



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

Emergency Medical Care Program

| Program Handbook |

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Section 1: Introduction

1.1 Purpose of the Program Handbook

The **Emergency Medical Care (EMC) Program Handbook** serves as a comprehensive reference for understanding the **Bachelor of Science in Emergency Medical Care (BSc EMC)** at Imam Abdulrahman Bin Faisal University (IAU). Its primary purpose is to:

- Provide students, faculty, and stakeholders with a clear overview of the program's structure, learning outcomes, and requirements.
- Ensure consistency in the delivery of education, assessment, and clinical training across all program components.
- Support the achievement of National Commission for Academic Accreditation and Assessment (NCAAA) standards by documenting the program's mission, curriculum, and quality assurance processes.
- Promote transparency and accountability in program operations, aligning with the strategic goals of IAU and the College of Applied Medical Sciences (CAMS).

This handbook is not intended to replace existing institutional regulations but rather to complement them by focusing specifically on the BSc EMC program.

1.2 Who Should Use This Handbook

This handbook is designed for the following audiences:

- **Students:** to understand the program structure, study plan, assessment methods, and progression/graduation requirements.
- **Faculty Members:** to ensure alignment in teaching, mentoring, and assessment practices.
- **Academic Advisors and Clinical Preceptors:** to guide students through their academic and professional development journey.
- **Stakeholders and Accreditation Bodies:** to review the program's compliance with national and international standards.

By providing a unified reference, this handbook strengthens communication between all stakeholders and ensures clarity of expectations.



1.3 Relationship to Other Handbooks & Manuals

The Program Handbook is part of a larger documentation framework that supports the EMC program:

- **Student Handbook** → Provides detailed guidelines on student rights, responsibilities, university services, and academic regulations.
- **Faculty Handbook** → Outlines faculty duties, institutional policies, and professional expectations.
- **Internship & Field Training Manual** → Offers structured guidance for clinical rotations and internship requirements.
- **Laboratory (Lab) Manual** → Details safety protocols, lab policies, and instructions for practical sessions.

Together, these documents create a comprehensive system that ensures quality, safety, and consistency across the program. The Program Handbook focuses specifically on the academic and curricular aspects of the BSc in Emergency Medical Care, while other resources provide more detailed operational guidance.

Section 2: Program Overview

2.1 Program Title and Degree

- **Program Title:** Bachelor of Science in Emergency Medical Care (BSc EMC)
- **College:** College of Applied Medical Sciences (CAMS)
- **Department:** Emergency Medical Care (EMC) Department
- **University:** Imam Abdulrahman Bin Faisal University (IAU)
- **Duration:** 4 years (8 academic levels) + 1 year internship
- **Total Credit Hours:** [130 credit hours]
- **Mode of Study:** Full-time
- **Language of Instruction:** English

2.2 Program Rationale and Significance

The **Bachelor of Science in Emergency Medical Care** program was established in response to the **growing demand for highly trained paramedics** who can provide advanced pre-hospital and emergency medical services in the Kingdom of Saudi Arabia.

The program's rationale is grounded in:

- **National Healthcare Needs:** Supporting Saudi Arabia's Vision 2030 by strengthening emergency healthcare capacity and workforce readiness.
- **Professional Standards:** Preparing graduates to meet the requirements of the Saudi Commission for Health Specialties (SCFHS) and international paramedic certification standards.
- **Healthcare System Development:** Contributing to the enhancement of pre-hospital emergency services, trauma care, disaster preparedness, and community paramedicine.
- **Academic Leadership:** Positioning IAU and CAMS as leaders in emergency medical education and research regionally and internationally.

The program ensures that graduates are not only competent in clinical practice but also capable of advancing research, leadership, and community engagement in the field of emergency medical services.



2.3 Graduate Attributes

Graduates of the BSc EMC program are expected to demonstrate the following attributes:

1. **Clinical Competence** – Ability to deliver safe, effective, and evidence-based emergency medical care in diverse healthcare and community settings.
2. **Critical Thinking & Problem-Solving** – Capacity to make timely, accurate decisions in high-pressure and unpredictable emergency situations.
3. **Communication & Teamwork** – Proficiency in communicating effectively with patients, families, and interdisciplinary healthcare teams.
4. **Professionalism & Ethics** – Commitment to professional integrity, ethical practice, patient confidentiality, and respect for cultural values.
5. **Lifelong Learning & Research Orientation** – Engagement in continuous professional development, scientific inquiry, and evidence-based practice commitment to self-directed learning.
6. **Leadership & Community Engagement** – Ability to take leadership roles in clinical practice, education, and community health initiatives.
7. **Adaptability & Resilience** – Capacity to adapt to changing healthcare systems, technologies, and global challenges while maintaining personal resilience.

