Ministry of Higher Education, Research and Innovation

Form XXX: To be completed by owners of the medical/health academic program

The information collected through this form will be used to evaluate the academic *program's alignment with its stated mission. It will also help identify challenges the institution faces in preparing health sector-related graduates who align with national needs.*

Please feel free to add any additional information/comments relevant to achieving this form's mission, as appropriate. You may also add documents other than the examples listed in the table below that are relevant to your program.

<table>
<tr><td colspan="6">A. PROGRAM GENERAL INFORMATION</td></tr>
<tr><td>A.1. Name of the institution:</td><td colspan="5">A'Sharqiyah University</td></tr>
<tr><td>A.2. College/faculty:</td><td colspan="5">Collage of Applied and Health Sciences (CAHS)</td></tr>
<tr><td>A.3. Department:</td><td colspan="5">Health Sciences</td></tr>
<tr><td>A.4. Program name:</td><td colspan="5">Medical Laboratories Sciences (MLS)</td></tr>
<tr><td>A.5. Certificate name:</td><td colspan="5">Bachelor</td></tr>
<tr><td rowspan="2">A.6. Program level:</td><td rowspan="2">☐ Diploma</td><td rowspan="2">☐X Bachelor</td><td colspan="3">☐ Postgraduate</td></tr>
<tr><td>☐ Postgraduate Diploma</td><td>☐ MSc</td><td>☐ PhD</td></tr>
<tr><td>A.7. Duration of the Program:</td><td colspan="2">Years: 4 years</td><td colspan="3">Semesters: 8 semester</td></tr>
</table>

A.8. Total number of credit hours to complete the Program	Credit hours: 125 hours		***Contact hours: 165 Hours***
A.9. Program's establishment:	***Year established: 2021***		***Total number of cohorts admitted: 4***
A.10. Is the Program listed in the Oman Qualifications Framework?	***X☐ YES***		***☐ No***
A.11. Is the Program affiliated/in partnership with another institution? ***If yes, name the institution and describe the nature of the association.***			
A.12. Is the program accredited?	***☐ Yes (provide the name of the Accreditation Agency and attach the accreditation report)***	***X No***	***☐ Under Process (name the Accreditation Agency and the process stage)***

Use the space provided for sections B - H to describe, list, or state your answers/descriptions for each component/domain. You may add more space as needed.

Domain/Component	*Description by the institution*	*Examples of required documents (you may provide more data/information as appropriate)*
B. PROGRAM COMPOSITION AND MANAGEMENT		
B.1. The program's vision, mission, goals, core values, and learning outcomes.	**Mission:** ASU is working towards the development of higher education, enhancement of theoretical and practical skills, promotion of research and cooperation with other higher institutions on the national, regional and international levels. The university is also working on providing services which support economic and social development of the Omani society in accordance with the recognized international standards. The university endeavors also to play a leading role that contributes to the development of scientific and technological innovations that cope with the international trends keeping in mind preservation of the heritage and culture of the Sultanate of Oman. **Vision:** ASU aspires to be a leading higher education institution in Oman that promotes authentic values, scientific innovation and socio-economic development. Objectives: **ASU aims to achieve the following:** • Contribute to knowledge and innovation through fundamental and applied research and scholarship in priority areas • Strengthen the information and knowledge management systems to better decision-making processes	- *Mission and Vision statements* - *Educational learning outcomes.*

	• Recruit, develop and retain talented staff and provide them with an enabling and satisfying work environment • Achieve cost optimization • Generate maximum funds to invest in our future • Develop a set of high value local, regional and international partnerships to leverage strategic priorities • Provide state-of-the-art facilities, systems and infrastructure for students and staff • Develop and maintain innovative curriculum for the University's programs • Enhance the effectiveness of governance and management structures • Improve participation, success and retention of students • Develop and maintain innovative curriculum for the University's programs • Improve quality of teaching & learning • Contribute to the community's cultural, social and economic development • Provide students with an accessible and supported study experience and transition to employment	
B.2. Description of the curricular content and its delivery: - ***Theoretical component*** - ***Student-centered educational practices*** - ***Practical/laboratory***	**Theoretical Component:** The curriculum provides comprehensive theoretical knowledge covering all major disciplines of medical laboratory sciences including: • **Basic Sciences Foundation:** The program begins with foundational sciences including Chemistry (CHEM101, CHEM201), Human Anatomy and	- *Academic Regulations* - *Program syllabus* - *Degree plan* - *Course outlines* - *Courses portfolio* - *Courses descriptions* - *Student handbook*

