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Al-Azhar Faculty of Med.
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Quality Assurance
What is Quality Assurance?
What is Quality Assurance?

- Academic standards are defined and achieved in line with equivalent standards nationally and internationally.
What is Quality Assurance?

• Quality of:
  • 1- learning opportunities
  • 2- research
  • 3- community involvement
• are appropriate and fulfill the expectations of the range of stakeholders
ضمان الجودة

- استيفاء جميع عناصر الجودة في العملية التعليمية من مناهج وقدرة مؤسسية وطلاب ومتتابعة الخريجين وأعضاء هيئة تدريس وأنشطة ترتبط بالعملية التعليمية وخدمة مجتمعية
مبادئ الجودة

1- تبني ثقافة الجودة في المؤسسة
2- نشر مفاهيم الجودة
3- نظام التوثيق
4- التعليم والتدريب
5- تشكيل فرق العمل
6- التشجيع وحفز الجميع
7- تحقيق رضا المستفيد الداخلي والخارجي
8- الالتزام المؤسسة بالتقييم الذاتي لاستمرار التحسين
متطابقات تطبيق الجودة

1- تغيير عادتنا القديمة
2- تغيير أساليب التفكير
3- قدر من الصبر على النتائج
4- عدم الخوف من التغيير
5- الحكمة هامة كأحد المتطلبات
6- التكنولوجيا لازمة
7- االلامركزية
8- المشاركة والموارد
What is Accreditation?
What is Accreditation?

• The recognition accorded by the Agency to an institution which can:

• 1- demonstrate that its programs meet acceptable standards
• 2- it has effective systems to ensure the quality
What is Accreditation?

• 3- continuing improvement of its academic activities
• According to the criteria published by the Agency
What are the Academic standards?
Academic standards

- Vision of the faculty
- Mission of the faculty
- Characteristics of the graduate
- Intended Learning Outcomes (ILOs) include:
  - 1- knowledge
  - 2- skills
  - 3- attitudes
Academic standards

* Curricula: to facilitate the attainment of the stated

* Intended Learning Outcomes

* Student assessment: including examinations and other activities concluded by the institution to measure the achievement of ILOs
What is Curriculum?

1- What?
2- How?
3- When?
4- Where?
5- Why?

you will learn to your student.
Course Specifications
Course Specification

• 1- Basic Information
• 2- General aims
• 3- Its ILOs
• 4- Course content
Course Specification

• 5- Learning methods used.
• 6- Student assessment methods.
• 7- A list of books and references
• 8- Facilities required for learning
1- Basic Information
1- Basic Information

• 1- Programe(s) title which contain the course

• 3- Department responsible for the learning the course

• 2- Department offering the programe(s): responsible
1- Basic Information

• 4- Course code (the letter and number that identify the course in the faculty by-laws)
• 5- Year : write the year of the programme for students
• 6- No. of hours : referring to the faculty by-laws
1- Basic Information

• Write of weekly contact hours of the course

• 7- Authorization date of the course specification: write the year in which the course specification has been authorized.
2- General aims
2- General aims

• Should be expressed as the outcome
• to be achieved by students completing the course
• as significant
• and assessable qualities
3- ILOs from the course
3- ILOs from the course

• Express the ILOs of the course in terms of:
  • 1- Knowledge : information and concepts
  • 2- Skills: the psychomotor activities that gained.
  • 3- Attitudes
3- ILOs from the course

• Types of skills:
  • 1- Intellectual skills
  • 2- Professional skills
  • 3- General skills
• A- Communication skills
• B- general and transferable skills
Academic Standards Of The Program
Academic Standards

• The National Academic Reference Standards
  • (NARS)
4- Course content
4- Course content

- Write main course topics
- Number of hours allocated for learning topic for lectures,
- seminars, tutorials, laboratory work etc.
- The topics should comply with the content written in the faculty by-laws
5- Learning methods
5- Learning methods

• Lecture.
• Modified Lectures
• Reading.
• Site visit.
• Seminars
5- Learning methods

• Role play.
• Direct observed patient care
• Small group discussion
• Demonstration.
من أرشيف وحدة التعليم الطبي
5- Learning methods

• Simulated Patient.
• Case study.
• Case Presentation.
• Video demonstration.
• Brain storming.
5- Learning methods

