



Kingdom of Saudi Arabia

**Course Specifications
(CS)**

Project work (562 RAD -2)



Course Specifications

Institution Najran university	Date of Report 03/07/1438 H
College/Department College of Applied Medical Science / Department of Radiological Sciences	

A. Course Identification and General Information

1. Course title and code: Project work (562 RAD -2)			
2. Credit hours 2 (0+2)			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Dr. Mohammed Khalil Saeed (male section) Dr. Mawahib Syed Ahmed (female section)			
5. Level/year at which this course is offered 9th level/4rd year			
6. Pre-requisites for this course (if any) 461 RAD-2			
7. Co-requisites for this course (if any) No			
8. Location if not on main campus Main Campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	100%
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

At the end of this course, the student will be able to:

- Acquire the necessary skills in scientific research and encourage innovation.
- Learn new technical skills.
- Practice in some analysis techniques.
- Learn the skill of oral presentation to the public.
- Practice with team work.
- Describe how to write a research proposal (abstract, statement of the problem, significance of the problem, background of the problem, objectives, methods, the work plan, investigators, budget)
- Explain why and when do we need to do a literature review
- Define how to use literature review to support our thesis
- Understand how to insert/use literature review in discussion

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

The most important practices in the four dimensions	Actions developing and improving the course
First: Scientific content for course	a. Improvement proposals for weaknesses in content
	b. Most important good practices regarding the content of the course, and means of strengthening
Second: Methods and means of learning	a. Improvement proposals for weaknesses in the methods and means of learning
	b. Most important good practices regarding the methods and means of learning, and means of strengthening
Third: Textbook	a. Improvement proposals for weaknesses in the textbook

Four: Course coordinator/professor	a. Improvement proposals for weaknesses in the performance of the course coordinator/ professor	
	b. Most important good practices regarding the course coordinator/ professor , and means of strengthening	

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

Project work is a mandatory graduation requirement for students in the undergraduate program in the Department of Radiological Sciences, Faculty of Applied Medical Sciences. It is a study of theory, practical, or both in any of the specialty course studied during the program. During the course students will start team building, choosing the title of the project and writing the proposal, which includes the introduction, the scientific background, and project work plan.

1 Topics to be covered and students will be able to select the project title from these topics.		
List of Topics	No of Weeks	Contact hours
Digital Medical Imaging Radiography		
Dose to staff/patients/worker from X-ray examinations "Radiation Protection"		
Radiographic Anatomy		
Ultrasound		
MRI		
CT		
Nuclear Medicine		
Radiotherapy		
Radiographic Physiology		
Care of the Patient		
General Radiographic Investigations		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	0	30	30	0	0	60
Credit	0	1	1	0	0	2

3. Additional private study/learning hours expected for students per week.	1/w
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	State the necessary skills in scientific research and encourage innovation	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Supervisor evaluation (30 %) • Evaluation of professors or the commission of research projects using the following assessment methods: • Answer questions by commission of research projects (15 %) • Include references (10 %) • Oral presentation and Seminar (10 %)
1.2	Describe the relation between research, statistics and epidemiology.	<ul style="list-style-type: none"> • Group discussion • Demonstration & simulation • Practical measurements 	<ul style="list-style-type: none"> • Evaluation of professors or the commission of research projects using the following assessment methods: • Answer questions by commission of research projects (15 %) • Include references (10 %) • Oral presentation and Seminar (10 %)
2.0	Cognitive Skills		
2.1	Differentiate between the different tests of hypothesis and use the suitable test for reaching a conclusion	<ul style="list-style-type: none"> • Practical measurements • Assignments • Handouts and self-study 	<ul style="list-style-type: none"> • Evaluation of professors or the commission of research projects using the following assessment methods: • Answer questions by commission of research projects (15 %)

2.2	Design an appropriate presentation tool for the different data types.	<ul style="list-style-type: none"> • Practical measurements • Assignments • Handouts and self-study • 	<ul style="list-style-type: none"> • Evaluation of professors or the commission of research projects using the following assessment methods: • Answer questions by commission of research projects (15 %)
2.3	Analyse, state properly the selected problem in terms of core problem [dependant variable/s], and related risk factors [independent variable/s].	<ul style="list-style-type: none"> • Practical measurements • Handouts and self-study 	<ul style="list-style-type: none"> • Evaluation of professors or the commission of research projects using the following assessment methods: • Answer questions by commission of research projects (15 %)
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate ethical and legal manners during performance.	<ul style="list-style-type: none"> • Discussions with students on ethical behaviour. • Self-learning. • Group work. 	<ul style="list-style-type: none"> • Answer questions by commission of research projects (15 %) • General preparation of the research (printing, packaging, order, ..) (15 %) • Oral presentation and Seminar (10 %) • Participation in practicals. • Home work- quizzes
3.2	Show a teamwork spirits.	<ul style="list-style-type: none"> • Discussions with students on ethical behaviour. • Self-learning. • Group work. 	<ul style="list-style-type: none"> • Home work- quizzes
4.0	Communication, Information Technology, Numerical		
4.1	Operate effectively the different informational	<ul style="list-style-type: none"> • Team discussion. 	<ul style="list-style-type: none"> • Oral presentation and Seminar (10 %)

