



Faculty of Medicine
Quality Assurance Unit

**Master (M.Sc.) Degree Program and
Courses Specifications for **Exact name of
the program (Academic Departments)****

(According to currently applied **Credit point bylaws**)

Name of department
Faculty of medicine
Assiut University
2017/2018

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Master degree of

A. Basic Information

-  **Program Title:**
.....
-  **Nature of the program: Single.**
-  **Responsible Department:**
.....
-  **Program Academic Director (Head of the Department):**
.....
-  **Coordinator (s):**
 - **Principle coordinator:**
.....
 - **Assistant coordinator (s)**
-  **Internal evaluators:**
.....
-  **External evaluator**
-  **Date of Approval by the Faculty of Medicine Council of Assiut University:**
-  **Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University:**
.....
-  **Total number of courses: courses**

B. Professional Information

1- Program aims

I/1.....
.....

1/2.....
.....

1/3.....
.....

**2- Intended learning outcomes (ILOs)
for the whole program:**

2- Intended learning outcomes (ILOs) *for the whole program*:

2/1 Knowledge and understanding:

- A. Explain the essential facts and principles of relevant basic sciences including, ----, ----, --- related to speciality.
- B. Mention essential facts of clinical supportive sciences including ----- and ----- related to speciality.
- C. Demonstrate sufficient knowledge of the main subjects related to speciality.
- D. Give the recent and update developments in the most important themes related to speciality.

- E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the field of speciality.
- F. Mention the basics and standards of quality assurance to ensure good practice in the field of **speciality**.
- G. Mention the ethical and scientific principles of medical research methodology.
- H. State the impact of common problems related to the field of speciality on the society and how good practice can improve these problems.

2/2 Intellectual outcomes

- A- Correlate the relevant facts of relevant basic and clinically supportive sciences with reasoning, diagnosis and management of common problems of the speciality.
- B- Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical or practical situations related to speciality.
- C- Design and /or present a case or review (through seminars/journal clubs.) in one or more of common themes or problems relevant to the speciality field.
- D- Formulate management plans and alternative decisions in different situations in the field of the speciality.

2/3 Skills

2/3/1 Practical skills

- A. Demonstrate competently relevant laboratory skills related to speciality.

- B. Use the up to date technology for the conditions related to speciality.
- C. Develop plans for performing experiments related to speciality.
- D. Carry out common experiments related to speciality.
- E. Counsel and educate students, technicians and junior staff, in the lab about conditions related to speciality; including handling of samples, devices, safety and maintenance of laboratory equipments.
- F. Use information technology in some of the situations related to speciality.
- G. Share in providing health care services aimed supporting patient care, solving health problems and better understanding of the normal structure and function.
- H. Write competently all forms of professional reports related to the speciality (lab reports, experiments reports,).

2/3/2 General skills

Including:

- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

Practice-Based Learning and Improvement

- A- Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).
- B- Appraises evidence from scientific studies.
- C- Conduct epidemiological Studies and surveys.
- D- Perform data management including data entry and analysis and using information technology to manage information, access on-line medical information; and support their own education.
- E- Facilitate learning of students, lab technical staff and other health care professionals including their evaluation and assessment.

Interpersonal and Communication Skills

- F- Maintain therapeutic and ethically sound relationship with patients, their families, lab technical staff and other health professionals.
- G- Elicit information using effective nonverbal, explanatory, questioning, and writing skills.
- H- Provide information using effective nonverbal, explanatory, questioning, and writing skills.
- I- Work effectively with others as a member of a team or other professional group.

Professionalism

- J- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.
- K- Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices.
- L- Demonstrate sensitivity and responsiveness to others' culture, age, gender, and disabilities.

Systems-Based Practice

- M- Work effectively in relevant academic and health care delivery settings and systems including good administrative and time management.
- N- Adopt cost-effective practice and resource allocation that does not compromise quality of services.
- O- Assist patients in dealing with system complexities.

3- Program Academic Reference Standards (ARS) (Annex 2)

Academic standards for master degree in a academic (basic science) speciality

Assiut Faculty of Medicine developed master degree programs' academic standards for different clinical specialties.

In preparing these standards, the General Academic Reference Standards for post graduate programs (GARS) were adopted. These standards set out the graduate attributes and academic characteristics that are expected to be achieved by the end of the program.

These standards were approved by the Faculty Council on 17-6- 2009.

4- Program External References

1. ACGME (Accreditation Council for Graduate Medical Education).
2. (Academic Reference (s) related to speciality for program specification different from the above mentioned reference)

5. Program Structure and Contents

A. Duration of program: 3 – 5 years

B. Structure of the program:

Total number of points: 180 (20 out of them for thesis)

Didactic..... (-----%), practical.....(-----%) thesis 20 (11.1%)

total 180

First part

Didactic.....(-----%), practical.....(-----%).total.....

