



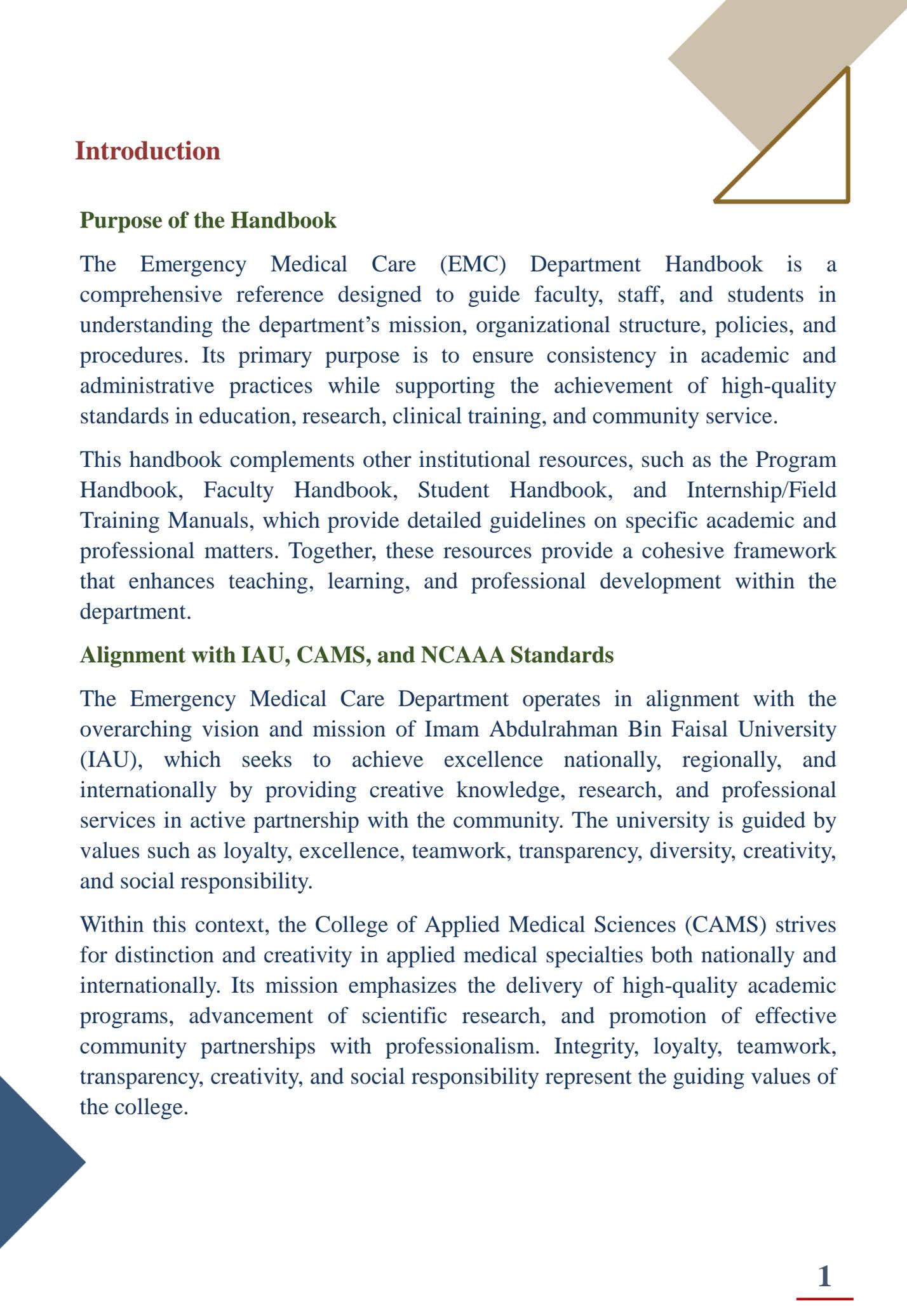
جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY
كلية العلوم الطبية التطبيقية
College of Applied Medical Sciences

Emergency Medical Care Program

| Department Handbook |

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Introduction

Purpose of the Handbook

The Emergency Medical Care (EMC) Department Handbook is a comprehensive reference designed to guide faculty, staff, and students in understanding the department's mission, organizational structure, policies, and procedures. Its primary purpose is to ensure consistency in academic and administrative practices while supporting the achievement of high-quality standards in education, research, clinical training, and community service.

This handbook complements other institutional resources, such as the Program Handbook, Faculty Handbook, Student Handbook, and Internship/Field Training Manuals, which provide detailed guidelines on specific academic and professional matters. Together, these resources provide a cohesive framework that enhances teaching, learning, and professional development within the department.

Alignment with IAU, CAMS, and NCAAA Standards

The Emergency Medical Care Department operates in alignment with the overarching vision and mission of Imam Abdulrahman Bin Faisal University (IAU), which seeks to achieve excellence nationally, regionally, and internationally by providing creative knowledge, research, and professional services in active partnership with the community. The university is guided by values such as loyalty, excellence, teamwork, transparency, diversity, creativity, and social responsibility.

Within this context, the College of Applied Medical Sciences (CAMS) strives for distinction and creativity in applied medical specialties both nationally and internationally. Its mission emphasizes the delivery of high-quality academic programs, advancement of scientific research, and promotion of effective community partnerships with professionalism. Integrity, loyalty, teamwork, transparency, creativity, and social responsibility represent the guiding values of the college.

Introduction

Alignment with IAU, CAMS, and NCAAA Standards

Building upon these foundations, the Emergency Medical Care Department aspires to be a leading program in the field of emergency medical care across national, regional, and international levels. The department is committed to advancing excellence in education, clinical training, research, and community service while upholding Saudi ethics and Islamic values.

