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2020

Program Specification

Program Name: Bachelor's degree in Health Services Management
Qualification Level: Undergraduate
Department: Health Services Management
College: Faculty of Public Health & Health Informatics
Institution: Umm Al Qura University

Content

A. Program Identification and General Information

1. Program Main Location:
Faculty of Public Health & Health Informatics, Umm Al Qura University, Makkah, Saudi Arabia.

2. Branches Offering the Program:
1. Azizyah (Male section) 2. Abidiyah (Female Section)

3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
Today's general communities are seeking higher standards of service, safety and quality assurance from the healthcare industry. The Bachelor of health services management has been developed in keeping the same thing in mind as per community and national needs. Health Services Management program is an evolving program aims to support and contribute to the transformation in healthcare industry along with the kingdom vision 2030. This program is designed to attract highly motivated and enthusiastic individuals interested in a profession. The student learns theory and practice to attain the competencies related to health services management, personnel administration, legal aspects of health system, health statistics and research, healthcare quality and patient's safety, and many more. The main reasons are: - To meet and respond to the current changing health care needs and expectations of the Saudi Arabian community   - There is high demand for qualified graduates in the health services management field from the healthcare industry in public & private sector.   - To set higher standards in graduates so that they can perform better and meet the internationally recognized accreditation/ quality standards.   - National policy to expand new and modern areas of technological development   - To upgrade the scientific and research level as well as the technical skills of health services management field in Kingdom of Saudi Arabia for both government and private sectors.

4. **Total Credit Hours for Completing the Program: (193 Credit Hours)**
One Hundred Ninety-Three Credit Hours.
The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)

Activity	Learning Hours*
Conduct Hours	1930
Learning Hours	3860
Assignments	268
Library	876
Presentation	268
Total	**7,202 hours**

* Excluding Internship Year
** 5th Year is Internship

5. **Professional Occupations/Jobs:**

- Middle Line Manager
- Department Supervisor
- Hospital Administrator
- Data Quality Manager
- Project Manager
- Patient Safety Officer
- Human Resources Officer
- Human Resources Manager
- Financial Officer
- Health insurance specialist
- Academic Teaching Staff

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

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
N/A	N/A	N/A

7. **Intermediate Exit Points/Awarded Degree (if any):**

Intermediate exit points/awarded degree	Credit hours
1. Diploma in Public Health	96

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

To provide a continuum of well-educated, skillful and committed healthcare professionals and prepare them to lead and manage the change in the healthcare system at national and international levels and effectively contribute to research related to better healthcare outcomes.

2. Program Goals:

The main goal of this program is to prepare the next generation of health management leaders so they can work and be a part of country growth and healthcare transformation according to Vision 2030.

- ✓ Build qualified and professional graduates with internationally recognized highest level of education in the field of health services management as part of professional development of workers in healthcare. (Educational goal)
- ✓ Provide analytical, evaluative, and innovative quality education to improve the students' management skills and promote innovative and the challenges of uncertainty at a national & international level. (Innovation goal)
- ✓ Facilitate students' opportunities to participate in a service-learning experience in the community. (Community services goal)
- ✓ Create a research environment and build strategic partnerships with renewed research institutions to serve the community and the region by undertaking critical evaluation of relevant healthcare issues. (Research goal)
- ✓ Offer a curriculum that is designed to help students master competencies needed to succeed in the changing healthcare field: knowledge of the healthcare system, leadership and teamwork, communication and relationship management, and professionalism. (Workforce efficiency)
- ✓ Explain the strategic and marketing priorities of healthcare institutions according to the needs and resources of the community. (Governance)
- ✓ Prepare healthcare professionals who demonstrate the ability to evaluate various issues related to government. (Governance)

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

The program contributes to the mission of the university and faculty in the following respects:
- ✓ Academic teaching and learning.
- ✓ Research activities.
- ✓ Community service.
  These targets can be achieved through:
- ✓ Educate and train future health professionals in an innovative and high-performing education environment.
- ✓ Support research culture, encourage participation in research activities, and apply evidence-based knowledge to provide high-quality healthcare to the population.
- ✓ Engage future healthcare leaders in community settings and with community stakeholders to enhance healthcare delivery systems.

4. Graduate Attributes:

Graduates UQU of Health Services Management program will have several distinguishing features that are align with the general UQU graduate attributes:

1. Possession of a broad view of health and illness and factors influencing population health at local, national, and international levels.