These attributes are aligned with the IAU Graduate Attributes Framework, the CAMS mission, and the NQF (National Qualifications Framework) domains, ensuring both national relevance and global competitiveness.

Section 3: Vision, Mission, and Values

3.1 Program Vision

To be a leading program in Emergency Medical Care education and practice at the national, regional, and international levels, producing competent, ethical, and innovative paramedics who contribute to advancing emergency healthcare and community well-being.

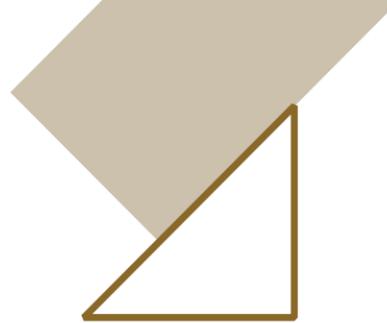
3.2 Program Mission

The mission of the BSc Emergency Medical Care Program is to:

- Deliver a high-quality, student-centered curriculum that integrates theory, practice, and clinical experience.
- Prepare graduates who are capable of providing advanced pre-hospital and emergency care with professionalism, cultural sensitivity, and ethical responsibility.
- Foster a spirit of research, innovation, and lifelong learning to advance the field of emergency medical services.
- Engage actively with the community to promote health, safety, and emergency preparedness, in alignment with Saudi Vision 2030.

3.3 Alignment with IAU and CAMS Vision and Mission

- **With IAU:** The program supports IAU's vision of academic excellence, research leadership, and community service by producing highly skilled graduates who contribute to the healthcare sector and societal well-being.
- **With the CAMS:** The program complements CAMS' mission of delivering distinctive applied medical sciences education, advancing scientific research, and strengthening community partnerships.