Strategic Priorities of the Department

- Deliver a high-quality educational program in emergency medical care.
- Prepare competent, well-trained paramedics equipped with advanced knowledge and professional skills.
- Enhance teamwork, communication, and lifelong professional development.
- Promote scientific research, information literacy, and innovation among faculty and students.
- Strengthen community partnerships and advance the role of community paramedicine services.

Commitment to NCAAA Standards

The structure of this handbook reflects alignment with the National Commission for Academic Accreditation and Assessment (NCAAA) standards. It highlights the department's practices across all key domains, including mission and governance, teaching and learning, student support, faculty affairs, learning resources, quality assurance, research, and community engagement.

By embedding these standards into its daily operations, the Emergency Medical Care Department demonstrates its commitment to maintaining excellence, ensuring continuous improvement, and contributing to the advancement of emergency healthcare services in the Kingdom of Saudi Arabia.

Introduction

Alignment with IAU, CAMS, and NCAAA Standards

The strategic priorities of the EMC Department include:

- Delivering a high-quality educational program in emergency medical care.
- Preparing competent, well-trained paramedics equipped with professional skills.
- Enhancing teamwork, communication, and professional development.
- Promoting research, information literacy, and innovation among faculty and students.
- Strengthening community partnerships and advancing community paramedicine services.

Vision, Mission, and Goals

Department Vision & Mission

The Emergency Medical Care Department envisions itself as a leading program in the field of emergency medical care, achieving recognition at the national, regional, and international levels.

Its mission is to advance excellence in emergency medical care education, research, community service, and clinical practice while upholding Saudi ethics and Islamic values. The department is committed to producing highly qualified paramedics who are capable of delivering safe, effective, and compassionate care in diverse healthcare settings.

Alignment with College & University Vision and Mission

The department's vision and mission are fully aligned with those of IAU and the CAMS.

- **With IAU:** The university's commitment to excellence in education, research, and community service is reflected in the department's dedication to preparing competent healthcare professionals who contribute to the well-being of society. The department shares IAU's values of loyalty, teamwork, creativity, transparency, and social responsibility.
- **With CAMS:** The college's focus on distinction in applied medical specialties, scientific research, and community engagement is echoed in the department's efforts to deliver an innovative emergency medical care curriculum, foster research, and promote active partnerships with healthcare institutions and the community. The department's mission directly supports CAMS' goals of providing high-quality programs, strengthening research capacity, and enhancing community responsibility.

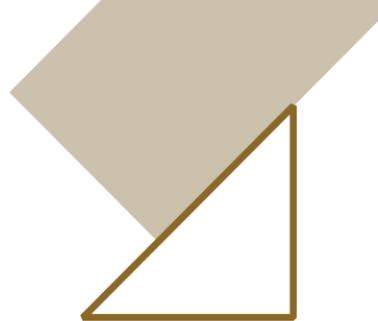
Thus, the Emergency Medical Care Department serves as an essential contributor to the university's and college's broader mission of academic excellence, innovation, and service to society.

Vision, Mission, and Goals

Departmental Goals and Strategic Objectives

In line with its mission and the overarching goals of CAMS and IAU, the department has set the following program goals, which also serve as its strategic objectives.

- Provide a high-quality educational program EMC that meets national and international standards.
- Prepare competent, well-trained paramedics who demonstrate clinical excellence, professional responsibility, and ethical practice.
- Enhance teamwork and communication skills to ensure effective collaboration within healthcare teams and across disciplines.
- Instill professional values and encourage continuous personal and professional development among students and graduates.
- Promote scientific research and information literacy to advance knowledge, innovation, and evidence-based practice in emergency medical care.
- Strengthen community partnerships and advance the role of community paramedicine to improve healthcare outcomes and serve societal needs.