- ***Ethics***
- ***Research***
- ***Communication skills***
- ***Innovation, New technologies in relation to the program***
- ***Experiential learning during the program (clinical/placement exposure)***
- ***Clinical internship program (composition and duration, etc.)***
	Physiology (MDLS102), and Introduction to Medical Laboratory Sciences (MDLS101).
	• **Core Laboratory Disciplines:** The curriculum progresses to specialized laboratory disciplines:
	  ○ Clinical Chemistry (MDLS201, MDLS311)
	  ○ Hematology (MDLS202, MDLS402)
	  ○ Medical Bacteriology (MDLS212, MDLS401)
	  ○ Medical Parasitology (MDLS305, MDLS313)
	  ○ Medical Mycology (MDLS314)
	  ○ Medical Virology (MDLS315)
	  ○ Immunology (MDLS304)
	  ○ Blood Transfusion (MDLS403)
	  ○ Histology and Cytology (MDLS214)
	  ○ Molecular Biology (MDLS301)
	  ○ Genetics and Genetic Disorders (MDLS211, MDLS312)
	• **Professional Development:** The curriculum includes courses in Medical Terminology (MDLS120), Professional Ethics (APSC312), Health Education and Wellness (MDLS411), and Introduction to Healthcare Informatics (MDLS404).
	Student-centred educational practices:
	• Integration of theoretical knowledge with practical laboratory sessions
	• Research skills development through Research Skills (APSC301) and Research for Medical Science (MDLS410)
	• Application of statistical methods through Biostatistics and Epidemiology (MDLS306)
	• Self-directed learning during clinical practicums
	• Problem-based learning in laboratory sessions
		- *Examples of timetables for all semesters/years (first year to last year).*
		- *Training/professional portfolio or forms.*

	Practical/laboratory: The program includes extensive laboratory components for hands-on skill development:
	• Nearly every theoretical course has a companion laboratory course (e.g., Clinical Chemistry I with Clinical Chemistry Lab I)
	• Laboratory courses comprise approximately 25% of the total credit hours
	• Key laboratory courses include:
	  ○ Introduction to Medical Lab Sciences Lab (MDLS181)
	  ○ Human Anatomy and Physiology Lab (MDLS182)
	  ○ Analytical Techniques and Instrumentation Lab (MDLS191)
	  ○ Clinical Chemistry Lab I (MDLS281)
	  ○ Hematology Lab (MDLS282)
	  ○ Medical Bacteriology Lab (MDLS292)
	  ○ Histology and Cytology Lab (MDLS294)
	  ○ Immunology Lab (MDLS384)
	  ○ Medical Parasitology Labs (MDLS385, MDLS393)
	  ○ Molecular Biology Lab (MDLS381)
	  ○ Diagnostic Hematology Lab (MDLS482)
	  ○ Blood Transfusion Lab (MDLS483)
	Ethics: Ethical considerations are integrated throughout the curriculum with specific courses on:
	• Professional Ethics (APSC312) in the final year
	• Ethical considerations in patient care during Clinical Practicums
	• Islamic Civilization (ISLM101) which includes ethical dimensions from an Islamic perspective
	Research: Research skills are developed through a structured approach:	

	• Research Skills (APSC301) in year 3 • Research for Medical Science (MDLS410) in the final year • Application of research methods in laboratory courses • Integration of research findings in coursework **Communication skills:** The program emphasizes development of communication skills through: • English Communication Skills I and II (ENGL101, ENGL102) • Medical Terminology (MDLS120) • Health Education and Wellness (MDLS411) • Professional interaction during Clinical Practicums **Innovation, New technologies in relation to the program:** The program includes innovative approaches and technologies through: • Molecular Biology (MDLS301) and its laboratory component • Analytical Techniques and Instrumentation (MDLS121) • Introduction to Healthcare Informatics (MDLS404) • Entrepreneurship (MNGT313) to foster innovative thinking **Experiential learning during the program (clinical/placement exposure):** The program incorporates experiential learning through: • Clinical Practicum I (MDLS200) in summer of year 2 (3 credit hours) • Clinical Practicum II (MDLS300) in summer of year 3 (3 credit hours) • First Aid (MDLS213) practical training • Laboratory sessions throughout the program	