Second part

Didactic.....,(-----%) practical.....(-----%).total.....

According the currently applied bylaws:

Total courses 160 CP

Compulsory courses: 98.9%

Elective course: 2 credit point: 1.1%

	Points	% from total
§ Basic courses		
Humanity and social courses	2	1.1%
§ Specialized courses		
§ Others (Computer, ...)		
§ Field training		
Thesis	20	11.1%

C. C. Program Time Table

A. Duration of program 3 years maximally 5 years divided into

- Part 1: (One year)

Program-related basic science courses and ILOs + elective courses

Students are allowed to sit the exams of these courses after 12 months from applying to the M Sc degree.

One elective course can be set during either the 1st or 2nd parts.

- Thesis

For the M Sc thesis;

MSc thesis subject should be officially registered within 6 months from application to the MSc degree,

Discussion and acceptance of the thesis could be set after 12 months from registering the MSc subject;

It should be discussed and accepted before passing the second part of examination)

- Part 2 (2 years)

Program –related speciality courses and ILOs

Students are not allowed to sit the exams of these courses before 3 years from applying to the MSc degree.

The students pass if they get 50% from the written exams and 60% from oral and clinical exams of each course and 60% of summation of the written exams, oral and clinical exams of each course

Total degrees 1900 marks.

700 marks for first part

1200 for second part

Written exam 40% - 70%.

Practical and oral exams 30% - 60%.

D. Curriculum Structure: (Courses):

└┬┘ courses of the program:

Modules/ Units delivering courses and student work load list	Course Code	Core Credit points		
		Didactics	training	total
First Part				
Basic science Courses (8CP) 1) Course 1: 2) Course 2: 3) Course 3: -----				
Elective courses*	2CP			
Practical training and scientific activities				
A. Practical training in compulsory academic basic courses (10 CP)				
B. Practical training in Speciality course (20 CP)				
Total of the first part				
Second Part	Speciality courses Speciality Clinical Work			
Speciality Courses 4) Course 4 -----				
Training and practical activities in speciality (96 CP)				
Total of the second part		24	96	120
Thesis	20			
Total of the degree	180			

Didactic (lectures, seminars, tutorial)

* Elective courses can be taken during either the 1st or 2nd parts.

Student work load calculation:

Work load hours are scheduled depending on the type of activities and targeted competences and skills in different courses

Elective Courses#:

- Medical statistics.
- Evidence based medicine.
- Medicolegal Aspects and Ethics in Medical Practice and Scientific Research
- Quality assurance of medical education
- Quality assurance of clinical practice.
- Hospital management

One of the above mentioned courses are prerequisites for fulfillment of the degree.

Thesis:

20 CP are appointed to the completion and acceptance of the thesis.

6. Courses Contents (Annex 1)

The competency based objectives for each course/module/rotation are specified in conjunction with teaching/training methods, requirements for achieving these objectives and assessment methods.

See Annex 1 for detailed specifications for each course/module

Annex 6 II: Program Matrix

7-Admission requirements

✚ Admission Requirements (prerequisites) if any :

I. General Requirements:

- a. MBChB Degree from any Egyptian Faculties of Medicine
- b. Equivalent Degree from medical schools abroad approved by the Ministry of Higher Education
- c. One year appointment within responsible department (for non Assiut University based registrars)

II. Specific Requirements:

- Fluent in English (study language)

VACATIONS AND STUDY LEAVE

The current departmental policy is -----

FEES:

As regulated by the postgraduate studies rules and approved by the faculty vice dean of post graduate studies and the faculty and university councils.

8-Progression and completion requirements

- ✚ Examinations of the first part could be set at 12 months from registering to the MSc degree.
- ✚ Examination of the second part cannot be set before 3 years from registering to the degree.
- ✚ Discussion of the MSc thesis could be set after 1 year from officially registering the MSc subject before setting the second part exams.
- ✚ The minimum duration of the program is 3 years.

The students are offered the degree when:

1. Passing the exams of all basic science, elective and speciality courses of this program as regulated by the post graduates approved rules by the faculty council.
2. Completing all scheduled CP and log book (minimum 80%).
3. Discussion and acceptance of the MSc thesis.