	resources including the library resources and websites in addition to extracting information and data	<ul style="list-style-type: none"> • Active learning. • Web based assignment. Student presentation	
5.0	Psychomotor		
5.1	N/A		
5.2			

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Supervisor evaluation (30 %)		30 %
2	Evaluation of professors or the commission of research projects using the following assessment methods: Include references Typographical errors Alignment of project title with contents Answer questions by commission of research projects General preparation of the research (printing, packaging, order, ..)	Last week before university final examinations	10 %
3			10 %
4			15 %
5			15 %
6			10 %
7	Oral presentation and Seminar		10 %
Total			100 %

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Six academic hours per week.
- Consultations using email.
- Teacher's web page.
- Exam error analysis in class
- Feedback for each student

2. Stages of project work:

	Week due	Project task	Notes
Project work	1	Inform students with graduation projects.	
	1	Registration selected project titles and students teams with project coordinator.	
	1	Form project team	Formed during this week's project teams/individuals in addition to receiving an introductory lecture provided by the project coordinator.
	2	Writing and submitting the proposed Discussion	Follow the standards writing project that includes the introduction, the scientific background and method of work. Showing for the first phase of the project, discuss and evaluate.
	2	Field work or theoretical study	Implementation of the project to be completed by the team/individual and peppered with interviews with the project supervisor
	2	. Writing the final project	Follow the standards of writing project.
	1	Discuss and evaluate the Graduation Project	Present the final draft, discuss and evaluate and give the final grades for students in the decision of graduation project.

E. Learning Resources

1. List Required Textbooks
<ul style="list-style-type: none"> Determined by the supervisor according to the title of the project chosen.
2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> Determined by the supervisor according to the title of the project chosen.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
a. Determined by the supervisor according to the title of the project chosen.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
b. Determined by the supervisor according to the title of the project chosen.
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
<ul style="list-style-type: none"> Determined by the supervisor according to the title of the project chosen.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> Laboratory. Library. Extent of computer access.

2. Computing resources (AV, data show, Smart Board, software, etc.)
Determined by the supervisor according to the title of the project chosen
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Determined by the supervisor according to the title of the project chosen

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> • Questionnaire evaluation of the course (End-of-term university evaluation of course by students (to be electronically completed by students)) • Evaluation by group discussions
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> • Peer observing teaching • Questionnaire • Reciprocal classroom visits
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"> • Attending training sessions • Attending workshops to facilitate the exchange of experiences amongst faculty members • Scheduling regular meetings with other colleagues where problems are discussed and solutions are given • Discussing the challenges in the classroom with colleagues and members of the Department Counsel • Encouraging faculty members to attend conferences on professional development • Keeping up to date with pedagogical theory and practice • Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing previous semester's teaching strategies and results and after considering students' feedback • Keeping up to date with refereed articles and books related to the topics of the course

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Annual course review- report prepared by course touter
- Periodic review and evaluation- external personal involved
- Pear teaching observation
- Visiting examiner report
- Accreditation report.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- **Studying the questioners and staff remarks and student marks to improve the plan.**
- **Updating annually the project topics according to the recommendations of projects commission.**
- **Compare syllabi and course description to those found in other universities (including those on the Internet)**
- **Try to contact other professors in different universities who are teaching similar courses (including well-known institutions) to exchange views regarding the optimal ways to improve the course**



Name of Course Instructor : Dr. Mohammed Khalil Saeed

Signature: **Date Report completed 04/07/1438 H**

Program Coordinator : Alfatih Hasan Albadri Program coordinator

Signature: **Date: 04/07/1438 H**

: Name of Course Instructor: Dr. Mawahib Sayed Ahmed Aldosh

Signature: **Date Received: 04/ 9/1438**

Program Coordinator :Dr. Mawahib Sayed Ahmed Aldosh

Signature: **Date Received : 04/ 9/1438**