2. Understand the connections between management, information systems, finance, and politics in the healthcare arena through interdisciplinary courses and ongoing visits to healthcare facilities.
3. Recognize the need to integrate diverse agencies responsible for improving population health.
4. Ability to utilize evidence-based knowledge, interpret data, and use the information to manage healthcare settings and support good decision-making.
5. Use scientific management theories, concepts, tools and techniques as a base for professional health management practice.
6. Apply different research method approaches to investigate and address health-related issues.
7. Perform basic and advanced technical management skills in identifying and solving health services organizations' problems.
8. Evaluate complex healthcare problems and develop innovative solutions.
9. Ability to identify and use appropriate statistical methods in the analysis and resolution of complex healthcare issues.
10. Adopt appropriate technology, software, and tools that are aimed at improving health for individuals and populations.
11. Ability to determine the appropriate communication tools and media platforms to communicate with the public and stakeholders.
12. Act professionally and communicate effectively through the use of communication strategies and behavioral sciences to resolve conflicts and manage human interactions of patients, families, and health professionals in healthcare organizations.
13. Demonstrate leadership skills to enhance the quality of healthcare services.
14. Apply professional integrity and ethics into the practice of health services management.
15. Display morals and values inspired by Islamic culture.
16. Demonstrate a commitment to transparency and accountability to actions.
17. Work independently as well as with teams, considering the roles and skills of all professionals.
18. Demonstrate commitment to self-development including continuing education, networking, reflection, and personal improvement.
19. Ability to serve guests of God with honor and pride through partnering with organizations/agencies and volunteering in health-related activities during Hajj and Umrah seasons.

5.Program learning Outcomes*
Knowledge and Understanding
By the end of this program, the student will be able to

K1	Describe a variety of healthcare management theories, principles, and concepts that enable them to advance in the field.
K2	Define the components of healthcare delivery system, healthcare policies, laws, and other aspects that influence healthcare polices and system.
K3	Demonstrate a wider understanding of health, preventing disease, prolonging life, and promoting health at national and international level through the organized efforts of society and stakeholders.
K4	Illustrate different types of research designs, data collection, analyses, and presentations of healthcare problems.

K5	Aware of ethical and moral practices in the work environment that stem mainly from our Islamic teachings and principles and then from laws and regulations of the profession.
K6	Identify principles and methods to interact with others in healthcare organizations.
K7	Recount fundamental sciences and medical principles and their implication to the advancement of health.

Skills	
By the end of this program, the student will be able to	
S1	Employ several aspects of management in healthcare organization
S2	Evaluate the healthcare delivery system, policies and other aspects that form and reform healthcare regulations.
S3	Assess many routes to achieving better public health outcomes for a community, on a local or global scale.
S4	Evaluate scientific literature and practice, synthesize the information, and convey the results that address and evaluate healthcare problems.
S5	Maintain a good attitude toward healthcare organization in both professional and personal interactions.
S6	Influence others effectively in healthcare organization.
S7	Recognize the clinical/medical foundations needed to effectively work in healthcare settings.

Values	
By the end of this program, the student will be able to	
V1	Perform professional healthcare management practices in healthcare organizations.
V2	Continuously improve policies that form healthcare system in a given healthcare organization.
V3	Present a wider vision in managing and improving the health of the population.
V4	Apply information and analytical methods responsibly to promote and improve access, cost, and quality of healthcare services.
V5	Exhibit integrity, responsibility, and professionalism in a healthcare setting.
V6	Work well with other individuals, teams, and groups, formally and informally.
V7	Integrate an understanding of fundamental sciences and medical principles and functions to effectively communicate with stakeholders and professionals.

* 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	16	38	20%
	Elective	--	--	--
College Requirements	Required	5	15	8%
	Elective	--	--	--
Program Requirements	Required	43	132	68%
	Elective	--	--	--
Capstone Course/Project	--	2	8	4%
Field Experience/ Internship	Required	3	0	--
Others	--	--	--	--
Total		**69 courses**	**193 credit hours**	**100%**

* 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	ELCE1201	English Language Intensive A1	Required	--	4	Institution
	DS1101	Technology	Required	--	2	Institution
	HIMI-1301	Computer Skills 1	Required	--	3	Department
	EP1001	Introduction to Public Health Biology	Required		3	Department
	HPE1001	Learning and Study Skills	Required		3	Department
Total					**15 hours**	
Level 2	ELCE1202	English Language Intensive A2	Required	--	4	Institution
	QR1101	Holy Quraan (1)	Required	--	2	Institution
	HPE1002	Communication Skills	Required	--	3	Department
	HPE1003	Introduction to Anatomy and Physiology	Required	--	6	Department
Total					**15 hours**	
Level 3	ELCE1203	English Language Intensive A3	Required	--	4	Institution
	ICC1201	Islamic Culture 1	Required	--	2	Institution

