exam paper form.
- Course evaluation by students and staff.
- Various questionnaires for feedback on academic program evaluation, alumni, stakeholders etc.

9.0. The National Center for Academic Accreditation & evAluation (NCAAA)

The National Commission for Academic Accreditation & evAluation has been established by the Education and Training Evaluation Commission (ETEC) in Saudi Arabia with responsibility of academic accreditation and quality assurance in public and private higher education institutions.

The system for quality assurance and accreditation is designed to support continuing quality improvement and to publicly recognize programs and institutions that meet required quality standards, nationally and globally.

Accreditation of a program will give public recognition to students, employers, parents, and members of the community that standards of teaching and learning equivalent and compatible with the international quality standards have been achieved.

The NCAAA in Saudi Arabia has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in six key criteria:

1. Mission and Goals
2. Program Management and Quality Assurance.
3. Teaching and Learning.
4. Students
5. Teaching Staff
6. Learning Resources, Facilities, and Equipments.

These standards are based on what is generally considered good practice in higher education throughout the world and adapted to meet the circumstances of higher education in the Kingdom of Saudi Arabia.

9.1. Program evaluation matrix

Schedule for regular evaluation and feedback through surveys for different courses are summarized below:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of Leadership	Staff and Admin staff	Annual Survey	End of Academic Year
Effectiveness of Teaching & Assessment	Staff members	Annual Survey	End of Academic Year
	Staff members	Course Evaluation Survey (CES)	End of each course/block
	Organizers	CES	End of each course/block
	Students	CES	End of each course/block
	External reviewer	Course file	End of each course/block
Learning resources	Staff member	Annual Survey	End of Academic Year
	Staff members	CES	End of each course/block
	Students	CES	End of each course/block
Research quality	Staff members	Annual Survey	End of Academic Year
Overall quality of the program	Accreditation Committee	Accreditation committee recommendations	Monthly meetings
	Alumni	Annual Survey	End of Academic Year
	Employers	Annual Survey	End of Academic Year
	Administrators	Annual Survey	End of Academic Year

9.2. Program evaluation and measurement practices

- Survey of students' satisfaction with the University's policies, academic advising, services, and information technology.
- Annual evaluation questionnaire for students' experience (undergraduate).
- Questionnaire to survey the opinions of the graduates.
- Questionnaire to survey the opinions of faculty and staff members on University performance evaluation.

- Questionnaire for a survey of the opinions of the business sector and employers on the graduate of Shaqra University.
- Assess the performance of the internal audit team.
- A questionnaire to identify the status of the program from the point of view of administrators.
- Questionnaire to determine the extent to which the academic program needs development from the point of view of undergraduate students.
- Questionnaire to determine the extent to which the academic program needs development from the point of view of faculty members.
- A questionnaire to identify the status of the program from the point of view of Community services.
- A questionnaire of field experience assessment and practical training for supervisors.
- Course evaluation survey by a faculty member.
- Course evaluation survey by students.
- Annual survey questionnaire for learning resources.
- Program evaluation survey questionnaire.
- A questionnaire that assesses how the faculty member uses learning and education strategies in the classroom from the students' point of view.
- A questionnaire of the teaching staff opinion poll on the performance of the Quality Unit at the college.
- Student satisfaction measurement questionnaires on quality of services.
- Student satisfaction measurement questionnaires on academic guidance.

