جامعة بيشة
UNIVERSITY Of BISHA

College of medicine

Orientation Program Booklet

Welcome message,

On behalf of all the faculty members, and my behalf, I welcome the new faculty members, and I ask God for success and guidance to all of you and for you to be a strong added value to the college on all cultural, scientific, and research levels and to contribute with us to elevate the name of our dear college "College of Medicine- University of Bisha" and to work side by side to bring the college to the most important international ranks. The college of Medicine at the University of Bisha, despite its modernity, was born a giant, adopting the latest methods of education and research, with the help of a group of experts from several countries, to provide a bright model for the vision of the Kingdom of Saudi Arabia 2030 and to be a source of inspiration for the rest of the medical colleges at all levels; local, regional and international. Our college has a great responsibility and lofty role in preserving the health of the individual and society, not only for the Bisha governorate but also for the effective contribution to promoting public health for the general population. I ask God to grant you success and be the best help for us in fulfilling our mission.

Dean of the college

Preface

This orientation program booklet is a guide for the faculty involved in the different activities held within the University of Bisha-College of Medicine (UB-COM) in the MBBS program. It explains the vision, mission, values, college organization, different departments, committees, program courses, guidelines for teaching and learning activities, and the assessment policies applied to the courses offered at UB-COM.

LIST OF CONTENTS:

An overview of the province of Bisha

The governorate of Bisha is located in the southwest of the Kingdom, and the far northeast of the Asir region, and is bordered by the governorate of Rania in the north, Khamis Mushait and al-Namas from the south and southwest, and Al-Baha and Balkarn in the west and Tathleeth Governorate to the east, and away from the capital Riyadh (670 km), Abha (250 km) and Al Baha (170 km), on Balkarn (100) km, from Tathleeth (100 km), and on Namas (150 km).

Bisha governorate is one of the largest and most important governorates in the Asir region, with an area of about 7,000 square kilometers. Bisha is distinguished by its large valley (Wadi Bisha), whose extension is estimated at more than 150 km, and Bisha governorate has more than 300,000 people, in about 240 villages, and sixteen administrative centers (Al-Hazmi, Al-Naqi ', Al-Daho, Samakh, Al-Thaniyah, Al-Qubaa, Tabala, Al-Jubeh, Wadi Taraj, Al-Geneina, Al-Rass, King Fahd Dam, Al-Ablaa, Tire, Kindness, Mehr.

Announcing the establishment of the University

On the date of 2/6/1435 AH, Royal Decree No. 20937 was issued to establish the University of Bisha with its sisters, the University of Jeddah and the University of Hafr Al-Batin.

When the establishment decision was issued, it was found that an important part of the university has been completed and needs to increase the structure.

The university took the initiative to propose several agencies and several supporting deanships, and this culminated in approval No. 975 dated 19/ 6/1436

to establish the following:

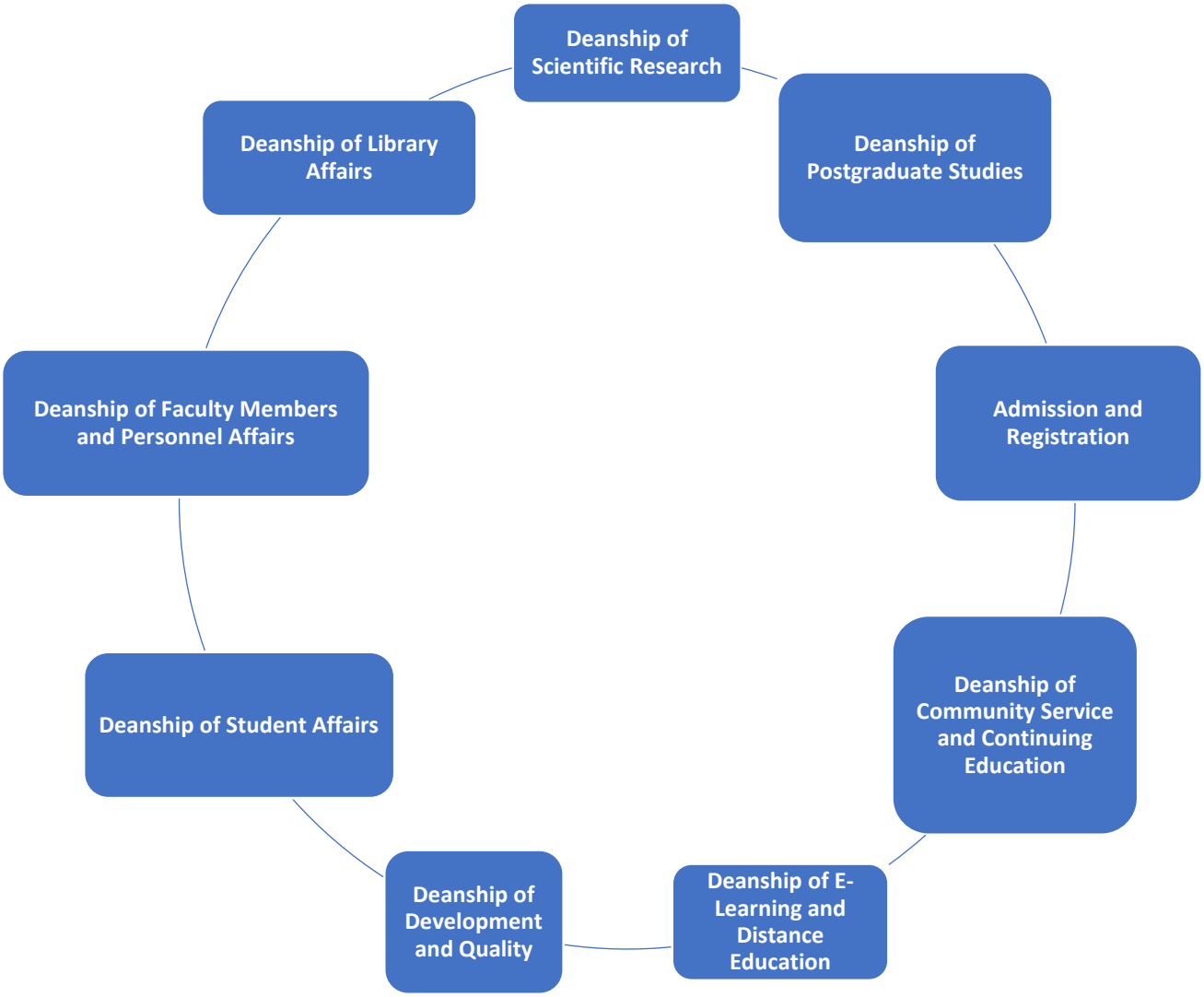
1. Vice Deanships:

2. Faculties after restructuring

No.	College	Male student number	Female student number	Newly admitted male students	Newly admitted female students
1.	College of literature	313	2724	157	363
2.	College of education	550	998	2	119
3.	College of Business	751	240	192	91
4.	College of Medicine	166	0	46	0
5.	College of Engineering	433	0	161	0
6.	College of Science	247	1097	65	191
7.	College of applied medical science	380	314	89	64
8.	College of Computing and Information Technology	241	403	66	69
9.	College of Home Economics	-	183	-	75
10.	College of Science and Literature in Namas	474	2092	109	353
11.	College of Science and Literature in Balkarn	996	2146	236	394
12.	College of Science and Literature in Tathleeth	152	1112	135	343
13.	College of applied medical science in Namas	-	171	-	34
14.	College of Community in Bisha	310	183	114	168
15.	College of Community in Namas	121	-	38	-
	Total	5134	11663	1410	2279
	Total students of the University		20446		

3. Supporting Deanships

The University of Bisha also includes (9) support deanships that carry out multiple tasks and roles to build a knowledge society, and contribute to creating a creative and stimulating academic environment, as follows:



4. Centers and Departments

The organizational structure of the university includes a set of centers and departments that contribute effectively in organizing administrative work, ensuring quality, and paying attention to scientific research developing it, building the university student, and meeting the cognitive and academic needs, they are:

Creativity and Entrepreneurship Center	**Academic Accreditation Department**
Leadership Preparation Center	**Strategic Planning Department**
Scientific Publishing Department	**Department of Measurement and Evaluation**
Research and Consulting Department	**Department of financial management**
Department of Training and Scholarships	**Follow-up Department**
Department of International Cooperation	**Department of documents and archives**
Administration of the scientific endowment	**Contracts and Procurement Administration**
Department of educational supplies	**Stores management**
Department of plans and curricula	**Stock control management**
Studies and Information Department	**Transportation and movement management**
Information Technology Management	**University Safety and Security Department**
Administrative Development Department	
University Education Development Department	

5. Electronic services

The University of Bisha has an advanced system of electronic services, which aims to: Transforming the university into a smart and paperless university, in line with the government's national vision for electronic services. These electronic services are represented in a set of systems and technology programs that entered into work and implementation at the University of Bisha, namely:

E-learning system (Blackboard)
Administrative communication system
Madar package for government modular systems (HGS.net)
Financial system
Procurement system (direct purchase)
Procurement System (Tenders)
Personnel system
Salary system
Admission and registration system

Vision, Mission, and Values

Vision:

To be a leading college in the innovative and distinguished medical education, for the health promotion of society.

Mission:

We are committed to graduate competent, accountable, and life long learner physician through **"BISHA"** model:

B- Best medical education environment.

I- Intersectoral and community participation.

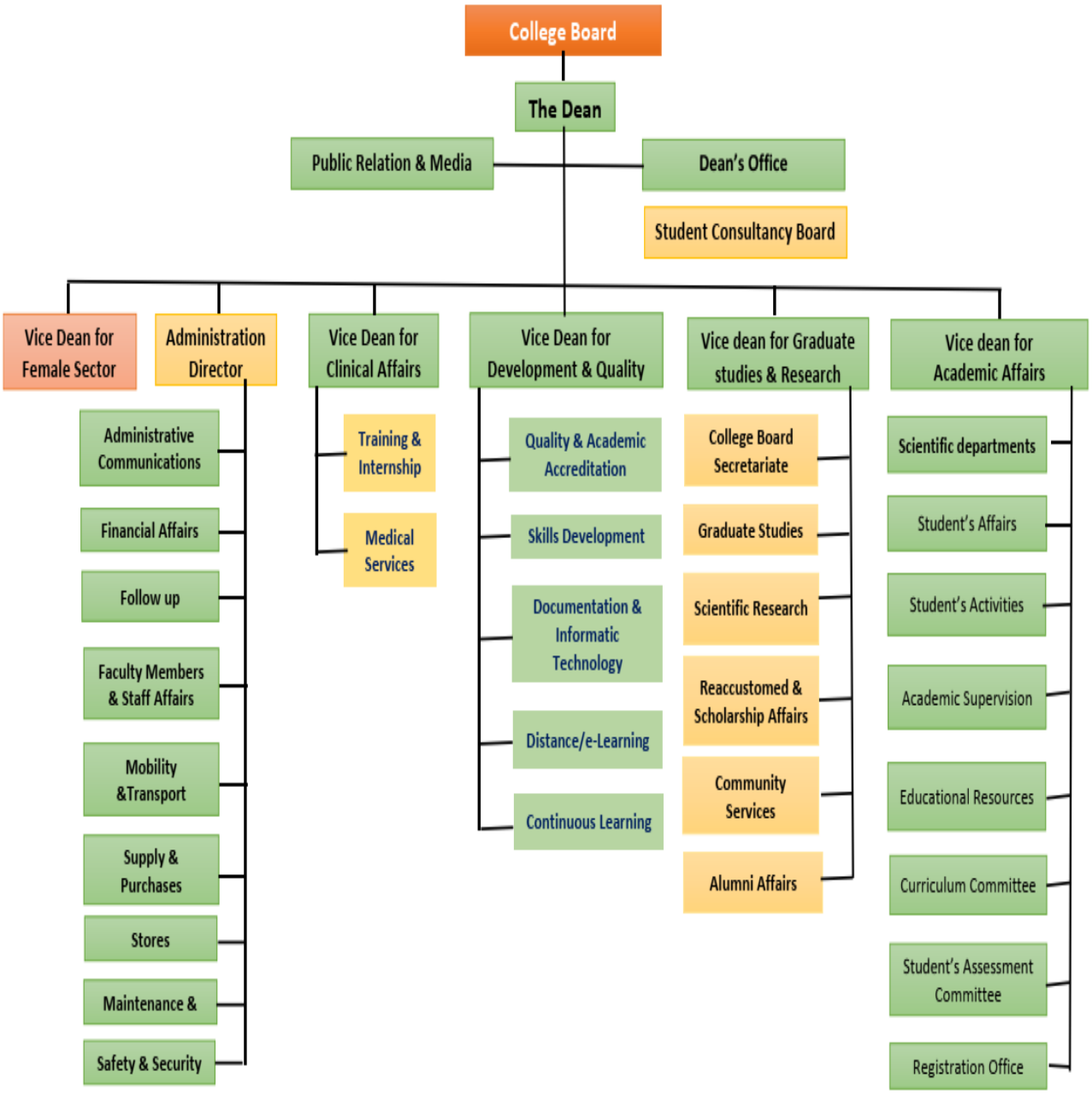
S- Scientific research

H- Holistic health care approach.

