



## UNDERSTANDING LEARNING OUTCOMES BASED ASSESSMENT OF STUDENTS PERFORMANCE: A CASE STUDY FROM A SAUDI MEDICAL SCHOOL

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Learning Outcomes (Los) for the undergraduate medical program offered in Saudi universities include demonstrating the achievement of substantial scientific knowledge relevant to medical practice and the ability to apply the acquired knowledge to the diagnosis and treatment of patients. These learning outcomes are clustered into five domains, viz. Knowledge; Cognitive Skills; Interpersonal Skills and Responsibility; Communication, Information Technology and Numerical Skills and; Psychomotor Skills.

To assess students' achievement of these learning outcomes, several approaches are utilized by the faculty and academic staff, based on the nature of LOs included in each course of the program. Accordingly, the undergraduate medical program offered at the College of Medicine, Imam Abdulrahman Bin Faisal University (IAU), Saudi Arabia, uses several direct and indirect methods to assess the achievement of student Los.

These are based on the guidelines provided by the National Centre for Academic Accreditation and Assessment [NCAAA]. Using psychologist Robert Mager's theory of performance-based learning outcomes, several Key Performance Indicators [KPIs] have been designed and are being employed to monitor the achievement of learning outcomes by students. Besides, various qualitative rubrics are also being employed in evaluating student achievement in each of the five domains of learning outcomes of the undergraduate medical program offered at IAU. Students' feedback is sought, and it is used to ascertain the achievement of LOs using surveys.

This case study is intended to help educational policy planners across the globe to understand appropriate strategies to be employed in assessing Student LOs in Medical schools.

Key Words: Learning Outcomes, Learning Domains, Medical Schools, Saudi Arabia.

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