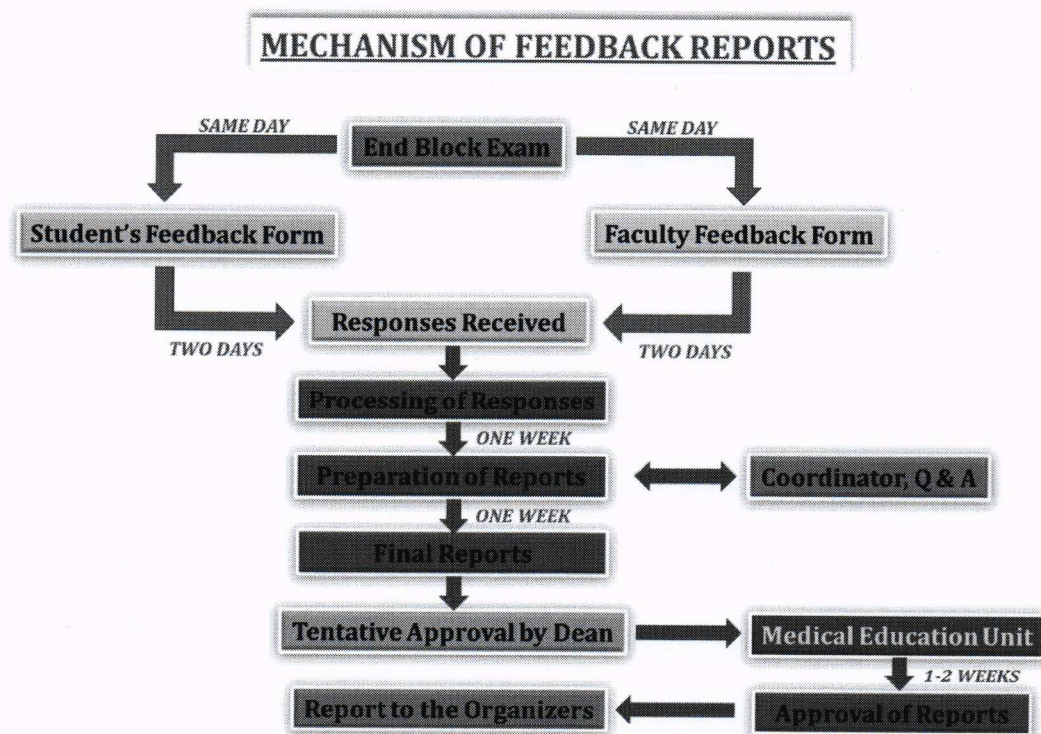


Figure 8: Mechanism of feedback reports

9.0. Key Performance Indicators of program:

Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support. Our program has a total of 20 KPIs in addition to 17 KPIs identified by the National Center for Academic Accreditation and Evaluation at the program level.

Name of Standard	Code	Key Performance Indicators	Description
-1- Mission and Goals	KPI – P – 01	Percentage of achieved indicators of the program operational plan objectives	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year.
-2- Program Management and Quality Assurance	KPI – P – 02	The proportion of courses in which student evaluation survey were conducted during the academic year	Percentage of undergraduate courses evaluated by the students during the academic year to the total number of courses present in that academic year
	KPI – P – 03	Students evaluation of the academic staff members	Students overall rating of the teaching faculty on a five-point scale in an annual survey.
	KPI – P – 04	Students satisfaction of the college administration	Average satisfaction rating of students about college administration on a five-point scale in an annual survey.

Name of Standard	Code	Key Performance Indicators	Description
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-3- Teaching and Learning	KPI – P – 05	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five point scale in an annual survey
	KPI – P – 06	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
	KPI – P – 07	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
	KPI – P – 08	First year student's retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first year students in the same year
	KPI – P – 09	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)

Name of Standard	Code	Key Performance Indicators	Description
-3- Teaching and Learning	KPI – P – 10	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: a. Employed b. Enrolled in postgraduate programs during the first year of

			their graduation to the total number of graduates in the same year
	KPI - P - 11	Average number of students in the class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)
	KPI - P - 12	Employers' evaluation of the program graduates proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
-4- Students	KPI - P - 13	Students' satisfaction with the offered services	<p>Average of students' satisfaction rate with the following offered services.</p> <ul style="list-style-type: none"> a. Restaurants b. Sports facilities c. Academic advising / counselling <p>on a five-point scale in an annual survey</p>

Name of Standard	Code	Key Performance Indicators	Description
-5- Teaching Staff	KPI – P – 14	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program.
	KPI – P – 15	Percentage of teaching staff distribution	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking
	KPI – P – 16	Proportion of teaching staff leaving the program	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.
	KPI – P – 17	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI – P – 18	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)

Name of Standard	Code	Key Performance Indicators	Description
-5- Teaching	KPI – P – 19	Citations rate in refereed journals per	The average number of citations in refereed journals from published research per faculty member in the

Staff		faculty member	program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published
-6- Learning Resources, Facilities & Equipment	KPI – P – 20	Satisfaction of beneficiaries with the learning resources	Average 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.

10.0. Program quality monitoring processes:

Procedures to ensure and monitor the quality of the program, and they include the following:

10.1. Internal Program Audit:

- Establishment of the internal audit committee at the college level in the light of clear standards and specific tasks
- Training of the Internal Audit Committee on internal audit mechanisms.
- Prepare a time plan for internal review of academic programs at the college including activities and quality requirements that will be reviewed
- Implement the review plan at scheduled intervals and on all academic programs
- Prepare periodic reports in the light of the results of internal audit visits
- The necessary corrective actions must be taken for each program in the light of Internal review reports
- The Quality Vice-Deanship of the college should assess the effectiveness of implementing academic programs for the necessary corrective actions.
- Discuss internal audit reports for each program in the General Quality Committee
- Submit the General Quality Committee's recommendations on the internal audit reports for each program to the departmental councils to discuss and make relevant decisions.
- The Quality Vice-Deanship of the College should follow up on the implementation of academic programs of making the relevant decisions on departmental councils based on the internal audit reports of those programs.