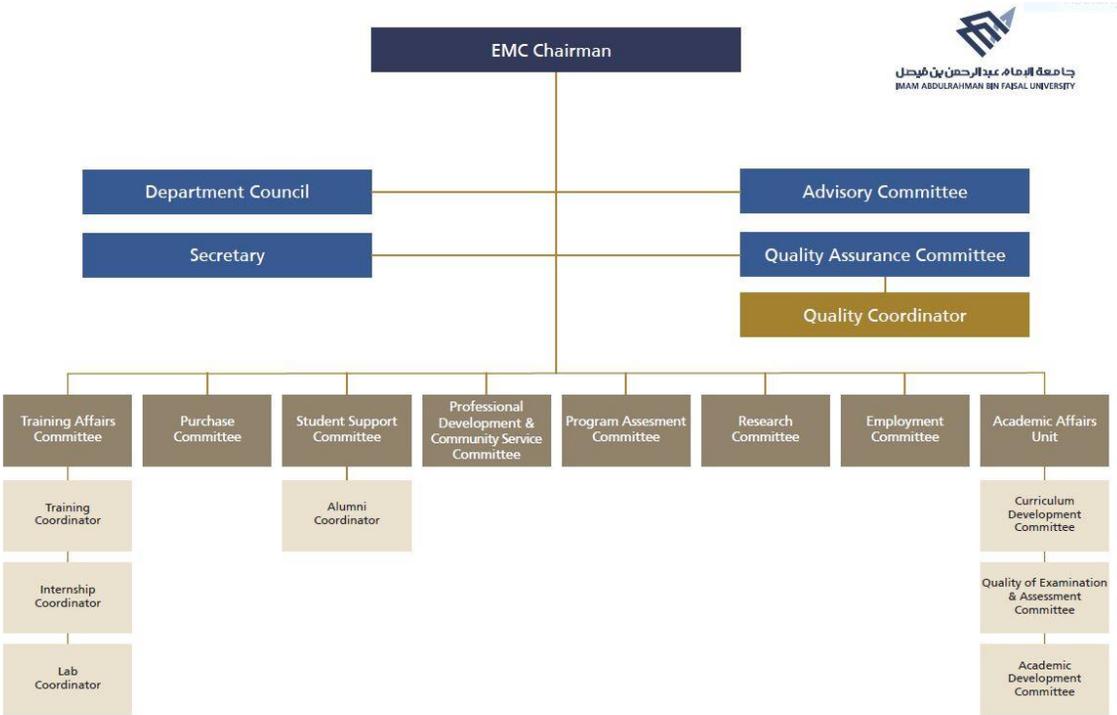


Governance and Organization

Organizational Structure of the Department

The EMC Department operates under the CAMS at IAU. Its governance model ensures transparent decision-making, accountability, and alignment with the university’s vision, mission, and strategic priorities.

The department is led by the Chairman, supported by coordinators, academic advisors, faculty members, and several standing committees. This structure enhances efficiency, ensures compliance with NCAAA standards, and supports continuous improvement in academic, research, training, and community service functions.



Governance and Organization

Roles and Responsibilities

- Head of Department

Provides overall academic and administrative leadership. Oversees strategic planning, quality assurance, curriculum development, and representation of the department at college and university levels.

- Quality Coordinator

Ensures implementation of quality assurance systems, compliance with NCAAA standards, monitoring of KPIs, and preparation of quality reports.

- Academic Coordinator

Supervises curriculum development and review, oversees academic processes, ensures proper course delivery, and supports faculty in academic activities.

- Academic Advisor

Provides guidance and academic advising to students, tracks progression, and offers support for at-risk students.

- Internship & Training Coordinator

Plans, manages, and evaluates student field training and internship activities. Coordinates with healthcare institutions to secure and monitor training placements.

- Lab Supervisor

Oversees laboratory management, ensures safety protocols, maintains equipment, and supports practical teaching and simulation training.

- Faculty Members and Lecturers

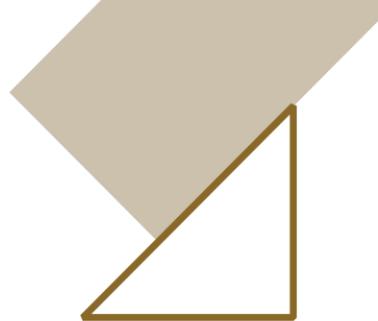
Deliver teaching, support research, participate in departmental committees, and engage in community service initiatives.

Departmental Committees

To ensure participatory governance and systematic quality assurance, the EMC Department operates through a number of specialized committees. These committees provide a structured mechanism for academic development, training, research, student support, and continuous improvement. Their work ensures transparency, accountability, and alignment with institutional and accreditation requirements.

Governance and Organization

Departmental Committees – Structure and Functions



Committee	Key Functions
Training Affairs Committee	<ul style="list-style-type: none"> - Plan and supervise internship & clinical training. - Oversee labs and simulation activities. - Ensure student preparedness for fieldwork.
Purchase Committee	<ul style="list-style-type: none"> - Manage procurement of lab equipment and teaching resources. - Ensure compliance with financial policies.
Student Support Committee	<ul style="list-style-type: none"> - Provide academic and personal support to students. - Track student performance and support at-risk students. - Coordinate alumni relations.
Professional Development & Community Service Committee	<ul style="list-style-type: none"> - Organize faculty professional development activities. - Plan and deliver community service projects. - Promote EMC program visibility in the community.
Program Assessment Committee	<ul style="list-style-type: none"> - Monitor implementation of assessment policies. - Review course and program reports. - Align assessment with NCAAA learning outcomes.
Research Committee	<ul style="list-style-type: none"> - Promote faculty and student research. - Facilitate publications and conference participation. - Support research aligned with national priorities.
Employment Committee	<ul style="list-style-type: none"> - Track graduate employability and labor market needs. - Build partnerships with employers. - Support career counseling initiatives.
Academic Affairs Unit	<ul style="list-style-type: none"> - Oversee curriculum development and review. - Ensure quality of examinations and assessments. - Support academic development of faculty.
Quality Assurance Committee	<ul style="list-style-type: none"> - Ensure program alignment with NCAAA standards. - Monitor KPIs, course reports, and surveys. - Develop continuous improvement action plans.



Academic Programs

Overview of Programs Offered

The Department offers a Bachelor of Science in Emergency Medical Care (BSc EMC) designed to prepare highly competent professionals capable of providing advanced pre-hospital care, managing emergencies, and contributing to healthcare research and leadership. The program combines theoretical knowledge, practical skills, and professional development to ensure graduates are ready to meet the demands of the modern emergency care environment.

Program Learning Outcomes (PLOs) & Alignment with NQF Domains

Graduates of the BSc EMC program are expected to achieve the following learning outcomes, aligned with the National Qualifications Framework (NQF) domains of Knowledge, Skills, and Competence:

Code	Program Learning Outcomes (PLOs)	NQF Domain
PLO 1.1	Explain the required theoretical knowledge associated with the Emergency Medical Care (EMC) profession	Knowledge
PLO 2.1	Describe theoretical knowledge associated with research and evidence-based practice for healthcare providers	Knowledge
PLO 2.1	Practice safe and effective clinical care as an autonomous EMC professional	Skills
PLO 2.2	Show professional judgment, decision-making, critical thinking, and problem-solving skills for EMC practice	Skills
PLO 2.3	Illustrate emotional management, effective communication, and information literacy skills for the EMC profession	Skills
PLO 2.4	Prepare for and manage disasters with community participation as an EMC professional	Competence
PLO 3.1	Illustrate Islamic values with a non-discriminatory code of ethics for professional practice	Competence
PLO 3.2	Show capacity for leadership, personal wellbeing, flexible learning, and teamwork in a multi-disciplinary practice	Competence

Academic Programs

Curriculum and Study Plans

The BSc EMC program follows a progressive structure over 8 academic levels and a 12-month internship, with a total of academic credit hours assigned to coursework (internship is non-credit).

