



## Program Specification

<b>Program Name: Bachelor of Public health with Major in Epidemiology</b>
<b>Qualification Level : 7<sup>th</sup> level</b>
<b>Department: Epidemiology Department</b>
<b>College: Faculty of Public health and Tropical Medicine</b>
<b>Institution: Jazan University, Jazan, Saudi Arabia</b>

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## A. Program Identification and General Information

### 1. Program Main Location:

**Main Campus: Faculty of Public Health & Tropical Medicine,  
Jazan University  
Jazan  
Saudi Arabia**  
Email: epi-fphtm@jazanu.edu.sa

### 2. Branches Offering the Program:

**No Branches** and no female section.

### 3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

- The double burden of modern life diseases and tropical diseases in Jazan Tropical Region is making an educational program like Epidemiology based in public health college within Jazan University a flagship program for the major southern KSA education institution. Infectious diseases with high potential of vector borne diseases- malaria, dengue etc. , imported from horn of Africa, in addition to Chronic Diseases such as: hypertension, diabetes mellitus and coronary heart diseases, mental health problems, accidents , cancers, drugs abuse and many other health related challenges are impossible to be controlled by providing addition curative medical services that. Global as well as national prioritization of Public health approach to promote healthy life style , prevent and control major health challenges is the way forward which requires more and more Public Health professionals. The program shall equip students with broad theoretical knowledge and practical skills in the area Epidemiology to study distribution and determinants of health related events in a specified population and to apply evidence based practices to prevent and control of health problems.

In addition to the fact that this program was established in response to an actual need on Jazan topical zone, specific reasons can be summarized as per the following areas;

- National Policy Development:

- To meet the national demand in disease control, Quality and patient safety, data management, coding and clinical documentation, health promotion and to contribute in solving the patients' problems in the society.
- To provide potential leaders and qualified administrators for various health facilities
- Economic reasons:
  - To overcome the scarcity of epidemiology professionals nationwide especially the out of major cities cadre.
  - To provide job opportunities in the governmental and private sectors including hospital, research centers, national and international organizations.
- Socio- cultural reasons:
  - Grooming local scientific researches helping in diagnosis and treatment of the prevalent diseases in Jazan region and across the country.
  - To enhance the delivery of preventive and promotive services to the society in the remote areas.
- Technological Development:
  - To meet the international parameters in the field of new technology and its application in disease control including; Geographical information system (GIS), Diseases classification (ICD), and many others in the field.
  - To encourage national and international cooperation with the other health care institutions and help to transfer skills, techniques and technologies from advanced sittings to KSA.

**4. Total Credit Hours for Completing the Program: (135 credit hours )**

**5. Professional Occupations/Jobs:**

**Epidemiologist /Teaching Assistant / Public Health Specialist/ Infection Control/ Researcher/ Health Records Manager, Quality and patient safety officer, etc.**

**6. Major Tracks/Pathways (if any):**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. NA		
2.		

3.		
4.		
<b>7. Intermediate Exit Points/Awarded Degree</b> (if any):		
<b>Intermediate exit points/awarded degree</b>		<b>Credit hours</b>
1.	NA	
2.		
3.		

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

Epidemiology program is committed to provide quality based academic education, research and innovative community services with in the spirit of professional ethics, responsibility and collaboration.

### 2. Program Goals:

- To graduate competent public health specialists to serve in different epidemiology disciplines.
- To foster multidisciplinary scientific research with academic institutions and Ministry of Health, with emphasis on the prevailing tropical diseases.
- To participate in upgrading epidemiology practices through consultancy services and continuous training programs.
- To promote community services among students, staff members and others.
- To cultivate strong work ethics, team work and responsibility towards lifelong personal and community development.



### 3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

	Institution	Program
<b>Mission</b>	We educate research and innovate to contribute in building a vibrant community.	Epidemiology program is committed to provide quality based academic education, research and innovative community services with in the spirit of professional ethics, responsibility and collaboration.
Both institutional and program mission highlighted the education, research and innovative community services as their main contributions to build Saudi vibrant community.		

