Master (MSC) Degree Program and Courses Specifications for
Exact name of the program

(According to currently applied Credit point bylaws)

Name of department
Faculty of medicine
Assiut University
2017/2018

Contents

Item *Page*

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*:

2/1Knowledge and understanding:

A. Explain the essential facts and principles of relevant basic sciences including, ----- , ----- , -------- related to speciality.

B. Mention essential facts of clinically supportive sciences including -------- and ------ related to speciality.

C. Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment the common diseases and situations related to speciality.

D. Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to speciality.

E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the speciality.

F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of speciality.

G. Mention the ethical and scientific principles of medical research methodology.

H. State the impact of common health problems in the field of speciality on the society and how good clinical practice improves these problems.

2/2 Intellectual outcomes

A. Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the speciality.

B. Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to speciality.

C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical 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 (Patient Care)

A. Obtain proper history and examine patients in caring and respectful behaviors.

B. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment for common conditions related to speciality.

C. Carry out patient management plans for common conditions related to speciality.

D. Use information technology to support patient care decisions and patient education in common clinical situations related to speciality.

E. Perform competently non invasive and invasive procedures considered essential for the speciality.

F. Provide health care services aimed at preventing health problems related to speciality.

G. Provide patient-focused care in common conditions related to speciality, while working with health care professionals, including those from other disciplines

H. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets (Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)

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 and other health care professionals including their evaluation and assessment.

.

Interpersonal and Communication Skills

F. Maintain therapeutic and ethically sound relationship with patients.

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.

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 patients' culture, age, gender, and disabilities

Systems-Based Practice

M. Work effectively in relevant health care delivery settings and systems including good administrative and time management.

N. Practice cost-effective health care and resource allocation that does not compromise quality of care.

O. Assist patients in dealing with system complexities.

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

Academic standards for master degree in a clinical 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. These standards were revised and approved without changes by the Faculty Council on 23-9-2014.

4- Program External References(Benchmarks)

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…….
<u>According the currently applied bylaws:</u>
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. 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/practical exams of each course and 60% of summation of the written exams, oral and clinical/practical exams of each course
Total degrees 1900 marks.
700 marks for first part
1200 for second part
Written exam 40% - 70%.
Clinical/practical and oral exams 30% - 60%.

D. Curriculum Structure: (Courses):

courses of the program:

courses	Course Code	Core Credit points		
		Lectures	training	total
First Part				
Basic science courses Courses (8CP) 1) Course 1: 2) Course 2: 3) Course 3:				
General clinical compulsory courses (6 points)		6		
Elective courses*	2CP			
- Elective course				
Clinical training and scientific activities:				
Clinical training and scientific activities:(10 CP)			10	
Clinical training and scientific activities in speciality course (14 CP)			14	
Total of the first part		16	24	40
Second Part	Speciality courses 24 CP Speciality Clinical Work (log Book) 96 CP			
Speciality Courses 1) Course 1 ----------		24		
Training and practical activities in speciality (96 CP) (96 CP)			96	
Total of the second part				
Thesis				
Total of the degree				

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

7-Admission requirements

- Admission Requirements (prerequisites) if any :

I. General Requirements:
   a. MBBCh 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:
   a. Fluent in English (study language)

VACATIONS AND STUDY LEAVE

The current departmental policy is to give working residents ---------- week leave prior to first/ second part exams.

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			
First Part	Course code	Written Exam	Degree		Total
			Oral Exam *	Practical / Clinical Exam	
First part					
Basic science Courses:					
General clinical 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	#
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 (Joined in the departmental folder).

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

1. Course data

- Course Title: ……
- Course code:
  ……
- Speciality……
- Number of 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. ……

3. Course intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/ learning	*Methods of Evaluation*
A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions: ---------- ---------- ---------- ---------- ---------- ----------		
B. Mention the principles of (diagnostic/therapeutic/preventive tools) ---------- ---------- ---------- ---------- ----------		

C. State update and evidence based Knowledge of ---------- ---------- ---------- ---------- ----------		
D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to speciality		
E. Mention the basic ethical and medicolegal principles revenant to the speciality.		
F. Mention the basics of quality assurance to ensure good clinical care in his field		
G. Mention the ethical and scientific principles of medical research		
H. State the impact of common health problems in the field of speciality on the society.		

B- Intellectual outcomes

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

C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.		
B. Order the following non invasive/invasive diagnostic procedures ----------		
C. Interpret the following non invasive/invasive diagnostic procedures ----------		
D. Perform the following non invasive/invasive therapeutic procedures ----------		
E. Prescribe the following non invasive/invasive therapeutic procedures : ----------		
F. Carry out patient management plans for common conditions related to speciality.		
G. Use information technology to support patient care decisions and patient education in common clinical situations related to speciality		
H. Provide health care services aimed at preventing health problems related to speciality like:		
I. Provide patient-focused care in common conditions related to speciality, while working with health care professionals, including those from other disciplines like:		
J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		

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(journal club)		
C. Conduct epidemiological Studies and surveys.		
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 therapeutic and ethically sound relationship with patients.		
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 …		
L. Council patients and families about------		

Professionalism

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

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
P. Work effectively in relevant health care delivery settings and systems.		
Q. Practice cost-effective health care and resource allocation that does not compromise quality of care.		
R. 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 skills	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 (ARS)

1- Graduate attributes for master degree *in Speciality*

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 clinical audit in Speciality.

