



## Program Specification

**Program Name: Doctor of Pharmacy**

**Qualification Level: 6**

**Department: Pharmacy**

**College: College of Pharmacy**

**Institution: Jazan University**

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## A. Program Identification and General Information

### 1. Program Main Location:

The Pharm.D. is offered in the College of Pharmacy located at the Public Health & Tropical Medicine Campus (Main university campus - male section). The College of Nursing, College of Public Health and Tropical Medicine are also running in the same building. The female sections located at a different campus (Southern Medical Campus for Female Students).

### 2. Branches Offering the Program:

There are no branches offering the program.

### 3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

To fulfil the increasing healthcare demands and accelerate the social and economic progress at regional in particular and national levels in healthcare sector, the Ministry of Education, Saudi Arabia encouraged the establishment of health programs in higher educational institutions. Pharm.D. is one of the professional qualifications in pharmacy and prerequisite for licensing to practice pharmacy in hospitals and community pharmacies as Clinical Pharmacist. The program offers basic and advanced pharmaceutical and clinical education required for safe and effective medications therapy.

Jazan is the capital of Jazan Province comprising 13 districts with total population of approximately 1.5 million. It is located in the southwest region of the country. The region is experiencing tremendous industrial, economical and agricultural development leading to continuous increase in the population. These growths demanded advancement in the primary and specialized healthcare systems of the region. Furthermore, the health statistics from the area indicates low healthcare coverage as compared to other region of the country and facing high rates of morbidity and mortality. Assessment from healthcare experts revealed that there is tremendous need for upgradation healthcare systems in the region. One of the major deficiencies the healthcare system of the region suffered from was the lack of qualified healthcare professionals including Clinical Pharmacists. The establishment of specialized clinical pharmacy program would help to remedy this situation.

Jazan University was established in 2006 following the Royal Decree (No. 6616/M/B, dated: 12/5/1426 Hijri, corresponding to 19/6/2005 Gregorian) which was considered as the much-needed beginning of higher education in the region and later the College of Pharmacy was

established in 2009 as one of the faculties of Jazan University. The Pharm.D. program is the landmark program of college of pharmacy. The program was updated to comply with the country's Vision 2030 for sustainable development and to provide quality youth education in order to succeed in global society. The program was established with the following economic, technological, social and cultural reasons -

**Economic Reasons:**

1. To prepare qualified clinical pharmacy professionals from within the Kingdom.
2. Meet the demand for pharmaceutical care services for overall improvement in health care delivery and subsequently in economic growth of the Kingdom.
3. Facilitate larger number of students to pursue their pharmacy education and higher education within the Kingdom.
4. To improve the employability of the younger generation of the Kingdom and reduce dependence of expatriates.

**Technological reasons:**

1. To create pharmaceutical care experts to solve different health care issues in the Kingdom.
2. Creating with pharmaceutical care experts with the knowledge, skills, values and confidence to take administrative roles in the development of the pharmacy and health services in the Kingdom.
3. To create expert academicians in the field of pharmacy to meet the needs of pharmacy education in the Kingdom.
4. To establish research centers and conduct world class pharmaceutical research within the Kingdom.
5. To facilitate the students to pursue advance themselves in research and career by means of higher studies.

**Social and Cultural reasons:**

1. To create pharmacy professionals from the local population who imbibe the ethical, legal and professional responsibilities in the field of pharmaceutical care in its true meaning and spirit.

2. To provide the platform for younger generation from local population to participate in the pharmacy services and thereby contribute to the growth and prosperity of the kingdom.

**4. Total Credit Hours for Completing the Program: (204 hours)**

**5. Professional Occupations/Jobs:**

After completion of the program, graduates are qualified to practice as pharmacists in any of the following areas:

- Hospitals
- Community pharmacies
- Pharmaceutical Companies
- Pharmaceutical industry
- Research and Development
- Government's health and environmental agencies
- Forensic medicine sector of Ministry of Health
- Official medicine sectors and alternative medicine centers
- Academia

**6. Major Tracks/Pathways (if any):**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. NA		
2.		
3.		
4.		

**7. Intermediate Exit Points/Awarded Degree (if any):**

Intermediate exit points/awarded degree	Credit hours
1. NA	
2.	
3.	

**B. Mission, Goals, and Learning Outcomes**

**1. Program Mission:**

The mission of Pharm. D. program is to prepare skilled pharmacy professionals having the abilities to conduct research and effectively participate in community activities.