#### Goals :

Institutional Strategic Goals	Program Goals
<ol style="list-style-type: none"> <li>1 Infrastructure development</li> <li>2 Developing an IT infrastructure</li> <li>3 Developing university governance</li> <li>4 Improving human capacity</li> <li>5 Improving academic programs</li> <li>6 Development of administrative processes</li> <li>7 Increase support for scientific research and innovation.</li> <li>8 Promoting the best use of resources</li> <li>9 Strengthening investment partnerships</li> <li>10 Improving the student experience</li> <li>11 Improving the efficiency of university outcomes</li> <li>12 Improving community service and quality of life</li> </ol>	<ol style="list-style-type: none"> <li>1. To graduate competent public health specialists to serve in different epidemiology disciplines.</li> <li>2. To foster multidisciplinary scientific research with academic institutions and Ministry of Health, with emphasis on the prevailing tropical diseases.</li> <li>3. To participate in upgrading epidemiology practices through consultancy services and continuous training programs.</li> <li>4. To promote community services among students, staff members and others.</li> <li>5. <b>To cultivate</b> strong work ethics, team work and responsibility towards lifelong personal and community development.</li> </ol>

<b>13</b> Improving the university's ranking	
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Program goals are focusing on the quality of its graduates, research and community services with very much emphasis on professional ethics and responsibility towards life long learning as well as profession and community development, which are clearly the main focus of Jazan university ultimate goals.

#### **4. Graduate Attributes:**

A successful graduate of this program is :

1. Distinguished practitioner in the field of epidemiology with sound scientific knowledge, practical skills and competencies in disease prevention and control
2. Applying the scientific research method and creative thinking skills in finding innovative solutions to societal challenges in the field of Public Health in accordance with approved ethical framework.
3. Proud of his Islamic faith and national identity, respectful of human rights, and possessing professional ethics when applying epidemiological knowledge and skills in a multidisciplinary context in accordance with the local environment legacies.
4. A successful leader, effective communicator and cooperating with others to work in a team spirit in Public Health sector.
5. Self-learner, and aware of his responsibility to serve the community through the development of his practice in the field of epidemiology and voluntary activities.

#### **5. Program learning Outcomes\***

##### **Process of developing PLO`S**

Program learning outcomes are the central organizing feature of student learning. They are developed from the complex interaction of a range of competing and complementary factors. Since program learning outcomes can only be achieved and demonstrated through component courses, course learning outcomes and their assessment are integrally related to program learning outcomes.

Initially PLO`S were created in the departmental with full participation of the staff and before it was presented in Program Advisory Committee meeting. After consensus reached, PLO`S were sent to internal review committee. Further suggestions from the internal review committee incorporated and were sent to the external reviewer. Recommendations from the reviewer were considered and PLO`S edited accordingly.



<b>Knowledge and Understanding</b>	
<b>K1</b>	Describe basic Public Health, Concepts and Core-functions.
<b>K2</b>	Explain various aspects of field methods in epidemiology role, uses and applications. e.g. Surveillance , GIS, etc.
<b>K3</b>	Compare the relative strength, weakness of commonly used epidemiologic study designs.
<b>K4</b>	Discuss population patterns of health-related risk factors and outcomes in terms of person place and time.
<b>Skills</b>	
<b>S1</b>	Use sources of data for epidemiological purposes in healthcare sector completely.
<b>S2</b>	Develop basic epidemiological study designs during research in health sector efficiently.
<b>S3</b>	Calculate basic epidemiology measures, morbidity, mortality, use of Information Technology in healthcare setting correctly.
<b>S4</b>	Communicate epidemiological information through writing and presentation, by use of Information and Technology, to stakeholders in health sector effectively.
<b>S5</b>	Appraise appropriate inference independently from Epidemiological Data including its' strengths and weaknesses, for development of Public Health policy, accurately.
<b>Values</b>	
<b>V1</b>	Demonstrate responsibility for independent self-development, professional practices and community development.
<b>V2</b>	Apply of professional Ethics and value cultural differences, teamwork, equity and equality in health sector.

\* Add a table for each track and exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	<b>7</b>	<b>15</b>	<b>11.11%</b>
	Elective	--	--	---
College Requirements	Required	<b>18</b>	<b>46</b>	<b>34.07%</b>
	Elective	--	---	---
Program Requirements	Required	<b>26</b>	<b>70</b>	<b>51.85%</b>
	Elective	--	--	--

Capstone Course/Project		1	4	2.96%
Field Experience/ Internship		1	--	--
Others		--	--	--
<b>Total</b>		<b>53</b>	<b>135</b>	<b>100%</b>

\* Add a table for each track (if any)