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- Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and updated information.

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 and evidence based clinical care including update use of new technology in Speciality.

7- Demonstrate interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community 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 Speciality

10- Show responsiveness to the larger context of the 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 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 Speciality or one of its subspecialties.

2- Competency based Standards for clinical 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 conditions, problem and topics.

2-1-B- The relation between good clinical care of common health problems in the speciality and the welfare of society.

2-1-C- Up to date and recent developments in common problems related to Speciality.

2-1-D- Ethical and medicolegal principles relevant to practice in Speciality.

2-1-E -Quality assurance principles related to the good medical practice in Speciality.

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 diseases of Speciality.

2-2-B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to Speciality.

2.2- C- Demonstrating systematic approach in studying clinical problems relevant to Speciality.

2-2-D- Making alternative decisions in different situations in Speciality.

2.3- Clinical skills

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

2-3-A - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

2-3-B- Demonstrate patient care skills relevant to Speciality for patients with common diseases and problems.

2-3- C- Write and evaluate 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 patient care, appraisal and assimilation of scientific evidence,, improvements in patient care 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, 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 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					
OSCE	X	X	X	X	X	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:

مصفوفة 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

Faculty ARS	NAQAAE General ARS for Postgraduate programs
1- Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and clinical audit in *Speciality.*	١ - إجادة تطبيق أساسيات و منهجيات البحث العلمي و استخدام أدواته المختلفة
2- Appraise and utilise scientific knowledge to continuously update and improve clinical practice in *Speciality.*	٢ -تطبيق المنهج التحليلي و استخدامه في مجال التخصص
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 *Speciality.*	٣ -تطبيق المعارف المتخصصة و دمجها مع المعارف ذات العلاقة في ممارسته المهنية
4- Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and update information.	٤ -إظهار وعيا بالمشاكل الجارية و الرؤى الحديثة في مجال التخصص
5- Identify and share to solve health problems in *Speciality.*	٥ -تحديد المشكلات المهنية و إيجاد حلولا لها
6- Acquire all competencies that enable him to provide safe, scientific, ethical and evidence based clinical care including update use of new technology in *Speciality.*	٦ -إتقان نطاق مناسب من المهارات المهنية المتخصصة، و استخدام الوسائل التكنولوجيةالمناسبة بما يخدم ممارسته المهنية

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

2. Academic standard

Faculty ARS	NAQAAE General ARS for Postgraduate programs
2.1.A -Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problems and topics.	٢-١-أ-النظريات و الأساسيات المتعلقة بمجال التعلم وكذا في المجالات ذات العلاقة.
2.1.B- The relation between good clinical care of common health problems in *Speciality* and the welfare of society.	٢-١-ب-التأثير المتبادل بين الممارسة المهنية وانعكاسها علي البيئة.
2.1. C- Up to date and recent developments in common problems related to *Speciality*.	٢-١-ج-التطورات العلمية في مجال التخصص.
2.1. D- Ethical and medicolegal principles relevant to practice in the *Speciality*.	٢-١-د-المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص.
2.1. E-Quality assurance principles related to the good medical practice in *Speciality*.	٢-١-هـ- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. F- Ethical and scientific basics of medical research.	٢-١-و - أساسيات وأخلاقيات البحث العلمي
2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of *Speciality*. 2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to *Speciality*.	٢-٢-أ- تحليل و تقييم المعلومات في مجال التخصص والقياس عليها لحل المشاكل

2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to *Speciality.*	٢-٢-ب- حل المشاكل المتخصصة مع عدم توافر بعض المعطيات
2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of *Speciality.*	٢-٢-ج- الربط بين المعارف المختلفة لحل المشاكل المهنية
2.2. C- Demonstrating systematic approach in studying clinical problems relevant to the *Speciality.*	٢-٢-د- إجراء دراسة بحثية و /أو كتابة دراسة علمية منهجية حول مشكلة بحثية
2.4.A-Demonstrate practice-based learning and Improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management	٢-٢هـ- 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 patient care, appraisal and assimilation of scientific improvements in patient evidence, care and risk management	٢-٢-و- التخطيط لتطوير الأداء في مجال التخصص
2.2.D- Making alternative decisions in different situations in the field of *Speciality.*	٢-٢-ز- اتخاذ القرارات المهنية في سياقات مهنية متنوعة
2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. 2.3.B- Demonstrate patient care skills relevant to *Speciality* for patients with common diseases and	٢-٣-أ- إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص

problems.	
2.3.C- Write and evaluate reports for Situation related to *Speciality*.	٢-٣-ب- كتابة و تقييم التقارير المهنية
2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. 2.3.B- Demonstrate patient care skills relevant to that speciality for patients with common diseases and problems.	٢-٣-ج- تقييم الطرق و الأدوات القائمة في مجال التخصص
2.4.D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.	٢-٤-أ-التواصل الفعال بأنواعه المختلفة
2.4.A-Demonstrate practice-based learning and improvement skills that investigation and involves evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management 2.4.B- Use all information sources and technology to improve his practice.	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 patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management 2.4.B- Use all information sources and technology to improve his practice. 2.4.E-Demonstrate professionalism behavior, as manifested through a	٢-٤-ج- التقييم الذاتي وتحديد احتياجاته التعلمية الشخصية

commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.	
2.4.A-Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, , improvements in patient care and risk management.	٢-٤-د- استخدام المصادر المختلفة للحصول على المعلومات و المعارف
2.4. C- Demonstrate skills of teaching and evaluating others.	٢-٤-هـ- وضع قواعد ومؤشرات تقييم أداء الآخرين
2.4. F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.	٢-٤-و- العمل في فريق ، وقيادة فرق في سياقات مهنية مختلفة
2.4.G- Demonstrate skills of effective time management.	٢-٤-ز- إدارة الوقت بكفاءة
2.4.H- Demonstrate skills of self and continuou learning.	٢-٤-ح- التعلم الذاتي و المستمر

Comparison between ARS and ILOS for master degree in Speciality

(ARS)	(ILOs)
2-1- Knowledge and understanding 2-1-A- Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.	*2-1- Knowledge and understanding* 2-1-A- Explain the essential facts and principles of relevant basic sciences including, , ----------, ---------- and ----------related to *Speciality*. 2-1-B- Mention essential facts of clinically supportive sciences including Basics of ---------- , ---------- related to *Speciality*. 2-1-C- Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to *Speciality*.
2-1-B The relation between good clinical care of common health problem in the *Speciality* and the welfare of society.	2-1-H- State the impact of common health problems in the field of *Speciality* on the society and how good clinical practice improve these problems.
2-1-C- Up to date and recent developments in common problems related to the field of *Speciality*.	2-1-C- Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to *Speciality*. 2-1-D- Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to *Speciality*.
2-1-D- Ethical and medicolegal Principles relevant to practice in the *Speciality* field.	2-1-E- Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the field of *Speciality*.
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 clinical practice in the field *Speciality*.

2-1-F- Ethical and scientific basics of medical research.	2-1-G- Mention the ethical and scientific principles of medical research methodology.
2-2- Intellectual skills: 2-2-A-Correlation of different relevant sciences in the problem solving and management of common diseases of the *Speciality*.	*2-2- Intellectual skills:* 2-2-A- Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the *Speciality*.
2-2-B-Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to *Speciality*.	2-2-B- Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to *Speciality*.
2-2-C- Demonstrating systematic approach in studding clinical problems relevant to the *Speciality* field.	2-2-C- Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the *Speciality* field.
2-2-D Making alternative decisions in different situations in the field of the *Speciality*.	2-2-D- Formulate management plans and alternative decisions in different situations in the field of the *Speciality*.

continuous (ARS)	continuous (ILOs)
2-3- Clinical skills: 2-3-A- Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. 2-3-B- Demonstrate patient care skills relevant to that *Speciality* for patients with common diseases and problems.	*2/3/1/Practical skills (Patient Care :)* 2-3-1-A- Obtain proper history and examine patients in caring and respectful behaviors. 2-3-1-B- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment for common conditions related to *Speciality*. 2-3-1-C- Carry out patient management plans for common conditions related to *Speciality*. 2-3-1-D- Use information technology to support patient care decisions and patient education in common clinical situations related to *Speciality*. 2-3-1-E- Perform competently non invasive and invasive procedures considered essential for the *Speciality*. 2-3-1-F- Provide health care services aimed at preventing health problems related to *Speciality*. 2-3-1-G- Provide patient-focused care in common conditions related to *Speciality* while working with health care professionals, including those from other disciplines.
2-3-C- Write and evaluate reports for situations related to the field of *Speciality*.	-3-1-H Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records).

2-4- General skills	*2/3/2 General skills*
2-4-A- Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management	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 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, and other health professionals.	2-3-2-F- Maintain therapeutic and ethically sound relationship with patients. 2-3-2-G- Elicit information using effective nonverbal, explanatory, questioning, and writing skills. 2-3-2-H- Provide information using effective nonverbal, explanatory, questioning, and writing skills. 2-3-2-I- Work effectively with others as a member of a health care team or other professional group.

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.	2-3-2-J- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society. 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. 2-3-2-L-Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.
2-4-F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.	2-3-2-M-Work effectively in relevant health care delivery settings and systems including good administrative and time management 2-3-2-N- Practice cost-effective health care and resource allocation that does not compromise quality of care. 2-3-2-O- Assist patients in dealing with system complexities.
2-4-G- Demonstrate skills of effective time management	2-3-2-M-Work effectively in relevant health care delivery settings and systems including good administrative and time management
2-4-H- Demonstrate skills of self and continuous learning.	2-3-2-A- Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).

III - 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 specifications)