**2. Program Goals:**

1. Establish student-centered learning and academic environment
2. Develop an effective practice of pharmacy
3. Participate in program-related community services
4. Enhance scientific research skills

5. Practice patient-centered approach in providing comprehensive medication management
6. Promote ethical practices with honesty, trust, and respect with patients and other healthcare professionals

### 3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

Alignment of the University mission with the mission of the College and Program

JU Mission	College Mission	Program Mission
We <b>teach, research</b> and innovate to <b>contribute towards building a vibrant community.</b>	Our mission is to provide high-quality pharmacy <b>education to build competent and skilled professionals</b> , produce <b>scientific research</b> of critical importance in the fields of medicines and effective <b>participation in community services and community development</b> in both the Jazan region and the entire Kingdom.	The mission of Pharm. D. program is to <b>prepare skilled pharmacy professionals</b> having the abilities to <b>conduct research</b> and <b>effectively participate in community activities.</b>

Alignment of the University goals with the goals of the College and Program

JU Goals	College Goals	Program Goals
<ul style="list-style-type: none"> <li>• Institutional capacity and includes the following strategic goals:               <ul style="list-style-type: none"> <li>- Infrastructure development.</li> <li>- Developing the IT infrastructure.</li> <li>- Developing university governance.</li> <li>- Improve human capabilities.</li> </ul> </li> <li>• Internal operations, which include the following strategic goals:               <ul style="list-style-type: none"> <li>- Improving academic programs.</li> <li>- Development of administrative processes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improve the Pharm.D program of the Faculty to align with KSA Education Vision 2030</li> <li>• Develop a comprehensive system to recruit competent academic staff</li> <li>• Provide <b>high-quality teaching technologies and suitable learning environment</b></li> <li>• Improve the student evaluation system</li> <li>• Develop an effective practice of pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Establish student-centered learning and academic environment</b></li> <li>• Develop an effective practice of pharmacy</li> <li>• <b>Participate in program-related community services</b></li> <li>• <b>Enhance scientific research skills</b></li> <li>• Practice patient-centered approach in providing comprehensive medication management</li> </ul>

<ul style="list-style-type: none"> <li>- Increase and support scientific research and innovation.</li> <li>• Resources and includes the following strategic goals: <ul style="list-style-type: none"> <li>- Promote optimum utilization of resources.</li> <li>- Enhancing investment partnerships.</li> </ul> </li> <li>• The stakeholders include the following strategic goals: <ul style="list-style-type: none"> <li>- Improving students' experience.</li> <li>- Improving university outcomes.</li> <li>- Improving community service and quality of life.</li> <li>- Improving university rankings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the participation in community services</li> <li>• Establish distinguished research and postgraduate programs</li> <li>• Establish scientific collaborations at national, regional and international levels</li> <li>• Foster independent thinking and innovations to attract sponsors</li> </ul>	<ul style="list-style-type: none"> <li>• Promote ethical practices with honesty, trust, and respect with patients and other healthcare professionals.</li> </ul>
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#### 4. Graduate Attributes:

The graduates of our Pharm. D. program are expected to have the following attributes:

1. Patient-centered pharmacy practitioner
2. Ethical pharmacy professional
3. Scholar practitioner
4. Effective communicator
5. Health and wellness educator
6. Life-long learner

#### 5. Program learning Outcomes\*

On successful completion of the program, graduates will be able to-

##### Knowledge and Understanding

K1	<b>Demonstrate</b> the principles of basic sciences in the profession of Pharmacy
K2	<b>Recognize</b> pharmaceutical, chemical, analytical, bio-technological, microbiological, pharmacological, and toxicological aspects in therapy and research.
K3	<b>Demonstrate</b> knowledge of pathophysiology, genetics, nutrition, immunology, epidemiology, management, economics and outcome research, ethics & legal aspects in pharmacy practice and evidence-based medication therapy management.

Skills	
S1	<b>Perform</b> drug analysis, screening, formulation, dispensing in the practice of pharmacy and pharmaceutical research
S2	<b>Utilize</b> the concepts of economics, management, genetics, nutrition, immunology, epidemiology in medication management.
S3	<b>Apply</b> patient assessment skills, for patient-centered and evidence-based pharmacotherapy, medication, and poison management as per ethical & legal aspects of the region.
S4	<b>Communicate</b> effectively with patients, care givers, health care professionals, and public to provide community awareness, drug information, and pharmaceutical care.
Values	
V1	<b>Participate</b> actively as a team member or leader with mutual respect, understanding, and ethical values.
V2	<b>Foster</b> trust by respecting religious, social, and cultural values among the patients and in society as a healthcare professional.
V3	<b>Engage</b> in continuous professional development.