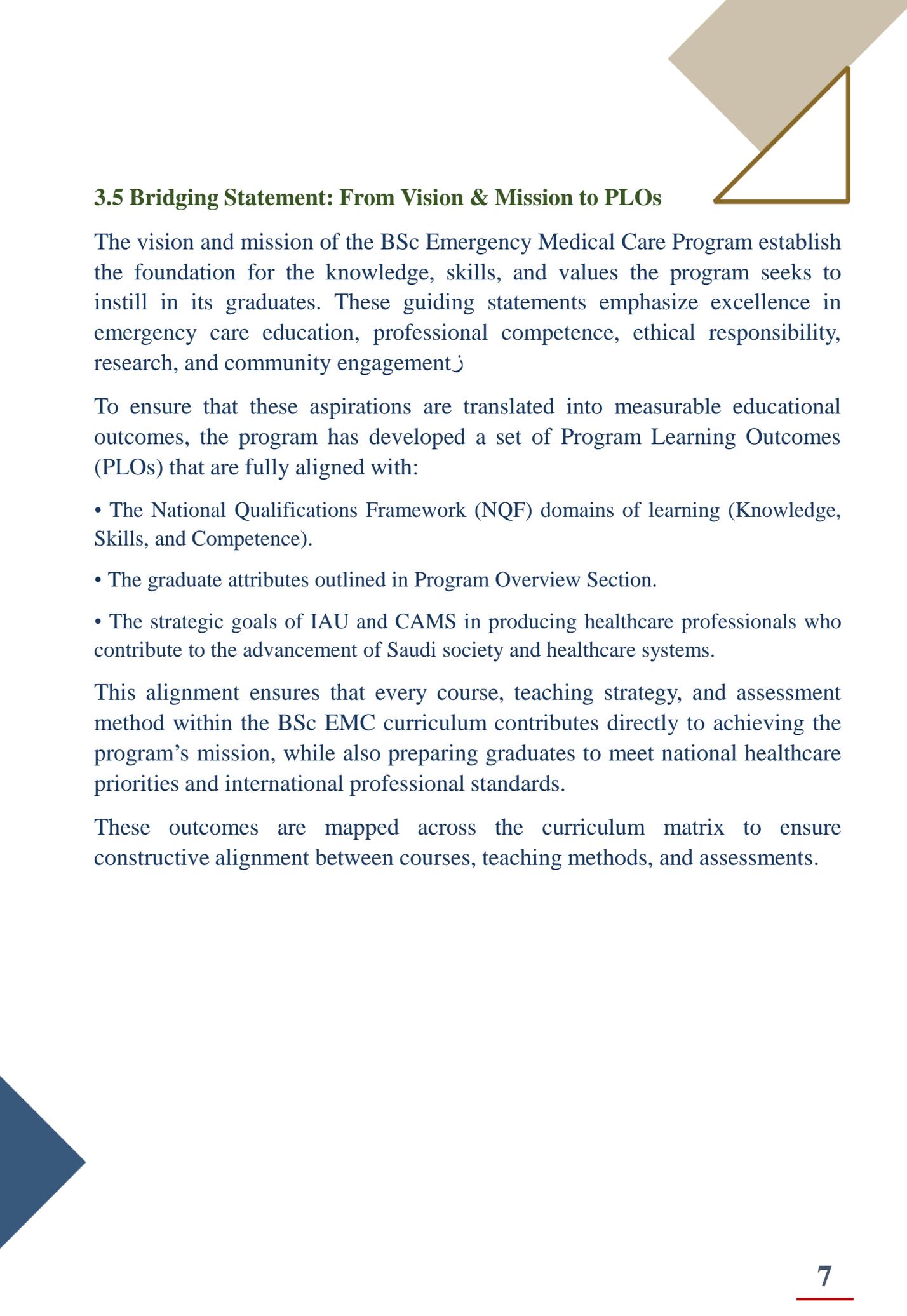


3.4 Core Values

The BSc EMC Program embraces the following values, derived from IAU and CAMS, while being tailored to the emergency care profession:

1. **Excellence** – Striving for the highest standards in education, clinical practice, and research.
2. **Integrity** – Upholding ethical practice, honesty, and accountability in all aspects of professional work.
3. **Teamwork** – Promoting collaboration across healthcare disciplines to achieve the best patient outcomes.
4. **Compassion** – Providing empathetic and patient-centered emergency care.
5. **Innovation** – Encouraging creativity, problem-solving, and the integration of new technologies in EMS practice.
6. **Social Responsibility** – Serving the community through outreach, health education, and emergency preparedness initiatives.
7. **Lifelong Learning** – Fostering continuous professional and personal development in a dynamic healthcare environment commitment to continuous professional and personal growth.





3.5 Bridging Statement: From Vision & Mission to PLOs

The vision and mission of the BSc Emergency Medical Care Program establish the foundation for the knowledge, skills, and values the program seeks to instill in its graduates. These guiding statements emphasize excellence in emergency care education, professional competence, ethical responsibility, research, and community engagement.)

To ensure that these aspirations are translated into measurable educational outcomes, the program has developed a set of Program Learning Outcomes (PLOs) that are fully aligned with:

- The National Qualifications Framework (NQF) domains of learning (Knowledge, Skills, and Competence).
- The graduate attributes outlined in Program Overview Section.
- The strategic goals of IAU and CAMS in producing healthcare professionals who contribute to the advancement of Saudi society and healthcare systems.

This alignment ensures that every course, teaching strategy, and assessment method within the BSc EMC curriculum contributes directly to achieving the program's mission, while also preparing graduates to meet national healthcare priorities and international professional standards.

These outcomes are mapped across the curriculum matrix to ensure constructive alignment between courses, teaching methods, and assessments.

Section 4: Program Learning Outcomes (PLOs)

4.1 Overview of PLOs

The PLOs for the BSc in Emergency Medical Care are designed in alignment with the NQF, Imam Abdulrahman Bin Faisal University's graduate attributes, and the mission and vision of both the CAMS and the EMC program. These outcomes reflect the knowledge, skills, and values that graduates are expected to demonstrate upon completion of the program.

Domain	Code	Program Learning Outcome (PLO)
Knowledge	PLO 1.1	Explain the required theoretical knowledge associated with the Emergency Medical Care (EMC) profession.
	PLO 1.2	Describe the theoretical knowledge associated with research and evidence-based practice for health care providers.
Skills	PLO 2.1	Practice safe and effective clinical care as an autonomous EMC professional.
	PLO 2.2	Show professional judgment, decision-making, critical thinking and problem-solving skills for EMC practice.
	PLO 2.3	Illustrate emotional management, effective communication and information literacy skills for the EMC profession.
	PLO 2.4	Prepare for and manage disasters with community participation as an EMC professional.
Values	PLO 3.1	Illustrate Islamic values with a non-discriminatory code of ethics for professional practice.
	PLO 3.2	Show capacity for leadership, personal wellbeing, flexible learning and teamwork in a multi-disciplinary practice.

4.2 PLO Table: Domains, Outcomes, Alignment, and Contribution

The following table demonstrates how each PLO aligns with the program’s graduate attributes and contributes to fulfilling the vision and mission of the EMC program.