	Code	Course			Credit	
	OHS1101	Fundamentals of Chemistry	Required	--	3	Department
	HPE1004	Communication Skills for Health Professionals	Required	--	3	Department
	EP1002	Introduction to Public Health	Required	--	3	Department
	Total			**15 hours**		
Level 4	QR2102	Holy Quraan (2)	Required	--	2	Institution
	OHS2102	Biochemistry	Required	--	3	Department
	HPE005	Introduction to Social and Behavioral Determinants of Health	Required	--	3	Department
	HPE2006	Medical Terminology	Required	--	3	Department
	EP2003	Introduction to Probability and Statistics in Public Health	Required	--	3	Department
	HIMI-2302	Computer Skills 2	Required	Computer Skills 1	3	Department
	Total			**17 hours**		
Level 5	ICC2202	Islamic Culture 2	Required	--	2	Institution
	HSA 2201	Introduction to Global Health	Required	--	3	Department
	HSA 2101	Fundamentals of Health Policy and Management	Required	--	3	Department
	EH2001	Foundations of Environmental Health	Required	--	3	College
	EP2004	Public Health Biostatistics	Required	--	3	College
	EP2005	Fundamentals of Epidemiology	Required	--	3	College
	Total			**17 hours**		
Level 6	ARS1601	Arabic Writing	**Required**	--	2	Institution
	OHS2103	Introductory Occupational Health and Safety	**Required**	--	3	College
	EP2006	Mass Gathering's Health	**Required**	--	3	Department
	HPE2007	Fundamentals of Health Education and Health Promotion	**Required**	--	3	College

	HSA 2202	Ethics in Public Health	**Required**	--	3	Department
	EP2007	Food Safety and Sanitation	**Required**	--	3	Department
Total				**17 hours**		
Level 7		Elective 1	**Elective**	--	2	Institution
	HSA 3102	Healthcare Leadership	**Required**	--	3	Department
	HSA 3103	Problem Solving and Decision Making	**Required**	--	3	Department
	HSA 3203	Population Health	**Required**	--	3	Department
	HSA 3301	Health Care Delivery Systems	**Required**	--	3	Department
	HSA 3104	Organization of Health Care Facilities	**Required**	--	3	Department
Total				**17 hours**		
Level 8	QR3103	Holy Quraan (3)	**Required**	--	2	Institution
	HSA 3105	Innovation in Health Services	**Required**	--	3	Department
	HSA 3106	Organizational Behavior in Healthcare Organizations	**Required**	--	3	Department
	HSA 3107	Marketing of Health Services	**Required**		3	Department
	HSA 3108	Human Resources Management in Healthcare	**Required**	--	3	Department
	HSA 3302	Health Economic I	**Required**	--	3	Department

	Total	**17 hours**

Level 9	ICC3203	(3) Islamic Culture	**Required**		2	Institution
	HSA 3109	Strategic Management in Healthcare Organization	**Required**		3	Department
	HSA 3110	Financial Management of Healthcare Organization	**Required**		3	Department
	HSA 3111	Quality Management in Healthcare	**Required**		3	Department
	HSA 3401	Health Services Research I	**Required**		3	Department
	HSA 3303	Health Policy and Politics	**Required**		3	Department
Total				**17 hours**		
Level 10	QR4104	Holy Quraan (4)	**Required**		2	Institution
		Elective 2	**Elective**		2	Institution
	HSA 4112	Health Information Management	**Required**		3	Department
	HSA 4113	Health Planning	**Required**		3	Department
	HSA 4402	Health Services Research II	**Required**	Health Services Research I	3	Department
	HSA 4114	Health Accounting	**Required**		3	Department
Total				**16 hours**		
Level 11		Elective 3	**Elective**		2	Institution
	HSA 4403	Graduation Project I	**Required**		4	Department
	HSA 4304	Health Insurance	**Required**		3	Department
	HSA 4115	Crisis Management in Healthcare	**Required**		3	Department