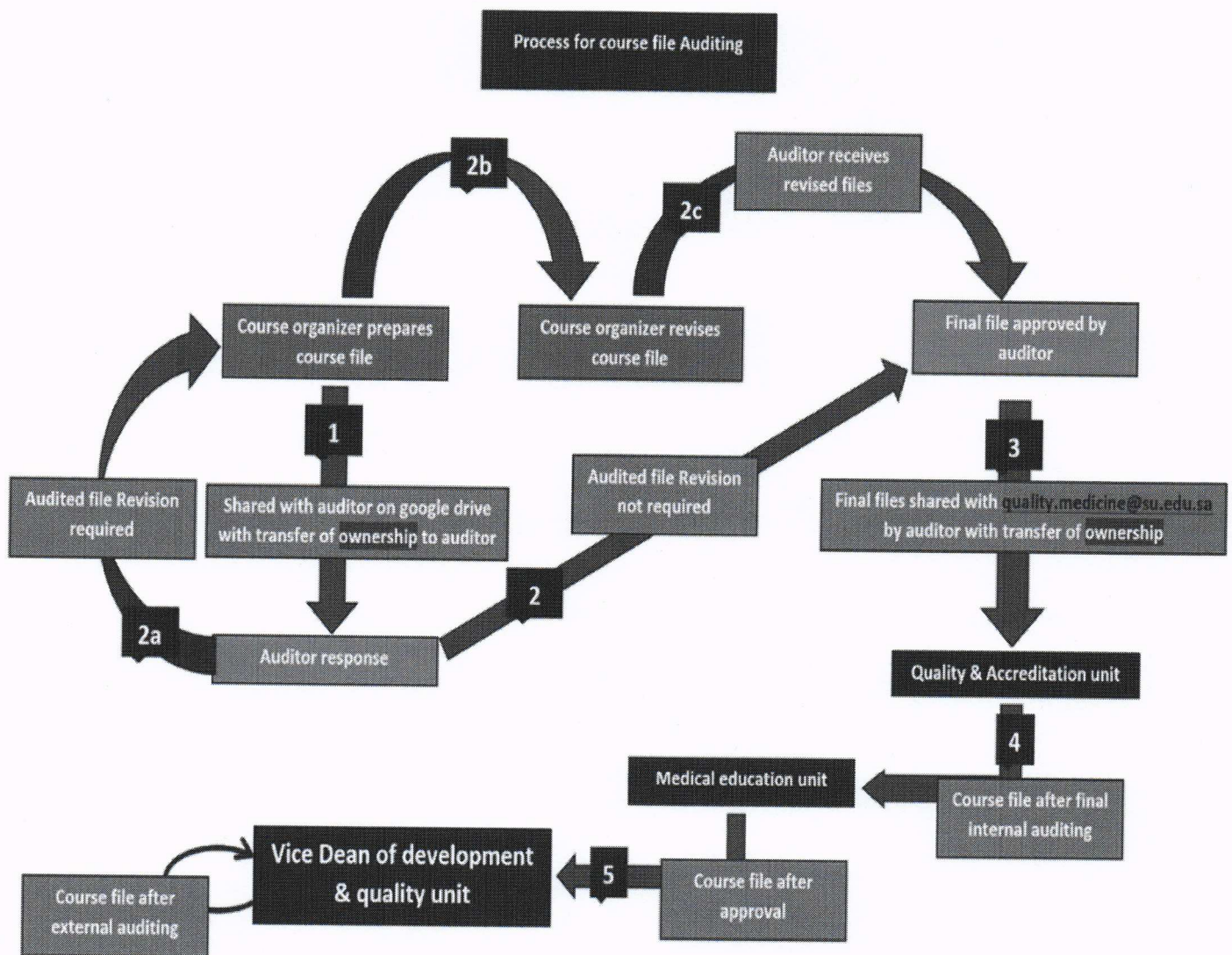
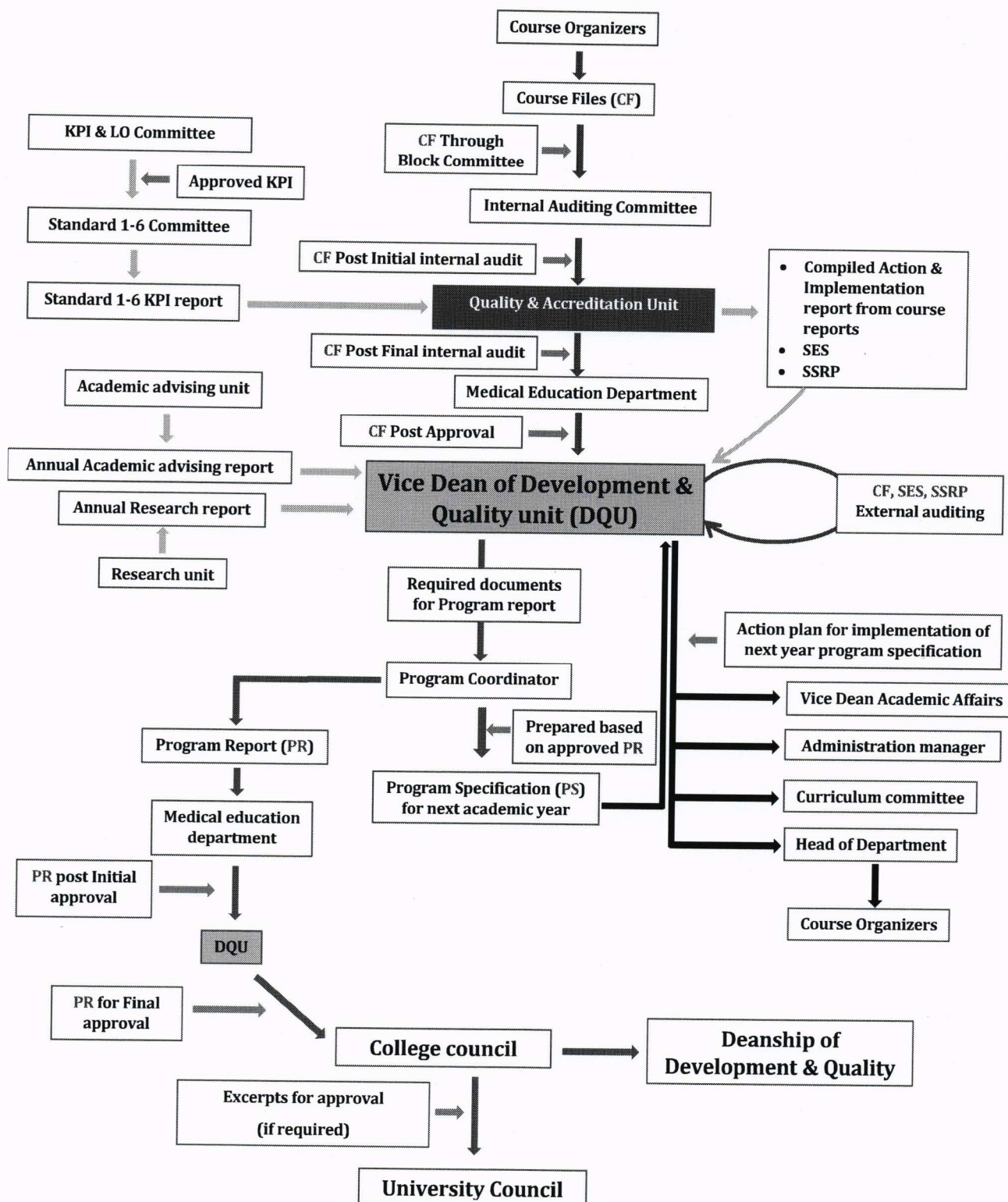