A- Arriving to the leadership and professionalism

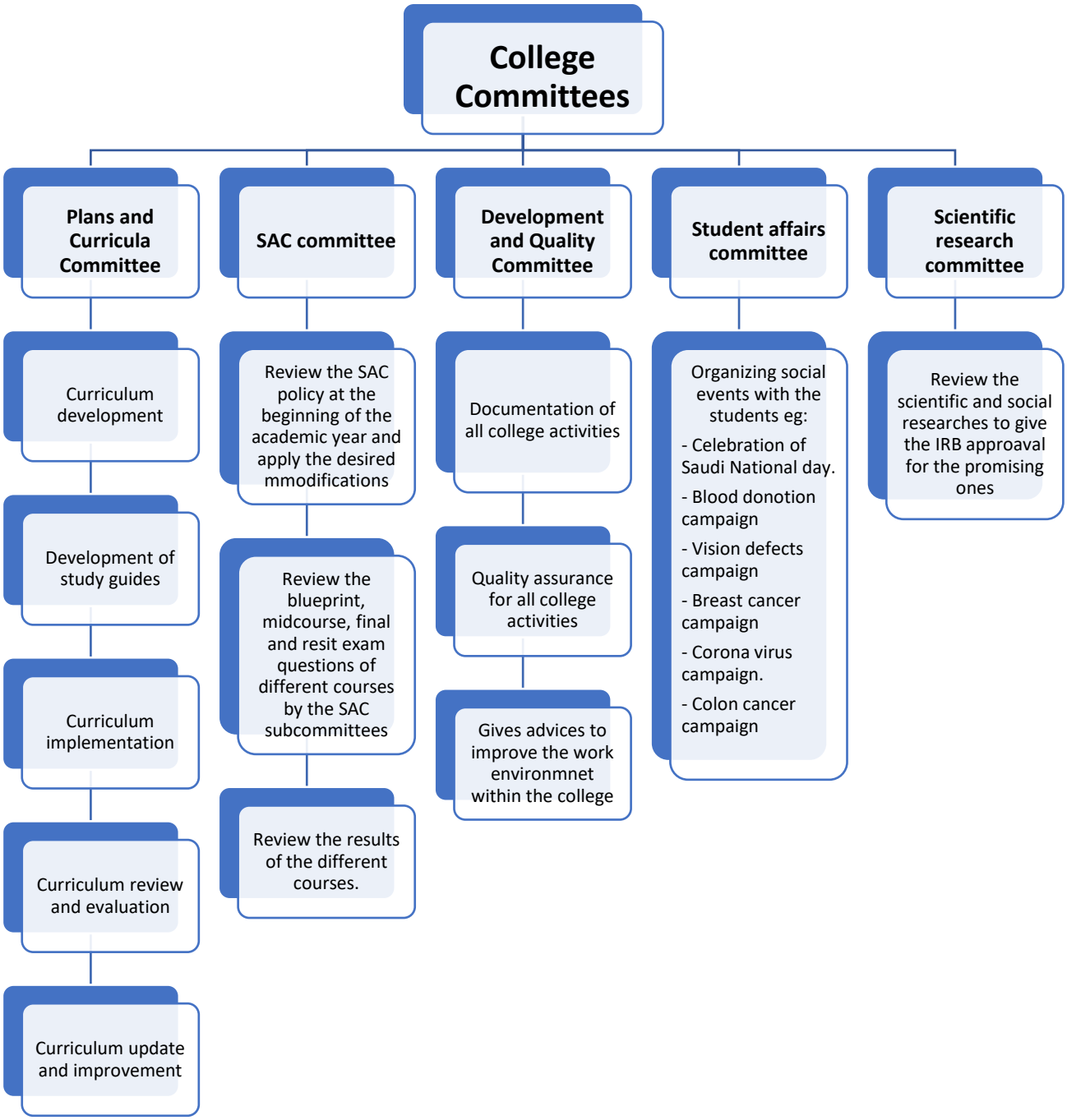
Values:

- Teamwork.
- Lifelong learning.
- Excellence and innovation.
- Accountability and equity.
- Professionalism and leadership.
- Respect for religious and societal values.


College Board
The Dean
Public Relation & Media
Dean's Office
Student Consultancy Board
Vice Dean for Female Sector
Administration Director
Vice Dean for Clinical Affairs
Vice Dean for Development & Quality
Vice dean for Graduate studies & Research
Vice dean for Academic Affairs
Administrative Communications
Financial Affairs
Follow up
Faculty Members & Staff Affairs
Mobility &Transport
Supply & Purchases
Stores
Maintenance &
Safety & Security
Training & Internship
Medical Services
Quality & Academic Accreditation
Skills Development
Documentation & Informatic Technology
Distance/e-Learning
Continuous Learning
College Board Secretariate
Graduate Studies
Scientific Research
Reaccustomed & Scholarship Affairs
Community Services
Alumni Affairs
Scientific departments
Student's Affairs
Student's Activities
Academic Supervision
Educational Resources
Curriculum Committee
Student's Assessment Committee
Registration Office

The College, Its Departments, and Degree

	Scientific Departments	Bachelor degree
1.	Department of Basic Medical Sciences	**All of these departments together award the degree of Bachelor of Medicine and Surgery**
2.	Department of Clinical Pharmacology	
3.	Department of Medical Education	
4.	Department of Child Health	
5.	Department of Internal medicine	
6.	Department of Family medicine	
7.	Department of community medicine	
8.	Department of Surgery	
9.	Department of Obstetrics and Gynecology	


College Committees
Plans and Curricula Committee
Curriculum development
Development of study guides
Curriculum implementation
Curriculum review and evaluation
Curriculum update and improvement
SAC committee
Review the SAC policy at the beginning of the academic year and apply the desired mmodifications
Review the blueprint, midcourse, final and resit exam questions of different courses by the SAC subcommittees
Review the results of the different courses.
Development and Quality Committee
Documentation of all college activities
Quality assurance for all college activities
Gives advices to improve the work environmnet within the college
Student affairs committee
Organizing social events with the students eg:
- Celebration of Saudi National day.
- Blood donotion campaign
- Vision defects campaign
- Breast cancer campaign
- Corona virus campaign.
- Colon cancer campaign
Scientific research committee
Review the scientific and social researches to give the IRB approaval for the promising ones

Public Rights of the Teaching Staff and the alike at University of Bisha:

The University is working hard to achieve and provide the following to its University Staff of the Teaching Staff:

1. Rules and Regulations concerning the work of the Teaching Staff and the alike and the code of conduct and the Ethics of the General Function issued by the General Secretariat of the Council of Ministers.
2. Health and social care following its potential.
3. Obtain financial benefits and material supplies on time per their potential.
4. Justice between all in various practices.
5. Transparency and disclosure of public information to its Staff.
6. Academic, administrative, and ethical climate and encouragement of entrepreneurship and innovation to verify achievement, uniqueness, and innovation.
7. Activities of professional development to its Staff.
8. Guide to academic job descriptions and distribution of academic functions and responsibilities in the interest of work.
9. Opportunities to develop employees' capabilities in a way that contributes to the development of management work in line with technical innovations and saves time and effort.
10. The appropriate environment for business performance, security, and occupational safety requirements by applicable quality standards.
11. Speed to take appropriate action for urgently needed maintenance and then performing routine maintenance.
12. The best way to how to treat crisis and disaster management.
13. The facilities to develop the capabilities of the Teaching Staff and the alike continuously whenever means are possible.
14. Enable University Staff to participate effectively in making decisions directly related to their work.

Second: General Duties of the Teaching Staff and the alike at the University of Bisha:

1. Contribute to achieving the vision and mission of the University and support its strategic plan.

2. Ensure that you are familiar with, respecting, and applying University rules and regulations without going beyond or violations.

3. Commit to the official durable time and assign it to do functional duties, and working after the official durable time as per request following the requirements of the interests of the deanship.

4. Stay away from the misdemeanor of honor, dignity, integrity, good ethics, and good conduct inside and outside the workplace.

5. Take responsibility and make the best use of the material and human resources to achieve quality, maintain the public fund, and not waste it.

6. Treat all the beneficiaries in the job environment in a good way and work in a teamwork environment.

7. Be loyal and belong to the homeland and the University with dedication, mutual annihilation, and strict and speedy implementation of the instructions and decisions that contribute to achieving the business interest.

8. Keep the workplace safe, take proper procedures to ensure the confidentiality of others' personal information, and keep business secrets safe.

9. Give a good impression about the University among the outside society. Do not announce, publish or disclose news about the University to the media without making sure of it, or return to consult the responsible authorities for reporting before publishing.

10. Be devoted to the profession and perform it skillfully, faithfully, objectively, professionally and impartially, while enhancing the trust of the beneficiaries.

11. Keen on developing knowledge and skills to increase the efficiency and

effectiveness of professional capabilities throughout the continuous training.

12. Care and support when dealing with the various hesitant management units and respond to their inquiries, especially those with special needs, elders, and women.

13. Keep on maintaining a good general appearance that is appropriate to the requirements of the function, prevailing habits, and traditions.

14. Complete the transactions, especially those transactions that were received from the regulating authorities with the required speed and accuracy and within the limits of competence.

15. Avoid general prohibitions related to information, documents, papers, public funds, gifts, and privileges. They also oppose the interests and the fight against corruption contained in the code of functional conduct and the ethics of the public office.

16. Comply with the duties and responsibilities related to the use of technical equipment, handling of the electronic mail, and listed in the code of functional conduct and the ethics of the public service.

Third: Duties related to Private Academic Leadership:

1. Treat leadership as a responsibility rather than authority.
2. Take into consideration the principle of participation in decision-making with stakeholders or those with expertise in the area of decision.
3. Use transparency in presenting the permitted decisions and information.
4. Keep the private information responsible for it confidential, secure it by a secure information-keeping system, and select trusted collaborators.
5. Do not exploit power for personal interests.
6. Follow the principle of justice and equality in the distribution of functions, assignments, rewards, incentives, and punishments, and humanitarian treatment with all subordinates.
7. Enable accountability from relevant stakeholders.
8. Respect the scientific committees and councils' decisions; do not exceed them in form and subject matter.

