

# Quality Control Evaluation of Training in KSA

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**Abstract:** *Improving Training Quality through Enhanced Pre-service Teacher Training Applied Medical Sciences, University of Hail efforts to increase access to high quality educational Training have risen dramatically in recent years. KSA has been a pioneer in these efforts, expanding five years of Medical Science education—called Medical Technologist—as part of its free, compulsory, universal basic education system in 2018-2019. With some of the highest enrollment rates in HE, KSA government has turned its attention to the issue of quality, including developing a pre-service teacher training track specifically for Medical Education. Currently, More than 40 colleges of Medical education in KSA offer a track for diagnostic Radiology Training and teachers. Developing and expanding a high quality and pre-service training program is one of KSA Education Service’s top priorities. Pre-service certification in KSA includes one year of coursework and 3 years Specialty then one year internship as a students need to his specialty. There is currently specified training during the student-teaching years. Using a randomized control trial, this study evaluates the impacts of a program designed to support Technologist during the student- years by providing mentorship and in-classroom training throughout the year. By targeting Students and classrooms, this study assesses the most proximal in-College driver of Radiology field outcomes. When technologist professional wellbeing. There is growing concern of a “motivation field” among Health organization. The role of providing training and support to improve Radiology specialist well-being under research to be highly affective and effective The training depend on quality Program was developed in a partnership between the higher Education Service (in the Ministry of Education), one of KSA colleges of education, and Ministry of Health. The program builds on the standard after education colleges of education, which includes placement in a standard Educational classroom of educational standard with mentorship from the teacher of that class the student-graduated placement year with intensive and guided in-service training and support model. Student (radiological specialist) are placed in a Hospital with “model practice training,” which provide them with enhanced training, coaching and mentoring by Ministry of health trainers. The enhanced training services include intensive workshops, in Clinic coaching, one-on-one feedback meetings with trainers, and a best practice forum for student Training to share their experiences with each other. The model practice training are given a “starter pack” of materials including paper, Scientific activity and Seminars-related Diagnostic radiology field. Radiological specialist also receive a Teacher Resource Support, which provides ideas on making additional items from low-cost and readily available materials in their own Clinics and Private hospitals. In addition, the Radiology specialist receives ongoing training and support from the trained College teacher, as well 2 weeks of intensive training and access to ready for Saudi commission for health specialty exam and receive resource templates which can replicated at minimal error. These trainings and support focus on a ‘scheme of work’ that links the Ministry of health objectives and development goals to specific activities, which in turn are linked to a structured daily plan that radiological specialist follow. One potential barrier to implementation is that after being trained in the methods promoted in the hospitals program occurs when student- become full-time newly qualified Radiological specialist and may be discouraged from using these practices in their placement hospital. The methods promoted in the Internship and the Training program are quite different from the College years curriculum, and head teachers may discourage this style in favor of a more rigorous and academic focus This study also tests the added value of a head radiological specialist training one year internship Concentrative program for concentrate his knowledge by Real practice.*

**Keywords:** about four key words separated by commas

## 1. Research Design

The evaluation occurred in General Hail Hospital - KSANorth Region during the 2018 and 2019 academic years through a randomized control trial. Participants included the full time student-radiology trainer specialist completing coursework from applied medical sciences College 2018. A baseline survey was conducted in October 2018 as student-in internship were finishing their coursework prior to their placement year, after which 10 student-trainer were randomized to be placed as student-trainer in General Hail Hospital, a control school practicing “business as usual”.

## 2. Results

Impacts are assessed on Training quality and Radiological professional well-being during the student-training years and the following Hospital-year when Radiological specialist are

placed as full-time newly qualified Radiological specialist. Finally, impacts on Radiological specialist and development outcomes are also assessed in the internship of the hospital year. Preliminary results show that the improved radiological specialist implementation of the College years and knowledge about developmentally appropriate the team of training. The program had mixed impacts on Radiology professional wellbeing, increasing sense of personal accomplishment and motivation but decreasing job satisfaction for NQTs, and mixed impacts on teaching quality, with increased in child-led learning but decreases in some other aspects of quality. Finally, there were no impacts of Head trainer on any outcomes.

	Trainer	4 years	internship
(activities	✓	✓	✓
Teacher professional well-being		✓	✓
Motivation	✓	✓	✓
Job satisfaction	✓	✓	✓
Supporting student expression	✓	✓	✓
Emotional support and behavior management	✓	✓	✓

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### 3. Conclusion

The pre-service training system in KSA has concluded that what will transform Trainer into effective practitioners may not just be simply the result of effective curriculum planning and realization, but must include the support of other policies that together work in concert to promote positive change in becoming a Trainer. This study contributes to the literature on how to successfully train Students and highlights the needs of Trainer once they are placed in to full-time positions. That is, training must continue beyond simply the pre-service training period, in particular in the internship year.

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