9- Program assessment methods and rules (Annex IV)

Method	ILOs measured
Written examinations: Structured essay questions Objective questions MCQ Problem solving	K & I
Clinical: Long/short cases OSCE	K ,I, P &G skills
Structured oral	K ,I &G skills
Logbook assessment	All
Research assignment	I &G skills

Weighting of assessments:

Courses	Degrees				
	Course code	Written Exam	Oral Exam	Practical / Clinical Exam	Total
First Part					
Basic science Courses:					
Total of the first part					
Second Part					
Speciality Courses:					
Total of the degree					
Elective course					

* 25% of the oral exam for assessment of logbook

Total degree 1900

700 marks for first part

1200 for second part

Written exam -----% (----- marks).

Clinical /practical and oral exams -----% (----- marks)

✚ Examination system:

Ø First part:

.

Ø Second part:

.

Ø Elective courses

- Written exam one paper 1 hour in Elective course + Oral & Practical exam

10-Program evaluation

By whom	method	sample
Quality Assurance Unit	Reports Field visits	#
Internal evaluators	Report	1
External Evaluator (s): According to department council External Examiner (s): According to department council	Reports Field visits	#
Stakeholders	Reports Field visits Questionnaires	#
Senior students	Questionnaires	#
Alumni	Questionnaires	#

#Annex 5 contains evaluation templates and reports.

11-Declaration

We certify that all of the information required to deliver this program is contained in the above specification and will be implemented.

All course specifications for this program are in place.

Contributor	Name	Signature	Date
§ Program Principle Coordinator:			
§ Head of the Responsible Department (Program Academic Director):			

Annex 1, Specifications for Courses / Modules

Annex 1: specifications for courses

Course 1-----

§ **Name of department:**

§ **Faculty of medicine**

§ **Assiut University**

§ **2017/2018**

I. Course data

+ Course Title:

+ Course code:
.....

+ **Speciality**.....

+ **Number of credit points:** Didactic.....,(-----%) practical.....(-----%).total

+ **Department (s) delivering the course:**
.....

+ **Coordinator (s):**
- **Course coordinator:**
- **Assistant coordinator (s)**

+ **Date last reviewed:**
.....

+ **General requirements (prerequisites) if any :**
+ -----
+ -----

+ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

2. Course Aims

1.
2.
3.
4.
5.
6.
7.

3. Course intending learning outcomes (ILOs):

A-Knowledge and understanding

<i>ILOs</i>	<i>Methods of teaching/ Learning</i>	<i>Methods of Evaluation</i>
A. Describe common clinical conditions and diseases related to the course .		
B. Mention the following factual basics and principles essential to the course/speciality .		
C. State update and evidence based Knowledge related to the course:		
D. Memorize the facts and principles of the other relevant basic and clinically supportive sciences related to speciality including:		
E. Mention the basic ethical and medicolegal principles relevant to the speciality .		
F. Mention the basics of quality assurance to ensure good professional skills in his field.		
G. Mention the ethical and scientific principles of medical research		
H. State the impact of common problems related to the field of speciality on the society and how good practice can improve these problems.		

B. Intellectual outcomes

<i>ILOs</i>	<i>Methods of teaching/ learning</i>	<i>Methods of Evaluation</i>
A. Correlates the facts of relevant basic and clinically supportive sciences with conditions and diseases of relevance to speciality .		
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to conditions relevance to speciality .		
C. Design and present audits, cases, seminars in common problems related to speciality.		
D. Formulate management plans and alternative decisions in different situations in the field of the speciality.		

C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. perform the following basic lab skills essential to the course:		
B. use instruments and devices in evaluation of.....		
C. Interpret the following non invasive/invasive procedures/ experiments		
D. Perform the following non invasive/invasive procedures/ experiments		
D. Write and evaluate of the following reports:		
E. Perform the following basic experiments in related basic sciences to be utilized in the research work:		
G. Use information technology to support decisions in common situations related to speciality		
H. Develop and carry out plans for performing experiments related to .		
I. Counsel and educate students, technicians and junior staff, in the lab about conditions related to -----; including handling of samples, devices, safety and maintenance of laboratory equipments.		
J. Share in providing health care services aimed solving health problems and better understanding of the normal structure and function.		

D. General Skills
Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)		
B. Appraises evidence from scientific studies.		
C. participate in one audit or survey related to the course		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.		

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain ethically sound relationship with others.		
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in ...		
K. Write a report in ...		

Professionalism

<i>ILOs</i>	<i>Methods of teaching/ learning</i>	<i>Methods of Evaluation</i>
L. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society		
M. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		
N. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
O. Work effectively in relevant health care delivery settings and systems.		
P. Practice cost-effective health care and resource allocation that does not compromise quality of care.		
Q. Assist patients in dealing with system complexities.		