## 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	101 ARAB	Arabic Language skills	Required	-	2	University
	101 COMP	Introduction to Computer	Required	-	3	University
	102 PRE	Medical Biology I	Required	-	3	College
	108 PRE	Medical Chemistry I	Required	-	3	College
	161 PRE	Medical Physics I	Required	-	3	College
	163 PRE	English Language I	Required	-	3	College
	TOTAL COURSE/ CREDIT HOURS	06	-	15	--	
Level 2	101 ISLM	Islamic Culture 1	Required	None	2	University
	105 PRE	Study Skills	Required	None	1	College
	106 PRE	Medical Biology 2	Required	102 PRE	4	College
	109 PRE	Medical Chemistry 2	Required	108 PRE	3	College
	162 PRE	Medical Physics 2	Required	161 PRE	3	College
	164 PRE	English Language 2	Required	163 PRE	3	College
	TOTAL COURSE/ CREDIT HOURS	06	-	16	--	
Level 3	221 EPI	Introduction to Public Health	Required	None	3	College
	211 EPI	Public Health Biology 1	Required	106 PRE	4	College
	222EPI	Principles of Epidemiology	Required	None	2	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	211 STA	Principles of Mathematics	Required	None	1	College
	211 ENV	Principles of Environmental & Occupational Health	Required	109 PRE	2	College
	201 ENG	English Communication Skills and Writing	Required	164 PRE	2	College
	102 ISLM	Islamic Culture 2	Required	None	2	University
	TOTAL COURSE/CRE DIT HOURS	07	-	16	--	
Level 4	211 BHI	Public Health Informatics	Required	None	2	College
	212EPI	Public Health Biology-2	Required	211EPI	4	College
	221 STA	Basics of Biostatistics	Required	211 STA	2	College
	211 HSM	Health Services Management	Required	None	2	College
	202 ENG	English Academic Reading & Vocabulary	Required	201 ENG	2	College
	103 ISLM	Islamic Culture 3	Required	None	2	University
	TOTAL COURSE/CRE DIT HOURS	06	-	16	--	
Level 5	331EPI	Public Health Surveillance	Required	None	3	Epidemiology
	332 EPI	Research Methodology	Required	None	4	Epidemiology
	333 EPI	Demography	Required	None	1	Epidemiology
	341 EPI	Epidemiology of Communicable Diseases	Required	None	3	Epidemiology
	322 STA	Biostatistics 1	Required	221 STA	3	Epidemiology
	104 ISLM	Islamic Culture 4	Required	None	2	University
	TOTAL COURSE/CRE DIT HOURS	06	-	16	--	
Level 6	334 EPI	Outbreak Investigation	Required	None	3	Epidemiology
	335 EPI	Nosocomial Infection Control	Required	None	2	Epidemiology
	342EPI	Epidemiology of Injury	Required	None	2	Epidemiology
	323 STA	Biostatistics 2	Required	322 STA	3	Epidemiology

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	351EPI	Field Epidemiologic Study	Required	332 EPI 322 STA	4	Epidemiology
	102 ARAB	Arabic Writing	Required	None	2	University
	TOTAL COURSE/ CREDIT HOURS	06	-	16	--	
Level 7	443EPI	Epidemiology of chronic Diseases	Required	None	3	Epidemiology
	436EPI	Population Surveys	Required	None	3	Epidemiology
	412 HSM	Primary Health Care	Required	None	2	Epidemiology
	445 BHI	International Classification of Diseases & Deaths	Required	None	3	Epidemiology
	437EPI	Health Program: Planning & Evaluation	Required	None	2	Epidemiology
	424 STA	Biostatistics 3	Required	323 STA	2	Epidemiology
	TOTAL COURSE/ CREDIT HOURS	06	-	15	--	
Level 8	422 HSM	Health Economics	Required	None	2	Epidemiology
	444EPI	Global Health & Mass Gathering	Required	None	2	Epidemiology
	445EPI	Nutrition & Health	Required	None	2	Epidemiology
	425 BHI	Health Records	Required	None	2	Epidemiology
	431 HSM	Health Care Quality	Required	412 HSM	2	Epidemiology
	438EPI	Health Ethics & Law	Required	None	2	Epidemiology
	439EPI	Critical Appraisal of Research & Literature	Required	424 STA	2	Epidemiology
	452EPI	Graduation Project	Required	412 HSM	4	Epidemiology
TOTAL COURSE/ CREDIT HOURS	06	-	18	--		

\* Include additional levels if needed

\*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAAA template

[Arabic Language Skills-CS](#)