9. Activate accounting, accountability, administrative governance, and report contraventions and apply applicable laws, and do not exceed them.
10. Make an effort to fulfill the tasks assigned to them and commit to developing performance in their universities, institutes, and deanships.
11. Justice in the distributing material, technical and human resources available from the University between all units of the institution or the unit assigned to be responsible for it.
12. Commit to honesty in all deals with the focal points of all organizations, and do not engage with commercial or service relations with entities with a beneficial or personal relationship.
13. Commit to the preservation of the rights and benefits of the University in the external community.
14. Continue in developing crisis and disaster management plans to ensure proper action.

Fourth: Duties related to the Teaching Staff and the alike:

1. Duties related to the profession of practicing teaching:

- Continually self-development and disclosure for all that are new in the discipline of specialization.
- Submit suggestions that lead to the delivery of distinctive education.
- Development of their academic, professional, and administrative capabilities.
- Develop teaching methods and strategies in the light of global experiences and present various strategies that work on student individual differences.
- Provide a rich educational environment that stimulates creativity and provides students with healthy and psychological comfort.
- Inform students by the description of the course in the first session of the school year.
- Develop the profile of the Rapporteur according to the standards accreditation.

- Variety in assessing student tools to measure all aspects of the learning process, taking into consideration the differences between students in assignments, hence assignments vary in proportion to all abilities, trends, and preparations.
- Put tests that are appropriate to standard test specifications.
- Keen on test confidentiality.
- Provide feedback to students on their performance, continuously.
- Use assessment results in developing the curricula.
- Use all the available new learning resources in teaching and assessment processes.
- Commit to lecture schedules, office hours, and e-learning hours.
- Motivate students for self-learning, use his strategies by training them on how to obtain information from various sources. Direct them to the necessary scientific resources and references and support the reading and research skills.
- Provide activities and appropriate learning based on the abilities, preferences, and talents of the students. Spread awareness between students in the available activities of the university; encourage and help them to engage in these activities.
- Upgrading students levels in various fields to produce special graduates who could cope with the needs of the community and the labor market.
- Do not accept any gifts or favors from any party related to his or her field of work, or to charge for performing his or her job outside the official outlets except with approval by the university.
- Achieve an effective academic role.
- Use reliable scientific sources and exclude unreliable sources or books or the publishing origins, or sources that express extreme, destructive, or inappropriate ideas of the nature of the community.
- Self-restraint in dealing with different student segments.
- Spreading intimacy, cooperation, and honest competitive spirit between students.
- Encourage students to participate in national and religious blogs.

- Train students on preparing researches and train them on committing to the ethics of scientific research.

2. Duties related to students:

- Help students to adapt to University life when joining it.
- Do not discuss matters that are related to the teaching staff member's opinions and try to spread his ideas to students' spirits.
- Encourage constructive intellectual movement in the souls of students, promote publishing the culture of the community, propagate values, morals, religious teachings, and citizenship in their souls, open up to other cultures in a way that does not conflict with the original and correct traditions; traditions associated with the teachings of Islam.
- Integrity in working with students.
- Evaluate his performance with his students, as well as evaluate the scientific material he provides to them.
- Allow students to see their answers if there is a grievance in the assessment.
- Provide role models and good preaching for the students.
- The positive human interaction with students in a spirit of affection, laxity, collaboration, and compassion; break the ice with them. Do not be disdain on them or deal with them from a high level in isolation from them and their requirements and needs.
- Allow freedom to students and encourage them to express themselves, their thoughts, and their problems which do not conflict with university and community norms, by using high-quality constructive conversation.
- Reveal students' trends, abilities, and talents; then work on developing them to the maximum point that can develop their levels.

- Respect the time of students, and do not waste in discussions or topics that are neither meaningful nor useful to them. Command time management skills whether in general course planning or in conducting lectures.
- Discuss students in community issues related to the field of specialization.
- Provide guidance and instructions to students in academic, professional, and ethical fields.
- Provide service guidance to the academic students and students who are disabled and students who have special issues.

3. **Duties related to colleagues**:

- Encouraging interdisciplinary researches in the same area to enrich the research and strengthen specialization, diversity of ideas and innovations, and achieving scientific integration.
- Compete honestly and stay away from negative behaviors with colleagues.
- Respect the opinions, ideas, and rights of colleagues.
- Exchange gained experiences from working in teaching and working with students.
- Commit to professional and ethical engagement in the relationship between colleagues. Do not deal with the biography of colleagues in backbiting, gossiping, and spreading rumors for discrediting.
- Professional assistance and respect for the sense of the teaching assistants and lecturers by transferring experiences to them, encouraging them to search and learn, training, and providing them with productive opportunities.
- Accept criticism and provide constructive criticism in the form of scientific and intercultural courteous elegance.
- Encouraging and supporting colleagues in their struggle to develop; help them and do not frustrate them.
- Support the struggling colleagues in some of their tasks or those who have limited capabilities and do not minimize their problems or be superior to them.

4. Duties related to the scientific research and supervision on masters:

- Encourage the supported scientific research to develop the educational process, specialized majors, develop and serve the community, and concern for applied research.
- Express an opinion in the development of local scientific magazines. Continue in communicating with every new scientific research through the internet.
- Concern for community issues in the researches.
- Build academic and scientific bridges of cooperation with international personalities and entities in the field of specialization.
- Make sure of attending and participating in local and international conferences and scientific blogs to enrich scientific research.
- Commit to the ethics of scientific research in reviewing sources of information, data, and statistics; record realistic opinion and apply actual field research, and do not go for results forgery in favor of some private authorities or interests, and the fact that all matters related to research are within the capabilities of the researcher, make sure of accuracy and honesty when referring to the scientific references, and clarify the efforts made in the research by other persons or entities that participated with the researcher, respect the intellectual property of colleagues, and respect that their ideas or writings are not imprecise or quoted without documentation.
- Do not put names of colleagues on the literature that they did not participate in.
- Deal with ethics of scientific research with the translated literature.
- Objectivity and impartiality in research arbitration.
- Assist researchers in the arbitration of research tools, surveys, collecting data, and information.

- Provide copies of the writings of the researcher to his university library to benefit from and enrich the library.
- Do not conduct research for Masters and Ph.D. students or some members of the college for materialistic or personal benefit.
- First, identify the name of the researcher on the master's research not the name of the supervisors.
- Do not exploit the supervisor of the students to collect studies, data, or other personal research.
- Participate in the discussion of other universities' research to learn all about what is new.
- Publishing in global magazines, which contributes to putting its community on the global map.
- Participate in the scientific and cultural agreements between his university and Arab universities.
- Follow the criteria of global scientific excellence to guide their research.
- Scientific channels opened with international researchers.
- Optimum use of resources available for scientific research, devices, and equipment during experiments.
- Follow religious ethics when conducting experiments on animals or human organs.

5. Duties related to college and university:

- Participate in various blogs, events, and activities of the department, college, and university.
- Participate in the department, college, and university committees; attend their meetings effectively, and do a positive role and keeping the deliberations confidential.
- Select the new associate members with impartiality and transparency when participating in the interviewing and selection committees.

- Do not publish or disclose news about the university to the media without making sure of its authenticity or returning to the entities responsible for media for it before publishing.
- Support the university in a time of crisis, be patient in asking for rights and benefits and stick to the light of the allowed budget of the events with efficiency and mastery.
- Maintain the shape, dignity, and prestige of the teaching staff member in the community by committing to appropriate actions and appearance.
- Represent the university in the external blogs in an appropriate manner that suits its position.

6. Duties related to the local community:

- Transfer the beneficial experiences from the global community to the local community.
- Protect the community from hostile or extremist ideas and directives by guidance and steering.
- Instill good ethics in students' souls considering them as the nucleus of the community.
- Contribute to developing and supporting the development projects.
- Participate in achieving the community development plans.
- Provide scientific assistance and consultancies to pre-university institutions.
- Participate in the scientific exchange between university faculties and other universities.
- Facilitate the procedures related to the university dealings with its community institutions and its personnel.
- Keep the shape, dignity, and prestige of the university professor and the alike in the community by committing to appropriate actions and appearance.

Program courses

Level 1, 2

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ENG - 103	Intensive English Program - Health Science- 1	Required	None	6 (6+0)	College
	PSY -101	Learning and Thinking Skills	Required	None	2 (2+0)	University
	IC 1-101	Islamic Culture1	Required	None	2 (2+0)	University
	CL -101	Communication Skills	Required	None	2 (2+0)	University
	MDS-101	Biomedical Science 1	Required	None	4 (3+1)	College
Level 2	ENG - 104	Intensive English Program - Health Science- 2	Required	None	6 (6+0)	College
	MDS - 102	Biomedical Sciences 2	Required	None	4 (3+1)	College
	MDS - 103	Biostatistics	Required	None	2 (2+0)	College
	ARAB - 101	Arabic Language Skills	Required	None	2 (2+0)	University
	CS - 101	Computer Skills	Required	None	2 (1+1)	University

Level 3, 4

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 3	MEU - 211	Introduction to Medicine &Medical Education	Required	Year one courses	3 (2+1)	College
	HUB - 212	Structure & Function of the Human Body	Required	Year one courses	4 (2+2)	College
	BGH - 213	Biochemical & Genetic Basis of Human Body	Required	Year one courses	7 (5+2)	College
	NUM - 214	Nutrition & Metabolism	Required	Year one courses	4 (3+1)	College
	ARAB - 201	Arabic Writing	Required	none	2 (2+0)	University
Level 4	MEV - 221	Man, and His Environment	Required	Year one courses	5 (4+1)	College
	GDA - 222	Growth, Development and Aging	Required	Year one courses	3 (2+1)	College
	PRD - 223	Principles of Diseases	Required	Year one courses	7 (5+2)	College
	BDR - 224	Behavioral Sciences and Doctoring	Required	Year one courses	3 (3+0)	College
	IC 2 -102	Islamic Culture 2	Required	None	2 (2+0)	University

Level 5, 6

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 5	HHD -311	Hematopoietic System & Host Defense	Required	2nd year courses	7 (5+2)	College
	CVS -312	Cardiovascular System	Required	2nd year courses	6 (4+2)	College
	RES -313	Respiratory System	Required	2nd year courses	5 (3+2)	College
	IC 3 -103	Islamic Culture3	Required	None	2 (2+0)	University
Level 6	MSK -321	Musculoskeletal System	Required	2nd year courses	8 (5+3)	College
	END -322	Endocrine System	Required	2nd year courses	4 (3+1)	College
	GUS -323	Genito-Urinary System	Required	2nd year courses	6 (4+2)	College
	IC 4 -104	Islamic Culture4	Required	None	2 (2+0)	University

Level 7, 8

Level	Course Code	Course Title		Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 7	**GIT - 411**	**Gastrointestinal System**		Required	2nd year courses	**6 (4+2)**	**College**
	CNS -412	**Nervous System & Special Senses**		Required	2nd year courses	**8 (5+3)**	**College**
	EPR -413	**Basic Epidemiology & Research**		Required	2nd year courses	**4 (2+2)**	**College**
	BUA - 301	**Entrepreneurship**		Required	None	**2 (2+0)**	**University**
Level 8	**PUH - 421**	**Public Health**		Required	2nd year courses	**5 (4+1)**	**College**
	CPT -422	**Clinical Pharmacology**		Required	2nd year courses	**3 (2+1)**	**College**
	NCD - 423	**Non-Communicable Diseases**		Required	System based courses	**3 (2+1)**	**College**
	CLS - 424	**Clinical Skills**		Required	System based courses	**5 (1+4)**	**College**
	ELC - 425	**Elective (1)**	**Patient safety**	**Elective**	2nd year courses	2 **(2+0)**	**College**
			Quality				
	MDS - 201	**Health and Fitness**		Required	None	**2 1.5+0.5) (**	**University**