	Clinical internship program (composition and duration, etc.): The program includes clinical practicums that are strategically placed: • Clinical Practicum I (MDLS200): 3 credit hours in summer of year 2 • Clinical Practicum II (MDLS300): 3 credit hours in summer of year 3 • Prerequisites ensure students have necessary foundation before clinical experiences • Progression from basic to advanced skills across the two practicums	
B.3. How the Program aligns with the Oman Qualifications Framework (OQF).	The Medical Laboratory Sciences program is fully aligned with the Oman Qualifications Framework at level 7 (Bachelor's degree) and addresses all domains including: **Knowledge:** • The program provides comprehensive theoretical knowledge through systematic progression from basic sciences to specialized laboratory disciplines • Advanced courses in year 3 and 4 develop specialized knowledge in specific laboratory disciplines • The program includes 125 credit hours of instruction across 4 years **Skills:** • Technical and practical skills are developed through extensive laboratory courses (approximately 20 laboratory courses) • Each theoretical course is paired with a laboratory component • Clinical practicums provide real-world application of skills	- Mapping of the Program with the National Qualifications Framework.

	• Research skills are developed through dedicated research courses **Competence:** • Clinical practicums assess student competence in practical settings • Professional ethics are integrated through dedicated courses • The program includes a balanced distribution of university requirements, college requirements, and department requirements • Exit option at Advanced Diploma level for students who complete through year 3	
B.4. Program management. - **Institutional Organizational structure** - **Committees' composition and remits** - **Stakeholders' involvement**	**Institutional Organizational structure** The Medical Laboratory Sciences (MLS) program is housed within the College of Applied and Health Sciences (CAHS) at A'Sharqiyah University. The program operates under the following hierarchical structure: • University Level: The program ultimately reports to the University President and Board of Trustees • College Level: The program is directly overseen by the Dean of the College of Applied and Health Sciences • Department Level: The program is managed by the Health Sciences Department • Program Level: Day-to-day operations are managed by the Program Coordinator/Director The Dean of CAHS currently acts as the program manager until a dedicated program head is appointed. This structure ensures proper academic and administrative oversight while maintaining the program's alignment with the university's mission and vision. **Committees' composition and remits**	- Diagram of the organizational structure and place of the program within the structure - Academic bylaws/ regulation - List of the program's committees and their remits - Advisory Committee composition and remits - Budget resources/Funding sources.

	The MLS program is supported by the following committees:
	1. **Program Committee**
	  ○ **Composition**: Chaired by the Dean of CAHS with faculty members representing key specializations including Pathology, Food Science & Technology, Microbiology, Physics, and Mathematics
	  ○ **Remit**: Responsible for program design, curriculum development, and providing essential supporting documentation
	2. **Quality Assurance Committee**
	  ○ **Composition**: Faculty members with expertise in quality assurance and accreditation requirements
	  ○ **Remit**: Reviews program quality, discusses and reviews feedback from external reviewers, ensures program compliance with accreditation standards
	3. **College Academic Board**
	  ○ **Composition**: Dean, Department Heads, and senior faculty members
	  ○ **Remit**: Final internal approval of the program before submission to the Ministry of Higher Education
	4. **Curriculum Development Committee**
	  ○ **Composition**: Subject matter experts in core laboratory disciplines
	  ○ **Remit**: Ongoing review and development of curriculum to ensure it meets current industry and educational standards
	5. **Clinical Placement Committee**	

	○ **Composition**: Faculty members coordinating with healthcare facilities ○ **Remit**: Arranges and oversees student clinical practicums, coordinates with the Directorate of General of Human Resources Development (DGHRD) for training placements **Stakeholders' involvement** The MLS program actively engages with various stakeholders to ensure the program meets national and professional needs: 1. **Ministry of Higher Education**: Provides formal approval and ongoing oversight of the program 2. **Ministry of Health**: Offers guidance on health sector needs and provides clinical placement opportunities 3. **Healthcare Institutions**: Partner with the program to provide clinical practicum sites, giving students real-world experience 4. **Industry Representatives**: Provide input on curriculum relevance and graduate preparedness through surveys and consultations 5. **Students and Alumni**: Provide feedback on program effectiveness through regular evaluations 6. **Faculty Members**: Contribute expertise in specific disciplines and stay updated on current best practices 7. **Employers**: Provide feedback on graduate performance and changing industry needs 8. **Oman Academic Accreditation Authority**: Ensures the program meets national qualification standards	
C. LEARNING ENVIRONMENT		