[Introduction to Computer-CS-17](#)

[Introduction to Computer-CS-18](#)

[Medical Biology 1-CS](#)

[Medical Biology 2-L2-CS](#)

[Introduction to Public Health-CS](#)

[Islamic Culture 2-CS](#)

[Principle of Environmental and Occupational Health-CS](#)

[Principles Epidemiology-CS](#)

[Principles of Mathematics-CS](#)

[Public Health Biology 1-CS](#)

[Basics of Biostatistics-CS](#)

[Health & Disease-CS](#)

[Public Health Biology 2-CS](#)

[Public Health Informatics-CS](#)

[Biostatistics 1-CS](#)

[Demography-CS](#)

[Epidemiology of Communicable Diseases-CS](#)

[Public Health Surveillance-CS](#)

[Research Methodology-CS](#)

[Biostatistics 2-CS](#)

[Epidemiology of Injury-CS](#)

[Field Epidemiologic Study-CS](#)

[Nosocomial Infection Control-CS](#)

[Outbreak Investigation-CS](#)

[Biostatistics 3-CS](#)

[Epidemiology of Chronic Diseases-CS](#)

[Health Economics-CS](#)

[Health Program Planning & Evaluation-CS](#)

[International Classification of Diseases-CS](#)

[Population Surveys-CS](#)

[Primary health care-CS](#)

[Critical review of Research and Literature-CS](#)

[Global health and Mass Gathering-CS](#)

[Graduation Project-CS](#)

[Health Ethics and Law-CS](#)

[Health Records-CS](#)

[Healthcare Quality-CS](#)

[Nutrition and Health-CS](#)

#### 4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced P = Practiced M = Mastered** )

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	----
101 ARAB	-	-	-	-	-	-	-	I	-	I	-	
101 COMP	I	-	-	-	-	-	-	I	-	-	-	
102 PRE	I	-	-	I	-	-	-	-	-	-	-	
108 PRE	I	-	-	-	-	-	-	-	-	-	-	
161 PRE	-	-	-	-	-	I	-	-	-	-	-	
163 PRE	I	-	-	-	-	-	-	-	-	-	-	
101 ISLM	-	-	-	-	-	-	-	I	-	I	-	
105 PRE	-	-	-	-	-	-	-	I	-	-	-	
106 PRE	-	-	-	P	-	-	-	-	-	-	-	
109 PRE	P	-	-	-	-	-	-	-	-	-	-	
162 PRE	P	-	-	-	-	-	-	-	-	-	-	
164 PRE	P	-	-	-	-	-	-	-	-	-	-	
221 EPI	I	-	I	I	-	-	-	-	-	-	-	
211 EPI	P	-	-	P	-	-	-	-	-	-	-	
222EPI	-	P	I	-	I	I	I	-	-	-	-	
211 STA	I	-	-	-	-	-	-	I	-	-	-	
211 ENV	P	-	-	-	-	-	-	-	-	I	I	
201 ENG	P	-	-	-	-	-	-	P	-	-	-	
102 ISLM	-	-	-	-	-	-	-	-P	-	I	-	

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	----
211 BHI	I	-	-	-	-	-	-	-	-	-	I	
221 STA	I	-	-	-	-	-	P	-	-	-	-	
211 HSM	I	-	-	-	-	-	-	-	-	-	I	
202 ENG	P	-	-	-	-	-	-	-	-	-	-	
103 ISLM	-	-	-	-	-	-	-	P	-	I	-	
331EPI	-	I	-	-	P	-	-	M	-	-	-	
332 EPI	I	-	-	-	-	P	-	-	M	-	-	
333 EPI	I	I	-	-	-	-	P	M	-	-	-	
341 EPI	-	-	I	I	P	-	-	-	M	-	-	
322 STA	I	I	-	-	-	P	P	M	-	-	-	
104 ISLM	-	-	-	-	-	-	-	M	-	I	-	
334 EPI	I	-	P	-	P	-	-	M	-	-	-	
335 EPI	-	I	I	I	-	P	-	M	-	-	-	
342 EPI	-	I	-	I	-	P	-	M	-	-	-	
323 STA	I	I	-	-	-	P	P	M	-	-	I	
351 EPI	-	-	I	-	P	-	P	M	-	M	I	
102 ARAB	-	-	-	-	-	-	-	-	-	-	-	
443 EPI	I	I	-	-	P	-	-	M	-	-	I	
436 EPI	-	I	I	-	-	P	-	-	M	-	-	
412 HSM	I	I	-	-	-	-	-	-	M	-	-	
445 BHI	--	-	-	I	P	P	-	-	M	-	-	
437 EPI	-	I	I	-	-	P	-	-	M	I	I	
424 STA	-	I	P	-	-	I	P	M	-	M	-	
422 HSM	I	-	-	-	P	-	P	-	M	-	-	
444 EPI	I	I	I	-	--	--	--	-	M	-	I	
445 EPI	I	-	-	-	-	P	-	-	M	-	-	
425 BHI	I	I	-	-	P	-	-	-	M	-	-	
431 HSM	I	I	--	--	--	--	P	M	-	M	I	
438 EPI	I	-	-	-	-	-	-	-	M	I	M	
439 EPI	-	I	I	-	-	P	-	M	-	-	I	
452 EPI	P	P	P	P	P	P	P	M	M	P	M	