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Level	Code	Course Name	Required/Elective	Prerequisite	Credit	Type
	HSA 4204	Patient Safety management	**Required**		3	Department
	Total				**15 hours**	
Level 12	ICC4204	(4) Islamic Culture	**Required**		2	Institution
	HSA 4305	Legal Aspects of Healthcare	**Required**		3	Department
	HSA 4116	Operations Management in Healthcare Organizations	**Required**		3	Department
	HSA 4306	Health Economic II	**Required**	Health Economic I	3	Department
	HSA 4404	Graduation Project II	**Required**	Graduation Project I	4	Department
	Total				**15 hours**	
Level 13	HSA 5501	Internship Period	**Required**	To pass all courses	0	Department
Level 14	HSA 5501	Internship Period	**Required**	To pass all courses	0	Department
Level 15	HSA 5501	Internship Period	**Required**	To pass all courses	0	Department

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications
Insert hyperlink for all course specifications using NCAAA template

1. Introduction to Public Health Biology
2. Learning and Study Skills
3. Introduction to Anatomy and Physiology
4. Communication Skills
5. Introduction to Public Health
6. Fundamentals of Chemistry
7. Communication Skills for Health Professionals
8. Biochemistry
9. Introduction to Social and Behavioral Determinants of Health
10. Medical Terminology
11. Introduction to Probability and Statistics in Public Health
12. Introduction to Global Health
13. Fundamentals of Health Policy and Management
14. Foundations of Environmental Health
15. Public Health Biostatistics
16. Fundamentals of Epidemiology

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17. Introductory Occupational Health and Safety
18. Mass Gathering's Health
19. Fundamentals of Health Education and Health Promotion
20. Ethics in Public Health
21. Food Safety and Sanitation
22. Health Care Delivery Systems
23. Healthcare Leadership
24. Problem Solving and Decision Making
25. Population Health
26. Organization of Health Care Facilities
27. Health Economics-I
28. Innovation in Health Services
29. Organizational Behavior in Healthcare Organizations
30. Marketing of Health Services
31. Human Resources Management in Healthcare
32. Strategic Management in Healthcare Organization
33. Financial Management of Healthcare Organization
34. Quality Management in Healthcare
35. Health Services Research I
36. Health Policy and Politics
37. Health Information Management
38. Health Planning
39. Health Services Research II
40. Healthcare Accounting
41. Graduation Project I
42. Health Insurance
43. Crisis Management in Healthcare
44. Patient Safety Management
45. Legal Aspects of Healthcare
46. Operations Management in Healthcare Organization
47. Health Economic II
48. Graduation Project II
49. Internship Year

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**)

- **Knowledge**

Courses	Code & No.	Program Learning Outcomes														
		Knowledge														
		K.1	K.2	K.3	K.4	K.5	K.6	K.7								
Computer skills 1								I								
Introduction to Public Health Biology								I								
Learning and Study Skills							I									
Communication Skills							I/P									
Introduction to Anatomy and Physiology								I								
Fundamentals of Chemistry								I								
Communication Skills for Health Professionals							P/M									
Introduction to Public Health					I											
Biochemistry								I								
Introduction to Social and Behavioral Determinants of Health					I											
Medical Terminology								I								
Introduction to Probability and Statistics in Public Health					I/P											
Computer Skills 2								P								
Introduction to Global Health					I											
Fundamentals of Health Policy and Management		I														
Foundations of Environmental Health					I											
Public Health Biostatistics					I	I										
Fundamentals of Epidemiology					I											
Introductory Occupational Health and Safety					I											
Mass Gathering's Health					I											
Fundamentals of Health Education and Health Promotion					I											
Ethics in Public Health							I									

Course	1	2	3	4	5	6
Food Safety and Sanitation			I			
Healthcare Leadership						I/P
Problem Solving and Decision Making	I/P					
Population Health	I	I	P			
Health Care Delivery Systems		I				
Organization of Health Care Facilities	I/P					
Innovation in Health Services	I/P					
Organizational Behavior in Healthcare Organizations	I/P	P				
Marketing of Health Services	I					
Human Resources Management in Healthcare	I/P					
Health Economic I		I/P				
Strategic Management in Healthcare Organization	I/P					
Financial Management of Healthcare Organization	I/P					
Quality Management in Healthcare	I	P				
Health Services Research I				I/P	P	
Health Policy and Politics		I	P	I		
Health Information Management	I					
Health Planning	I/P					
Health Services Research II				P	P	
Health Accounting	I/P					
Graduation Project I				M		
Health Insurance	I/P				P	
Crisis Management in Healthcare	P					
Patient Safety management	P	P				
Legal Aspects of Healthcare		P	P		P	
Operations Management in Healthcare Organizations	M					
Health Economic II		I/P				
Graduation Project II				M	M	

* Add a table for each track (if any)