C.1. Teaching space and capacity (lecture halls, seminar rooms, etc.) **C.2. Learning resources (laboratories, IT and skills labs, library, Learning Management Systems/platforms, Textbooks, etc.)** **C.3. Professional training sites (hospitals, health centers, etc.)**	**C.1. Teaching space and capacity (lecture halls, seminar rooms, etc.)** The Medical Laboratory Sciences program at A'Sharqiyah University utilizes shared teaching facilities within the College of Applied and Health Sciences. Teaching spaces include: • Five dedicated classrooms, each with a capacity of 50 students • Lecture halls equipped with modern audio-visual technology and projection systems • Seminar rooms for small group discussions and presentations • Faculty offices with designated spaces for student consultations during office hours (1.5 hours per day at different intervals) All teaching spaces are designed to support various teaching methodologies including lectures, group work, and interactive learning. The university has implemented appropriate safety standards and protocols in all teaching areas to ensure student and faculty safety. **C.2. Learning resources (laboratories, IT and skills labs, library, Learning Management Systems/platforms, Textbooks, etc.)** The program is supported by extensive learning resources: **Laboratory Facilities:**	- List the teaching and learning resources - Patient and student safety regulations - List training/placement sites and describe the nature of involvement.

	• Existing Biology laboratories with preparation and storage rooms
	• Chemistry laboratories including food chemistry and food analysis labs
	• Dedicated Medical Laboratory Sciences laboratories equipped with specialized instruments including:
	  ○ Auto Hematology Analyzer
	  ○ Autoclave
	  ○ Automated Plasma Expressor
	  ○ Automated Tissue Processor
	  ○ Blood Coagulometers
	  ○ Cell Washer Centrifuges
	  ○ Colony Counter
	  ○ Digital Colorimeter
	  ○ Haematocrit Centrifuge
	  ○ Immunology equipment
	  ○ Microscopes (Optical, Inverted, and Trinocular)
	  ○ Molecular Biology equipment
	  ○ Spectrophotometers
	  ○ Additional instruments for specialized testing	

	Library Resources:
	• The Learning Resource Centre maintains a collection of books exceeding 4,689 titles across 2,919 volumes
	• Self-reading hall, computer room, and mini-teaching hall
	• Database access through PROQUEST
	• Access to databases including:
	  ○ Masader (Oman Virtual Science Library)
	  ○ Al Manhal
	  ○ DAR ALMANDUMAH
	  ○ ProQuest Dissertations & Theses Global
	  ○ E-Marifah
	  ○ eBook Collections (EBSCOhost)
	  ○ Academic Search Ultimate
	• Scientific journals and magazines including Discover, Popular Science, and MIT Technology Review
	• Open access resources
	IT Resources:
	• Computer laboratories for student use
	• Internet access throughout campus	

	• Learning Management System for course materials and student-faculty interaction **Learning Materials:** • Comprehensive textbook collection for all program courses • Laboratory manuals and guides • A budget of 6,000 RO allocated for library resources over five years **C.3. Professional training sites (hospitals, health centers, etc.)** The program has established clinical placement arrangements through coordination with the Directorate of General of Human Resources Development (DGHRD) to provide students with essential practical experience. Clinical practicums are integrated into the curriculum: • Clinical Practicum I (MDLS200): 3 credit hours during summer of year 2 • Clinical Practicum II (MDLS300): 3 credit hours during summer of year 3 The clinical placement sites include primary, secondary, and tertiary healthcare facilities where students gain experience in real-world medical laboratory settings. The practicums are designed to provide progressive skill development, with prerequisites ensuring students have the necessary foundational knowledge before clinical experiences.	

	The program coordinates with healthcare institutions throughout Oman to ensure students receive high-quality practical training that aligns with the theoretical components of the curriculum. During these placements, students are supervised by both institutional staff and university faculty to ensure learning outcomes are achieved.	
D. STUDENT ASSESSMENT		
D.1. Methods and criteria for assessing student performance. **D.2. Alignment of assessment with educational goals.** **D.3. Assessment feedback provided to students** **D.4. Role of external examiners** **D.5. Progression criteria** **D.6. Graduation criteria**	The Medical Laboratory Sciences program employs a comprehensive assessment approach that evaluates students' theoretical knowledge, practical skills, and professional competencies using both formative and summative assessment methods: **For theoretical knowledge assessment:** • Quizzes and short tests throughout the semester • Midterm examinations • Final comprehensive examinations • Research projects and reports • Homework and assignments **For practical/performance assessment:** • Laboratory tests and practical examinations • Skills checklists to verify competency in specific procedures • Direct observation of laboratory techniques • Practical reports and projects • Role playing scenarios • Portfolio assessment documenting skill development **For clinical field performance:** • Structured questionnaires and interviews • Oral examinations • Self-assessment reflections • Peer assessment activities	- Assessment Policy/Guidelines - Appeal/grievance Policy - Remits of Examination Committee - Assessment methods - Assessment Tools (e.g., online exams, proctoring software) - Alignment of assessment with educational objectives - Grading system - external examiner's reports - Process of providing feedback to students - External examiners' reports (for the last 3 years) - Progression criteria. - Graduation criteria