Level 9, 10

Level	Course Code	Course Title		Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 9	MED - 511	**Internal Medicine**		Required	NCD, clinical skills, clinical pharma	**9 (4+5)**	**College**
	DER - 512	**Dermatology**		Required	clinical skills, clinical pharma	**2 (1+1)**	**College**
	CAM - 513	**Complementary and Alternative Medicine**		Required	clinical pharma	**3 (3+0)**	**College**
	MGM - 514	**Mass Gathering Medicine**		Required	Basic ep & research, clinical skills, public health	**2 (2+0)**	**College**
	HME - 515	**Health Management & Economics**		Required	1st year courses	**2 (2+0)**	**College**
	ED - 210	Elective university	**Youth & citizenship values**	Elective	None	2 (2+0)	**University**
	HIS - 201		**History of the Kingdom of Saudi Arabia**				
Level 10	SUR -521	**General Surgery**		Required	Clinical skills, clinical pharma	**9 (4+5)**	**College**
	ORL - 522	**Otorhinolaryngology**		Required	Clinical skills, clinical pharma	**2 (1+1)**	**College**
	ORT - 523	**Orthopedics**		Required	Clinical skills, clinical pharma	**3 (1.5+1.5)**	**College**
	OPT - 524	**Ophthalmology**		Required	Clinical skills, clinical pharma	**2 (1+1)**	**College**
	EBM - 525	**Evidence Based Medicine**		Required	1st year courses	**2 (1,5+0,5)**	**College**
	BUA - 212	**Voluntary work**		Required	None	**1 (1+0)**	**College**

Level 11, 12

Level	Course Code	Course Title		Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 11	OBG - 611	**Obstetrics & Gynecology**		Required	Clinical skills, clinical pharma	**7 (3+4)**	**College**
	FOR - 612	**Forensic Medicine**		Required	System based courses, clinical pharma	**2 (2+0)**	**College**
	PED -613	**Pediatrics**		Required	Clinical skills, clinical pharma	**7 (3+4)**	**College**
	PRF -614	**Medical Professionalism**		Required	1st year courses	**2 (2+0)**	**College**
	TBA	**University Free Course**		Required	None	**2 (2+0)**	**University**
Level 12	PSY -621	**Psychiatry**		Required	Clinical skills, clinical pharma	**3 (2+1)**	**College**
	EMR - 622	**Emergency Medicine**		Required	Internal medicine, surgery	**4 (2+2)**	**College**
	RAD - 623	**Radiology & Imaging**		Required	System based courses	**2 (1+1)**	**College**
	FAM - 624	**Family Medicine**		Required	Internal medicine, surgery, obs/gyne, pediatrics	**6 (2+4)**	**College**
	ELC - 625	**Elective 2**	**Laboratory medicine**	Elective	Internal medicine	**2 (1+1)**	**ELC -625**
			Anesthesia & intensive care				
	RPR - 626	**Research Project**		Required	Basic epidem & research, public health	**1 (0+1)**	**College**

Guidelines for teaching and learning activities

1. Guidelines for Interactive Lectures (IL)

To make interactive lecturing a successful teaching strategy and maintain an optimum uniformity

in its delivery, the following guidelines must be followed by the faculty members in "letter and spirit".

1. Plan before the activity

1.1. The concerned tutor must thoroughly study the specific learning outcomes (SLOs) intended to be covered in the activity.

1.2. After selecting a proper and adequate reference/resource for the activity, the same must be incorporated in the respective course study guides. The suitability and accuracy of the reference book/material is the responsibility of the concerned tutor.

1.3. The lecture material/ presentation should be prepared well in advance to avoid last-minute hassles and errors.

2. Preparation of PowerPoint Presentation:

All lectures in UB-COM should be prepared and delivered as Interactive lectures.

2.1. Organization and content of slides

2.1.1. The first slide should highlight the topic, name, and affiliation of the presenter and the date of the activity.

2.1.2. The second slide should have the specific learning outcomes (SLOs) as per the study guide.

2.1.3. The content should start from the third slide.

2.1.4. The last two slides should present a summary of the topic and the references.

2.1.5. A standard template has been provided which should be used as a general guide for the organization of the IL presentation.

2.2. Follow the "7 by 7" rule.

2.2.1. Use no more than seven words per line and no more than seven lines per slide (visual).

2.2.2. If you need more words make sub-points below the main point. In such a situation, present only one main point with a maximum of six sub-points.

2.3. Make your presentation easy for the eyes.

2.3.1. Choose only very popular and easily visible fonts (Arial, Calibri, and Times Roman).

2.3.2. Keep your font size above 28 for the headlines and above 24 for the body text.

2.3.3. Use font colors that are easily visible and pleasing to the eyes.

2.3.4. Avoid too busy backgrounds and weird colors.

2.4. The number of text slides should be preferably less than twenty for a 50-minute presentation and must not exceed thirty.

2.5. Use simple images and avoid too complex images.

2.6. Avoid too much data/content in the tables and in particular avoid the copy-paste of tables from books, which are too crowded with data.

2.7. Avoid sound effects and background music.

2.8. Proofread, proofread, and proofread to minimize and avoid errors.

3. Delivering the interactive lecture

3.1.Report to the lecture hall at least five minutes earlier than the scheduled time.

3.2.Note the attendance of the students as per the UB-COM guidelines.

3.3.After a formal welcome to the students, start with a prior knowledge question, a clinical vignette, or an image (if applicable).

3.4.Briefly introduce the topic, give its background and importance.

3.5.Maintain a positive body language and constant eye contact with the students throughout the session.

3.6.Avoid/minimize reading from the slides.

3.7.Keep a close track of your activity time.

3.8. Use an appropriate interactive technique from the list given in the table (or as you think feasible from the established techniques), at least twice per session (at 15 and 30 minutes intervals) or after the session, to engage and keep the students focused.

Interactive Techniques (Only a few have been listed here)	
I Recall, question, summarize, connect and comment	II Think pair share
III Picture Prompt	IV Classroom opinion poll
V Think Break	VI Role playing
VII Choral response	VIII Role reversal
IX Total physical response(TPR)	X Word of the day
XI Town Hall meeting	XII Press conference
XIII Muddiest point	XIV Movie Clips
XV One minute paper	XVI Harvesting
XVII Brainstorming	XVIII Online discussion and feedback (E-mail, fb, twitter, Instagram etc.)

3.9. Keep the whiteboard markers or LED smart projection tools at hand to intervene, as and when required.

3.10. Encourage questions and queries from the students depending upon your style and respond positively to the same.

3.11. Wrap up the session with a quick summary, emphasizing the main points.

4. After the activity:

4.1. Encourage the students to go for a deeper study from the prescribed reference material.

4.2. Be receptive to the feedback from students and provide explanations for the confusing points (if needed).

4.3. Checkmark the core points, which might not have been very clear to all or some of the students, and prepare well for the panel discussion and weekly feedback.

4.4. Take appropriate care not to give clues or hints about the exam questions to the students directly or indirectly.

4.5. Identify the strengths and week points of your presentation and make it better for the next time.

5. Provision of IL presentation to the students

5.1. The IL presentation should be provided to students through the concerned course coordinator/tutor who will upload it on the blackboard/or distribute it on the group email of concerned students.

5.2. If the tutor desires, he can provide the presentation to the students before the scheduled activity to motivate the students for a better interaction

2. Guidelines for PBL Conduction

To ensure better implementation of PBL, the medical education unit recommends the following:

1. The curriculum committee should supervise and support the implementation of PBL as an instructional method.
2. Formulation of PBL subcommittee (under supervision of curriculum committee)
3. The function of the PBL sub-committee is to support and supervise the whole process of PBL, including problem construction
4. Formulation of problem group for each problem separately from the course committee and PBL subcommittee. member of the problem group should be the tutors (include a subject expert and clinician) of the problem and with the following functions:

- Construct the problem according to college guidelines.
- Conduct the problem.
- Review and improve the problem after it had been implemented and feedback the course coordinator.
- Evaluate the performance of the students regarding the problems and feedback the course coordinator.
- Identify the learning issues gaps and inform the course coordinator about them to be filled.
- A representative of the group should attend the weekly panel discussion, preferably a subject expert to help in filling the gaps.
- Construction of the exam questions according to the course exam blueprint if there is a subject expert within the group or the leader should ask the relevant head department to construct it.
- To fulfill these tasks the problem group should meet before and after the conduction of the problem – pre-and-post – problem meeting

- **Pre- problem meeting:**

A. Should be held early enough to ensure excellent construction of the problem.

B. The group leader before this meeting should prepare case scenario outlines to be finalized during the meeting (if not himself he should nominate one of the group to prepare it).

C. A general strategy should be developed among the tutors on how to run the activity, how to help students to develop the objective and to cover the learning issues from the case, and how to restrain from directly answering students' queries.

D. The case leader should hand over the student version and the tutor version of the case to the course coordinator by Wednesday. (The course coordinator should ensure that the case is developed and copies sent to the tutors on time i.e. at least by Thursday early morning before the next week).

E. The case leader is also responsible to check if the references are available within the library or with students. No references should be included unless students have access to the references either physically or online

- **Post – problem meeting:**

A. Should be held as early as possible after the problem had been implemented
B. Review and evaluate the problem after implementation.
C. Improve the problem construction if needed
D. Ensure that all the students were prepared and interactive in the tutorial, if not, what were the reasons.
E. Ensure that the learning issues had been covered by students, if not what were the reasons.
F. Identify learning gaps
G. Report on the problem to the course coordinator
H. Review the questions and forward them to the course coordinator

College guidance for the content areas of the problem

Student copy:

1. Course title: ….…….. Course Code: …….
2. Problem title: (should not be a diagnosis) …….
3. Problem NO: (serial for the course)…… Group NO.: ……..
4. Date: …….. Time: …….
5. Tutor: ……. Signature: ……
6. Problem scenario: ……..

Tutor copy

1. Course title: ……. Course Code: ……
2. Problem title: (should not be a diagnosis) ……..
3. Problem NO: (serial for the course) ……. Group NO: …….
4. Date: …….. Time: ……
5. Tutor: ……. Signature: …….
6. Problem scenario: …….
7. Specific learning outcomes of the course
8. Specific learning outcomes of the problem (the breakdown of NO 7)
9. List of problems
10. List of cues/triggers
11. Learning issues/topics
12. List of cues/triggers

13. Specific questions to assist the tutor (focus on critical thinking, content area, and creating teachable moments)
14. Resources
15. References and learning material

3. Guidelines Team-Based Learning (TBL)

Definition of Team-Based Learning (TBL):

Team-Based Learning is a small learning group method where individual work is done outside the class and teamwork is completed in class.

General Principles

1. Large teams are required (5-7); teams should be diverse and permanent.
2. Accountability for student pre-class preparation and contributing to team success.
3. Students make complex decisions that require the use of the course concepts that can be reported in a simple form.
4. Frequent and timely feedback must be given to students.

How to Do TBL

Steps of Team-Based Learning

Phase 1 (Pre-Class Study): Students study assigned materials (References) independently (outside of class).

1. Students receive a Student copy Study Guide consisting of a combination of text to read for TBL, activities, and signposting to supporting material (e.g. textbook chapters, pod-casts, you-tube clips, web resources, etc.)