\* Add a table for each track and exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	6	3
	Elective			
College Requirements	Required			
	Elective			
Program Requirements	Required	64	166	81
	Elective			
Capstone Course/Project				
Field Experience/ Internship	Required	8	32	16
Others				
<b>Total</b>		75	204	100

\* Add a table for each track (if any)



## 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ENG-181	English Language for Health Specialties	Required	–	8	Program
	101 ISLM	Islamic Culture 1	Required	–	2	University
	102 ARA	Arabic Writing	Required	–	2	University
Level 2	105-PHYS	Physics for Health Specialties	Required	ENG-181	4	Program
	105-CHEM	Chemistry for Health Specialties	Required	ENG-181	4	
	105-BIO	Biology for Health Specialties	Required	ENG-181	4	
	ENG-182	English for Academic Purposes	Required	ENG-181	3	
Level 3	211 PHT	Pharmaceutical Calculation and Mathematics	Required	First Year	2+1= 3	Program
	221 PHC	Pharmaceutical Chemistry-1	Required		2+1= 3	
	231 PHL	Anatomy & Physiology – I	Required		3+1= 4	
	HLT-201	Biochemistry	Required		2	
	241 PHCL	Introduction to Pharmacy and health care system	Required		2	
	242 PHCL	Medical and Pharmaceutical Terminology	Required		2	
	102 ISLM	Islamic Culture 2	Required		2	University
Level 4	212 PHT	Microbiology – I	Required	–	2+1= 3	Program
	213 PHT	Pharmaceutics – I	Required	211 PHT	2+1= 3	
	222 PHC	Pharmaceutical Analysis	Required	–	2+1= 3	
	232 PHL	Anatomy & Physiology – II	Required	231 PHL	3+1= 4	
	233 PHL	Biochemistry - II	Required	HLT-201	2+1=3	
	243 PHCL	Pharmacy Practice Skills -I (Communication Skills & Professionalism)	Required	–	1	
Level 5	311 PHT	Microbiology – II	Required	212 PHT	2+1= 3	Program
	312 PHT	Pharmaceutics – II	Required	213 PHT	2+1= 3	
	321 PHC	Pharmaceutical Chemistry – II	Required	221 PHC	2+1= 3	
	331 PHL	Pharmacology – I	Required	231 & 232 PHL	2+1= 3	
	341 PHCL	Pharmacy Practice Skills-II (Drug Information- I & Health Informatics)	Required	–	1	
	342 PHCL	Basic Life Support /First Aid	Required	–	2	
	361 PHG	Natural Products & Dietary Supplements I	Required	–	2+1= 3	
Level 6	313 PHT	Immunology	Required	–	2+1= 3	Program
	314 PHT	Pharmaceutics – III	Required	213 PHT	2+1= 3	
	322 PHC	Pharmaceutical Chemistry -III	Required	321 PHC	2+1= 3	
	323 PHC	Drug Discovery & Development	Required	–	1	
	332 PHL	Pharmacology – II	Required	331 PHL	2+1= 3	
	343 PHCL	Pharmacy Practice Skills - III (Patient Assessment & General Therapeutics)	Required	–	1	
	344 PHCL	Pathology and Histology	Required	–	2	
	362 PHG	Natural Products & Dietary Supplements II	Required	361 PHG	2	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	345 PHCL	IPPE (Community Pharmacy)	Required	–	3	
Level 7	411 PHT	Biopharmaceutics & Pharmacokinetics	Required	–	2+1 = 3	Program
	421 PHC	Pharmaceutical Chemistry -IV	Required	321 PHC	2	
	431 PHL	Molecular Biology & Pharmacogenomics	Required	–	2	
	432 PHL	Pharmacology – III	Required	331 PHL	2+1 = 3	
	441 PHCL	Biostatistics & Research Design	Required	–	3	
	442 PHCL	Pathophysiology & Pharmacotherapy – I	Required	344PHCL 332 PHL	4	
	443 PHCL	Pharmacy Practice Skills-IV (Drug Information II & Literature Evaluation)	Required	–	1	
Level 8	412 PHT	Pharmaceutics-IV	Required	–	2+1 = 3	Program
	413 PHT	Pharmaceutical Biotechnology	Required	–	2+1 = 3	
	433 PHL	Pharmacology – IV	Required	331 PHL	2	
	434 PHL	Molecular Pharmacology	Required	–	2	
	444 PHCL	Pathophysiology & Pharmacotherapy – II	Required	344 PHCL 432 PHL	4	
	445 PHCL	Pharmacy Practice Skills- V (Therapeutic Drug Monitoring)	Required	–	1	
	446 PHCL	Pharmacy Regulation & Ethics	Required	–	1	
	447 PHCL	IPPE (Institutional Pharmacy)	Required	–	3	
Level 9	531 PHL	Pharmacology- V	Required	331 PHL	3	Program
	541 PHCL	Self-Care Pharmacotherapy	Required	–	2	
	542 PHCL	Pharmacy Practice Skills - VI (MTM, Community pharmacy skills)	Required	–	1	
	543 PHCL	Pharmacy Practice Management	Required	–	2	
		Elective	Required	–	2	
	544 PHCL	Pathophysiology & Pharmacotherapy-III	Required	344PHCL 433 PHL	4	
	545 PHCL	Pharmacoepidemiology & Medication Safety	Required	–	2	
	546 PHCL	Pharmacy Research Project	Required	–	1	
Level 10	532 PHL	Toxicology & drug abuse	Required	–	2	Program
	547 PHCL	Public Health & Social Pharmacy	Required	–	2	
	548 PHCL	Pharmacy Practice Skills - VII (Intoxication & Poisoning Management Skills)	Required	–	1	
	549 PHCL	Pharmacotherapy of Special Populations	Required	–	2+1 = 3	
	550 PHCL	Clinical Nutrition	Required	412 PHT	2	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	551 PHCL	Pathophysiology & Pharmacotherapy-IV	Required	344PHCL 531 PHL	4	
	552 PHCL	Pharmacoeconomics & Outcome Research	Required	–	2	
	553 PHCL	Seminars in Pharmacy	Required	–	1	
Level 11	651 PHCL	APPE-1 Advanced Community pharmacy	Required	Courses of all previous semesters	4	Program
	652 PHCL	APPE-2 Advanced Hospital Pharmacy	Required		4	
	653 PHCL	APPE-3 Ambulatory care	Required		4	
	654 PHCL	APPE-4 Inpatient General Medicine-1	Required		4	
Level 12	655 PHCL	APPE-5 Inpatient General Medicine-2	Required		4	Program
	656 PHCL	APPE-6 (Elective-1)	Required		4	
	657 PHCL	APPE-7 (Elective-2)	Required		4	
	658 PHCL	APPE-8 Research Practice Experience	Required		4	