- Performance evaluation in clinical diagnosis and treatment skills

Assessment criteria are clearly defined in course syllabi and aligned with the intended learning outcomes of each course. The grading system follows the A'Sharqiyah University standard as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D-	F
Value	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0
Grade	95-100	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	0-29

D.2. Alignment of assessment with educational goals

Each assessment method is carefully aligned with the program's educational goals and learning outcomes:

- Knowledge-based assessments (exams, quizzes) evaluate students' understanding of theoretical concepts and principles
- Laboratory-based assessments measure students' ability to apply theoretical knowledge in practical settings
- Research projects assess students' critical thinking and analytical skills
- Clinical practicum evaluations measure students' ability to function in real healthcare environments
- Communication assessments evaluate students' ability to interact professionally with patients and colleagues

The program ensures that assessment methods appropriately measure the specific competencies outlined in the program's learning outcomes, with particular emphasis on medical laboratory technical skills, critical thinking, and professional ethics.

D.3. Assessment feedback provided to students

Students receive regular and timely feedback on their performance through multiple channels:

- Written feedback on assignments, reports, and examinations

	• Individual performance reviews during laboratory sessions • Structured feedback during clinical practicum evaluations • One-on-one consultations during faculty office hours • Mid-semester progress reports highlighting areas of strength and opportunities for improvement This comprehensive feedback system allows students to identify areas for improvement and adjust their learning strategies accordingly, promoting continuous development throughout the program. **D.4. Role of external examiners** The program incorporates external examiners to ensure quality and maintain standards: • External reviewers evaluate the program curriculum and assessment methods • Specialists from other institutions may participate in examining final-year students • External clinical supervisors provide assessment during clinical practicums • Industry professionals contribute to evaluating students' readiness for professional practice **D.5. Progression criteria** Students must meet the following criteria to progress through the program: • Maintain a minimum cumulative GPA of 2.0 • Academic warning system is implemented for students with GPA below 2.0 • Students receive a first warning if GPA falls below 2.0 • A second warning is issued if they fail to raise their GPA after the first warning	

	• A final warning is issued, and students face dismissal if they cannot raise their cumulative average to 2.0 or higher after the final warning • Students must successfully complete prerequisite courses before advancing to higher-level courses • Students must register for a minimum of 12 credit hours per semester • Maximum academic load is 18 credit hours per semester (or 9 credit hours in summer semester) **D.6. Graduation criteria** To graduate with a Bachelor of Science in Medical Laboratory Sciences, students must: • Successfully complete all 125 credit hours required by the program • Complete all university, college, and department requirements • Maintain a minimum cumulative GPA of 2.0 • Successfully complete all required clinical practicums • Complete all coursework within a maximum of 8 years (not counting foundation year) • Complete the graduation requirements within the timeframe specified by university regulations An exit option at Advanced Diploma level is available for students who complete through year 3 but are unable to complete the full Bachelor's program.	
E. STUDENTS		
E.1. Student admission for the last five years.	Admission criteria: • General Education Diploma or high school diploma	- The admission criteria

- **Admission criteria**
- **Number of students admitted**
- **Entrance exams**
 	
E.2. Completion of the Program for the last five years
- **Number of students who graduated from the program**
- **The attrition rate and reasons.**
 	
E.3. Student support services: (academic, health, social, financial, etc.)
 	