Program Structure:

- Levels 1-2: Foundation courses (English, Arabic, Computer Skills, Sciences)
- Levels 3-4: Core biomedical sciences and introduction to EMS
- Levels 5-6: Advanced EMS courses, clinical assessments, and practical training
- Levels 7-8: Special populations, trauma, critical care, research, and healthcare management
- Level 9: Internship (12 months, split into two 6-month periods, non-credit)

Key Features:

- Strong focus on clinical skills and patient care
- Progressive learning from basic sciences to advanced EMS practice
- Emphasis on research, ethics, and professional communication
- Mandatory internship to consolidate learning in real healthcare settings

Academic Programs

Study Plans

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ENGL- 101	General English Language 1	Required		4	College
	BIOL- 105	Biology 1	Required		3	College
	PHYS - 106	Physics	Required		3	College
	COMP- 107	Computer Skills	Required		3	College
	ISLM- 181	Creed and Family in Islam	Required		2	Institution
Level 2	ENGL- 102	General English Language 2	Required	ENGL- 101	3	College
	ENGL 103	English for Academic and Specific Purpose	Required		3	College
	BIOL- 108	Biology 2	Required		3	College
	CHEM- 109	Chemistry	Required		3	College
	LRSK- 104	Learning and communication Skills	Required		2	College
	ARAB- 182	Arabic Language Skills	Required		2	Institution
Level 3	ANAT 201	Anatomy	Required	BIOL 108	4	Program
	PHYL 202	Physiology	Required		3	Program
	EMS 203	Introduction to Emergency Medical Services	Required		2	Program
	HIST 281	History and civilization of Kingdom of Saudi Arabia	Required		2	Institution
	EPID 205	Epidemiology and Biostatistics	Required		3	Program
Level 4	EMS 206	Foundation of Paramedic Practice	Required	EMS 203	3	Program
	PATH 207	Pathophysiology	Required	PHYL 202	3	Program
	ISLM 282	Islamic Ethics and Values	Required		2	Institution
	EMS 209	Basic Medical Emergencies	Required	ANAT 201, PHYL 202	5	Program
	EMS 210	Clinical Assessment	Required		3	Program

Academic Programs

Study Plans.

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 5	PHARM 301	Applied Pharmacology	Required	PHYL 202	4	Program
	EMS 302	Medical Emergencies 1	Required	EMS 209	3	Program
	EMS 303	Airway and Respiratory System Emergencies	Required	EMS 209	5	Program
	BUS 381	Entrepreneurship	Required		2	Institution
	EMS 304	Clinical Paramedic Practice (Basic)	Required	EMS 209	4	Program
Level 6	EMS 305	Cardiovascular Emergencies	Required	EMS 209, EMS 301	5	Program
	EMS 306	Medical Emergencies 2	Required	EMS 209	3	Program
	EMS 307	Trauma 1	Required	EMS 210	4	Program
	EMS 308	Clinical Paramedic Practice (Intermediate)	Required	EMS 304	4	Program
	RESM 309	Research Methodology	Required	EPID 205	2	Program
Level 7	EMS 401	Clinical Paramedic Practice (Advanced)	Required	EMS 308	4	Program
	EMS 402	Trauma 2	Required	EMS 307	4	Program
	EMS 403	Research Project	Required	EMS 309	6	Program
	EMS 404	Special Population	Required	EMS 305	6	Program
	HIMT 405	Health Informatics	Required		2	Program
Level 8	EMS 406	Emergency Medical Services Management	Required		2	Program
	EMS 407	Disaster Management	Required		3	Program
	EMS 408	Critical Care Practice	Required	EMS 401	4	Program
	EMS 409	Mobile Integrated Healthcare	Required		2	Program

Learning and Teaching

Teaching and Assessment Strategies

The BSc in Emergency Medical Care program uses a student-centered learning approach that blends theory and practice. Teaching strategies include:

- Lectures and seminars for foundational knowledge
- Laboratory sessions and simulations for skill development
- Case-based and problem-based learning to build critical thinking
- Clinical placements and field training for real-world application

Assessment is conducted through a mix of written exams, OSCEs, practical assessments, projects, presentations, and clinical evaluations, ensuring both knowledge and professional competencies are achieved.

Field Training (During Semesters)

Students complete structured field training courses across the program before the final internship. Each level builds progressively:

Course	Focus	Key Learning Outcomes	Assessment Methods
Clinical Paramedic Practice – Basic	Foundation field practice	<ul style="list-style-type: none">• Basic knowledge of EMC practice• Perform safe basic assessments• Communicate effectively• Build professional identity	Case discussions Clinical evaluation Faculty assessment
Clinical Paramedic Practice – Intermediate	Expanding skills	<ul style="list-style-type: none">• Intermediate knowledge and skills• Perform intermediate-level patient management• Communication & emotional management• Commitment to wellbeing	Clinical scenarios Assignments Faculty evaluation
Clinical Paramedic Practice – Advanced	Higher-level practice	<ul style="list-style-type: none">• Advanced clinical knowledge• Manage complex cases• Critical decision-making• Commitment to professional development	Clinical evaluations Research/case analysis Faculty assessment
Mobile Integrated Healthcare (MIH)	Community-focused practice	<ul style="list-style-type: none">• Understand community EMS settings & policies• Design health assessments• Develop & monitor community health action plans• Professionalism & partnerships	Community project Action plan evaluation Faculty assessment

Learning and Teaching

Internship (Final Year)

The 12-month internship (Level 9) consolidates all knowledge and skills in real-world healthcare environments.