Figure 9a: Process of course file auditing

10.2. External Program Audit:

- Establish specific criteria for the selection and adoption of external auditor to the program, and approve them from the governing councils
- Selection of external references based on the criteria developed, provision of his curriculum vitae, and adoption of the choice of governing councils.
- Identify the documentation to be reviewed and sent them to the University Agency for Development and Quality to approve proceeding with the external auditor of the program
- The University Agency for Development and Quality will contact the external auditor on the conduct of the audit to ensure objectivity and the preservation of financial rights.
- Receive the University Agency for Development and Quality of the external auditor's report and send it to the college Vice-Deanship.



****Course files** contain Course Specification, Course Report, Course Statistics, meeting approvals, auditing report, exam and teaching /learning related evidence, etc. (total 27 folders)

Figure 9b: Program quality monitoring process

- The Quality Vice-Deanship of the College should direct the HoD who manages the academic program to take the necessary corrective actions in the light of external audit reports.
- The Quality Vice-Deanship of the College should verify the implementation of the academic program of corrective action in the light of external audit reports, considering the need to inform the University Agency for Development and Quality.

- To present the corrective actions taken in the light of the external audit report to the General Committee for Quality that assesses the effectiveness of the academic program's corrective actions.
- Submit the recommendations of the General Committee for Quality on the external audit report and corrective actions taken in the light of that audit to the departmental council for approval.

11.0. Program Quality Committees:

- Program Advisory Committee
- Accreditation Committee
- Program Specification Preparation Committee.
- Program Report Preparation Committee.
- Medical Education Committee.
- Key Performance indicators & Learning Outcomes Committee.
- Self-Evaluation Scales (SES) Committee.
- SSRP Committee.
- Committees for Standard 1-6
- Research & Development Committee.
- Alumni Coordination, Scholarships and Community Affairs Committee.
- Curriculum Development Committee.
- Academic Guidance Committee
- Internal Audit Committee.

11.1. Quality committee represented by students

- Program Student Committee.