E.4. Student participation in decision-making
 	
E.5. Student community engagement
	• For certificates issued outside Oman: Must be equivalent to the Ministry of Education standards
	• For certificates issued within Oman but under supervision other than the Ministry of Education: Must be equivalent from the Ministry of Education
	• High school percentage of 65% or above, with minimum 65% in Chemistry, Biology, and English
	• Students must pass the general foundation program (English, mathematics, computer, and learning skills) before starting the program
	• Transfer students from recognized institutions must have a GPA of 2.0 or higher on a four-point scale
	
	Number of students admitted: The Medical Laboratory Sciences program was established in 2021, with plans to:
	• Accept 30 students in the first academic year (2021-2022)
	• Gradually increase enrollment to reach a total program capacity of 120 students
	• Projected enrollment by year:
	  ○ 2021/2022: 30 students (first year only)
	  ○ 2022/2023: 80 students (first and second years)
		- Statistics on the number of students admitted and nature of sponsorship (self, MOHERI, other governmental institutions, etc.) in the last five years
		- Average years for program completion: Provide data on the percentage of students who completed the program on time and those who needed extra time (specify the number of years) for each cohort.
		- Data on reasons for attrition (voluntary, academic, financial, and others
		- List of supporting services provided to students
		- Committees in which students are members, and their roles
		- List student community groups/clubs.

	○ 2023/2024: 110 students (first, second, and third years) ○ 2024/2025: 160 students (all four years) Entrance exams: The program does not appear to have specific entrance examinations beyond the general admission requirements, though students must have successfully completed the general foundation program which includes assessments in English, mathematics, computer skills, and learning skills. **E.2. Completion of the Program for the last five years** As the program was established in 2021 with the first cohort expected to graduate in 2025, there is no historical data available on program completion. The program has been designed with the following expectations: • Expected normal duration for completion: 4 years (8 semesters) • Maximum allowed duration: 8 years (not counting foundation year) • The program includes an exit option at Advanced Diploma level for students who complete through year 3	

	Attrition prevention measures: The program has implemented a warning system to identify and support at-risk students: • First warning issued when cumulative average falls below 2.0 • Second warning if student cannot improve after first warning • Final warning before potential dismissal if GPA remains below 2.0 **E.3. Student support services (academic, health, social, financial, etc.)** The program provides a range of support services to ensure student success: Academic support: • Faculty office hours (1.5 hours per day at different intervals) • Access to the Learning Resource Center • Library resources including books, databases, and journals • Computer laboratories and internet access • Academic advisors to guide course selection and academic planning Health and wellness support:	

	• First Aid training included in the curriculum (MDLS213) • Health Education and Wellness course (MDLS411) • University health services Social support: • Sociology course (SOCI101) helps students understand social dimensions of healthcare • Entrepreneurship course (MNGT313) develops professional networking skills Financial support: • Structured tuition fees with clear semester-by-semester costs • Total program cost of 12,500 OMR spread across 8 semesters **E.4. Student participation in decision-making** Students participate in program governance and decision-making through: • Course evaluations at the end of fall and spring semesters • Program feedback mechanisms • Student representation in relevant committees • Opportunities to provide input on curriculum and teaching methods	

	E.5. Student community engagement The program emphasizes community engagement through: • Health Education and Wellness course (MDLS411) that prepares students for community health education • Clinical practicums that connect students with healthcare institutions • Research projects that address community health needs • The program objectives explicitly include "contributing to the community's cultural, social and economic development" • Entrepreneurship course (MNGT313) that fosters innovative thinking for community service • This community engagement approach aligns with the university's mission to "support economic and social development of the Omani society in accordance with the recognized international standards."	
F. STAFF		
	F.1. Student/staff ratio (Student/academic staff and student/supportive staff)	- Number and rank of academic staff with their qualification

F.1. Student/staff ratio. (Student/academic staff and student/supportive staff) **F.2. Academic staff average teaching load.** **F.3. Staff development activities** **F.4. Staff remuneration** **F.5. Faculty Satisfaction and Retention**	The Medical Laboratory Sciences program maintains an appropriate student-to-staff ratio to ensure quality education: **Academic Staff:** • The program begins with a 1:30 faculty-to-student ratio in the first year • As student enrollment increases and additional faculty are hired according to the recruitment plan, the program will maintain an overall ratio of approximately 1:30 • For laboratory sessions, smaller groups are utilized with a target ratio of 1:15 to ensure proper supervision and hands-on instruction **Support Staff:** • Laboratory technicians provide a support staff ratio of approximately 1:25 • Ten laboratory technicians are currently available to support the program, including specialists in haematology, Microbiology, Biology, Chemistry, and Physics **F.2. Academic staff average teaching load** The teaching load for academic staff follows the university's standard workload policy: • Full professors: 9 credit hours per semester	- Number of full-time and part-time academic staff - Academic staff teaching load per department - Recruitment/ promotion Regulations - Examples of staff development activities - Space and resources allocated for staff (Office, coffee room, etc.). - Faculty turnover rates, measures to enhance staff satisfaction e.g. Faculty satisfaction survey -