\* Include additional levels if needed

\*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[https://drive.google.com/drive/folders/14lpb57EPY-q\\_fkfqZJZ9M6Vst37ymr1t](https://drive.google.com/drive/folders/14lpb57EPY-q_fkfqZJZ9M6Vst37ymr1t)

### 4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced P = Practiced M = Mastered**)

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
ENG-181							I			
101 ISLM								I	I	
102 ARA							I	I		
105-PHYS	I									
105-CHEM	I									
105-BIO	I									
ENG-182							I			
211 PHT	I			I				I		
221 PHC	I	I		I				I		
231 PHL	I						I	I		

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
HLT-201	I	I					I	I		
241 PHCL	I			I		I		I		I
242 PHCL	I				I	I		I		
102 ISLM								I	I	
212 PHT	I	I		I				I		
213 PHT	I	I		I				I		
222 PHC	I	I		I				I		
232 PHL	I						I	I		
233 PHL	I	I	I	I				I		
243 PHCL	I		I			I	I	I		
311 PHT		P		P				I		
312 PHT	I	I		I				I		
321 PHC		I		I				I		
331 PHL	I	I		I				I		
341 PHCL			I			I		I		
342 PHCL	I	I			I	I		I		
361 PHG			I	I		I	I			I
313 PHT			I		I			I		
314 PHT	P	P		I				I		
322 PHC		P		P				I		
323 PHC		P		P				I		
332 PHL		I	I		I	I		I		
343 PHCL	I	I				I		I	I	
344 PHCL	I		I			I				I
362 PHG		I	P	I		P	P			I
345 PHCL			I			P	P	P	I	
411 PHT		I			P			P		
421 PHC		P			P			P		
431 PHL		I	I	P				I	P	P
432 PHL		I	I	I	P			P		
441 PHCL	P	P		P	P	P		P		
442 PHCL	P	P	P			P	P	P		
443 PHCL			P			P		P		
412 PHT	P			P			P			P
413 PHT	P	P		P				P		
433 PHL		P	P	P	P			P		
434 PHL	P	P	P	P						P
444 PHCL	P	P	P			P	P	P		
445 PHCL		P	P	P		P		P		P
446 PHCL			P			P	P	P	P	
447 PHCL			P			P	P	P	P	
531 PHL		P	P	P	P			P		
541 PHCL			P			P	P	P		
542 PHCL	P	P	P	P				P		