2. Should provide the students with Material a minimum of 3 days before the session.

Phase 2 (In Class)

A. Individual Readiness Assurance Test (iRAT)

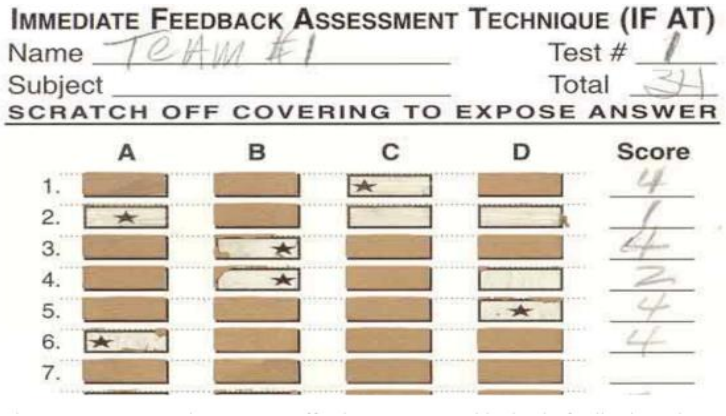
1. The Individual Readiness Assurance Process Test (iRAT) typically consists of **7-10 multiple-choice questions** (Best Answer). The iRAT holds students accountable for acquiring important foundational knowledge from the readings.

2. The questions are typically written at Bloom's levels such as remembering, understanding, and simply applying.

3. Time allotted for iRAT according to the time allocated for any exams in UBCOM that are written in Students Assessment Policy.
4. There should be at least **4 Models.**
5. Mobile phones and other electronic devices are prohibited.
6. One invigilator should be there with the tutor during iRAT Exam.

B. Group Readiness Assurance Test (gRAT)

1. The Group Readiness Assurance Process Test (gRAT) is completed in teams using the same test as the iRAT.
2. Teams negotiate which answer to choose.
3. If the team does not find the correct answer; they continue to discuss the question and sequentially select other choices.
4. Every student leaves this test knowing the correct answer to every question.
5. Teams receive immediate feedback on their answers.
6. Time allotted for gRAT (30 min)
7. Teams must reach an agreement on the answers to each test question and immediately check the correctness of their decision using an IF-AT® self-scoring answer sheet (see Figure below) that provides real-time feedback on each team decision.
8. With the IF-AT® answer sheets, students scratch off the covering of one of four (or five) boxes in search of a mark indicating they have found the correct answer.
9. If they find the mark on the first try, they receive full credit. If not, they continue scratching until they do find the mark, but their score is reduced with each unsuccessful scratch.
10. This allows teams to receive partial credit for proximate knowledge.
11. Mobile phones and other electronic devices are prohibited.


IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)
Name TEAM #1 Test # 1
Subject Total 34
SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.			★		4
2.	★				1
3.		★			4
4.		★			2
5.				★	4
6.	★				4
7.					

C. Appeals

1. During the closing of the team test, the instructor circulates the room and encourages teams to appeal questions they got incorrect.
2. The team then researches the "right" answer and may choose to complete the appeals form with their rationale and defense for their answer.
3. In this step, the student can search for the information in the reference (open Book).
4. Time allotted for appeals (10 min)

D. Mini lecture

- To conclude the Readiness Assurance Process, the instructor gives a mini-lecture that focuses on concepts with which students struggled the most. The mini-lecture will be specific, explicit, and objective.
- Time allotted for mini-lecture 20-25 min

E. Team application (APP)

- In-class/team. This is the most important step. Students, in teams, are presented with a scenario/vignette that is similar to the type of problem that they will be grappling with in their careers (3 to 5 Question). They are challenged to make interpretations, calculations, predictions, analyses, synthesis of the given information and make a

specific choice from a range of options, post their choice when other teams post theirs, then explain or defend their choice to the class if asked to do so.

- The time allotted for the Team application is 20 min

The tAPP's structure follows the 4 S's principles:

- **Significant problem**. Students solve problems that are as realistic as possible. Problems must authentically represent the type of problem that the students are about to face in the workplace or are foundational to the next level of study. The answers must not be able to be found in any source (internet, textbook), but can only be discerned through in-depth discussion, debate, dialogue within a team
- **Same problem**. Every team works on the same problem at the same time. Ideally, different teams will select different options for answers.
- **Specific choice**. Each team must make a specific choice through their intra-team discussion. They should never be asked to produce a lengthy document. Teams should be able to display their choice easily so that all teams can see them.
- **Simultaneous report.** When it is time for teams to display their specific choices to a particular question, they do so at the same time. This way, everyone gets immediate feedback on where they might stand in the posting and they are then accountable to explain and defend their decision.

The weight distribution of the Marks for the TBL

iRAT	gRAT	Application
70%	**20 %**	**10 %**

4. Guidelines for undergraduate seminars

Background

The seminar is one of the most modern and advanced learning methods as it helps to realize the higher objectives of cognitive and affective domains of learning. Every student should actively participate. At the University of Bisha College of Medicine (UBCOM), each student will be assessed individually on all seminar topics and this assessment will contribute to overall marks and grades.

The structure of the seminar at UBCOM

Each seminar has three phases of activities during which every student should participate actively, either as a presenter or as a participant.

- ✓ Before the seminar (pre-seminar phase)
- ✓ At the course of the seminar (seminar phase)
- ✓ After the seminar (post-seminar phase)

Pre-seminar phase

During this phase, the facilitator, the presenters as well as all participants have roles to play. The facilitator is responsible for selecting the appropriate theme and sub-theme for the seminar in conjunction with the course committee. The presenters and the other participants should be informed at least one week before the date of the seminar (except for the seminars in the first week of the first course in the semester if applicable, in which case, the students should be informed on the first day of the course) to allow time for preparation. During this phase, the facilitator should be available to the presenters of the seminar for guidance in the preparation of their presentation. The facilitator is also responsible for preparing the MCQs that will be used to assess the students during the seminar.

The presenters should prepare for the presentation using appropriate audio-visual aids. They should contact the facilitator for guidance in areas of difficulties. All students should note that consultation with the seminar coordinator during the pre-seminar phase is mandatory and they will be assessed for that aspect.

It is the responsibility of all other participants to prepare adequately for the seminar. They should all read the topic so that they can make a meaningful contribution during the seminar. Both participants and presenters should remember that there will be summative assessment tests at the beginning of the seminar (pre-test), as well as at the end of the seminar (post-test) which will be part of the continuous assessment test.

Seminar phase

Each seminar is a 1 hour 40 minutes session. The seminar begins with a pre-test session. After that, the facilitator gives an introductory speech stating the ground rules and introducing the speakers.

Next, the facilitator invites the speakers to present one after the other. After all speakers, the facilitator invites the other students (participants) to raise questions, clarifications, and contributions. The tutor may give a summary of what has been presented by the speakers. At the end of the seminar session, the tutor should announce the concept derived from the seminar. The suggested sequence of events during the seminar session, with recommended time limits, is summarized below:

Item	Time limit
Pre-test	15 minutes
Introduction by the facilitator	5 minutes
Presentation by the students	10-15minutes each
Discussion session	20 minutes
Post-test (same as pre-test)	15 minutes
Onsite feedback session, reflection, and conclusion	15 minutes

The questions for the assessment of the seminar (Pre and post-tests) should be **five to seven** MCQs and at least **two** SAQs. The weightage of the pre-test is 70% while the post-test is 30%.

During the seminar phase, the tutor **MUST** fill the assessment rubric designed by the SAC, to assess the performance of the students presenting the seminars. This form should be forwarded to the course coordinator for onward transmission to the respective mentors. The mentors should discuss with the mentees to improve the subsequent presentations.

Post seminar phase

This begins with the onsite feedback session during the seminar. The participants are expected to give the presenters feedback on their presentation in terms of:

1. The strengths of the presentation (what was good about it).
2. The weakness of the presentation (what needs to be improved on).

The tutor may chip in some points on the feedback. After the seminar session, the presenters and the participants are expected to work on improvement for the next seminar.

- Notes:

➢ Mobile phones and other electronic devices are prohibited during the whole activity.

➢ There should be at least 4 Models of the assessment (pre & post-test).

Frequency and timing of seminars:

A minimum of one seminar per week is recommended for each course except the first week of the first courses in the semester, where seminars should be avoided. For first week seminars in subsequent courses, the seminars should be conducted late in the week to allow the students time to prepare. Each seminar shall last 1 hour 40 minutes to allow ample time for discussion and interaction. More than one student should present in each session (but different aspects) so all the students will have the chance to present. Each student is expected to present for 10-15 minutes depending on the length of the course and the number of students.

Guidelines for Case Based Learning (CBL)

- **Definition of CBL:**
  CBL is a learning and teaching approach that aims to prepare students for clinical practice, through the use of authentic clinical cases
- **Type of CBL to be selected in each phase:**
  - Phase I: introduction to CBL
  - Phase II: scenarios (descriptive case)
  - Phase III: Scenario (descriptive case), video clip, and others.
- **Models of CBL:**
  - Phase I: Introduction.
  - Phase II: a case –lecture ± other models according to the course nature.
  - Phase III: a case –lecture and other models according to the course nature.
- **The number of CBL per course:**
  - Phase I: Introduction of CBL (EDU211)
  - Phase II: Minimum one per course, preferably at the end of the course.
  - Phase III: At least one case per week
    - Should be a single activity to finalized the case
    - 2 hours activity for the descriptive case or mini cases
- **Features of the scenario**
  - ✓ Should be written in an understandable language
  - ✓ Minimum 2 pages including the questions for descriptive cases.
  - ✓ The case should be written in the present tense and deal with an authentic situation not more than five years old.
  - ✓ The case includes direct quotes, using the character's dialog to tell the story.
  - ✓ The title of the case should be suggested by the course coordinator with the collaboration of the assigned tutor (content expert) and approved by the curriculum committee. After the approval of the title, the content expert should draft the CBL case and forward it to the curriculum committee for final approval.
  - ✓ Should be submitted to the curriculum committee together with the study guide.
  - ✓ In case the course coordinator wishes to change the previously approved CBL scenario, the new case scenario should be submitted to the curriculum committee for approval.

- **Criteria for the case selection:**
  - Common conditions are mentioned in the Saudi MED in addition to common local health problems. (especially for uncovered cases in the clinical setting)

- The ability of the case scenario to teach effectively the selected session outcomes of the case.
- The case must not be too difficult.

- **The assessment of CBL:**
  - Assessment of the CBL relevant outcomes can be either in the mid-course and/or final exam according to the timetable.
  - The assessment for the CBL activity as per SAC policy
    - ❖ The assessment will be through direct student response to the case questions before starting the discussion of the case
      - The question should be in the form of MEQs or structured essay.
      - Data interpretation
    - ❖ The key answer and the weight of each question should be determined earlier and submitted together with the case scenario to the curriculum committee
    - ❖ The total points of marking the case are 50
    - ❖ It should be marked by two content expert when it is applicable

- **Time frame:**

  30 minutes for introduction and student response to the case questions

  60 minutes for case discussion

  10 minutes for case summary

- Presentation/format of the case

  The students should be provided with the broad title of the case or the session outcome, not the diagnosis or the SLOs.

  The substance of the case study may come in various forms: text only, text and figures, text and maps, text and pictures, or even illustrations only; however, generally these are anchored on real-life situations and contain the ingredients described above.

Annex

- Advantages of the CBL

  - ✓ It provides students with authentic situations in which to explore and apply a range of behaviors and information that can strengthen the transfer of learning.
  - ✓ When students participate in the analysis and discussion of alternative solutions, they better understand difficult or complicated issues and analyze them more effectively.