Domain (NQF)	Program Learning Outcome (PLO)	Alignment with Graduate Attributes & Values	Contribution to Vision & Mission
Knowledge	PLO 1.1: Explain the required theoretical knowledge associated with the Emergency Medical Care (EMC) profession.	Clinical Competence; Excellence	Provides the scientific and theoretical foundation for professional EMC practice.
	PLO 1.2: Describe the theoretical knowledge associated with research and evidence-based practice for healthcare providers.	Lifelong Learning & Research Orientation; Innovation	Ensures graduates can integrate research and evidence into patient care, advancing the profession.
Skills	PLO 2.1: Practice safe and effective clinical care as an autonomous EMC professional.	Clinical Competence; Compassion; Excellence	Prepares graduates to deliver independent, high-quality care in emergency and pre-hospital settings.
	PLO 2.2: Show professional judgment, decision-making, critical thinking, and problem-solving skills for EMC practice.	Critical Thinking & Problem-Solving; Adaptability & Resilience	Enables graduates to make accurate and timely decisions in high-pressure environments.
	PLO 2.3: Demonstrate emotional management, effective communication, and information literacy skills for the EMC profession.	Communication & Teamwork; Integrity; Social Responsibility	Supports effective interaction with patients, families, and interdisciplinary healthcare teams.
	PLO 2.4: Prepare for and manage disasters with community participation as an EMC professional.	Leadership & Community Engagement; Social Responsibility	Strengthens disaster preparedness and public safety, aligned with community service values.
Values	PLO 3.1: Illustrate Islamic values with a non-discriminatory code of ethics for professional practice.	Professionalism & Ethics; Integrity	Embeds Islamic principles, cultural sensitivity, and ethical accountability into professional conduct.
	PLO 3.2: Show capacity for leadership, personal wellbeing, flexible learning, and teamwork in multi-disciplinary practice.	Leadership & Community Engagement; Adaptability & Resilience	Equips graduates for leadership roles, continuous learning, and collaborative healthcare practice.

4.3 Bridging Statement: Linking PLOs to Curriculum Structure

The PLOs serve as the foundation for the design and delivery of the BSc EMC curriculum. Each course within the program contributes directly to the achievement of specific PLOs through carefully planned learning activities, clinical training, and assessment strategies. In the following section, the curriculum structure is presented to demonstrate how the program is sequenced across academic levels to ensure progressive development of knowledge, skills, and values, culminating in the preparation of competent and ethical EMC professionals.

Section 5: Curriculum Structure

5.1 Study Plan Overview

The BSc EMC curriculum is structured to provide students with a progressive and integrated learning experience that combines theoretical knowledge, practical skills, clinical training, and professional values. The curriculum is designed in accordance with the NQF, accreditation requirements of the NCAAA, and international standards for paramedic education.

The program spans four academic years (eight levels) followed by a one-year internship (0 credit hours), ensuring graduates are fully prepared for safe, effective, and ethical professional practice.

- **Program Duration:** 4 years (8 levels) + 1-year internship
- **Total Credit Hours:** 130 (excluding internship year)
- **Mode of Study:** Full-time
- **Language of Instruction:** English
- **Curriculum Balance:**
 - Foundational sciences and general education
 - Core emergency medical care knowledge and clinical skills
 - Specialized training in trauma, critical care, disaster management, and community paramedicine
 - Research, leadership, and evidence-based practice integration

5.2 Credit Hours and Level Distribution

Category	Credit Hours
General Education & University Requirements	30
Basic Medical & Health Sciences	26
Core Emergency Medical Care Courses	62
Research, Leadership & Professional Practice	12
Internship	0
Total	130

The curriculum is sequenced to ensure progressive development from general education and foundational sciences toward advanced clinical practice and professional integration.

Year / Level	Focus	Credit Hours
Year 1 – Level 1 & 2	University requirements, general sciences, and introductory health/EMC foundation courses	32
Year 2 – Level 3 & 4	Basic medical sciences, anatomy & physiology, pathophysiology, introduction to clinical skills	34
Year 3 – Level 5 & 6	Advanced EMC courses: trauma, cardiology, medical emergencies, pediatric & obstetric care	34
Year 4 – Level 7 & 8	Advanced clinical practice, disaster management, leadership, research, and capstone courses	30
Internship Year	Supervised full-time clinical rotations across EMS systems and hospitals	0
Total		130

5.3 Bridging Note: Linking Curriculum to Teaching & Learning

The curriculum structure provides the framework through which the Program Learning Outcomes are progressively achieved across the academic levels. To ensure that students not only acquire knowledge but also develop practical skills, values, and professional competencies, the program employs a range of evidence-based teaching and learning strategies. The following section outlines these strategies and demonstrates how they are tailored to the unique demands of EMC education.