\* Add a table for each track (if any)

### 5. Teaching and learning strategies to achieve program learning outcomes

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

Knowledge-

- Lectures in classroom,

- Presentations,
  - Individual and
  - Group assignments
- Skills and competencies-
- Labs and hospital training
  - Tutorial
  - Case study
  - Small group tasks.
  - Group discussions
  - Research Work.
  - Individual Assignment.
  - Group Assignment.
- Values
- Group work
  - Research
  - Lectures

**6. Assessment Methods for program learning outcomes.**

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

**Direct Assignment Methods:** Student Exams, valuation Case study, Performance evaluation, Evaluation of group performance, Short essay, Presentation.

**Indirect Assessment Methods:** Students surveys. Academic Advising Survey, Electronic Services Survey, Saudi Digital Library Survey, Program Evaluation Survey, University Experience Survey.

**D. Student Admission and Support:**

**1. Student Admission Requirements**

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

Eligible students should have:

- a) The General Certificate of Secondary Education (Science).
- b) Certificate of General Aptitude Test (GAT),
- c) Certificate of Standard Achievement Admission Test (SAAT) – Scientific.

The required grades of each certificate are competition based.

**2. Guidance and Orientation Programs for New Students**

- Orientation program for the induction batch is held regularly involving HOD`S of all departments and admin department nformal introduction with socialization

**3. Student Counseling Services**

(academic, career, psychological and social )

**3. Student Counseling Services**



(academic, career, psychological and social)

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- Faculty members are assigned as advisors to help students understand the program requirements and registration process.
- Students get some guidance and advice through the university website
- Each faculty member posts 6 office hours per week on his door for students guidance.
- Career days are conducted where faculty, administrators and employers are invited to advise students.

### **Student Appeals**

#### **Requests**

1. Request has to be made in writing to the committee concerned. The committee will examine the request and appropriate decision will be taken and the same is notified to the applicant

#### **Complaints**

1. Complaints are made in writing to Dean or Vice-Dean (Academics).
2. Complaints are reviewed by an academic committee and decision is raised to the Dean. Based on the recommendations Deanship makes decision
3. Malicious complaints are transferred to the University Permanent Student Affairs Committee of the University Vice-President for Academic Affairs to decide on proper action towards malicious complaints.
4. Decision about complaint becomes final when seen by University Board and the Board Meeting Minutes is approved by University President.

#### **Appeals**

##### **Levels of Appeal**

Student is entitled to appeal against disciplinary actions as follows:

##### **1. First Appeal**

Appeal against a Faculty Unit is made to the Dean who forwards to the Student Affairs Committee for review and recommendation. The Dean makes decision/disciplinary action.

##### **2. Final Appeal**

Appeal against second level action by Permanent Student Affairs Committee

- is made directly to University President within time frame for final appeal.
- Faculty appointed committee reviews appeals and assists in reviewing student excuses, sick leaves and decisions for re-exams

Student appeals regarding reevaluation or retotaling is through the student affairs unit of the administration

##### **4. Special Support**

(low achievers, disabled, gifted and talented)

- Counseling include both low and high achievers.
- Referral to psychological as well as psychiatric support is available.