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
543 PHCL			P		P			P		
<b>Elective</b>										
544 PHCL	P	P	P			P	P	P		
545 PHCL	P		P		P		P	P		
546 PHCL		P	P	P				P		P
532 PHL	P	P	P	P				P		
547 PHCL			P			P	M		M	
548 PHCL		M	M			M		M		
549 PHCL			M*			M	M		M	
550 PHCL	M	M	M	P	M			M		
551 PHCL	M*	M	M			M	M	M		
552 PHCL	M		M	M		M		M		
553 PHCL			M			M	M	M		
651 PHCL		M	M*	M	M*	M	M	M	M	
652 PHCL		M*	M*	M	M	M	M	M	M	
653 PHCL			M	M		M	M	M		M
654 PHCL		M	M			M	M	M	M*	M
655 PHCL		M	M			M*	M*	M*	M	M*
656 PHCL			M			M	M	M	M	M
657 PHCL			M			M	M	M	M	M
658 PHCL		M*	M	M*				M*		M

\* Add a table for each track (if any)

### 5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

The program policies of the College of Pharmacy, Jazan University are aimed at providing patient-focused pharmacy education and professional development. This starts from the planning of the program and individual courses, implementation and periodic evaluation to ensure that best practices are being followed. This promotes consistency between the program learning outcomes, teaching and learning strategies and the methods of assessment.

Teaching and learning strategies are designed to facilitate alignment with the Jazan University's policies and procedures, mission of the University and the College and the achievement of the Pharm. D. curriculum objectives. The curriculum content is the primary component of the teaching and learning strategies and has been designed to be up-to date with the growing demands of the pharmacy discipline. The curriculum of the program is based on the expected program learning outcomes.

The contents of individual courses are developed and by the course coordinator to be in line with the course learning outcomes and are mapped with the program learning outcomes. This is finally approved by the curriculum committee. Updating of the course contents is done annually and is based on the achievement of the course learning outcomes and the recommendations of previous course reports.

The following are the key principles of the teaching and learning strategies of our Pharm. D program-

- Student-centered teaching and learning. The curriculum addresses the learning needs of the students along with feedback.
- Pharmacy-focused teaching and learning which prepares the students to be skilled in professional practice
- Value-based education where students are responsible and are committed to be a life-long learner.

### **Instructional Strategies**

The College of Pharmacy adopts the instructional strategies as outlined by Instructional Framework (Regina, SK, 1991). These strategies can be categorized as-

- a) Direct
- b) Indirect
- c) Interactive
- d) Experiential
- e) Independent

#### **a) Direct instruction:**

- Mainly teacher-directed and is effective at the lower levels of the course.
- Classroom lectures, didactic questioning and demonstrations are used to provide information or to develop step-by-step skills.
- Efficient in introducing other teaching methods.
- Aids in knowledge construction by actively involving students.

#### **b) Indirect instruction:**

- Student-centered and is used predominantly as the course progresses.
- Needs advanced student involvement to observe, investigate, and to draw inferences.
- Based on the nature of the course, this strategy can be combined with direct instruction.
- Reflective discussion, problem solving, and case studies are commonly employed by the teachers in this method.

**c) Interactive instruction:**

- This strategy is based heavily on discussions and sharing among students.
- Class discussion is an important component and is routinely employed.
- Laboratory groups allow the students to actively learn skills and aid in peer-partner learning.
- Group assignments and presentations are also included in the course assessment which allows refinement of observation, listening and interpersonal skills of the students.
- Group projects and internship rotations also help in further enhancement peer-partner learning.