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)**

- **Skill**

Courses	Code & No.	Program Learning Outcomes — Skill													
		S.1	S.2	S.3	S.4	S.5	S.6	S.7							
Computer Skills 1								I							
Introduction to Public Health Biology								I							
Learning and Study Skills							I								
Communication Skills							I/P								
Introduction to Anatomy and Physiology								I							
Fundamentals of Chemistry								I							
Communication Skills for Health Professionals							P								
Introduction to Public Health				I											
Biochemistry								I							
Introduction to Social and Behavioral Determinants of Health				I											
Medical Terminology								P							
Introduction to Probability and Statistics in Public Health				I/P											
Computer Skills 2								P							
Introduction to Global Health				I											
Fundamentals of Health Policy and Management		I													
Foundations of Environmental Health				I											
Public Health Biostatistics				I/P	P										
Fundamentals of Epidemiology				I											
Introductory Occupational Health and Safety				I											
Mass Gathering's Health				I											

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Course		C1	C2	C3	C4	C5	C6
Fundamentals of Health Education and Health Promotion				I			
Ethics in Public Health						I	
Food Safety and Sanitation				I			
Healthcare Leadership							I/P
Problem Solving and Decision Making		P					
Population Health				P			
Health Care Delivery Systems			I				
Organization of Health Care Facilities		P					
Innovation in Health services		I/P					P
Organizational Behavior in Healthcare Organizations		I/P	P	P			
Marketing of Health Services		I/P					
Human Resources Management in Healthcare		I					
Health Economic I			I/P				
Strategic management in Healthcare Organization							
Financial Management of Healthcare Organization		I/P					
Quality Management in Healthcare		I/P					
Health Services Research I					P	P	
Health Policy and Politics			I		I		
Health Information Management		I					
Health Planning		I/P					
Health Services Research II					P		
Health Accounting		P					
Graduation Project I					M		P
Health Insurance		I/P					
Crisis Management in Healthcare		P					
Patient Safety Management		I/P	I	P		P	
Legal Aspects of Healthcare		P	P		P	P	
Operations Management in Healthcare Organizations		P/M					
Health Economic II			P/M				
Graduation Project II					M		P

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)**

- **Value**

Courses	Code & No.	Program Learning Outcomes						
		Value						
		V.1	V.2	V.3	V.4	V.5	V.6	V.7
Computer Skills 1								I
Introduction to Public Health Biology				I				
Learning and Study Skills							I	
Communication Skills							I	
Introduction to Anatomy and Physiology								I
Fundamentals of Chemistry								I
Communication Skills for Health Professionals							P	
Introduction to Public Health				I				
Biochemistry								I
Introduction to Social and Behavioral Determinants of Health				I				
Medical Terminology							P	
Introduction to Probability and Statistics in Public Health				/P I	I			
Computer Skills 2							P	
Introduction to Global Health				I				
Fundamentals of Health Policy and Management		I /						
Foundations of Environmental Health				I				
Public Health Biostatistics				I/P	P			
Fundamentals of Epidemiology				I				
Introductory Occupational Health and Safety				I				
Mass Gathering's Health				I				
Fundamentals of Health Education and Health Promotion				I				
Ethics in Public Health						I	I	

Program Specification

Course							
Food Safety and Sanitation				I			
Healthcare Leadership							I/P
Problem Solving and Decision Making		P					
Population Health				I			P
Health Care Delivery Systems			I				
Organization of Health Care Facilities		P					
Innovation in Health services		I					
Organizational Behavior in Healthcare Organizations		P	P				
Marketing of Health Services		I					
Human Resources Management in Healthcare		I					
Health Economic I		I/P	I				P
Strategic management in Healthcare Organization							
Financial Management of Healthcare Organization		I/P				P	P
Quality Management in Healthcare		I		I/P			P
Health Services Research I					P		
Health Policy and Politics			I	P		P	P
Health Information Management		I					
Health Planning							
Health Services Research II					P	P	
Health Accounting		P				P	M
Graduation Project I				M	M		
Health Insurance							
Crisis Management in Healthcare		P					
Patient Safety Management		P/M	P	P			M
Legal Aspects of Healthcare		P			P	P	P
Operations Management in Healthcare Organizations		P/M					
Health Economic II					P		M
Graduation Project II				M	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.