**4. Course contents (topic s/modules/rotation
Course Matrix**

Time Schedule: First Part/ Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills

5. Course Methods of teaching/learning:

- 1.
- 2.
- 3.
- 4.

6. Course Methods of teaching/learning: for students with poor achievements

- 1.
- 2.
- 3.
- 4.

7. Course assessment methods:

- i. Assessment tools:
.....
.....
- ii. Time schedule:
- iii. Marks:
.....

8. List of references

- i. Lectures notes
.....
- ii. Essential books
.....
- iii. Recommended books
.....

iv. Periodicals, Web sites, ... etc

-
-
-

v. Others

.....
.....

9. Signatures

Course Coordinator:	Head of the Department:
Date:	Date:

Course 2-----

Course 3-----

Course 4-----

Course 5-----

Course 6-----

.....
.....
.....

Annex 2,
Program academic
reference standards

1- Graduate attributes for master degree in -----

The Graduate (after residence training and master degree years of study) must:

- 1-** Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and medical audit in the chosen field of medicine.
- 2-** Appraise and utilise scientific knowledge to continuously update and improve clinical practice in related speciality.
- 3-** Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in the field of speciality.
- 4-** Dealing with common problems and health promotion using updated information in the field of speciality.
- 5-** Identify and share to solve health problems in his speciality.
- 6-** Acquire all competencies –including the use of recent technologies- that enable him to provide safe, scientific, and ethical care including update use of new technology in the speciality field.
- 7-** Demonstrate interpersonal and communication skills that ensure effective information exchange with other health professions, the scientific community, junior students and the public.
- 8-** Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.
- 9-** Acquire decision making capabilities in different situations related to his field of practice.
- 10-** Show responsiveness to the larger context of the related health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.
- 11-** Be aware of public health and health policy issues and share in system-based improvement of his practice and related health care.
- 12-** Show appropriate attitudes and professionalism.
- 13-** Demonstrate skills of lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages in the speciality or one of its subspecialties.

2- Competency based Standards for basic master degree graduates

2.1- Knowledge and understanding

By the end of the program, the graduate should demonstrate satisfactory knowledge and understanding of

- 2-1-A-** Established basic, biomedical, clinical, epidemiological and behavioral sciences related to the speciality.
- 2-1-B-** The relation between practice in the speciality and the welfare of society.
- 2-1-C-** Up to date and recent developments in common problems related to the field of speciality.
- 2-1-D-** Ethical and medicolegal principles relevant to practice in the speciality field.
- 2-1-E -**Quality assurance principles related to the good medical practice in the speciality field.
- 2-1-F-** Ethical and scientific basics of medical research.

2.2- Intellectual skills:

By the end of the program, the graduate should be able to demonstrate the following:

- 2-2-A-** Correlation of different relevant sciences in the problem solving and management of common problems of the speciality.
- 2-2-B-** Problem solving skills based on data analysis and evaluation (even in the absence of some) for common situations related to speciality.
- 2.2- C-** Demonstrating systematic approach in studding common themes or problems relevant to the speciality field.
- 2-2-D-** Making alternative decisions in different situations in the field of the speciality.

2.3- Clinical skills

By the end of the program, the graduate should be able to

- 2-3-A -** Provide practical and or laboratory services that can help patient care, solving health problems and better understanding of the normal structure and function.
- 2-3-B-** Demonstrate practical / laboratory skills relevant to that speciality.
- 2-3- C-** Write and comment on reports for situations related to the field of speciality.

2.4- General skills

By the end of the program, the graduate should be able to

✚ Competency-based outcomes for practice-based learning and improvement

2-4-A- Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own practice, appraisal and assimilation of scientific evidence, improvements in provided services and risk management.

2-4-B- Use all information sources and technology to improve his practice.

2-4-C- Demonstrate skills of teaching and evaluating others.

✚ Competency-based objectives for interpersonal and communication Skills

2-4-D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, lab technical staff and other health professionals.

✚ Competency-based objectives for Professionalism

2-4-E- Demonstrate professionalism behaviors, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

✚ Competency-based objectives for Systems-based Practice

2-4-F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and academic services and the ability to effectively use system resources to provide care that is of optimal value.

2-4-G- Demonstrate skills of effective time management.

2-4-H- Demonstrate skills of self and continuous learning.