- Participation in the university competitions , exhibitions and special training programs are always made available to all the students to participate.
- **Low Achievers** –  
Special classes planned every semester and encouraged to attend Office Hours regularly.
- **Disabled-**  
Special arrangements for college and class entry, attention for care, tenderness, love and affection to develop sense of equality and respect.
- **Gifted and Talented** –  
Counseling and academic advice, Encourage by Appreciation Certificates, Recommendation Letters for Higher studies

## E. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	Bachelors' in Medicine and Surgery/ Bachelors' in Public Health/ Epidemiology/ Community Health /or Equivalent Qualifications	(MD) Community Medicine / (MD) Public Health/ PhD in Public Health/ Epidemiology/ other Equivalent Qualifications	Epidemiology/ Public Health related short Courses/ Fellowships/ Certifications	2	--	2
Associate Professors	Bachelors' in Medicine and Surgery/ Bachelors' in Public Health/ Epidemiology/ Community Health /or Equivalent Qualifications	(MD) Community Medicine / (MD) Public Health/ PhD in Public Health/ Epidemiology/ other Equivalent Qualifications	Epidemiology/ Public Health related short Courses/ Fellowships/ Certifications	8	--	8
Assistant Professors	Bachelors' degree in Public Health / Medicine	Masters' in Public Health	Epidemiology related Courses/ Fellowships/ Certifications	3	--	3
Lecturers	Bachelors' degree in Public Health /Medicine	Masters' in Public Health	Epidemiology related Courses/ Fellowships/ Certifications	2	--	2
Teaching Assistants	Bachelors' Degree in Medical laboratory sciences / other equivalent qualifications	Masters' in Medical Laboratory Sciences / Other equivalent qualifications	1year relevant experience	4	--	4
Technicians and Laboratory Assistants	Bachelors' in Management	Masters' in Management	1year experience Computer skill	4	--	4
Administrative and Supportive Staff	--	--	---	--	--	--

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Others ( specify )	Bachelors' in Medicine and Surgery/ Bachelors' in Public Health/ Epidemiology/ Community Health /or Equivalent Qualifications	(MD) Community Medicine / (MD) Public Health/ PhD in Public Health/ Epidemiology/ other Equivalent Qualifications	Epidemiology/ Public Health related short Courses/ Fellowships/ Certifications	2	--	2

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

- Conducting induction program
- Using a faculty handbook that introduces all university rules and regulations.
- All new faculty members are assigned a mentor (an experienced member of faculty in the department) as an advisor for their first year of employment.

### 2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

- Faculty members attend training courses conducted by specialists in the teaching and learning strategies on the faculty as well as institutional level.
- Course evaluation surveys completed for all courses each year.
- Students grades, surveys and informal feedback
- Employer surveys are planned after graduating the first batch.
- Benchmarking with relevant departments or colleges.

## F. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Assigning textbooks through a textbook committee after reviewing the appropriateness of the material by concerned faculty and approval in the departmental and higher academic councils
- Writing laboratory manuals and some other textbooks by faculty and reviewing them with independent advice before approval

- Committees are formed to inspect the current textbook and compare it to the most recent textbooks in the field. The new books selected will be approved by departmental and higher academic councils in the university
- Students are encouraged to give active feedbacks about textbooks during different surveys and through informal discussion with them
- Comprehensive list of books is compiled with inputs from all faculty members and is approved by the resource committee of college then procurement process is initiated

## 2. Facilities and Equipment

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

- Digital Library is provided for the students
- Class rooms are equipped with OHP and necessary items for classes
- Practical laboratory
- University health center