According to the Rule and Regulation of the University.
The following teaching strategies will be utilized throughout the BHITM Program to help students develop the above knowledge:
- Interactive Academic Lectures.
- Class Discussions.
- Individual and Group Case Studies.
- Individual and Group Projects.
- Integrative Technology.
- Field experiences.
- Major references and supporting readings.
- Group discussions.
- Report writing.
- Research papers.
- Self-learning.
- Team and group work.

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.
- The following methods will be used to assess Program Learning Outcome:
  - Quiz
  - Midterm Exam
  - Case Studies
  - Application Based Questions
  - Problem Solving Exam and Techniques
  - Individual and Group Discussions
  - Home assignment
  - Presentations
  - Practical Exam
  - Final Exam

- **Distribution of Marks (Theoretical Courses)**

Exams	Marks	Percentages of Marks
Midterm Exam	20	20%
Project	20	20%
Assignment	10	10%
Final Exams	50	50%
Total	100	100%

- **Grading Scale**

PERCENTAGES OF MARKS	LETTER GRADE

95 – 100 %	A+
90 - < 95 %	A
85 - < 90 %	B+
80 - < 85 %	B
75 - < 80 %	C+
70 - < 75 %	C
65 - < 70 %	D+
60 - < 65 %	D
< 60 %	F

D. Student Admission and Support:

1. Student Admission Requirements

Admission requirements for the Health Service Management Program are the same as those for the Faculty of Public Health & Health Informatics, Umm Al Qura University, Makkah, Kingdom of Saudi Arabia.

1. The applicant must hold a high school certificate or equivalent that is acquired from Saudi Arabia or any recognized school abroad, with a general rate not less than 90%.
2. High school certificate must be acquired within two years, and the faculty board has the right to exclude from this condition those who hold the degree but not exceeding five years if they provide satisfactory reasons.
3. The specialized subject (chemistry, physic, biology, and English) rate must be not less than 90%.
4. The applicant must pass the required admission tests (General Aptitude Test [GAT] and the Summative Assessment), organized by the National Center for Assessment, if required by the desired department.
5. Pass the interview that is required by the college of Public Health and Health Informatics.
6. The applicant must not have been dismissed from Umm Al-Qura University or any other university for disciplinary reasons.
7. The applicant must provide proof of English language proficiency that meets the program minimum requirement (exemption may apply).
8. Apply via the Unified Admission Portal at Umm Al-Qura University website.

Must complete all requirements that are suggested and accepted by the faculty and university panel.

2. Guidance and Orientation Programs for New Students

All the new admitted students will attend Orientation program held in first/second week at college (male & female section separately). Student will be guided with study plan, practical, teaching strategies, evaluation methods, marking guidelines, mission, vision and goal of the college, department and program, learning outcomes of the program, training, quality related support enquired from the students, job market, and administrative rules and regulations of the university.

3. Student Counseling Services
(academic, career, psychological and social)

Admission information for the college is described clearly on the university and college websites, including the requirements and procedures. Complete information about the program is publicly available on the college website. An admission guide is distributed to all high schools which contains information about admission requirements and procedures.

All students will be assigned a HSM faculty member by the Department Chair/ Head/ Coordinator. A student's faculty advisor will serve as their academic advisor and will guide them through their HSM program including course scheduling, course selection and career planning. Each student will meet with their faculty advisor at least once per semester to review their academic performance and progress in their HSM program and plan their schedule for the following semester. Each faculty advisor will be required to maintain open office hours (2 hours per course) to allow students the opportunity to meet with their advisor on an as needed basis or meet with students by appointment at other times.

Students are supported by:
- An induction week at the beginning of the academic session.
- Excellent library, computer center and IT facilities.
- Online information and learning materials
- Student handbooks.
- A Program Tutor to help students understand the course structure.
- An academic tutor to help with registration, liaison with local authorities and examination arrangements and results.
- Each academic advisor determines office hours for his students.
- An Accommodation Office.
- Student representatives on program committees and other committees.

Sample Office Hours Schedule of the Academics Staffs:

Time \ Day	8:00 to 9:00	9:00 to 10:00	10:00 to 11:00	11:00 to 12:00	1:00 to 2:00	2:00 to 3:00
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						

Alumni Unit: The main responsibilities of this unit to manage the data of alumni and support graduating students to get placement in various organizations.

Public Health Club: Faculty of Public Health & Health Informatics established Public Health Club where students get chances to organize health camps and other activities within the campus and outside as well.

4. Special Support
(low achievers, disabled, gifted and talented)

1- Support is provided to students with late academic achievements through continuous counselling and supervision by the academic staff.

2- The faculty operate a spacious homeroom which is open before class-time as well as during breaks for students that prefer a smaller, quieter setting.