Structure:

- Internship Period 1 (6 months): Clinical rotations in EMS and hospital emergency departments, focusing on patient assessment, stabilization, and teamwork.
- Internship Period 2 (6 months): Advanced clinical practice with leadership responsibilities, integration of evidence-based practice, and professional independence.

Assessment & Completion Requirements:

- Student performance is evaluated according to the Internship & Training Manual.
- Preceptor evaluations are required at mid-year and final clearance stages.
- Students must demonstrate competence in clinical care, ethics, leadership, and communication before being recommended for graduation.

Students

Admission and Progression Policies

- Admission follows Imam Abdulrahman Bin Faisal University (IAU) rules and the College of Applied Medical Sciences criteria.
- Requirements include successful completion of the Preparatory Year (Health Track) with a GPA of 3.0 or higher, meeting medical/fitness standards, and good conduct.
- Progression depends on GPA, academic load, and course prerequisites. Academic load is adjusted based on GPA performance (e.g., students below 2.0 may register a maximum of 12 credit hours).
- Transfer, withdrawal, postponement, and failure rules follow IAU regulations.

Student Rights and Responsibilities

Rights include: access to quality education, confidentiality of personal data, fair assessment, clear communication on academic warnings, opportunity to appeal, and equal opportunity for admission and activities. Students also have the right to review their curriculum, access timetables, and expect professional conduct from faculty.

Responsibilities include: adherence to university policies, regular attendance, academic honesty, professionalism, safeguarding resources, following the dress code, and respecting patients' confidentiality during clinical practice. Students are also expected to demonstrate teamwork, effective communication, and integrity in all settings.

Students

Student Rights and Responsibilities

Student Rights	Student Responsibilities
1. Right to a supportive academic environment that fosters learning and growth.	1. Respect university regulations, policies, and traditions.
2. Access to course materials aligned with the approved curriculum.	2. Attend lectures, labs, and clinical sessions regularly and on time.
3. Personal information remains confidential.	3. Maintain academic honesty (avoid plagiarism, cheating, misconduct).
4. Right to be informed and appeal before any disciplinary action.	4. Actively participate in learning and complete assignments on time.
5. Freedom to express opinions and engage in academic discussions.	5. Demonstrate professionalism, integrity, and respect in all interactions.
6. Right to submit complaints or appeals in case of rights violations.	6. Safeguard university property, resources, and facilities.
7. Expect faculty to adhere to schedules and provide make-up classes.	7. Adhere to professional dress code and grooming standards.
8. Admission based on fair selection criteria.	8. Monitor academic progress and seek academic advising when needed.
9. Access to study timetables for timely course registration.	9. Engage in extracurricular, cultural, and volunteer activities.
10. Review full study plan and curriculum before starting academic journey.	10. Communicate respectfully and professionally using official channels.
11. Confidential handling of complaints against faculty.	11. Uphold teamwork, collaboration, and service values.
12. View grades for coursework and exams once evaluated.	12. Protect confidentiality of patients, research data, and institutional records.
13. Be informed in advance of academic warnings or exam restrictions.	13. Continuously evaluate performance and seek improvement.
14. Fair exam questions reflecting taught curriculum.	14. Provide safe, compassionate, and evidence-based care (for clinical training).
15. Assignments returned after evaluation.	15. Participate actively and responsibly in all academic and clinical activities.

Students

Advising, Mentorship, and Support Services

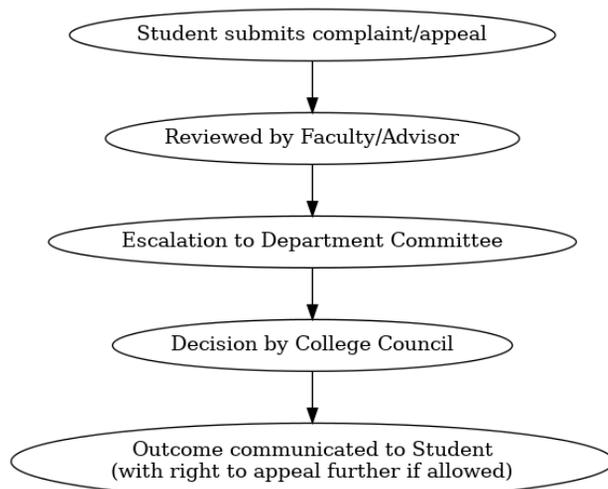
- Each student is assigned an academic advisor for course selection, progression guidance, and career planning.
- University counselors provide psychological, personal, and career-related support.
- Additional services: libraries, IT support, housing, transportation, health services, workshops, and career guidance.

Student Activities, Engagement, and Leadership

- Opportunities include student clubs, cultural and volunteer activities, health campaigns, and national/international conferences.
- Leadership skills are developed through participation in student organizations, workshops, and scientific competitions.
- The Student Fund supports academic and extracurricular engagement, ensuring equal opportunities for participation.

Feedback and Complaint Mechanisms

- Students may submit feedback through course evaluations, surveys, or meetings with advisors/faculty.
- Formal complaints and appeals are processed confidentially and fairly under University regulations.
- Mechanisms ensure students are informed of decisions and provided the chance to appeal where appropriate.