**d) Experiential learning:**

- Learner-centered and activity oriented.
- Emphasis is on experiencing, sharing, analyzing, inferring and application.
- Increases understanding and retention in comparison to methods that solely involve listening, reading
- Conducting experiments, simulations, field visits and surveys are employed in this method.
- Internship rotations are designed to give the student the benefit of experiential learning.

**e) Independent study:**

- Develops individual student initiative, self-reliance and self-improvement.
- Can also include learning in partnership with other students in a small group.
- Should be done under the guidance of the course instructor.

- Student logbook and homework/assignments are part of this strategy.
- Projects conducted as part of Internship research rotation employ this strategy of independent study and help the students to make analyze, reflect and make decisions.

#### **6. Assessment Methods for program learning outcomes.**

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

College of Pharmacy, Jazan University adopting an effective system to assess and assure that PLOs are achieved or not. Assessment is the process of forming a judgment about the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself. Assessment inevitably shapes the learning that takes place; that is, what students learn and how they learn it should reflect closely the purposes and aims of the course of study. A system of ongoing assessment is conducted by the COP to continuously improve the effectiveness of the program. For this purpose, direct and indirect assessment and analysis is conducted.

#### **Direct assessments of PLOs include:**

##### **Assessment of Knows and Knows How level (Knowledge and understanding)**

- Student outcomes attainment assessment.
- Courses outcomes achievement assessment through a combination of written exams (Quizzes, midterm examinations, and final examination), homework, oral presentation, testing of the project work, research and literature search assignments and summary reports of seminars attended by the students.

##### **Assessment of Shows How (Skills)**

- Student outcomes attainment assessment.
- Courses outcomes achievement assessment through a combination of written exams, homework, quizzes, laboratory performance and reports, oral presentation, testing of the project work, research and literature search assignments and summary reports of seminars attended by the students.
- Through exams performing, the student should learn to manage the time and respect deadlines.
- Assessment of group assignments within the relevant courses that have elements of interpersonal skills should include an individual component for the contribution of each student.



- The individual project assignments in relevant courses should contain independent study skills and include this element in the assessments of those assignments.
- Assessments of assignments include portion of grade for effectiveness of investigation processes.
- In field training, assessment is evaluated by the training firm, training Program Specifications, committee and the supervisor.

#### **Assessment of Value**

- Student outcomes attainment assessment.
- Courses outcomes achievement assessment through a combination of written exams, homework, quizzes, laboratory performance and reports, oral presentation, testing of the project work, research and literature search assignments and summary reports of seminars attended by the students.
- Workplace-based assessment

#### **Indirect Assessment of PLOs include:**

Gathering information through means other than looking at actual samples of student work.

The student, graduates and alumni decides what he or she learned and how well it was learned.

- Student experience survey
- Program evaluation survey
- Course evaluation survey
- Alumni survey.
- Employer survey

#### **Target Benchmark**

The target benchmarks for all PLOs was adopted as follows: 65% - 80% achievement depending on specific PLO through direct assessment method and satisfaction at 3.5 out of 5 for satisfaction surveys.

No.	NQF Learning Domains and PLOs	Assessment Methods	
		Direct	Indirect
1.0:	<b>Knowledge and Understanding</b>		
K1	<b>Demonstrate</b> the principles of basic sciences in the profession of Pharmacy.		