• The choice of a methods depends on your desired outcomes.
• Each topic may be learned by several methods.
• Maintain congruence between objectives and methods.
5- Learning methods

• Use multiple educational methods.
• Choose educational methods that are feasible in terms of resources.
• Consider:
  • The method appropriate for the learning objective.
5- Learning methods

• The resources that this method requires available.
• The special facilities required.
• The projected size of the class.
• Special room arrangement needed.
• The methods selected stimulate interest and provide variety.
5- Learning methods

• Should match the learning objectives
• Should be varied
• For clinical learners, should include practice with direct patient care
• Should reflect evaluation methods to be used
### YEAR ONE

Formal instructional hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture</th>
<th>Lab</th>
<th>Small groups*</th>
<th>Patient contact</th>
<th>Other†</th>
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**TOTAL**

* Includes case-based or problem solving sessions

† Describe
6- Assessment methods
6- Assessment methods

• Evaluation strategies are ways to determine if your learner has achieved the objectives you intended.

• Evaluation may be:
  • diagnostic
  • formative
  • summative
6- Assessment methods

• To select:
  • an evaluation method
  • first examine the learning objectives
  • then match the evaluation method to the objective.
6- Assessment methods

1. Student Evaluation:

- Collecting data on each student in the program who receives instruction.
- Unit of analysis is the individual student.
6- Assessment methods

Learner evaluation should:

• Be feasible (eg. cost-effective).
• Be reproducible.
• Be fair.
• Measure the domains taught in the curriculum.
6- Assessment methods

• 2- Program Evaluation:

• 1- Aggregate data from all students who are in the program.

• 2- Unit of analysis is the overall program.
6- Assessment methods

• 3- Impact on graduates.
• 4- What aspects of a program are important?
• 5- How the learners perform (competencies)
Does
Shows how
Knows how
knows
6- Assessment methods

• 6- Impact on community (patient care outcomes)
• 7- How the faculty perform (quality control)
• 8- Do participants like the program?
• 9- Is the program sustainable?
7- List of references
7- List of references

• 1- Lectures notes specify if it authorized by the department
• 2- Essential books (text books)
• 3- General references eg. Journals, periodicals, web sites which enrich the learning
8- Facilities for learning
8- Facilities for learning

• 1- Teaching aids
• 2- Laboratory equipments
• 3- Computers
• 4- Facilities for field work
• 5- Site visits
Templates for course specifications
• Univ. ....  Faculty: .............
• Course specifications:
• Programme (s) on which the course is given ....
• Major or minor element of programmes
• Department offering the Programme
• Department offering the course
• Academic year
• Date of specification approval
A- Basic Information

Title:                         Code:
Credit Hours:               Lecture:
Tutorial:                   Practical:
Total:                       

B- Professional Information

1- Overall aims of the course

                      .............
                      .............
• 2- Intended learning outcomes of the course (ILOs)

• a – Knowledge
  
  a1- ................................
  
  a2- ................................
  
  a3- ................................

• b- Skills:
  
  b1- ..............................
  
  b2- ..............................
b3- ........................

• c- Attitudes:
  c1- ....................
  c2- ....................
  c3- ....................
## 3- Contents

<table>
<thead>
<tr>
<th>topic</th>
<th>No. of Hours</th>
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<th>tutorial/practical</th>
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</table>
• 4- Learning methods
  
  4.1- ................
  
  4.2- ................
  
  4.3- ................
  
  4.4- ................

• 5- Student assessment methods
  
  5.1..............  to assess
  
  5.2 ..............  to assess
  
  5.3 ..............  to assess
  
  5.4 ..............  to assess
• Assessment schedule

Assessment 1 .......... Week ............
Assessment 2 .......... Week ............
Assessment 3 .......... Week ............
Assessment 4 .......... Week ............
### Weighting of Assessments

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<td>Final-term exam</td>
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<td>Practical exam</td>
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<tr>
<td>Semester work</td>
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<tr>
<td>Other types of assessment</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
• 6- List of references
  6.1- Course notes
  ........................................
  6.2- Essential books (text books)
  ........................................
  ........................................
  6.3- Recommended books
  ........................................
  ........................................
  6.4- Periodicals, web sites .....etc.
  ........................................
• 7- Facilities required for learning

• Course coordinator:

• Head of Department:

• Date:   /   /   /
*If you are not certain of where you are going*

* You may very well end up somewhere else (and not even know it)
Thank you