Faculty and Staff

Faculty Profile and Responsibilities

The EMC Department is supported by a diverse team of academic and clinical professionals committed to delivering high-quality education, training, and research. Faculty members hold advanced degrees (PhD, MSc, or BSc) and occupy roles ranging from Chairperson to Lecturer and Demonstrator. Key responsibilities include:

- Delivering lectures, laboratory sessions, and clinical training.
- Supervising student internships and simulation-based learning.
- Academic advising and mentorship.
- Participating in departmental committees to support program governance, quality assurance, and research initiatives.

Faculty Members:

Name	Academic Degree	Position	Contact Email
Dr. Talal Alshammri	PhD	Chairman	tmaalshammri@iau.edu.sa
Dr. Salem Aldossary	PhD	Quality Coordinator	sraldossary@iau.edu.sa
Dr. Mohamed Kandel	PhD	Academic Coordinator	makandel@iau.edu.sa
Dr. Hany Ellouly	PhD	Academic Advisor	haellouly@iau.edu.sa
Mr. Samer Al Haliq	MSc	Internship & Training Coordinator	saalhalq@iau.edu.sa
Dr. Amir Sayed	Professor	Professor	aosayed@iau.edu.sa
Mr. Romeo L. Bangasan	MSc	Lecturer	rlbangasan@iau.edu.sa
Mr. Hussain Alajmi	MSc	Lecturer	hmalajmi@iau.edu.sa
Mr. Abdulaziz Al Ghaseb	MSc	Lecturer	asalghaseb@iau.edu.sa
Mr. Fahad Alsaqabi	MSc	Lecturer & Lab Supervisor	fsalsaqabi@iau.edu.sa
Mr. Omar Al Alshaykh	MSc	Lecturer	oaalalshaykh@iau.edu.sa
Mr. Suhail Alghamdi	BSc	Demonstrator	suamalghamdi@iau.edu.sa



Faculty and Staff

Academic Advising and Office Hours

Each student is assigned an academic advisor responsible for guiding them through course selection, degree requirements, and academic challenges. Faculty maintain scheduled office hours to provide personal, psychological, and career-related support, ensuring steady academic progress and professional development.

Faculty Development and Training

Faculty members are encouraged to participate in professional development programs, workshops, and community service activities. These initiatives aim to enhance teaching skills, leadership, and research competencies, fostering continuous growth and engagement within the EMC department and broader community.

Research Expectations and Scholarly Activities

Faculty are expected to actively engage in research, scholarly publications, and supervision of student research projects. The department supports participation in conferences, workshops, and research aligned with national healthcare priorities. The Research Committee facilitates faculty and student research, publication, and collaboration initiatives.

Resources and Facilities

The EMC program at IAU is committed to ensuring the adequacy, appropriateness, and accessibility of its learning resources and facilities to support student learning, faculty development, and departmental activities. These resources are continuously evaluated and updated to align with the evolving needs of students and faculty.

Laboratories, Simulation Centers, and Equipment

The EMC program maintains fully equipped laboratories and simulation centers that replicate real-world emergency medical scenarios. Equipment and tools in these labs include manikins, defibrillators, ventilators, and other critical emergency care devices. Student enrollment numbers are carefully considered each semester when assigning lecture halls, sectioning students for practical sessions, and determining the necessary laboratory equipment. Equipment and lab facilities are ordered, maintained, and updated regularly to ensure adequacy and functionality. Technicians are trained to handle all equipment safely and efficiently, guided by the EMC Lab Handbook and supervised by lab instructors to ensure readiness before every session.

Library and IT Resources

The EMC program ensures access to comprehensive learning materials, including both physical and digital resources. Faculty and students can access e-learning technologies, online journals, and databases through the university's platforms. The program employs learning management systems, such as Blackboard, to deliver course content, conduct electronic assessments, and host blended learning courses via Zoom. Faculty members receive training on these platforms, including pedagogical strategies and digital tool integration, while students receive orientation on navigating these systems, accessing study materials, and optimizing their use of the available resources.

Resources and Facilities

Safety Protocols and Resource Management

Safety is a top priority in all EMC facilities. The program adheres to strict health, safety, and environmental standards. Hallways and labs are equipped with firefighting equipment, clearly marked emergency exits, and accessible evacuation paths. All hazardous materials, such as sharps, are stored, used, and disposed of according to the college's hazardous materials protocol, with proper labeling and supervision during practical use. The EMC department maintains a risk management register to monitor and mitigate safety concerns, with regular evaluations by the Risk Management Committee.

Environmental conservation is integrated into all operations. For example, simulated blood in labs uses non-toxic dyes, and oxygen gases are replaced with compressed air when appropriate. Research activities comply with institutional IRB regulations and ethical standards, ensuring all participants' safety and proper conduct in line with national bioethics certifications.

Continuous Evaluation and Development

The EMC program actively monitors and evaluates the effectiveness of its learning resources, facilities, and equipment. Feedback is collected from students through annual surveys and from faculty through advisory committees. Requests for improvements are reviewed by the purchasing committee and approved by the department council. This process has enabled upgrades such as expanding laboratory space, updating storage solutions, and enhancing the availability and functionality of simulation equipment. The program ensures that all faculty, students, and staff are adequately trained and oriented to utilize resources safely and effectively.

Quality Assurance and Continuous Improvement

Internal Quality Assurance Processes

The EMC program at IAU is committed to implementing an effective quality assurance system aligned with the institution's strategic goals and standards. The program maintains a dedicated Quality Standing Committee and a quality coordinator who reports to the College's Quality Unit and the Vice Dean of Strategic Development and Continuous Support (VDSDCS).