Annex 3, Methods of teaching/learning

Annex 3, Methods of teaching/learning

	Patient care	Medical knowledge	Practice-based learning/Improvement	Interpersonal and communication skills	Professionalism	Systems-based practice
Didactic (lectures, seminars, tutorial)	X	X		X	X	X
journal club,	X	X	X			
Educational prescription	X	X	X	X	X	X
Present a case (true or simulated) in a grand round	X	X	X	X	X	
Observation and supervision	X		X	X	X	X
conferences		X	X	X		X
Written assignments	X	X	X	X	X	X
Oral assignments	X	X	X	X	X	X

Teaching methods for knowledge

- ✓ Didactic (lectures, seminars, tutorial)
- ✓ journal club
- ✓ Critically appraised topic
- ✓ Educational prescription (a structured technique for following up on clinical questions that arise during rounds and other venues).
- ✓ Present a case (true or simulated) in a grand round
- ✓ Others

Teaching methods for patient care

- ✓ Observation and supervision /Completed tasks procedure/case logs
- ✓ On-the-job” training without structured teaching is not sufficient for this skill (checklists).
- ✓ Simulation is increasingly used as an effective method for skill/teamwork training.

Teaching methods for other skills

- ✓ Written communication (e.g., orders, progress note, transfer note, discharge summary, operative reports, and diagnostic reports).
- ✓ Oral communication (e.g., presentations, transfer of care, interactions with patients, families, colleagues, members of the health care team) and/or non verbal skills (e.g., listening, team skills)
- ✓ Professionalism, including medical ethics, may be included as a theme throughout the program curriculum that includes both didactic and experiential components (e.g., may be integrated into already existing small group discussions of vignettes or case studies and role plays, computer-based modules) and may be modeled by the faculty in clinical practice and discussed with the resident as issues arise during their clinical practice.

Annex 4, Assessment methods

Annex 4, ILOs evaluation methods for Master Degree students.

Method	Practical skills	K	Intellectual	General skills			
	Patient care	K	I	Practice-based learning/Improvement	Interpersonal and communication skills	Professionalism	Systems-based practice
Record review	X	X	X		X	X	X
Checklist	X				X		
Global rating	X	X	X	X	X	X	X
Simulations	X	X	X	X	X	X	
Portfolios	X	X	X	X	X		
Standardized oral examination	X	X	X	X	X		X
Written examination	X	X	X	X			X
Procedure/case log	X	X					

Annex 4, Glossary of Master Degree doctors assessment methods

- ✓ Record Review – Abstraction of information from patient records, such as medications or tests ordered and comparison of findings against accepted patient care standards.
- ✓ Chart Stimulated Recall – Uses the MSc doctor’s patient records in an oral examination to assess clinical decision-making.
- ✓ Mini clinical evaluation: Evaluation of Live/Recorded Performance (single event) – A single resident interaction with a patient is evaluated using a checklist. The encounter may be videotaped for later evaluation.
- ✓ Standardized Patients (SP) – Simulated patients are trained to respond in a manner similar to real patients. The standardized patient can be trained to rate MSc doctor’s performance on checklists and provide feedback for history taking, physical examination, and communication skills. Physicians may also rate the MSc doctor’s performance.
- ✓ Objective Structured Clinical Examination (OSCE) – A series of stations with standardized tasks for the MSc doctors to perform. Standardized patients and other assessment methods often are combined in an OSCE. An observer or the standardized patient may evaluate the MSc doctors.
- ✓ Procedure or Case Logs – MSc doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.
- ✓ PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by a MSc doctors.
- ✓ Case /problems – assess use of knowledge in diagnosing or treating patients or evaluate procedural skills.
- ✓ Models: are simulations using mannequins or various anatomic structures to assess procedural skills and interpret clinical findings. Both are useful to assess practice performance and provide constructive feedback.
- ✓ 360 Global Rating Evaluations – MSc doctors, faculty, nurses, clerks, and other clinical staff evaluate MSc doctors from different perspectives using similar rating forms.

- ✓ Portfolios – A portfolio is a set of project reports that are prepared by the MSc doctors to document projects completed during the MSc study years. For each type of project standards of performance are set. Example projects are summarizing the research literature for selecting a treatment option, implementing a quality improvement program, revising a medical student clerkship elective, and creating a computer program to track patient care and outcomes.
- ✓ Examination MCQ – A standardized examination using multiple-choice questions (MCQ). The in-training examination and written board examinations are examples.
- ✓ Examination Oral – Uses structured realistic cases and patient case protocols in an oral examination to assess clinical decision-making.
- ✓ Procedure or Case Logs – MSc doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.
- ✓ PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by MSc doctors.