Section 6: Teaching and Learning Strategies

6.1 Overview

The BSc EMC program adopts a student-centered approach to teaching and learning. The strategies employed are designed to ensure that students acquire not only theoretical knowledge but also the clinical skills, values, and professional competencies needed for effective emergency medical practice. These approaches align with the NQF domains of Knowledge, Skills, and Values/Competence, while also reflecting international best practices in paramedic and emergency medical education.

6.2 Teaching and Learning Methods

The program utilizes a diverse set of methods tailored to course objectives and outcomes:

1. Lectures and Interactive Seminars

- Provide core theoretical knowledge in emergency medical sciences.
- Use multimedia, problem-based discussions, and student participation to promote active learning.

2. Laboratory and Skills Training

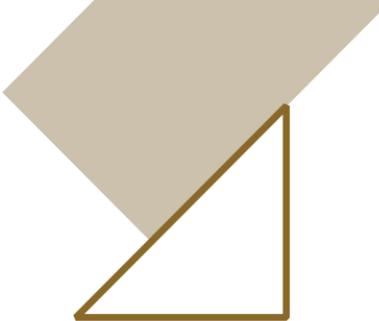
- Conducted in simulation and clinical skills labs.
- Students practice procedures (e.g., airway management, IV insertion, cardiac monitoring) in a safe, supervised environment before clinical application.

3. Simulation-Based Learning

- High- and low-fidelity mannequins, scenario-based simulations, and mock drills prepare students for real-world emergencies.
- Enhances decision-making, teamwork, and crisis management skills.

4. Case-Based and Problem-Based Learning (PBL)

- Students analyze real or simulated clinical cases to develop critical thinking and problem-solving skills.
- Encourages integration of theory with practice.



5. Clinical Rotations and Field Training

- Students gain supervised experience in hospitals, ambulances, and pre-hospital care environments.
- Focuses on applying knowledge and skills in real patient care under professional supervision.

6. Community Engagement and Disaster Preparedness Activities

- Field exercises and community outreach projects help students prepare for disaster response and public health emergencies.
- Reinforces leadership, teamwork, and social responsibility.

7. Research Projects and Evidence-Based Learning

- Students are introduced to research methodology and evidence-based practice.
- Encourages critical appraisal of literature and application of scientific evidence to improve patient care.

6.3 Student-Centered Learning Approaches

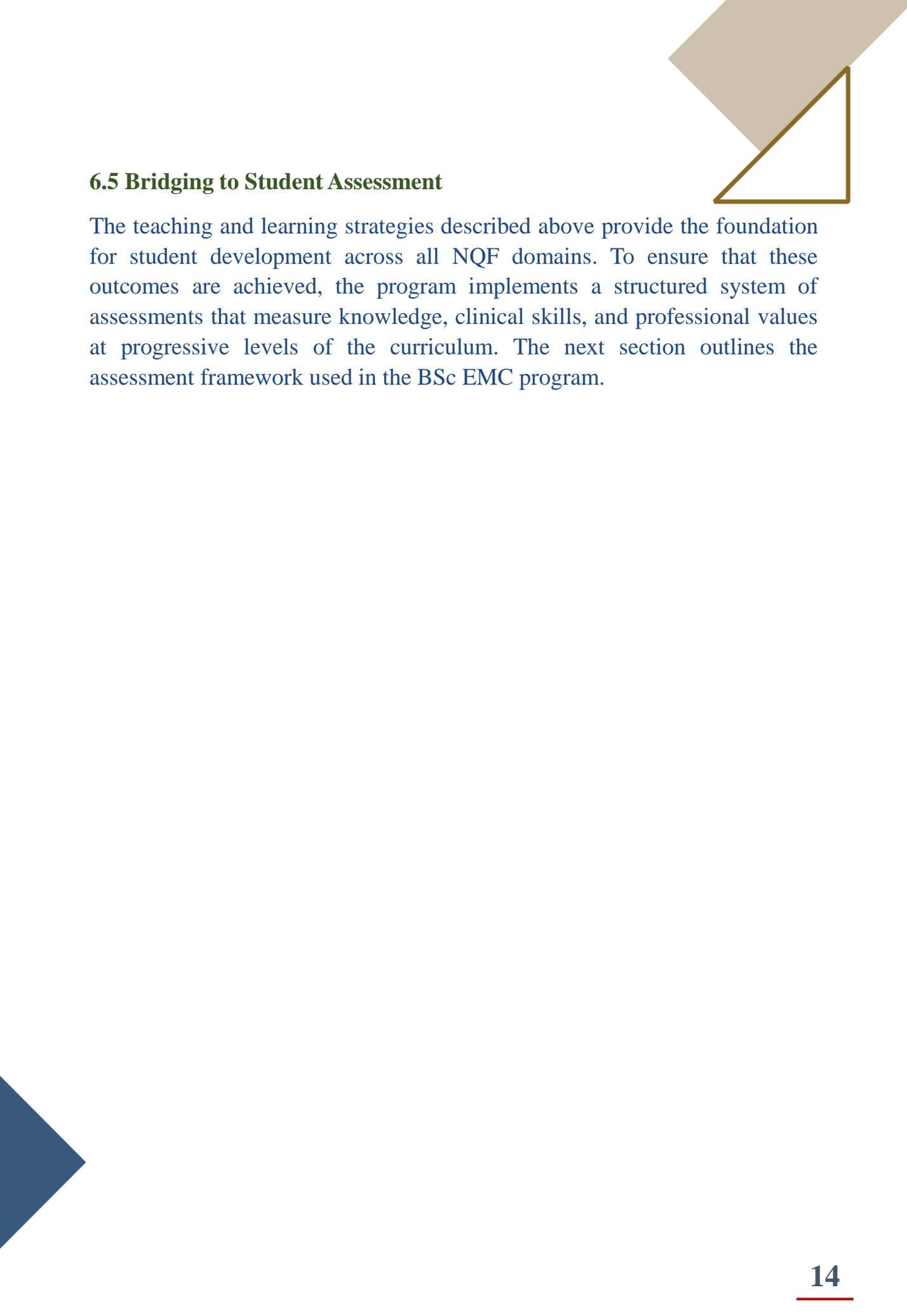
The EMC program emphasizes active and experiential learning, where students:

- Engage in self-directed study and reflective practice.
- Participate in peer learning, group projects, and team-based simulations.
- Utilize digital platforms, e-learning modules, and online resources to supplement face-to-face learning.

6.4 Alignment with Program Learning Outcomes

Each teaching method is carefully mapped to the PLOs:

- Lectures and seminars → strengthen knowledge (PLO 1.1, 1.2).
- Labs and simulations → develop skills (PLO 2.1, 2.2).
- Case-based learning and clinical training → enhance judgment, communication, and problem-solving (PLO 2.3).
- Community engagement and research projects → reinforce values of leadership, ethics, and social responsibility (PLO 3.1, 3.2).



6.5 Bridging to Student Assessment

The teaching and learning strategies described above provide the foundation for student development across all NQF domains. To ensure that these outcomes are achieved, the program implements a structured system of assessments that measure knowledge, clinical skills, and professional values at progressive levels of the curriculum. The next section outlines the assessment framework used in the BSc EMC program.

Section 7: Student Assessment

7.1 Overview

Assessment in the BSc EMC program is designed to evaluate students' achievement of the PLOs across the domains of knowledge, skills, and values/competence. The assessment framework ensures that students develop the necessary theoretical understanding, practical competencies, ethical behavior, and professional judgment required for safe and effective emergency medical care.

Assessments are continuous, varied, and competency-based, promoting both formative feedback for learning and summative evaluation for progression.

7.2 Assessment Principles

The following principles guide assessment within the EMC program:

1. Alignment with PLOs and Curriculum

- Every assessment is mapped to specific PLOs and reflects the intended learning outcomes of the course or clinical rotation.

2. Variety of Assessment Methods

- A combination of written, oral, practical, and clinical assessments ensures comprehensive evaluation of knowledge, skills, and professional values.

3. Transparency and Fairness

- Assessment criteria, rubrics, and expectations are clearly communicated to students.
- Students receive timely feedback to guide improvement and learning.

4. Formative and Summative Balance

- Formative assessments support learning and skill development (e.g., quizzes, practical exercises, reflective journals).
- Summative assessments evaluate competency and readiness for progression (e.g., final exams, OSCEs, clinical evaluations).