The program follows documented policies and procedures outlined in the College Quality Handbook and the Program Quality Assurance Manual, ensuring continuous monitoring, evaluation, and improvement of academic and administrative practices. This system supports integrity, transparency, fairness, and a supportive organizational climate, promoting excellence in teaching, research, and community service.

Program and Course Evaluation

The EMC program continuously monitors its performance through comprehensive evaluations and key performance indicators (KPIs). Evaluation data is collected annually or per semester from multiple sources, including:

- Program Evaluation Survey (PES)
- Course Evaluation Survey (CES)
- Student Experience Survey (SES)
- Library User Satisfaction Survey (LUS)
- Academic Job Satisfaction Survey (AJS)

The results of these surveys, along with KPI reports, inform decision-making processes for curriculum updates, resource allocation, faculty development, and enhancement of teaching and learning practices.

External benchmarking is conducted with reputable institutions, such as Prince Sultan Military College of Health Sciences (PSMCHS), to compare KPIs and program outcomes. Additionally, the External Advisory Committee (EAC) provides expert review and recommendations for program development, curriculum improvements, and quality management enhancements.

Quality Assurance and Continuous Improvement

Action Plans for Improvement

Based on data analysis and evaluation findings, the EMC program develops actionable improvement plans. The operational plan maps program goals to measurable KPIs, which are regularly reviewed by the department and approved by the Department Council. Examples of actions taken for improvement include:

- Curriculum updates following feedback from students, faculty, and community stakeholders.
- Enhancement of laboratory facilities and clinical simulation resources.
- Implementation of new teaching strategies and blended learning technologies.
- Faculty professional development programs to enhance pedagogical skills and integration of digital tools.

Progress on improvement plans is systematically monitored and documented, ensuring alignment with the program mission, college objectives, and national accreditation standards.

Accreditation and Compliance Monitoring

The EMC program is currently in the process of NCAAA accreditation, reflecting its commitment to high standards of academic quality and continuous improvement. The program maintains compliance with all institutional, national, and regulatory requirements, including:

- Documentation of program mission, goals, and operational plans.
- Transparent faculty and student policies regarding rights, obligations, integrity, and ethical conduct.
- Adherence to research and safety regulations, including IRB and NCB approvals for research activities.
- Implementation of grievance, complaint, and disciplinary procedures.

The program regularly reports progress and achievements through annual KPI reports, course reports, and external advisory reviews. These reports are publicly disclosed through the IAU and CAMS websites, ensuring transparency and accessibility for all stakeholders.

The continuous alignment of program practices with NCAAA eligibility requirements and institutional quality standards ensures that the EMC program maintains excellence in education, research, and community service while promoting accountability and sustainability.

Quality Assurance and Continuous Improvement

QA Cycle Summary Table

QA Stage	Tools & Methods	Responsible Unit	Outcome
Define Program Goals & KPIs	Program specification, EMC operational plan	Department Council	Measurable performance indicators
Data Collection	PES, CES, SES, LUS, AJS surveys	Quality Coordinator	Raw performance & satisfaction data
Data Analysis & Benchmarking	KPI reports, internal & external benchmarking	Quality Standing Committee	Identified strengths & areas for improvement
External Review	Advisory Committee (EAC), independent review	Program Chair & Department Council	Recommendations for curriculum, research, & administration
Action Plan Development	Operational plan mapping KPIs to actions	Department Council & Faculty	Strategic initiatives to enhance program quality
Implementation	Curriculum updates, faculty development, lab improvements	Faculty & Admin Staff	Enhanced teaching, research, and community services
Monitoring & Reporting	Annual program report, KPI dashboard	Quality Coordinator & DQAA	Continuous feedback for next QA cycle

Research and Community Engagement

The EMC program at CAMS is committed to fostering excellence in research, community service, and professional development. Aligned with the program's mission to deliver high-quality emergency medical education while incorporating Saudi ethics and Islamic values, this section highlights the program's approach to research and community engagement, the active participation of faculty and students, and the mechanisms for monitoring and evaluating outcomes.

Departmental Research Priorities

The EMC program prioritizes research that advances prehospital care, trauma management, emergency medical education, and community health. Faculty and students are encouraged to engage in innovative, evidence-based research initiatives that contribute to local, regional, and international knowledge in emergency medical services. All research activities adhere strictly to institutional guidelines, including scientific integrity policies and IRB approvals, to ensure ethical and high-quality outputs. Faculty members are also guided by the Centre for Scientific Publications and the Deanship of Scientific Research to achieve recognition in approved high-ranking journals.

Key Research KPIs:

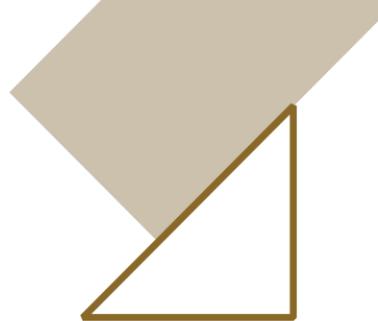
- Rate of published research per faculty member (Benchmark: 1 publication per faculty per year)
- Participation in conferences, workshops, and collaborative research projects
- Securing research grants and funding opportunities through the Deanship of Scientific Research

Faculty and Student Research Activities

Faculty actively participate in a broad spectrum of research initiatives, including field studies, clinical trials, and educational research, supported by structured capacity-building programs. Students engage in research through capstone projects, theses, and elective courses, developing evidence-based knowledge and skills in line with the program's outcome-based education framework. Student performance in research-related courses is continuously monitored, and underachieving students receive targeted academic supervision and mentorship. Examples of Achievements:

- EMC faculty actively publish in recognized scientific journals
- Students recognized for excellence in research through awards such as the CAMS Best Research Award
- Participation in collaborative research projects at local, national, and regional levels

Research and Community Engagement



Community Service and Outreach Programs

Community engagement is a cornerstone of the EMC program. Faculty and students participate in high-impact programs aimed at promoting public health, injury prevention, and emergency preparedness. Initiatives are tracked through the IAU Social Community Bank, which monitors community service hours, engagement metrics, and overall impact. The program’s strategic location in Dammam provides access to diverse communities and enhances regional collaboration with public and private sector partners.