3- Two working elevators are available for upper floors to be used by the students faced with mobility or injury related issues.

4- Special seats are available for left-handed students.

5-Faculty administration is empathetic towards the students with special needs and always willing to accommodate to the extent possible within the rules and regulations of the university. However, it still needs to be formalized as a policy of the College.

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	HSM	Health informatics		1	1	2
Associate Professors	HSM	Health Informatics/ Health Management		1	1	2
Assistant Professors	HSM	Health services research/ Health management		4	4	8
Lecturers	HSM	Health services research/ Health management		4	4	08
Teaching Assistants	Any Medical & Science Background/ IT Background			01	01	02
Technicians and Laboratory Assistants	IT background			01	01	02
Administrative and Supportive Staff	Administrative Background			01	01	02
Others (specify)	HSM					

Actual No. of Teaching Staffs at DHSM	Other Department Teaching Staffs at College
Professor-00 Associate Professor- 00 Assistant Professor- 06 Lecturer-04 Demonstrator- 04 (All of them are studying PhD)	Professor-05 Associate Professor- 02 Assistant Professor- 24 Lecturer- 05

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

New faculty will participate in a 3-day orientation sponsored by the Office of the Provost/ Vice President for Academic Affairs and administered through the teaching resource office. New Faculty Orientation will be comprised of workshops to provide information, skills and resources for faculty to successfully begin their responsibilities at the institution. The New Faculty Orientation program will provide opportunities for networking among new faculty members, introductions to university administrators including the President, Provost/ Vice President for Academic Affairs, and Deans as well as other key administrators. Topics of

effective teaching; student, course, and programmatic assessment; student services; security; technology; faculty evaluation; promotion and tenure; faculty support services; library services; and many other topics will be presented by campus administrators and staff.

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.)

All new faculty members will be appointed a peer-mentor by the Department Chair upon hire. Peer-mentors are experienced and successful faculty members who will advise and counsel new faculty members regarding teaching and other faculty responsibilities. New faculty members will meet with their peer-mentor on a regular and as-needed basis.

The university will establish a teaching resource office. The mission of the teaching resource office will be to support faculty who are interested in;

- ✓ Enhancing student academic success and engagement.
- ✓ Workshops, discussion groups, and other activities focused on teaching and learning.
- ✓ Consultations regarding teaching, learning, and the effective use of instructional technologies.
- ✓ Course assessment and redesign.
- ✓ Grants for instructional improvement.
- ✓ Materials, software, facilities, instructional and technical expertise.

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.)

The process to be followed by faculty in the program for planning and acquisition of text, reference and other resource materials involves individual faculty members using their discretion, preferences, and expertise in identifying, evaluating, and selecting appropriate materials to be used for each course they are teaching.

- All Staff members prepare the relevant scientific material for his/her course.
- Faculty Staff member prepares the course file that includes the detailed description of the topics covered in the course, references and readings, and examination dates and marks plus all other relevant information pertinent to the course.
- Reserve books and reading material needed for the course at the library.
- Each department specifies its list of (required, essential and recommended) textbooks, reference materials and other teaching materials
- The learning resources are documented and approved in the course specification.

The process of evaluating the adequacy of textbooks, reference and other resource provisions by staff:

The process to be followed by faculty in the program for planning and acquisition of text, reference and other resource materials involves individual faculty members using their discretion, preferences and expertise in identifying, evaluating, and selecting appropriate materials to be used for each course they are teaching.

- Determine the books and reading material needed as references in the course.
- Check suitability to cover all the topics in the course.

- Check if the books chosen are standard references in other universities and similar Health Information Management & Technology departments.
- Check for latest editions and updates on references.
- Awareness for faculty staff about adequacy for scientific courses.

2. Facilities and Equipment
(Library, laboratories, medical facilities, classrooms, etc.).

- All Staff member prepares the relevant scientific material of his course.
- Faculty Staff member prepares the course file that includes the detailed description of the topics covered in the course, references and readings, and examination dates and marks plus all other relevant information pertinent to the course.
- Reserve books and reading material needed for the course at the library.
- Each department specifies its list of (required, essential and recommended) textbooks, reference materials and other teaching materials.

The learning resources are documented and approved in the course specification.

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

- Fire & Safety Installation
- First Aid Kit
- Proper Housekeeping Facilities
- Hand sanitizers

G. Program Management and Regulations

1. Program Management
1.1 Program Structure
(Including boards, councils, units, committees, etc.)

1. Department Council
2. Curriculum Development Committee
3. Postgraduate Committee
4. Quality Committee
5. Training Coordinator
6. Examination Coordinator
7. Academic Coordinator
8. Alumni Coordinator
9. Research Coordinator
10. Community Services Coordinator

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.)