<b>K2</b>	<b>Recognize</b> pharmaceutical, chemical, analytical, bio-technological, microbiological, pharmacological, and toxicological aspects in therapy and research.	<ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Matching</li> <li>• Short answers</li> <li>• Essays</li> <li>• Short reports</li> </ul>	<ul style="list-style-type: none"> <li>• Course evaluation survey</li> <li>• Student experience survey</li> <li>• Program evaluation survey</li> <li>• Alumni Survey</li> <li>• Employer survey</li> </ul>
<b>K3</b>	<b>Demonstrate</b> knowledge of pathophysiology, genetics, nutrition, immunology, epidemiology, management, economics and outcome research, ethics & legal aspects in pharmacy practice and evidence-based medication therapy management.		
<b>2.0:</b>	<b>Skills</b>		
<b>S1</b>	<b>Perform</b> drug analysis, screening, formulation, dispensing in the practice of pharmacy and pharmaceutical research	<ul style="list-style-type: none"> <li>• Essay questions</li> <li>• Practical exams</li> <li>• Oral exam</li> <li>• Case assessment</li> <li>• Case presentation</li> <li>• Case reports</li> <li>• Pharmaceutical/ Clinical skills evaluation</li> <li>• Communication skills evaluation</li> <li>• Mathematical/P harmaceutical problems</li> <li>• Literature review</li> </ul>	
<b>S2</b>	<b>Utilize</b> the concepts of economics, management, genetics, nutrition, immunology, epidemiology in medication management. according to the professional requirements.		
<b>S3</b>	<b>Apply</b> patient assessment skills, for patient-centered and evidence-based pharmacotherapy, medication, and poison management as per ethical & legal aspects of the region.		
<b>S4</b>	<b>Communicate</b> effectively with patients, care givers, healthcare professionals and the public to provide community awareness, drug information and pharmaceutical care.		
<b>3.0</b>	<b>Values</b>		
<b>V1</b>	<b>Participate</b> actively as a team member or leader with mutual respect, understanding, and ethical values.	<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Case presentation</li> <li>• Time management</li> <li>• Professionalism</li> <li>• Attitude towards</li> </ul>	
<b>V2</b>	<b>Foster</b> trust by respecting religious, social, and cultural values among the patients and in society as a healthcare professional.		
<b>V3</b>	<b>Engage</b> in continuous professional development.		

		patients and healthcare professionals	
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## D. Student Admission and Support:

### 1. Student Admission Requirements

#### a) Admission requirements

The candidates seeking admission in the Pharm.D. program should fulfil certain criteria set by Jazan University in general and College of Pharmacy in specific. The criteria are as follows:

- The University counsel along with college counsel fist decide the number of students to be admitted in coming academic year.
- The applicant must be a Saudi national.
- The applicant should hold High School Scientific Certificate or any other equivalent certificate with at least 90% marks in mainly science subjects (Physics, Chemistry, Biology, English).
- The applicant must apply for admission in the program within five years from the receipt of Secondary School Certificate, until unless exceptional exemption by the counsel for convincing circumstances.
- The applicant should qualify admission test, interview or review processes conducted by university or college.
- Any other requirement set by university or college of pharmacy should also be fulfilled.
- The candidate must qualify the general entrance exam examination for the health colleges.
- The applicant should pass the medical examination to prove their medical fitness cording to the criteria set by university.
- The applicants should demonstrate good conduct and behavior.
- That the applicant has not been dismissed from any of the colleges or universities of the Kingdom on disciplinary grounds; his acceptance will be nullified if it would become apparent later on.
- The applicant already registered in other program of Jazan university or any other university will not be eligible for admission in Pharm. D. program. If such information revealed after registration, the same will be cancelled by The Deanship of Admission

and Registration, Jazan University. However, the university administration may exempt from such cancelation, if the students is able to provide convincing reason.

- The rate of admission is as follows:
  - 60% of the high school degree.
  - 15% of the degree of the capacity test.
  - 25% of the degree of the exam.
- Students are admitted to the trade fair after passing the personal interview and according to the available seats in the college.

### **Requirements for transfer**

Students already perusing Pharm.D. course form other college/university of the Kingdom of Saudi Arabia may seek transfer to College of Pharmacy Jazan University. The following requirements must be fulfilled:

- The applicant must submit the approval of transfer issued by his/her current college/university administration.
- The transfer will be taken only from recognized college/institution.
- The student has not been dismissed from the college on disciplinary grounds.
- The applicant's cumulative average of GPA should not less than 3.00 out of 5.00.
- The applicant's file will be reviewed by College Counsel, whose recommendation will be final for consideration.
- The transfer procedures shall be completed within the period specified in the approved academic calendar.
- The number of units required for the transfer of students at Jazan University must not be less than (60%) of the total number of units required to obtain a bachelor's degree from the University.

The applicants fulfilling all the requirements are admitted in the program, the number depends on the number available seats identified on the basis of the college capacity. In 2019, "**Student Guide**", was published, which is a comprehensive guide for all students admitted to various programs run under Jazan University. The booklet intended to serve as a guide for students helpful to understand the regulations. The guide contains important information related to academic activities, student related activities and services, rights and duties of the students. It clearly describes the mechanisms of admission for male and female students. It also explains

the of transfer from other universities or colleges running PharmD program. ([https://www.jazanu.edu.sa/Administrations/vpacademic/documents/student\\_guide.pdf](https://www.jazanu.edu.sa/Administrations/vpacademic/documents/student_guide.pdf)).