Key Community Engagement KPIs:

- Total community service hours per year (e.g., 11,443 hours recorded)
- Beneficiary satisfaction ratings from community-based programs
- Active partnerships with local healthcare providers, schools, and NGOs

Operational Highlights:

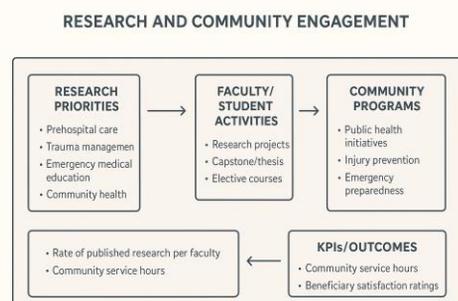
- Annual EMC program reports document community service effectiveness, professional development, and research outputs
- Students’ participation in community programs is integrated into their assessment, reinforcing experiential learning
- Recognition events and awards motivate continuous engagement and excellence in service

Alignment with Program Goals and Institutional Objectives

All research and community engagement activities are designed to align with the EMC program’s mission and goals, as well as with IAU’s strategic priorities:

- Promoting scientific research and information literacy among students
- Enhancing community paramedic service and partnership
- Fostering a culture of academic excellence, integrity, and transparency

By integrating research and community engagement into the EMC program’s operational plan, faculty and students contribute to sustainable development, professional excellence, and social responsibility, while also generating measurable outcomes through KPIs, surveys, and institutional benchmarks.



Strategic Plan and Future Directions

The EMC Department at IAU aligns its future directions with the broader IAU Strategic Plan (2018–2025) and the CAMS vision and mission. The department's strategy is built on continuous development in teaching, research, and community engagement, ensuring excellence while incorporating Saudi ethics and Islamic values.

Department Strategic Goals

Short-Term Goals (1–3 years):

- Enhance human resource capacity by recruiting and retaining highly qualified faculty and staff in line with IAU's first strategic goal.
- Strengthen program quality assurance practices through periodic review of curriculum, course specifications, and syllabi to meet NCAAA requirements.
- Sustain active faculty and staff participation in professional development activities to foster a supportive learning and teaching environment.
- Expand use of advanced simulation and e-learning technologies to improve teaching, assessment, and student engagement.

Long-Term Goals (3–7 years):

- Establish the EMC Department as a regional leader in emergency medical care education and research by contributing to IAU's plan of developing a Centre of Research Excellence.
- Promote a strong research culture among faculty and students, with increased publications in high-impact journals.
- Deepen community partnerships through innovative service programs, increasing the societal impact of paramedic education and training.
- Maintain and advance accreditation status through ongoing compliance with national and international standards.

Strategic Plan and Future Directions

Planned Initiatives for Continuous Development

To achieve its goals, the EMC Department has developed initiatives aligned with the IAU DQAA mission to instill a culture of quality and continuous improvement:

- Curriculum Enhancement – Continuous monitoring and updating of courses based on feedback from faculty, students, and stakeholders, ensuring alignment with professional standards and healthcare sector needs.
- Quality Assurance Monitoring – Active operation of the program’s Quality Standing Committee and Quality Coordinator, reporting regularly to the college quality unit and VSDSCS, guided by the College Quality Handbook and Program QA Manual.
- Faculty & Staff Development – Ongoing participation in workshops, seminars, and training programs that support teaching excellence, research capacity, and clinical expertise.
- Research Advancement – Encouraging collaborative and interdisciplinary research, with compliance to IRB and scientific integrity policies, supported by the Deanship of Scientific Research.
- Community Engagement Growth – Expanding the reach of outreach programs and integrating community service into student learning experiences, supported by IAU’s Social Responsibility Bank.
- Performance Tracking – Regular monitoring of progress using Key KPIs, benchmarking, and departmental annual reports to identify strengths, gaps, and priorities for improvement.

Through these strategic goals and initiatives, the EMC Department reaffirms its commitment to educational excellence, research leadership, community service, and quality assurance, ensuring continuous growth and alignment with IAU’s long-term vision.

Strategic Plan and Future Directions

The EMC Department’s strategy is aligned with the broader IAU Strategic Plan and the College of Applied Medical Sciences vision and mission.

Department Strategic Goals

Short-Term Goals (1-3 years)

- Enhance human resource capacity by recruiting and retaining highly qualified faculty and staff
- Strengthen program quality assurance practices through periodic review of curriculum, course specifications, and syllabi
- Sustain active faculty and staff participation in professional development activities

Long-Term Goals (3-7 years)

- Establish the EMC Department as a regional leader in emergency medical care education and research
- Promote a strong research culture among faculty and students
- Deepen community partnerships through innovative service programs

Planned Initiatives for Continuous Development

- Curriculum Enhancement
- Quality Assurance Monitoring
- Faculty & Staff Development
- Research Advancement
- Community Engagement Growth
- Performance Tracking



| For detailed program information, please contact EMC chair

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