Annex 5,
Program evaluation tools

By whom	Method	sample
Quality Assurance Unit	Reports Field visits	#
External Evaluator (s): According to department council External Examiner (s): According to department council	Reports Field visits	#
Stakeholders	Reports Field visits questionnaires	#
Senior students	questionnaires	#
Alumni	questionnaires	#

Annex 6, Program Correlations:

مصنوفة توافق المعايير القومية القياسية العامة لبرامج الماجستير مع المعايير
الأكاديمية المعتمدة من كلية الطب – جامعة أسيوط لدرجة الماجستير في -----

I- General Academic Reference Standards (GARS) versus Program ARS

1- Graduate attributes

NAQAAE General ARS for Postgraduate Programs	Faculty ARS
١- إجادة تطبيق أساسيات و منهجيات البحث العلمي و استخدام أدواته المختلفة	1- Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and medical audit in the chosen field of medicine.
٢- تطبيق المنهج التحليلي واستخدامه في مجال التخصص	2- Appraise and utilise scientific knowledge to continuously update and improve clinical practice in the related speciality.
٣- تطبيق المعارف المتخصصة و دمجها مع المعارف ذات العلاقة في ممارسته المهنية	3- Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in the field of speciality.
٤- إظهار وعيا بالمشاكل الجارية و الرؤى الحديثة في مجال التخصص	4- Dealing with common problems and health promotion using updated information in the field of speciality.
٥- تحديد المشكلات المهنية و إيجاد حلول لها	5- Identify and share to solve health problems in his speciality.
٦- إتقان نطاق مناسب من المهارات المهنية المتخصصة، واستخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية	6- Acquire all competencies that enable him to provide safe, scientific, ethical care including update use of new technology in the speciality field.

1- Graduate attributes (Continuous)

NAQAAE General ARS for Postgraduate Programs	Faculty ARS
٧-التواصل بفاعلية و القدرة على قيادة فرق العمل	7- Demonstrate interpersonal and communication skills that ensure effective information exchange with other health professions, the scientific community, junior students and the public. 8- Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.
٨-اتخاذ القرار في سياقات مهنية مختلفة	9- Acquire decision making capabilities in different situations related to his field of practice.
٩ - توظيف الموارد المتاحة بما يحقق أعلى استفادة و الحفاظ عليها	10- Show responsiveness to the larger context of the related health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.
١٠-إظهار الوعي بدوره في تنمية المجتمع و الحفاظ على البيئة في ضوء المتغيرات العالمية و الإقليمية	11- Be aware of public health and health policy issues and share in system-based improvement of his practice and related health care.
١١-التصرف بما يعكس الالتزام بالنزاهة و المصداقية و الالتزام بقواعد المهنة	12- Show appropriate attitudes and professionalism.
١٢-تنمية ذاته أكاديميا و مهنيا و قادرا علي التعلم المستمر	13- Demonstrate skills of lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages in the speciality or one of its subspecialties.

2-Academic standards

NAQA AE General ARS for Postgraduate Programs	Faculty ARS
٢-١-أ- النظريات و الأساسيات المتعلقة بمجال التعلم وكذا في المجالات ذات العلاقة.	2.1. A - Established basic, biomedical, clinical, epidemiological and behavioral sciences related to the speciality.
٢-١-ب- التأثير المتبادل بين الممارسة المهنية وانعكاسها علي البيئة.	2.1. B- The relation between practice in the speciality and the welfare of society.
٢-١-ج- التطورات العلمية في مجال التخصص.	2.1. C- Up to date and recent developments in common problems related to the field of speciality.
٢-١-د- المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص.	2.1. D- Ethical and medicolegal principles relevant to practice in the speciality field.
٢-١-هـ- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص	2.1. E- Quality assurance principle related to the good medical practice in the speciality field.
٢-١-و- أساسيات وأخلاقيات البحث العلمي	2.1. F- Ethical and scientific basics of medical research.

2-Academic standards (Continuous)

NAQAAE General ARS for Postgraduate Programs	Faculty ARS
٢-٢-أ- تحليل و تقييم المعلومات في مجال التخصص والقياس عليها لحل المشاكل	2.2. A- Correlation of different relevant sciences in the problem solving and management of common problems of the speciality. 2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common situations related to speciality.
٢-٢-ب- حل المشاكل المتخصصة مع عدم توافر بعض المعطيات	2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common situations related to speciality.
٢-٢-ج- الربط بين المعارف المختلفة لحل المشاكل المهنية	2.2. A- Correlation of different relevant sciences in the problem solving and management of common problems of the speciality.
٢-٢-د- إجراء دراسة بحثية و /أو كتابة دراسة علمية منهجية حول مشكلة بحثية	2.2. C- Demonstrating systematic approach in studding common themes or problems relevant to the speciality field.
٢-٢-هـ- تقييم المخاطر في الممارسات المهنية في مجال التخصص	2.4. A- Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own practice, appraisal and assimilation of scientific evidence, improvements in provided services and risk management.
٢-٢-و- التخطيط لتطوير الأداء في مجال التخصص	2.4. A- Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own practice, appraisal services and risk management.