## 3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program )

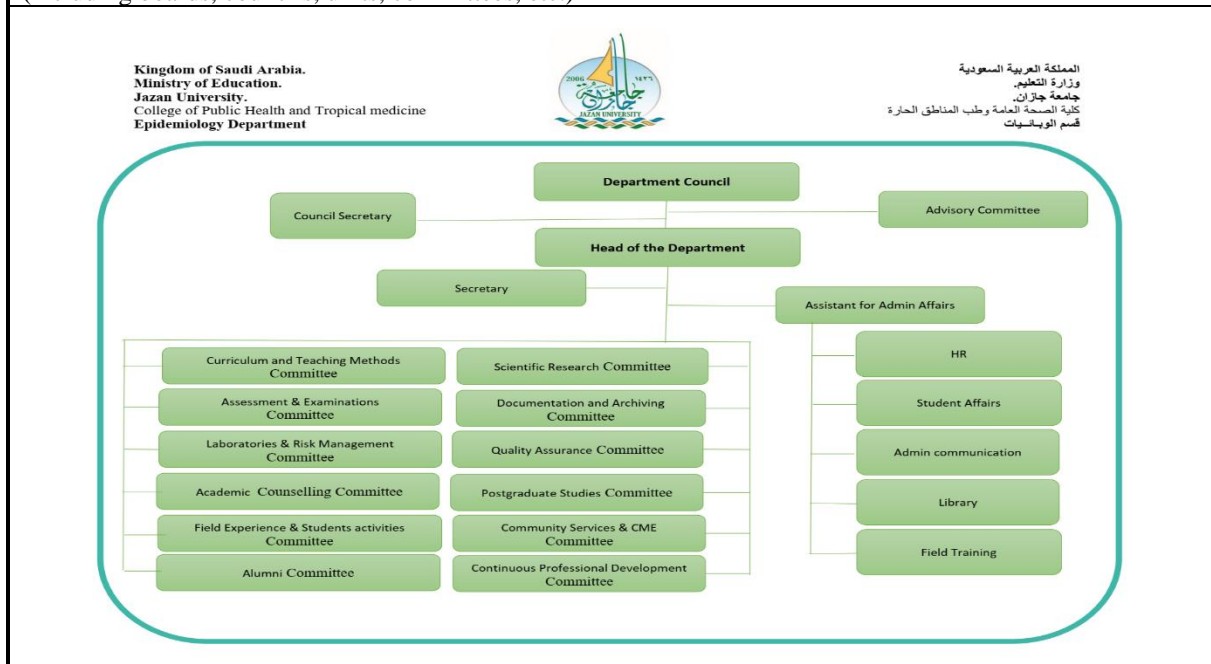
- Cleaning department in place supervises the cleaning procedures regularly and for effective cleaning admin staff allocated to overlook.
- First Aid boxes are installed,
- Emergency Telephone numbers for Ambulance, Police and Fire are displayed across the campus
- Canteen, photocopy, clean toilets facilities are adequate
- Indoor sports facility like Billiard Chess, Table Tennis and Gym having treadmill, bars, and equipment for exercises made available.

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

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



### **1.2 Stakeholders Involvement**

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- Program Advisory Committee – Review of Course Specifications, strategic plan, operational plan and periodic reports.
- Employers, Alumni, Students Surveys Reports, are analyzed to get the feedback of the program and improve the program on periodical basis by incorporating the suggestions in Study Plan, Course Specifications, Course Contents etc.

### **2. Program Regulations**

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

1. Students Handbook
2. Faculty Staffs Handbook
3. Quality Assurance Manual
4. Courses/Program review, modify, approve Guidelines
5. Laboratory Safety Guideline

## **H. Program Quality Assurance**

### **1. Program Quality Assurance System**

Provide online link to quality assurance manual

[..\Downloads\QUALITY ASSURANCE MANUAL.docx](#)

### **2. Program Quality Monitoring Procedures**

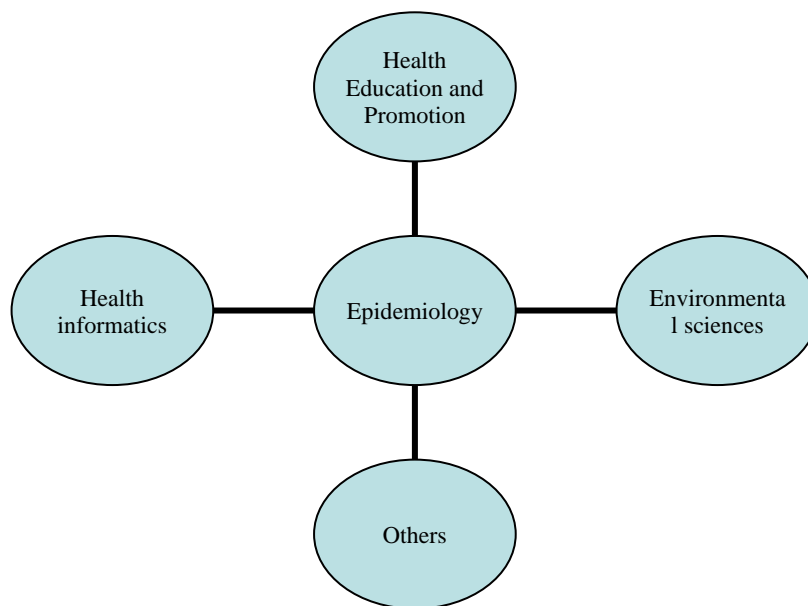
#### **Effectiveness of Teaching**

- Faculty members attend training courses conducted by specialists in the teaching and learning strategies
- Course evaluation surveys completed for all courses each year.
- Students grades, surveys and informal feedback
- Employer surveys are planned after graduating the first batch.