- ✓ The emphasis on the process of decision making requires students to synthesize information from a variety of social disciplines.
- ✓ Narratives or story-telling can be effective instructional supports in a variety of settings

- **Teacher's Role**

  The instructor plays multiple roles. He is a student, listener, and analyst. He is a questioner, paraphraser, and minuteman lecturer. He plays those parts without costume changes, and he never steals the show from the rest of the cast

  We can look at the teacher's role in case-based learning in two broad general categories:

  - ✓ Setting up the learning environment
    1. Arranging the room, such as setting up chairs in a circle or horseshoe or some other configuration that is conducive to discussion
    2. Establish a friendly environment for open discussion,
    3. Making clear the ground rules for open, respectful debate
    4. It can be challenging, but essential for the instructor to withhold personal judgments or personal and professional opinions during learners' discussions
  - ✓ Facilitating discussion and exploration.
    1. Ask questions that encourage better thinking and at the same time reveal the relevance of the discussion that has gone on before.
    2. Weave together the threads of individual contributions into a pattern the class can perceive.
    3. Use a good sense of timing to be that a discussion is not moving fast enough, or is moving too fast for all students to comprehend.
    4. The instructor should summarize key issues and ask questions that help students identify issues and stay on track, but do not lead them to a specific conclusion

- **Students` Role**

  The use of discussion groups in case-based classes can be an effective and motivating method of instruction if students are prepared and time is available for both individual preparation and group discussion. Thus, one might conclude that the student's role is as important as that of the instructor.

  - ✓ The student's role involves preparation and participation. Students who take their "jobs" seriously in case-based learning will prepare by reading cases and

describing the issues, perceptions, and possible courses of action. The student should also review the literature relevant to the case.

- ✓ In addition to preparation, the successful student will continually evaluate the proposed solutions and reflect on what is learned and what needs to be learned. For, in evaluating and reflecting, the student takes more control of his or her learning.
- ✓ Finally, the student must commit to collaborative work with peers.

- **The prepare for case-based learning:**

  In preparing a case for discussion, your teacher would primarily wish to assess your grasp of a particular topic/area/theme. S/he would provide you with the material facts, issues, and calculations (if any). There may be some deliberate gaps in the information provided as the teacher may expect you to make assumptions when you proceed to deal with the issues. Beware; there may be some 'red herrings, but be assured that your teacher will structure some, if not most, of the questions to focus your discussion. The questions posed may also have no 'correct' answer so that there is more scope for discussion and the possibility of various perspectives.

  For the case method to succeed, students must do their part as well. They should do the background reading and attempt the questions the teacher has structured. For this purpose, your teacher may have assigned parts of the questions to different students. This requires students to engage in sub-group discussions in preparation for the tutorial/seminar.

  Here is a list of matters you may wish to consider during your preparation:

  - What is the decision to be made?
  - What are the key issues to consider to reach a decision?
  - Are there specific constraints the actors may face within the environment in which the decision is to be reached?
  - Are there alternative actions the decision-maker may take?
  - What would I do? Why?

- **Indication of good performance:**

  Indicators of a successful case discussion are a high level of student-to-student/student-to-teacher discussion and involvement (which presupposes preparation), and instructor direction, not domination. The emphasis is therefore on the process, although the knowledge acquired must not be undervalued. Your learning will be enhanced as the

relationship between knowledge and practice become clearer to you (remember, the case study information is generally anchored on real-life situations).

- **Things to avoid in CBL:**
  - Don't give the students all of the answers to their learning issues.
  - Don't let ideas, terms explanations go unchallenged or undefined.
  - Don't focus on one student only.
  - Don't have prolonged one-to-one dialogues – include the whole group in the discussion.
  - Don't let yourself become the center of discussion.
  - Don't ignore problems in group dynamics.
  - Don't immediately express your opinion as to whether an answer given by students is right or wrong – redirect and ask the group to assess it.
  - Don't lecture to the group
- **Notes:**
  - Mobile phones and other electronic devices are prohibited during the whole activity.

ASSESSMENT POLICY

2020

2020

This document Assessment Policy was prepared originally by the following committee

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This version of the assessment policy was approved by:
UBCOM Faculty Board members.

Abbreviations:

CC	Curriculum Committee
CGPA	Cumulative Grade Point Average
EE	External Examiner
GPA	Grade Point Average
gRAT	Group Readiness Assurance Test
IATS	Item Analysis and Test Statistics
IC	Incomplete Grade
IP	In-Progress
iRAT	Individual Readiness Assurance Test
MCQs	Multiple Choice Questions
MEQs	Modified Essay Questions
MED	Medical Education Department
OSCE	Objective Structured Clinical Examination
OSPE	Objective Structured Practical Examination
PBL	Problem Based Learning
SAC	Students Assessment Committee
SAQs	Short Answer Questions
TBL	Team-Based Learning
UB-COM	University of Bisha-College of Medicine

Definitions:

Academic Year: Two regular semesters.

Academic Semester: 18 weeks of instructions during which study courses are covered, including registration and examinations.

Academic Level: Indicates the levels of study (12 levels including the first year) and internship year required to complete the Bachelor of Medicine and Bachelor of Surgery (MBBS) study program.

Academic Probation: A notification given to a student with a cumulative grade point average (CGPA) below the minimum acceptable limits as explained in these regulations.

Course: A subject of study within a certain academic level of the approved degree study. Each course has a unique number, code, name, specific learning outcomes, and a detailed description of its contents.

Portfolio: It is a collection of materials prepared by the student to describe and document prior learning. It stresses students learning outcomes rather than simply attendance or participation in events. A portfolio on each course is kept in its corresponding department for follow-up, evaluation, and updates. Some courses may have prerequisite or co-requisite requirement (s).

Block Course: Academic course studied continuously along consecutive weeks.

Contact Hour: The actual time spent in an academic teaching or learning activity, including lectures, a practical session, seminars, clinical sessions, PBL sessions, TBL sessions, CBL sessions, or self-study. It is calculated in terms of minutes per day.

Credit Hour: Each weekly lecture not less than 50 minutes, a laboratory session (not less than 100 minutes), clinical round, and/or field study not less than 150 minutes of the teaching of study material per the length of the semester (18 weeks).

Course Work Score: The score which reflects the student performance during specific course activities, like TBL, PBL, seminars, etc.

Continuous Assessment Score: The score which reflects the performance of the student in the coursework activities and examinations throughout the course.

Final Examination: An examination of course materials, given at the end of each course.
Course Final Score: The total of the continuous assessment plus the final examination scores for each course out of a total grade of 100.

Course Grade: A percentage or alphabetical letter assigned to a particular student that indicates the final Grade received in a course.

Incomplete Grade: letter grade (IC) in the academic record indicates a provisional grade in which a student fails to complete the course requirements by the end of a specific date.

In-progress: The letter grade (IP) indicates a provisional grade assigned to each course which requires more than one semester to be completed.

Semester GPA: The total quality points a student has earned, divided by the credit hours assigned for all courses taken in a given semester. Total quality points are calculated by multiplying the credit hours by the grade point in each course.

Cumulative GPA (CGPA): The total quality points a student has earned in all courses taken since enrolling at the university is divided by the total number of credit hours assigned for these courses.

Graduation Ranking: The assessment of a student's academic achievement during his/her study at the university.

Study load: Total number of credit hours a student can register determined by his/her academic status, and following the university council decisions.

Study Plan: A set of obligatory, elective, and free courses, comprising the total components of the program required for graduation, a student must pass successfully to obtain the degree of MBBS.

Study Phases: The study in the UB-COM includes three phases in addition to the first year and the internship year, namely:

1. **First year:** From level 1 (Semester1/year1) to the end of level 2 (semester2/year1).
2. **Phase One:** From level 3 (Semester1/year2) to the end of level 4 (semester2/year2).
3. **Phase Two:** From Level 5 (Semester1/year 3) to the end of Level 8 (semester2/year4).
4. **Phase Three:** From Level 9 (Semester1/year 5) to the end of Level 12 (semester2/year6).
5. **Internship year:** A 12 months of clinical training where a successful MBBS graduate should spend in recognized hospitals according to the approved curriculum.

1. Introduction

The assessment policy at the UBCOM follows the principles of sound assessment and is in alignment with the university assessment regulations but subject to college requirements. A comprehensive faculty development program has been established to ensure the conduct of a sound assessment policy. Assessment is the process of forming a judgment about the quality and extent of student achievement or performance and therefore, by inference, a decision about the learning processes itself. Assessment inevitably shapes the learning that occurs.

2. Aims

2.1. Improving the quality of the curriculum (courses and programs).

2.2. Improving and promoting subsequent learning through feedback that is clear, informative, timely, and relevant.

2.3. Provide opportunities for staff to receive feedback on their teaching so that they can improve quality assurance and enhancement.

2.4. Formally Documenting student achievements.

2.5. Accountability to the university, accrediting bodies, employers, and the wider community.

3. Principles of Assessment Policy and Procedures

Assessment methods may take a variety of forms. The requirements for learner success should be made clear, and the overall strategy should develop the student's ability to evaluate the quality of their work and to equip them to function as professionals with a commitment to life-long learning.

The general principles underpin the assessment policy and procedures should include or fulfill the following:

3.1. Evidence of linkage between assessment and course-specific learning outcomes through the adoption of assessment blueprint that should be documented within the course specification documents.

3.2. Diverse assessment methods.

3.3. Different levels of educational domains including knowledge, comprehension, and higher cognitive skills, psychomotor skills, communication skills, and attitude.

3.4. Enhancement of student learning.

3.5. Students' awareness of assessment criteria, methods, marking grades, and weights at the beginning of each phase of the study program.

3.6. Feedback to the students should be timely, meaningful, and helpful.

3.7. Follow sound quality assurance processes.

3.8. Reflect integration of basic and clinical sciences.

3.9. Be evidence-based if possible. Where the research is lacking, best practices shall be used and evaluated.

3.10 Scores generated from assessments shall provide a meaningful and comprehensive reflection of competence as judged by experts. In that regard, scoring systems that ensure reliability should be used. The judgment of clinical competence should be based on multiple observations of clinical performance over a range of clinical situations.

3.11 The judgment of multiple observers should be used where applicable, with regular checks on inter-rater agreement built into the system.

3.12 Provision of sufficient insight into student strengths and weaknesses in knowledge, skills, and attitudes.

3.13 Training the students in any new assessment method when introduced.

3.14 Dissemination of assessment information to staff and students will be carried out as appropriate.

3.15 External evaluation of the assessment process should be carried out by external auditors to ensure that standards are met.

3.16 Conduction of examinations in an environment that ensures the security of the assessment process.

3.17 Establishment of an appropriate faculty development program to update faculty staff about the assessment process.

4 Governance and quality assurance

4.1. The college board, which is chaired by the dean, has the ultimate authority in managing the assessment process. The operational and technical parts of the process are chaired by the medical education department.

4.2. Recommendations and decisions arrived at by deliberations from various bodies involved in the management of the assessment process (course committees, SAC) will be transmitted to the college board through the medical education department.

4.3. External evaluation of the assessment process should be carried out by external examiners who will act as a form of quality assurance of the assessments. The medical education department will collaborate with the relevant committees to assist in the evaluation and quality assurance of the assessment program.

5. General Responsibilities

5.1. The SAC is responsible for overseeing the ongoing development and implementation of the assessment policy.

5.2. The SAC should channel its recommendations to the dean through the Medical Education department.

5.3. The SAC is responsible for ensuring that all examinations in the college are carried out following the college examination regulations. The faculty examination officer must be present to oversee all examinations conducted in the faculty.

5.4. The SAC is responsible for the dissemination of this assessment policy and to make sure it is clear to faculty members and students each as appropriate.

5.5. The faculty member who is involved in teaching and assessment is responsible to be aware of this policy and to comply with its rules and procedures.

5.6. The student is responsible to be aware of this assessment policy and accept to be assessed in accordance.

6. Specific Responsibilities

6.1. Responsibilities of the Course Committee:

6.1.1. Ensuring the adoption of the issued assessment guidelines.

6.1.2. Preparation of the assessment blueprint.

6.1.3. Preparation of the continuous (mid-course/quiz) and final assessment following the assessment policy guidelines.

6.1.4. Selection of the continuous assessment and final assessment tools and methods following the course-specific learning outcomes.