We have a consultation committee shared by external and internal stake holders including teaching staff, subject expert, alumni and students.

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.)

- Admission Regulation

- Study & exam Regulations
- Recruitment Regulations
- Student right regulations
- Grievances Regulation
- Absence Regulations
- Transfer Regulation
- Training Regulations

https://uqu.edu.sa/en/studaff/App/FILES/11155

H. Program Quality Assurance

1. Program Quality Assurance System
Provide online link to quality assurance manual

https://uqu.edu.sa/en/quality/60027

2. Program Quality Monitoring Procedures
https://uqu.edu.sa/en/quality/60027

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

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

department of health information , According to the rules and regulation of the university technology and management follow

1. Uniform Assessment Methods are adopted in both sections.
2. Uniform academic calendar.
3. Course syllabus and material are common in both sections.
4. Final Exam is prepared jointly by male and female teaching staffs with consensus.
5. The fix course plan for preparatory year for both male & female section.
6. Student admission procedures are adopted same for both male and female section.
7. Training and Development activities, national and international events are jointly arranged.
8. Research plan is available for both sections.
9. Quality management activities and documentation.

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
The following methods will be used to assess Program Learning Outcome:
- Quiz

- Mid Term Exam
- Case Studies
- Application Based Questions
- Problem Solving Exam and Techniques
- Individual and Group Discussions
- Home assignment
- Presentations
- Practical Exam
- Final Exam

After declaring the final result, each semester results is being analyzed statistically and accordingly actions are being taken. We receive course review committee report with recommendations/ suggestion from respective course review committee and act as per comments.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Course Evaluation	Students	Survey	Every Semester in last week
Program Evaluation by Final Year Students	Students	Survey	3rd semester of every year.
Course Review Committee	Staff Members of Committee	Meetings and Discussions	Every Semester (minimum one meeting required)
Learning Resources	Students and Staffs	Survey	Every Academic Year

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 (5) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.	70%	Need to be defined	By this academic year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program.	4.5	Direct Survey with structured and Open-end Questionnaire for improvements.	By the end of every semester (Week 9 or Week 10)
3	KPI-P-03	Students' evaluation of the quality of the courses.	4.5	Direct Survey with structured and Open-end Questionnaire for improvements.	By the end of every semester (Week 9 or Week 10)
4	KPI-P-04	Completion rate. (Proportion of undergraduate students who completed the	100%	Data analysis of declared result	By the end of every semester (Week 9 or Week 10)

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		program in minimum time in each cohort)			
5	KPI-P-05	First-year students' retention rate. (Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year)	98%	Data analysis of declared result	By the end of every semester (Week 9 or Week 10)
6	KPI-P-06	Students' performance in the professional and/or national examinations.	NA	NA	NA
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs. (Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year)	85%	Direct Survey	By Alumni Unit (Annually)
8	KPI-P-08	Average number of students in the class.	30 (Male) 30 (Female)	Discussion with the higher management	By each academic year
9	KPI-P-09	Employers' evaluation of the program graduate's proficiency.	04	Direct Survey	Annually
10	KPI-P-10	Students' satisfaction with the offered services.	4.5	Direct Survey with structured and Open-end Questionnaire for improvements	Every academic year
11	KPI-P-11	Ratio of students to teaching staff.	15:1	As per load. Ideally 1:15 is recommended.	Annually
12	KPI-P-12	Percentage of teaching staff distribution. 1- Gender 2- Branches (general: specific) 3- Academic Ranking	Not determined	Yet to be determined	By the end of this year
13	KPI-P-13	Proportion of teaching staff leaving the program	NA	Data will be collected from department heads	Annually
14	KPI-P-14	Percentage of publications of faculty members	1	Data will be collected from departmental staffs and Deanship of Scientific Research	Annually

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
15	KPI-P-15	Rate of published research per faculty member	100%	Data will be collected from departmental staffs and Deanship of Scientific Research	Annually
16	KPI-P-16	Citations rate in refereed journals per faculty member	NA	Data will be collected from departmental staffs and Deanship of Scientific Research	Annually
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Not yet determined	Yet to be identified	Annually

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Health Services Management Department Council
Reference No.	
Date	

J. Document Prepared By

Name	Health Services Management curriculum committee
Signature	
Date	
QR Code	