5. Integration of Professional and Ethical Standards

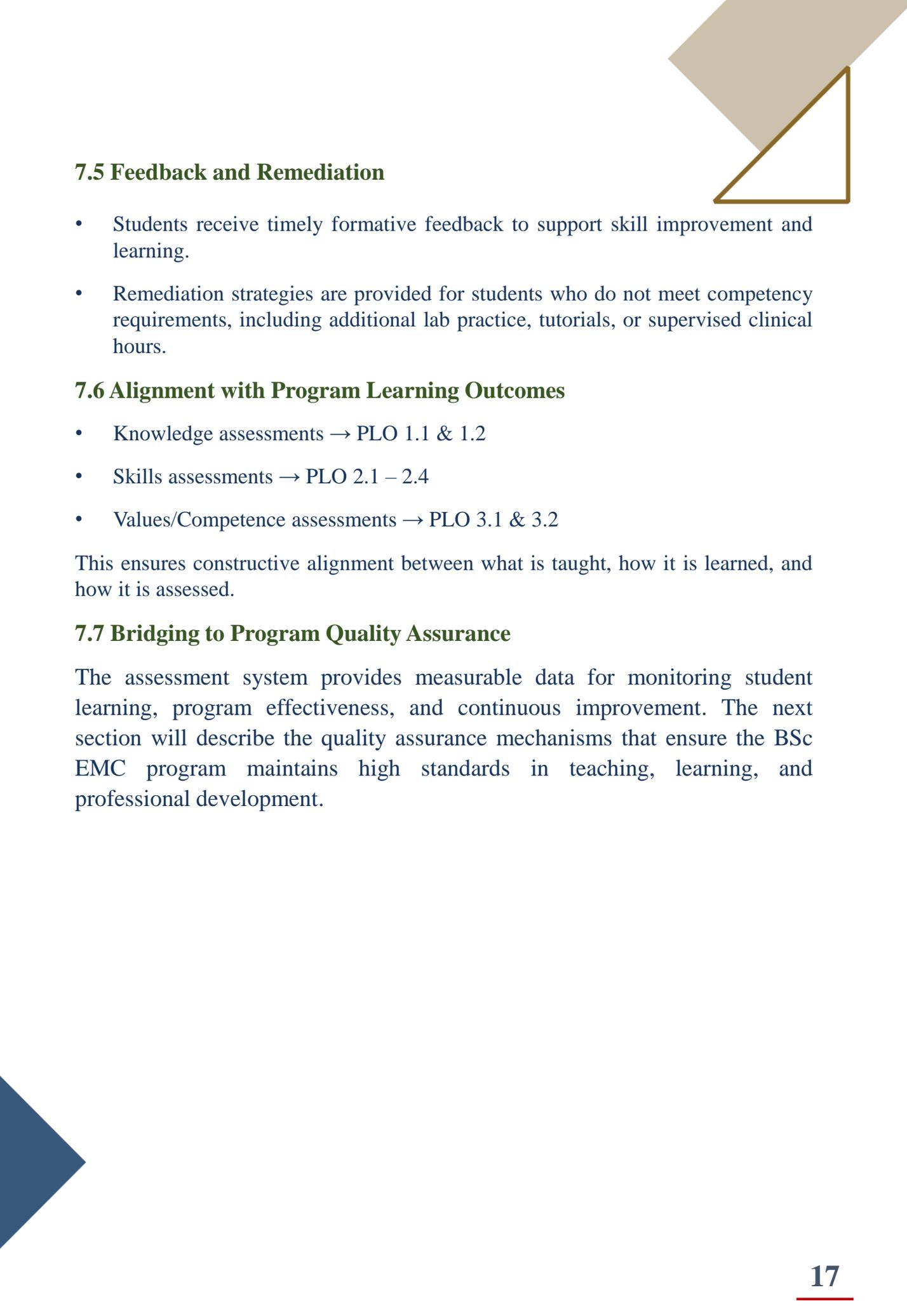
- Assessment emphasizes adherence to Islamic values, ethical practice, and professional behavior in all clinical and academic activities.

7.3 Assessment Methods

Type of Assessment	Purpose / Skills Assessed	Examples
Written Examinations	Knowledge acquisition, critical thinking, and understanding of theory	Multiple-choice questions, short-answer questions, essays
Quizzes and In-Class Tests	Ongoing formative evaluation and reinforcement of key concepts	Weekly or module-based short quizzes
Practical and Skills Assessments	Clinical competence, psychomotor skills, and patient safety	Lab skills checklists, CPR drills, airway management assessment
Objective Structured Clinical Exams (OSCEs)	Application of knowledge to real-life scenarios, critical thinking, communication, and professionalism	Simulated patient encounters, trauma scenarios
Case-Based and Problem-Based Assignments	Decision-making, critical thinking, and problem-solving skills	Clinical case reports, scenario analyses
Reflective Journals and Portfolios	Professional values, ethical practice, self-assessment, and lifelong learning	Reflection on clinical experience, research projects
Clinical Rotation Evaluations	Competency in real-world emergency care, teamwork, communication, and professional behavior	Preceptor and supervisor evaluations, feedback on performance in field/clinical settings
Capstone and Research Projects	Integration of knowledge, evidence-based practice, and research skills	Final-year research project, quality improvement project, or community intervention report

7.4 Assessment Weighting and Progression

- Each course specifies assessment components and weightings in the course syllabus.
- Clinical courses place a higher emphasis on practical skills and professional behavior.
- Theoretical courses emphasize knowledge, critical thinking, and research understanding.
- Students must achieve a minimum passing grade in both theoretical and practical components to progress to the next level.
- The internship year is evaluated through continuous performance assessments, reflective practice, and competency checklists, even though it carries 0 credit hours.