6.1.5. Performance of the standard set for each examination.

6.1.6. Reviewing of examination and standard-setting with the SAC through the presence of the coordinator(s) of the committee.

6.1.7. Preparation of the final students' results and submitting them to the SAC.

6.2. Responsibilities of the SAC

6.2.1. Reviewing and updating the assessment policy guidelines for integrated assessment.

6.2.2. Reviewing all examinations.

6.2.3. Ensuring content validity and reliability of examinations.

6.2.4. Designing the assessment methods that will reflect the program learning outcomes.

6.2.5. Vetting examination papers for design, appropriate content, coverage, and typographical/grammatical errors.

6.2.6. Review the exam components according to the approved weightage of assessment domains by CC.

6.2.7. Approving the standard settings of the examinations.

6.2.8. Reviewing and reporting on the item analysis to the course committee.

6.2.9. Conducting needs assessment and suggesting training programs in assessment for the faculty members.

6.2.10. Summarizing and reporting results to the MED.

6.2.11. Assessing, reporting, and recommending to the dean in cases of student appeals that relate to assessment.

6.2.12. Reviewing the reports of external examiners and extracting recommendations accordingly.

6.2.13. Maintaining an archive of examination papers and results and assuring the security. This is a specific responsibility of the faculty examination office.

6.2.14. Continuous evaluation and improvement of the assessment process.

6.2.15. Identifying and preparing the examination rooms, setting the timetables, supervising the examination conduction process, and nominating the invigilators. This should be coordinated by the faculty examination office in liaison with the course coordinator.

6.3. Responsibilities of the Course Coordinators:

6.3.1. Presentation of the examination questions to the SAC.

6.3.2. Provision of adequate supplies of examination requirements, equipment, booklets, optical key mark sheets, and clinical assessment sheets.

6.3.3. Marking of multiple-choice questions (MCQs) examinations by the optical mark reader in collaboration with the examination officer.

6.3.4. Marking of other examination papers in collaboration with the concerned tutors.

6.3.5. Preparation and presentation of the results in the prescribed format to SAC.

6.3.6. Preparation of the course reports.

7. External Examiner (EE):

The External Examiner (EE) will act as a form of quality assurance for the standards of assessment. In doing so, the EE shall review, scrutinize, and comment on the curriculum area including course structure and content and the delivery of the course. The EE assesses the methods and compares the performance with the national and international standards. Also, the EE is expected to interact with faculty and students to provide contemporaneous constructive feedback to Course Coordinators.

7.1. The comments and recommendations of the EE should cover the following areas:

7.1.1. The use of continuous assessments.

7.1.2. Standard of examinations in comparison with international standards.

7.1.3. Marking of examination papers and assignment of grades.

7.1.4. The overall performance of students on examinations.

7.1.5. Overall quality of graduating students.

7.1.6. Conduction of examinations.

7.1.7. Types of examinations used.

7.1.8. The weightage of the different components.

7.1.9. Pass/fail standards.

7.1.10. Alignment with program learning outcomes.

7.1.11. Fairness of marking.

7.1.12. Recommendation of any changes in the assessment process by providing a structured report.

8. Item Analysis and Test Statistics (IATS):

Student performance on examination questions should be subjected to IATS with the appropriate software by the course coordinator in collaboration with the exam office. The examination result and the item analysis should be presented to the SAC by the course coordinator or the representative for discussion and approval. The recommendations on accepting, rejecting, and banking the questions should be made according to the SAC decision. However; all assessment instruments and reliability indices should be determined.

8.1. Guidelines for item analysis

8.1.1. The minimum number of students for reliable item analysis should be (30).

8.1.2. The minimum number of questions for reliable item analysis should be (30).

8.2.

8.2.1. KR20 should be (0.7) or more

8.2.2. Point biserial should be positive.

8.2.3. Difficulty Index (DI) should range from 25 to 80%. Any deviation from the above should be subjected to reviewing by SAC according to the following:

✓ Type of activity.

✓ Alignment of specific learning **o**utcomes.

✓ Reference.

✓ Others, e.g., technical problems in the question.

✓ The number of examination models is at least (1) model for each (10) students and a maximum of (4) models for each examination.

9. Assessment Guidelines

✓ The first-year assessment follows the University regulatory rules for the first year.

✓ The internship assessment follows the health faculties' regulatory rules for the internship.

✓ Phase I, II, and III assessments as follows:

9.1. Assessment Design

Assessment should be formative and summative. However, the methods of assessment used will be dictated by the purpose of the assessment and the nature of the subject or course under examination.

9.1.1. Formative Assessment

It includes any form of assessment that will not contribute to the final grade of a student. It can be done at any point of the course and planned by the course coordinator aiming to monitor the progress of the students' learning. Feedback to the students about their performance is very crucial and should be presented.

Tools of Formative Assessment

9.1. 1..1. PBL (self and peer assessment)

9.1. 1..2. Seminar (presentation skills)

9.1. 1..3. Some online assessment

9.1.2. Summative Assessment: It includes any form of assessment that contributes to the final grade of a student. Al1l the types of summative examinations should be based on course-specific learning outcomes.

9.1.3. Components of Summative Assessment for all courses in all phases:

Course activity	Number	Weight %
Midcourse		25%
PBL/CBL/Problem solving/ TBL/ Seminar/ Logbook/Assignment/Portfolio/	Continuous assessment	15%
Total		40%

- The course examination should be 70-80% MCQs and 20-30% for others (MEQs, SAQs, and/or Practical/Clinical).

✓ The MCQs should be (A-type) should not be less than (5) questions/credit hours and should not be less than (20 MCQs) for the whole mid-course examination.

✓ The MEQs, SAQs, and Practical/Clinical should be well-structured questions provided with model answers based on the blueprint.

✓ The distribution of the continuous assessment marks (15 marks) will be the responsibility of the Course Committee (CC) and should be announced and approved in the study guide.

9.1.4. Final Examination.

The final examination should be conducted at the end of each course and comprises 60% of the total marks which should be distributed according to the course blueprint.

9.1.4.1. Theoretical Examination

✓ The theoretical examination should be 70-80% MCQs and 20-30% for other tools of assessment (MEQs, 50% and/or SAQs, 50%).

✓ MCQs should be (A-type), and their number should be ten questions per credit hours or more with a minimum of thirty questions, and a maximum

of sixty questions.

✓ Questions used in the continuous assessment should not be reused in the final and re-sit examinations.

9.1.4.2. Practical/Clinical

9.1.4.1. Practical laboratory examination.

9.1.4.2. Objective structured clinical examination (OSCE).

9.1.4.3. Objective structured practical examination (OSPE).

9.2. Examination duration

Examination component /duration	Each question /Time duration (min)	
Theoretical*	**MCQ**	1-2
	SAQ	2-3
	MEQ	5-10
Practical (OSPE)*	2-5	
Clinical (OSCE)*	5-10	

*The examination session should not exceed 180 minutes for Theoretical, OSPE, or OSCE.

9.3. Exceptions: The following courses are excepted from the points number 9.1.1 to 9.1.3

- ✓ Introduction to Medicine and Medical Education
- ✓ Medical Professionalism
- ✓ Research

The Mid-course examination will be set by the course committee taking into consideration the peculiarities of each course.

10. Guidelines for the examination aspects

10.1. Guidelines for MCQs

- ✓ The MCQs questions should reflect the entire course-specific learning outcomes. The number and domains of questions and examination duration should be adjusted according to the examination blueprint.
- ✓ Questions should assess higher-order thinking and not just a simple recall of knowledge. Recall questions should not exceed (30%) for phases I and II and should not exceed (20%) in phase III examinations.

10.2. Guidelines for MEQs and SAQs

✓ For MEQs and SAQs, model answers should be presented along with the questions in the blueprint.

✓ If at all possible, double marking should be carried out. When more than one marker is available, markers should be nested within an item (marker 1 correcting question 1 of all candidates, marker 2 marking question 2 of all candidates, etc.), which leads to more reliable scores than nesting markers within candidates.

10.3. Guidelines for OSCEs

✓ All faculty staff in the college should be familiar with the process of OSCEs.

✓ New students should also be oriented on the OSCE.

The OSCEs should be set in line with the standards stipulated in the updated version of the Saudi Commission for Health Specialties OSCE manual.

10.3.1. OSCE Coordinator, Co-coordinator, OSCE committees, and Examiners

✓ Examiners for the manned OSCE stations will be selected by the OSCE committee based on; participation as a tutor, specialty area, training, and contribution/participation in previous OSCEs.

✓ Each course committee in the college also serves as the OSCE committee of the respective courses.

✓ The concerned tutors for each activity, that is designed to be examined by OSCE in the examination blueprint, are responsible for writing the cases for OSCE, its requirements (equipment, patients, simulators...) and providing the checklist including marking scheme through their leader (the leader of that activity who is the main responsible person).

✓ The Course Coordinator will vet the cases prepared by the tutors (approved by the leader), and pass them to the SAC for approval, with the theory part of the examinations.

✓ The course coordinator has to raise the requirements to the OSCE coordinator for final preparation.

Other Members of the OSCE team

✓ Supervisor

✓ Timekeeper

✓ Logistic support staff

10.3.2. General preparations and Logistics for OSCE

✓ To reduce variability and improve inter-rater reliability, workshops/training courses must be organized periodically for training and orientation of examiners and simulated patients.

✓ The examination venue (the skill lab) should be prepared by the course coordinator, skill lab coordinator, and supervised by the SAC practical subgroup.

10.3.3. Number and types of OSCE stations

✓ For phase I and II courses, the number of OSCE stations should be according to the examination blueprint as prepared by the course committee and approved by the SAC.

✓ For phase III courses, a range of 10 to 20 stations is recommended for each examination and should cover the three domains of clinical competence namely communication, examination, and procedures.

10.3.4. Preparations of OSCE stations:

For each examination station, the concerned tutors should prepare the following:

✓ The name/ ID/purpose of the station.

✓ Candidate instructions.

✓ Examiner instructions (for manned stations)

✓ Scoring checklist/global assessment scale (marking scheme).

✓ Standardized patient instructions, if applicable.

✓ Instruction for station set-up.

- A range of five to ten minutes should be allocated for each station (including the rest stations) depending on the activity. However, the timing should be uniform for all stations in each OSCE session.

- The total number of rest stations is not fixed but should be minimized.

10.3.5. OSCE conduction

✓ The course coordinator and SAC representer should arrive 30 minutes before the examination time.

✓ Examiners should arrive at least 30 minutes before the start time to familiarize themselves with the details of the station and also with their patients.

✓ Simulated patients should arrive next and where non-standardized patients are required, they come last accompanied by nursing staff.

✓ Students should arrive at the venue at least 20 minutes before the start time.

✓ The students should be given a final briefing, including details of any quarantine arrangements, their starting positions, and the movement flow in the OSCE circuit, and finally some words of encouragement.

✓ The bell should be used to commence the examination. The students, examiners, and all staff involved shall be fully informed of the bell signal which denotes start, stop, restart, and so on. The

examinees and staff running the OSCE must be aware of the regulations.

10.3.6. Marking the OSCE

Structured marking sheets and/or rating forms should be prepared and used. Examiners should be briefed in their use as many stations/cases and examiners as possible should be used.

10.3.7. Item analysis for OSCE

The OSCE stations should be subjected to item analysis for difficulty index. If an OSCE station has an unacceptable difficulty index less than 25% answered, it should be reviewed. Reviewing of OSCE station with a difficulty index of less than 25% should be done according to point 8.1.4.