2-Academic standards (Continuous)

NAQAAE General ARS for Postgraduate Programs	Faculty ARS
٢-٢-ز - اتخاذ القرارات المهنية في سياقات مهنية متنوعة	2.2. D- Making alternative decisions in different situations in the field of the speciality.
٢-٣-أ - إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص	<p>2.3.A- Provide practical and or laboratory services that can help patient care ,solving health problems and better understanding of the normal structure and function.</p> <p>2.3. B- Demonstrate practical / laboratory skills relevant to that speciality.</p>
٢-٣-ب - كتابة و تقييم التقارير المهنية	C- Write and comment on reports for situations related to the field of spe
٢-٣-ج - تقييم الطرق و الأدوات القائمة في مجال التخصص	<p>2.3.A- Provide practical and or laboratory services that can help patient care ,solving health problems and better understanding of the normal structure and function.</p> <p>2.3. B- Demonstrate practical / laboratory skills relevant to that speciality.</p>

2-Academic standards (Continuous)

NAQAAE General ARS for Postgraduate Programs	Faculty ARS
٢-٤-أ-التواصل الفعال بأنواعه المختلفة	2.4. D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, lab technical staff and other health professionals.
٢-٤-ب- استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية	2.4. A- Demonstrate Practice-Based learning and Improvement skills that involves investigation and evaluation of their own practice, appraisal and assimilation of scientific evidence, improvements in provided services and risk management. 2.4. B- Use all information sources and technology to improve his practice.
٢-٤-ج- التقييم الذاتي وتحديد احتياجاته التعليمية الشخصية	2.4. A- Demonstrate Practice-Based learning and Improvement skills that involves investigation and evaluation of their own practice, appraisal and assimilation of scientific evidence, improvements in provided services and risk management. 2.4. B- Use all information sources and technology to improve his practice. 2.4. E-Demonstrate Professionalism behaviors, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

2-Academic standards (Continuous)

NAQAAE General ARS for Postgraduate Programs	Faculty ARS
٢-٤-د - استخدام المصادر المختلفة للحصول على المعلومات و المعارف	2.4. A- Demonstrate Practice-Based learning and Improvement skills that involves investigation and evaluation of their own practice, appraisal and assimilation of scientific evidence, improvements in provided services and risk management.
٢-٤-هـ - وضع قواعد ومؤشرات تقييم أداء الآخرين	2.4. C- Demonstrate skills of teaching and evaluating others.
٢-٤-و - العمل في فريق ، وقيادة فرق في سياقات مهنية مختلفة	2.4. F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and academic services and the ability to effectively use system resources to provide care that is of optimal value.
٢-٤-ز - إدارة الوقت بكفاءة	2.4. G- Demonstrate skills of effective time management.
٢-٤-ح - التعلم الذاتي و المستمر	2.4. H- Demonstrate skills of self and continuous learning.

II- Comparison between Program ARS and ILOS for master degree in-----

(ARS)	(ILOS)
<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Established basic, biomedical, clinical, epidemiological and behavioral sciences related to the speciality.</p>	<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Explain the essential facts and principles of relevant basic sciences including, -----, -----, --- related to speciality.</p> <p>2-1-B- Mention essential facts of clinical supportive sciences including ----- and ----- related to speciality.</p> <p>2-1-C- Demonstrate sufficient knowledge of the main subjects including... related to speciality.</p>
<p>2-1-B The relation between practice in the speciality and the welfare of society.</p>	<p>2-1-H- State the impact of common problems related to the field of speciality on the society and how good practice can improve these problems.</p>
<p>2-1-C- Up to date and recent developments in common problem: to the field of speciality.</p>	<p>2-1-C- Demonstrate sufficient knowledge of the main subjects including... related to speciality.</p> <p>2-1-D- Give the recent and update developments in the most important themes related to speciality.</p>
<p>2-1-D- Ethical and medicolegal principles relevant to practice in the speciality field.</p>	<p>2-1-E- Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the field of speciality.</p>

2-1-E-Quality assurance principles related to the good medical practice in the speciality field.	2-1-F- Mention the basics and standards of quality assurance to ensure good practice in the field of..
2-1-F- Ethical and scientific basics of medical research.	2-1-G- Mention the ethical and scientific principles of medical research methodology.