7.5 Feedback and Remediation

- Students receive timely formative feedback to support skill improvement and learning.
- Remediation strategies are provided for students who do not meet competency requirements, including additional lab practice, tutorials, or supervised clinical hours.

7.6 Alignment with Program Learning Outcomes

- Knowledge assessments → PLO 1.1 & 1.2
- Skills assessments → PLO 2.1 – 2.4
- Values/Competence assessments → PLO 3.1 & 3.2

This ensures constructive alignment between what is taught, how it is learned, and how it is assessed.

7.7 Bridging to Program Quality Assurance

The assessment system provides measurable data for monitoring student learning, program effectiveness, and continuous improvement. The next section will describe the quality assurance mechanisms that ensure the BSc EMC program maintains high standards in teaching, learning, and professional development.

8. Program Quality Assurance

8.1 Overview

Quality assurance in the BSc Emergency Medical Care (EMC) program is a systematic process aimed at ensuring excellence in teaching, learning, clinical training, and graduate outcomes. It provides mechanisms to monitor, evaluate, and continuously improve all aspects of the program, ensuring alignment with:

- National and international standards for emergency medical services education
- IAU and CAMS strategic objectives
- Program Learning Outcomes (PLOs), graduate attributes, and values

Quality assurance practices cover curriculum design, teaching and learning strategies, assessment, clinical training, faculty performance, and stakeholder feedback.

8.2 Governance Structure

The program operates under a multi-level governance framework to maintain academic rigor and professional standards:

1. Program Coordinator / EMC Department

- Oversees curriculum implementation, student progression, and clinical training
- Ensures alignment of teaching, assessment, and PLOs

2. College Quality Committee (CAMS)

- Monitors program compliance with institutional and accreditation standards
- Reviews curriculum updates, course evaluations, and assessment outcomes

3. University Academic Quality Unit

- Conducts periodic audits and evaluations of all academic programs
- Provides reports for continuous improvement and accreditation

4. Clinical Training Advisory Committee

- Collaborates with EMS providers, hospitals, and community partners
- Monitors clinical rotation quality, student performance, and workplace readiness

8.3 Key Quality Assurance Processes

The BSc EMC program employs a comprehensive set of processes to ensure ongoing quality:

1. Curriculum Review and Updates

- Periodic review of course content, sequencing, and PLO alignment
- Integration of new technologies, research findings, and international best practices

2. Teaching and Learning Evaluation

- Faculty performance evaluations through peer review, student feedback, and self-assessment
- Monitoring of teaching effectiveness, learning resources, and student engagement

3. Assessment and Feedback Monitoring

- Regular review of assessment tools, grading consistency, and fairness
- Analysis of student performance data to identify gaps and implement improvements

4. Clinical Training Oversight

- Preceptor and site evaluations for internship and clinical rotations
- Ensuring that students meet professional competencies in real-world EMS settings

5. Stakeholder Feedback

- Surveys and focus groups with students, graduates, faculty, employers, and healthcare partners
- Used to inform curriculum updates, teaching strategies, and program improvements

6. Accreditation and Benchmarking

- Alignment with NCAAA standards, Saudi Commission for Health Specialties (SCFHS) requirements, and international EMS accreditation guidelines
- Benchmarking against regional and global paramedic programs to maintain competitiveness



8.4 Continuous Improvement

The program embraces a culture of continuous improvement through:

- Systematic collection and analysis of performance indicators (student success, graduate outcomes, clinical competency)
- Action plans to address identified gaps in curriculum, teaching, or clinical training
- Integration of feedback loops for rapid adaptation to changes in healthcare practice and technology
- Encouragement of faculty development, research, and innovative teaching practices

8.5 Reporting and Accountability

- Annual reports on program performance are submitted to CAMS and IAU Quality Units
- Key performance indicators include: student progression and graduation rates, PLO attainment, student satisfaction, employer feedback, and accreditation compliance
- Findings from quality assurance processes are used to guide strategic planning and resource allocation



| For detailed program information, please contact EMC chair

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