	• Associate professors: 12 credit hours per semester • Assistant professors: 15 credit hours per semester • Lecturers: 15 credit hours per semester Current teaching loads for program faculty include: • Dr. Said Al Ghenaimi (Dean): 3 credit hours (reduced load due to administrative duties) • Dr. Jamal Salah: 12 credit hours • Dr. Emad Hussein: 9 credit hours • Dr. Nasidruddin Khan: 12 credit hours • Dr. Einas Osman: 15 credit hours • Dr. Rabab Mahmoud: 15 credit hours • Dr. Ashok Komar: 15 credit hours • Dr. Ayat Abdullah: 15 credit hours • Dr. Rayya Al Balushi: 15 credit hours • Dr. Thuraya Al Harthy: 15 credit hours • Dr. Mohammad Al Bahri: 15 credit hours • Mr. Ahmad Azab: 15 credit hours F.3. Staff development activities The university supports ongoing professional development for program faculty through:	

	• Research opportunities aligned with faculty specialization • Conference participation • Workshops on teaching methodologies • Training on new laboratory technologies and techniques • Continuing education in specialized areas • Orientation programs for new faculty members • Pedagogical training to enhance teaching effectiveness These development activities support the university's objective to "recruit, develop and retain talented staff and provide them with an enabling and satisfying work environment." **F.4. Staff remuneration** Staff remuneration follows the university's established compensation structure, which is competitive with other higher education institutions in Oman and designed to attract and retain qualified faculty. The specific salary scales are not detailed in the provided documents. **F.5. Faculty Satisfaction and Retention** The university implements several measures to enhance faculty satisfaction and retention:	

	• Professional development opportunities • Research support • Recognition of teaching excellence • Participation in program development and governance • Balanced teaching loads • Office spaces and resources necessary for effective teaching • Collaborative work environment Faculty retention is supported by the university's commitment to "recruit, develop and retain talented staff and provide them with an enabling and satisfying work environment" as stated in its objectives. Planned faculty recruitment: To support program growth, the university has a phased recruitment plan for additional specialized faculty: 1. 2025 (Fall): Ph.D. in histopathology 2. 2025 (Fall): lecturer in Biomedical/Medical Laboratory Sciences This recruitment strategy ensures appropriate specialization coverage as the program progresses through its first four years.	
G. PROGRAM EVALUATION		

G.1. Process of Program evaluation/review **G.2. Quality improvement processes implemented.** **G.3. Student performance in competency exams (last five years)**	I'll complete section G (Program Evaluation) based on the information available in the documents you've shared. **G. PROGRAM EVALUATION** **G.1. Process of Program evaluation/review** The Medical Laboratory Sciences program has established a comprehensive evaluation process to ensure continuous quality improvement: **Internal Annual and Semi-annual Evaluation:** • Student feedback collected at the end of both fall and spring semesters • Course Evaluation Reports compiled by course coordinators • Syllabi and course descriptor reviews conducted at the end of each academic year • Program Committee reviews of curriculum relevance and effectiveness • Quality Assurance Committee oversight of program standards **External Evaluation:** • External reviewers provide input on program design and curriculum	- Policies/Guidelines - Processes for data collection (how/frequency) - Program review data and reports (last five years) - Program evaluation activities and reports - Continuous improvement measures based on the outcome of the evaluation - Stakeholders' engagement.

	• The program has undergone review by Quality Assurance at the university level • A dedicated committee formed by Quality Assurance discusses and reviews feedback from external reviewers • The program is designed to undergo periodic comprehensive review **Institutional Evaluation:** • College Academic Board approval process • University-level review mechanisms • Alignment with Ministry of Higher Education standards • Preparation for eventual accreditation by the Oman Academic Accreditation Authority The program follows a structured approach to evaluation, with clear responsibilities assigned to various stakeholders including faculty, students, administrators, and external reviewers. **G.2. Quality improvement processes implemented** The Medical Laboratory Sciences program implements several quality improvement processes: **Curriculum Enhancement:** • Ongoing curriculum review to ensure alignment with current industry practices	

	• Incorporation of feedback from external reviewers • Modification of content based on student performance and feedback • Regular updates to laboratory techniques and procedures • Integration of new developments in medical laboratory science **Teaching and Learning Improvement:** • Faculty development activities to enhance teaching effectiveness • Integration of innovative teaching methodologies • Laboratory equipment upgrades to ensure students learn on contemporary technology • Refinement of assessment methods to better measure learning outcomes **Program Management Enhancement:** • Regular program committee meetings to address operational issues • Documentation of program development processes • Systematic approach to addressing feedback from all stakeholders • Preparation for future accreditation requirements **Continuous Improvement Cycle:**	