Benchmarking with relevant departments or colleges

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

- Department council for epidemiology is directly responsible to monitor the courses taught by other departments.



- HOD Desktop Review of course contents to align with CLOs and PLOs of program
- Exams Committee Review at the end of every academic calendar
- Alumni, Employers', Students Survey analysis reports findings and suggestions are taken into account to improve the courses

Curriculum Review Committee Reviews of Courses Specifications, contents and reports.

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

NA

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

NA

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

In Epidemiology Program Learning outcomes are evaluated on course level by using blueprint designed for the program courses. Learning outcomes evaluation excel format is used to monitor and quantify learning outcomes. Curriculum review committee reviews courses improvement plans implementation and report their status to head of program on regular basis.

In addition to overall evaluation methods, which include;

**(i) From current students and graduates of the program?**

1. Exit surveys of graduating students (program survey)
2. Survey of third year (field experience survey)
3. Course evaluation survey for all courses each year

**(ii) From independent advisors and/or evaluator(s)?**

1. Inviting independent evaluators.
2. Reviewing self-assessment report by external experts
3. Assessment by Professional Epidemiology Societies

(iii) **From employers and other stakeholders.**

1. Employer`s surveys
2. Alumni`s Surveys and follow up

Employment rate and leadership position of the graduates

## 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Students Staff	Surveys, Quizzes, Midterm Examination, Final Examination, Academic Essays, Assignments, PowerPoint presentations	End of Semester
Effectiveness of teaching and assessment	Staff Faculty	Surveys	End of Semester
Processes for Improvement of Teaching	Students Graduates	Surveys Interviews	Beginning of Semester
Verifying Standards of Student Achievement	Independent Reviewers Employers Faculty	Interview Surveys	Beginning of Semester
Extent of achievement of course learning outcomes	Employer Graduates Alumni	Interview surveys Quizzes, Midterm Examination, Final Examination, Academic Essays, Assignments, PowerPoint presentations	End of Semester
Quality of learning resources	Students Independent reviewers	Interview Surveys	Beginning and End of Semester

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)



## 8. Program KPIs\*

The period to achieve the target ( ..... ) year.

No	KPI-Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-1	Percentage of achieved target level of KPI of program operational plan	90%	Strategic plan	End of academic calendar
2	KPI-P-2	Students' Evaluation of quality of learning in program	95 %	8 <sup>th</sup> level students	End of the semester
3	KPI-P-3	Students' evaluation of the quality of their courses	3.8	8 <sup>th</sup> level students	End of the semester
4	KPI-P-4	Completion Rate	60 %	Register of attendance	End of the academic calendar
5	KPI-P-5	First-Year Students Retention Rate	100 %	Attendance register	End of the academic calendar
6	KPI-P-6	Students' performance in the professional and/or national examinations (if any)	NA	NA	NA
7	KPI-P-7	Proportion of graduates who employed or enrolled in further study	40 %	Alumni survey	End of the academic calendar
8	KPI-P-8	Average Number of students in the class	30%	Students registration	End of the academic calendar
9	KPI-P-9	Employers' evaluation of the program graduates' proficiency	4	Employer survey	End of the internship
10	KPI-P-10	Student satisfaction with the services	3	5 <sup>th</sup> level students	End of the academic calendar
11	KPI-P-11	Ratio of students to teaching staff	50:1	Admission register	End of the academic calendar
12	KPI-P-12	Percentage of teaching staff distribution	NA	NA	Beginning of the semester
13	KPI-P-13	Proportion of teaching staff leaving the program	0	Staff data, Faculty skill matrix	End of the academic calendar
14	KPI-P-14	Percentage of publication of faculty members	90%	Research unit data	End of the academic calendar

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
15	KPI-P-15	Average research per faculty member	5	Faculty skill matrix, research unit data	End of the academic calendar
16	KPI-P-16	Average of citations in refereed journals	750	Google scholar data, Faculty skill matric	End of the academic calendar
17	KPI-P-17	Satisfaction of beneficiaries with learning resources	3.75	5 <sup>th</sup> level students	End of the semester
.....					

\* including KPIs required by NCAAA

### I. Specification Approval Data

Council / Committee	UNIVERSITY COUNCIL
Reference No.	19
Date	23/05/2019