continuous (ARS)	continuous (ILOs)
<p><u>2-2- Intellectual skills:</u></p> <p>2-2-A-Correlation of different relevant sciences in the problem solving and management of common problems of the speciality.</p>	<p><u>2-2- Intellectual skills:</u></p> <p>2-2-A- Correlate the relevant facts of relevant basic and clinically supportive sciences with reasoning, diagnosis and management of common problems of the speciality.</p>
<p>2-2-B-Problem solving skills based on data analysis and evaluation (even in the absence of some) for common situations related to speciality.</p>	<p>2-2-B- Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical or practical situations related to speciality.</p>
<p>2-2-C- Demonstrating systematic approach in studding common themes or problems relevant to the speciality field.</p>	<p>2-2-C- Design and /or present a case or review (through seminars/journal clubs.) in one or more of common themes or problems relevant to the speciality field.</p>
<p>2-2-D Making alternative decisions in different situations in the field of the speciality.</p>	<p>2-2-D- Formulate management plans and alternative decisions in different situations in the field of the speciality.</p>

continuous (ARS)	continuous (ILOs)
<p><u>2-3- Practical skills:</u></p> <p>2-3-A- Provide practical and or laboratory services that can help patient care ,solving health problems and better understanding of the normal structure and function.</p> <p>2-3-B- Demonstrate practical/laboratory skills relevant to that speciality.</p>	<p><u>2/3/1/Practical skills)</u></p> <p>2-3-1-A- Demonstrate competently relevant laboratory skills related to speciality.</p> <p>2-3-1-B- Use the up to date technology for the conditions related to speciality.</p> <p>2-3-1-C- Develop plans for performing experiments related to speciality.</p> <p>2-3-1-D- Carry out common experiments related to speciality.</p> <p>2-3-1-E- Counsel and educate students, technicians and junior staff, in the lab about conditions related to speciality; including handling of samples, devices, safety and maintenance of laboratory equipments.</p> <p>2-3-1-F- Use information technology in some of the situations related to speciality.</p> <p>2-3-1-G- Share in providing health care services aimed supporting patient care ,solving health problems and better understanding of the normal structure and function.</p>
<p>2-3-C- Write and comment on reports for situations related to the field of speciality.</p>	<p>2-3-1-H Write competently all forms of professional reports related to the speciality (lab reports, experiments reports,).</p>

continuous (ARS)	continuous (ILOs)
<u>2-4- General skills</u> 2-4-A- Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own practice, appraisal and assimilation of scientific evidence, improvements in provided services and risk management	<u>2/3/2 General skills</u> 2-3-2-A- Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks). 2-3-2-B- Appraises evidence from scientific studies. 2-3-2-C- Conduct epidemiological Studies and surveys.
2-4-B- Use all information sources and technology to improve his practice.	2-3-2-C- Conduct epidemiological Studies and surveys. 2-3-2-D-Perform data management including data entry and analysis and Using information technology to manage information, access on-line medical information; and support their own education.
2-4-C- Demonstrate skills of teaching and evaluating others.	2-3-2-E- Facilitate learning of students, lab technical staff and other health care professionals including their evaluation and assessment.
2-4-D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, lab technical staff and other health professionals.	2-3-2-F- Maintain therapeutic and ethically sound relationship with patients, their families, lab technical staff and other health professionals. 2-3-2-G- Elicit information using effective nonverbal, explanatory, questioning, and writing skills. 2-3-2-H- Provide information using effective nonverbal, explanatory,

	<p>questioning, and writing skills.</p> <p>2-3-2-I- Work effectively with others as a member of a team or other professional group.</p>
<p>2-4-E-Demonstrate professionalism behaviors, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<p>2-3-2-J- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.</p> <p>2-3-2-K- Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices.</p> <p>2-3-2-L-Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.</p>
<p>2-4-F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and academic services and the ability to effectively use system resources to provide care that is of optimal value.</p>	<p>2-3-2-M-Work effectively in relevant academic and health care delivery settings and systems including good administrative and time management.</p> <p>2-3-2-N- Adopt cost-effective practice and resource allocation that does not compromise quality of services.</p> <p>2-3-2-O- Assist patients in dealing with system complexities.</p>
<p>2-4-G- Demonstrate skills of effective time management.</p>	<p>2-3-2-M-Work effectively in relevant academic or health care systems including and time management. good administrative</p>
<p>2-4-H- Demonstrate skills of self and continuous learning.</p>	<p>2-3-2-A- Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).</p>

II-Program matrix

Course	Program Covered ILOs								

*Annex 7,
Additional information:*

+ Example:
+ Department information:

+ Staff members:

+ Opportunities within the department:

**+ Department quality control insurance for completing
the program:**

(End of the program specification)