	• Collection of feedback from multiple sources • Analysis of feedback to identify areas for improvement • Implementation of changes based on analysis • Monitoring of the effectiveness of implemented changes • Documentation of improvement processes for future reference **G.3. Student performance in competency exams (last five years)** As the Medical Laboratory Sciences program was established in academic year 2021-2022 with the first cohort expected to graduate in academic year 2025-2026, there is no historical data available on student performance in competency exams. However, the program has established the following mechanisms to monitor future student performance: **Internal Competency Assessment:** • Comprehensive practical examinations in laboratory courses • Clinical skills evaluation during practicums • Cumulative assessment of core competencies across the curriculum	

	• Integration of professional standards into evaluation criteria **Preparation for External Competency Exams:** • Curriculum alignment with requirements for local and international licensing • Program objective to "qualify competent graduates who are capable of passing the local/international exam licensure with 80% pass rate from the first attempt" • Continuous curriculum review to ensure coverage of competency exam content • Integration of practice assessments modeled after licensing examinations **Future Performance Tracking:** • Plans to track and analyze graduate performance on licensing exams • Development of a database to monitor student outcomes • Benchmarking against similar programs nationally and internationally • Utilization of performance data to inform program improvements When data becomes available after the first cohort graduates, the program will use this information to guide further refinements to the curriculum and	

	teaching methodologies to enhance student performance on competency exams.	
H. PROGRAM OUTCOMES		
H.1. Process of evaluating the Program's outcome	**H.1. Process of evaluating the Program's outcome** The Medical Laboratory Sciences program has established a comprehensive framework for evaluating program outcomes, although as a program established in academic year 2021-2022 with the first cohort expected to graduate in academic year 2025-2026, implementation of some processes will occur as the program progresses: **Evaluation Policy and Guidelines:** • The program follows A'Sharqiyah University's quality assurance policies • Evaluation processes align with the Oman Qualifications Framework requirements • Clear guidelines have been established for collecting and analyzing outcome data • Both quantitative and qualitative measures are incorporated into the evaluation framework **Graduate Employability Assessment:** • Plans to track graduate employment rates and career progression • The program is specifically designed to address the Omanization initiative in the medical laboratory field • Current statistics indicate that only 46% of 2,351 lab technicians in Oman are Omani nationals, highlighting potential employment opportunities • The program aims to prepare competent graduates to fill this workforce gap **Stakeholder Feedback Mechanisms:** • Employer surveys to assess graduate readiness for professional practice	- Policy/guidelines - Data on Graduate Employability - Stakeholders' feedback - Alumni feedback - Licensing/placement/postgraduate exams reports (e.g., prometric exam, etc.) - Benchmarking report.

	• Healthcare institution feedback on graduate performance • Ministry of Health input on program alignment with sector needs • Regular consultation with industry representatives to ensure curriculum relevance • Advisory committee input on program effectiveness **Alumni Feedback:** • Plans to establish an alumni network upon graduation of the first cohort • Structured surveys to gather information on program effectiveness • Alumni career tracking to assess long-term program impact • Opportunities for alumni to contribute to program enhancement **Professional Licensing and Certification:** • Tracking of graduate performance on licensing examinations • The program has set an objective that 80% of graduates will pass licensing exams on their first attempt • Analysis of licensing exam results to identify areas for curriculum enhancement • Comparison of program graduates' performance against national averages **Benchmarking:** The program has identified several institutions for benchmarking purposes: 1. Oman College of Health Sciences (Oman) 2. University of Sharjah (UAE) 3. Fakeeh College (Saudi Arabia) 4. Jordan University of Science and Technology (Jordan)	

	5. University of Hong Kong (Hong Kong) 6. University of Utah (USA) This benchmarking strategy allows the program to compare outcomes against both regional and international standards, ensuring global competitiveness while maintaining local relevance. **Continuous Improvement Cycle:** • Regular review of outcome data to identify trends and areas for improvement • Systematic process for implementing changes based on outcome evaluation • Documentation of improvements for accreditation purposes • Integration of outcome data into strategic planning for program enhancement The program recognizes that comprehensive outcome evaluation will evolve as the first cohorts graduate, and has designed a flexible framework that can adapt to emerging needs and challenges in the medical laboratory science field.	