11. Review of the Examinations Questions

11.1. Final examination should be prepared by the course coordinator or co-coordinator and submitted to the SAC for review and validation as follows:

11.1.1. The Blueprint should be submitted two weeks before the commencement of the course.

11.1.2. The first submission of the examination questions should be two weeks before the examination commencement.

11.1.3. Final submission should be one week before the examination commencement.

11.1.4. The maximum allowed extra questions to be presented for review is 20% of total questions in the examination.

11.2. Standard Setting

For each course examination, a defensible standard-setting method (e.g. Angoff, modified Angoff, Hofstee methods, borderline, etc.) should be performed by the course coordinator and approved by SAC.

11.3. Marking of Examinations

11.3.1. For MCQs, optical marking should be done by the exam officer in presence of the respective course coordinator.

11.3.2. For MEQs/SAQs, model answers should be provided and used as the basis for marking. Several markers should be available, but one marker should mark the same question for all students for consistency and it is recommended to be done at the same session. Double marking is encouraged.

11.3.3. For OSCE stations properly designed checklists and rating scales should be used. Again, several examiners should be available. Each station should be assigned to two examiners.

11.4. Reporting of Results

11.4.1. Final Examination Results

The maximum time frame for reporting end-of-course final examination results in the college should be done within one week.

11.4.2. Results of Examinations with External Examiners

Results for course examinations that have External Examiners should be returned within one week from receiving the examination papers.

11.5. Grades and Grading

The Grade achieved by the student in any course is calculated out of five based on the followings:

The percentage	Symbol	Weight	Grade
95 – 100 %	A+	5.00	Exceptional
90 - < 94.9 %	A	4.75	Excellent
85 - < 89.9 %	B+	4.50	Superior
80 - < 84.9 %	B	4.00	Very Good
75 - < 79.9 %	C+	3.50	Above average
70 - < 74.9 %	C	3.00	Good
65 - < 69.9 %	D+	2.50	High Pass
60 - < 64.9 %	D	2.00	Pass
< 60 %	F	1.00	Fail

11.6. Pass/Fail Criteria

11.6.1. The student will pass the course if he/she scores (60%) or more or passing a defined pass mark by a standardized method.

11.6.2. For any student to pass the clinical courses in Phase 3, he/she must score at least 60% or more or passing a defined pass mark by a standardized method of the Clinical Examination, and it will not be compensated by the theory examination.

11.7. Feedback on Students result

11.7.1. Feedback on in-course assessments both formative and summative should be given to students within one week by

his/her mentor in coordination with the course coordinator. It is recommended that the feedback session is timetabled. Feedback should not involve the release of questions but a discussion of points of weaknesses with students.

11.7.2. Final examination contents and results will not be discussed with students through any channels or means before SAC approval. Student performance will be distributed through the academic system within one week following the official approval.

11.8. Other Provisions

11.8.1. Selection of Examiners in Clinical Examinations

11.8.1.1. The selected examiners should have experience of two years or more of examining at the university level and at least one or more of the

following criteria:

11.8.1.2. Holding a certificate in teaching/assessment/education

11.8.1.3. Attended and/or participated in workshops and/or conferences on teaching/assessment/education.

11.8.1.4. Appointed as an External Examiner to a Faculty, University, or Professional examining body.

11.8.2. Training of Students on Assessment methods

Students should be adapted to the type of examinations in the college.

11.8.3. Access to Old/Previous Examinations

Students should have no access to examination questions in the college bank.

11.9. Grade Appeals

A student has the right to appeal the results or grade of a course, if not convinced, according to the following:

11.9.1. Timeframe

11.9.1.1. For the continuous assessment components**,** the appeal should be written within three working days after each summative assessment and within three working days before the starting of the final examination for the last week's summative assessments of the concerned course.

11.9.1.2. For the final examination**,** the appeal should be written within two working days after the announcement of the results.

11.9.2. Appeal process

11.9.2.1. The student should write the appeal to the SAC chairman through his/her mentor within three working days after the release of the exam result.

11.9.2.2. SAC chairman should nominate a committee of three faculty members to assess the case and/or remark on the student examination answer sheets.

11.9.2.3. The nominating committee has the right to seek help from experts if needed. The nominating committee should report its findings and recommendations to the SAC chairman within three working days.

11.9.2.4. The SAC after that approves and reports to the dean, who will decide according to the university regulations.

12. Absenteeism

12.1. Refer to the University Academic Regulations.

12.2. For the mid-course examination, if the student is absent without a valid excuse, he/she will be awarded a zero mark.

12.3. If his/her absence is accepted by the student issue committee, his/her final examination will be marked out of the designated final examination marks plus designated mid-course examination marks.

13. Misconduct in Examinations

Refer to the University Academic Regulations.

14. Security of Examination Questions

The College will maintain the highest level of security for all types of examinations. In that regard, the following guidelines should be adhered to:

14.1. Preparation of Examination Papers

Examination papers should be prepared depending on the number of students conducting the examination.

14.1.1. Photocopying and Storage

- ✓ The course coordinator should photocopy the approved examination paper in the presence of the examination officer, three working days before the date of the examination.
- ✓ Final examination papers should be kept in the envelope and secured in the examination office.

14.1.2. Transmission of Examination Questions

Transmission of examination questions between tutors and course coordinators, as well as with the examination office should be carried out preferably through the official E-mail with a protected password. The password should not be sent through E-mail.

15. Conduction of the examinations

15.1. The announcement of the date of examination: By the SAC in coordination with the course coordinator.

15.2. Examination hall preparation: By the SAC in coordination with the course coordinator. The examination hall should be calm, well ventilated, well lighted with sufficient chairs and spacing between the chairs.

15.3. Distribution and collection of the examination papers: The Main invigilator should receive the papers from the SAC representative, distribute them with the help of the invigilators, and collect them after completion of the examination and deliver it back to the SAC representative.

15.4. Regulations for the process of examination conduction:

The following regulations should strictly adhere to the process of examination conduction:

15.4.1. All Faculty Members should be aware and adhere to the general rules and regulations of the University and College including the Examination Instruction sheet (APPENDIX 1 & 2).

15.4.2. All the examination materials should be present in the examination hall 15 minutes before the start of the examination.

15.4.3. Only students who are allowed to sit for the examination should enter the examination hall.

15.4.4. Translation and clarification are not allowed during the examination.

15.4.5. The invigilators are not allowed to communicate with any student.

15.4.6. The SAC representative is authorized to respond to the student's queries.

15.4.7. If the SAC representative noticed any valid raised query, he can contact the course coordinator and expert person to make the appropriate decision.

15.4.8. The SAC representative should announce any updates or

instructions to all the students uniformly.

16. Invigilation

The following instructions should be strictly applied throughout the examination:

16.1. The invigilators should arrive at the examination venue by, at least, 15 minutes earlier to the commencement of the examination (SAC representative and course coordinator should come to the examination office 20 minutes before).

16.2. The panel of invigilators should share a good rapport and should follow the instructions given by the SAC.

16.3. Minimum of two invigilators in each examination hall should be present at all the time.

16.4. Invigilators should count the number of question sheets given to the students and compare them with the number of question sheets received (it should be equal).

16.5. The students should sit according to the labels adherent to the desks (carry their seat number) with key for seat number should be prepared by examination office and put-on notice board 30 minutes before examination and handover one copy to invigilator to cross-check. The seating arrangement should not be changed as much as possible at any point of the examination.

16.6. Tearing of the adherent label on the desk is subject to punishment.

16.7. The examination's invigilators should make sure that all students' details (like their names and university numbers) are correctly written on both questions and answer sheets.

16.8. The attendance sheet should be passed through the students by the invigilators within the first 15 minutes of the commencement of the examination.

16.9. Loud arguments related to the incident of faults in the examination typing or printing should be avoided during the examination.

16.10. All the members of the invigilation team should wait until the last minute for compiling the question-and-answer sheets and re-checking the attendance sheet by the invigilation team leader.

16.11. The material used in cheating if any should be collected by the main invigilator and handed over to the SAC representative who will forward it to the concerned committee.

17. Storage and Disposal of Past Examination Question Papers/Scripts

The storage of past examination Question papers/scripts should be saved for two academic years.

18. Emergency in Examination

The SAC or its representative should assess the situation, and the appropriate action should be taken accordingly.

19. Substitute examinations

19.1. Substitute examinations are meant only for those students who have a written, accepted excuse from the competent authority.

19.2. The SAC must have a schedule for substitute examinations for every course.

20. Resit examination

20.1. All re-sit examinations should be held and reported on before the beginning of the new academic year.

20.2. The SAC will announce the exact schedule of these examinations before the start of the summer vacations.

20.3. The Resit examination will be marked out of 60 added to his/her continuous assessment score which is out of 40.

20.4. If a student did not pass 50% or more of the credit hours for a year, he/she would become ineligible to sit for the resit examinations. He/she must then repeat the failed courses in the next year.

20.5. A student who passes the resit examination will be given only the pass mark of 60% regardless of the earned marks.

21. Approval and Announcement of the Results

21.1. The exam results of each course will be presented by the course coordinator to the SAC for review.

21.2. The reviewed results of the exam will be approved by the SAC chairman and the Dean.

21.3. The approved results should be uploaded to the academic system by the course coordinator.

21.4. The official format of final results signed by the course coordinator, head of the department, and the Dean.

22. Training of Faculty

MED depending upon the SAC suggestions, The MED will conduct regular workshops to update and upgrade faculty/affiliated staff regarding assessment methodology. It is the responsibility of Heads of Departments, Curriculum Committee, and SAC chairman to ensure that faculty members attend the faculty development workshops. A faculty member who does not attend appropriate faculty development workshops should not be considered for an appointment as a Course/Examination Coordinator or Examiner.

The general rules for examination conduction

Examination Instructions:

1. The student should be committed to wearing the medical uniform and should have an ID Card.

2. Attendance by enough time before the exam conduction (at least 15 minutes)

3. Bringing the instruments that the exam need (pencil, eraser, calculator, medical instruments…)

4. Sitting in the designated place (identified by the student's name and university number).

5. Writing and shading the necessary data (Full name - University number – Serial number) on both answers and questions sheets. Also, writing and shading the model name on the answers sheet. (This should be done before the beginning of the exam).

6. The students are not allowed to turn over the exam paper unless announced.

7. Keeping calm inside the exam halls, be away from the exam halls, and don't make noise beside them.

8. Commitment to rules and regulations of the exams and don't try to cheat, impersonate, forge, or to enter with any prohibited materials or electronic devices such as mobiles, headphones, electronic/smartwatches…etc.

9. Commitment to verbal instructions of the exam invigilators.

10. The students are not allowed to submit the answer sheets before half-hour from the starting time of the exam.

11. The students are not allowed to enter the exam hall after passing of half-hour from the starting time of the final exam.

12. The students are not allowed to enter the exam hall after passing half the exam time from the starting time of the midcourse exam.

13. The students are not allowed to get out during the exam except the very necessary situations that are assessed and allowed by the exam's main invigilator (student to be checked for possession of any prohibited items).

14. In the case of a student's absence from the exam, he should deliver his excuse to the students' issues committee within a maximum time of five working days from the date of the exam.

15. In case of a break of any of the previous points, the appropriate actions will be taken by the invigilator to set that infraction, and if there is any resistance from the student, another infraction will be reported, and he should leave the exam hall.

16. The student should read and follow all the rules and regulations of the university and college.

Schedule for the training program

Day	Topic
Day 1	Meetings with the dean of the college, vice deans, and head of departments
Day 2	Meeting with the medical education department
Day 3	Orientation about the teaching, learning, and the assessment strategies

Important College telephone numbers

Item	Telephone Number
Dean's office	8199
College Vice Deanship for Postgraduate Studies	8189
College Vice Deanship for Educational Affairs and Development	8823
Manager director	8185
Registration unit	8186
Public Relations and Media Office	8164
Academic mentoring unit	8195
University Medical Services Center	8448