



Course Specification

(Postgraduate)

Course Title: Student Project

Course Code: 373522-3

Program:

Master of Clinical Laboratory Sciences in Molecular Diagnostics

Master of Clinical Laboratory Sciences in Diagnostic Hematology

Master of Clinical Laboratory Sciences in Applied cytological techniques

Department: Clinical Laboratory Sciences

College: Applied medical Sciences

Institution: Taif University

Version: No 3

Last Revision Date: 18/01/2024



Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:	4
C. Course Content:	5
D. Students Assessment Activities:	5
E. Learning Resources and Facilities:.....	6
F. Assessment of Course Quality:	6
G. Specification Approval Data:.....	7



A. General information about the course:

1. Course Identification:

1. Credit hours: (3 hrs.)

2. Course type

A. University College Department Track

B. Required Elective

3. Level/year at which this course is offered: (4th level/2nd year)

4. Course general Description:

Students should be able to evaluate the various tactics utilized and recommend further experiments or alternate strategies for tackling the problem by the end of this semester. The student should be familiar with producing a scientific report and presenting scientific data in a clear and understandable manner. The abilities gained will be transferable to problem-solving activities found in all types of jobs.

5. Pre-requirements for this course (if any):

None

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

Students should be able to:

- Acquire theoretical and/or practical knowledge of a specific field of clinical laboratory after finishing this course.
- Under the guidance of an academic staff member, work independently on the research project.
- Should be able to develop experiments to address the specific topic posed and critically assess the findings.
- The project's component will allow for some room for initiative.
- Possess the ability to contextualize the work in relation to other experimentalists' work and offer a succinct overview of pertinent literature.
- Concisely summarize and offer an overview of pertinent material.
- Arranging and showcasing various data kinds.
- Data preparation and representation.
- Considering every novel idea in the various subfields of clinical laboratory.
- Capacity to plan the scientific investigation.



2. Teaching Mode:

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hrs./week	100
2	E-learning	N/A	0
3	Hybrid	N/A	0
	<ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning	N/A	0

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	N/A
3.	Field	N/A
4.	Tutorial	N/A
5.	Others (specify).....	N/A
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	None	-	-	-
2.0	Skills			
2.1	Employ broad integrated concepts, disciplines and analytical work-flow properly	S1	- Presentation Case studies	Project evaluation Reports
2.2	Exercise methods of investigations, data interpretation	S2	Problem-solving Case study	Peer evaluation Presentation
3.0	Values, autonomy, and responsibility			
3.1	Cooperate with the ability of managing time and resources effectively for professional development.	V2	Practical sessions Clinical Training	Peer evaluation OSPE



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Help with constructive knowledge and developed skills in the diagnosis of unique diseases,	V3	Case studies Problem-solving	Reports Peer evaluation

C. Course Content:

No	List of Topics	Contact Hours
1.	Project preparing: Project management, project timeline, project ethics.	5
2.	The literature review: Primary and secondary sources, quality of sources, literature review should tell a story, how to make it a story? Speed reading and taking notes, Critical awareness while reading, How to search for information, Managing references, Various style of referencing systems.	5
3.	Results analysis: Types of results, comparative analysis, statistical analysis, results presentation (tables, graphs, figures).	15
4.	Concluding and writing up: Writing a discussion, writing a conclusion, writing an abstract and finalizing the title, general points about writing a research/review article and presentation coda.	10
5.	Submitting the project.	10
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Evaluation	Throughout	25%
2.	Presentation of project	18 th	25%
3.	Project	18 th	50%
	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)



E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	Liang, Kung-Hao. <i>Bioinformatics for biomedical science and clinical applications</i> . Elsevier, 2013. Khan, Firdos Alam. <i>Biotechnology in medical sciences</i> . CRC Press, 2014
Supportive References	N/A
Electronic Materials	International Journal of Medical Science and Innovative Research Saudi Digital Library
Other Learning Materials	N/A

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Traditional classrooms
Technology equipment (Projector, smart board, software)	Data show, Blackboard and A/V, interactive presentations softwares e.g. https://www.mentimeter.com/
Other equipment (Depending on the nature of the specialty)	N/A

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Peer evaluators	Direct: Peer evaluation
Effectiveness of student's assessment	Students	Indirect: Questionnaire Survey at the end of each semester.
Quality of learning resources	Program Leaders /Teaching staff/ Development and accreditation committee	Indirect: Review by Department Committee
The extent to which CLOs have been achieved	Program Leaders /Teaching staff/ Development and accreditation committee	Indirect: Review course reports and program annual reports by Department Committee
Other	-	-





Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	Department council
REFERENCE NO.	06
DATE	21/01/2024