## **2. Guidance and Orientation Programs for New Students**

As the new students joining the program are coming from school level to the university level (higher education level), therefore, they required to properly understand the difference between two levels of study and their responsibilities and duties associated with this transition. Consequently, the guidance and orientation program for new students is being conducted by the faculty at the beginning of each academic session. The program may be considered as awareness sessions which consists of a welcome ceremony for new students in addition to presentation of the general introduction of the college of pharmacy and basic information about the Pharm.D. program. A brief discussion about the teaching and learning activities in the college of pharmacy along with the rules, regulations and duties for the good conduct in the college are presented to the new students. The event is started with the welcome lecture from Dean of the College, and all the, Heads of Departments and teaching staffs, members of the units and committees are generally present during the program.

The program provides orientation for new students to the academic environment. Beside the **'Student Guide'**, the **"Procedural Manual for Study Plans and Programs"** and the **"Guide to Colleges and Specialties"**. The Vice Presidency of Academic Affairs possesses several units and committees for the orientation of new student.

- The Academic Advising Unit offers "The Academic Advising Package for the first week", to the newly registered students (<http://centers.jazanu.edu.sa/aau/Pages/Guidingbagforfirstweek.aspx>). It contains mainly four documents, including, File 1: Profile; File 2: The electronic portal of the university; File 3: A form prepared for the student and File 4: Evaluation Form. The Academic Advising Unit in the College is responsible for the implementation of these activities (<http://deanships.jazanu.edu.sa/adm>).
- The College web site also display information regarding academic activities and environment in the college. It explains about laboratories, class rooms, library facilities, and staff members.
- The Blackboard platform offers excellent method of approaching students in terms of online lecturing, conducting quizzes and other assignments.

### 3. Student Counseling Services

(academic, career, psychological and social)

The **Academic Advising Unit (AAU)** of the college is responsible for the management of academic counselling of the students of each level under the supervision of Vice Dean of Academic Affairs. The Academic Unit is consisting of a Head of the Unit and few members, who are responsible to record and maintain the performance of each and every student on regular basis and assign the students to teaching faculties for guidance and counselling. Students can easily trace their Academic advisor through the University website (<http://centers.jazanu.edu.sa/aau/Pages/supervisorsNames.aspx>). The process of student counselling in the college of pharmacy is undertaken through following steps:

- The Academic Advising Unit of the college of pharmacy maintains a longitudinal database of the student profile and academic performance and monitor from one semester to another.
- Every semester, a limited number of students (usually 5-10) are assigned to each teaching staffs, who conducts regular meeting with the students on personal basis as a group or individually.
- At the beginning of each academic session, the AAU prepares a list of students with poor academic performance (GPA less than 3).
- The list is submitted to the respective academic advisors, who initiate remediation process through meeting each student, try to find the reasons and providing necessary counselling to overcome academic, social or psychological difficulties faced by the students, if any.
- The academic advisors have to submit a report to the AAU at every week on the number theoretical and practical sessions missed by their students; in addition to that, the academic advisors also notify the students and trying to find the reasons and finally submit the report to the AAU for further action.
- The academic advisors prepare a study plan for all irregular students and arrange a meeting with them for clarification and discussions regarding further conduct.
- Apart from counseling to improve the academic achievement, the academic advisors also provide career counselling, mainly to graduating students, which may be helpful to find better jobs or pursue further studies.

- Every teaching faculty of the college of pharmacy has display office hours, during that time he/she will be available to clear the doubts related to theory and practical contents of his/her subjects.

#### **4. Special Support**

(low achievers, disabled, gifted and talented)

- The following practices are adapted to identify the low achievers and assist them improve their performance:
  - The Academic Advising Unit maintains the records and monitors the academic performance of each student in the program.
  - The low achievers (generally the students with GPA less than 3) are identified and the lists are sent to respective academic advisors.
  - The academic advisors review the performance of each students under his/her supervision and contact them and arrange meeting to discuss and identify the possible reasons for students' deficiencies.
  - The students and academic advisors on a plan to improve the performance of the students that includes, suggestions extra efforts to follow the course activities, approach links for specific topics to improve the understanding of the subject.
  - Students are advised to utilize the office hours of the concern teachers have further explanation of the contents they face difficulty in.
  - Hold revision group session for both theory and practical classes.
  - Conduct extra tests before midterm and final examination to monitor the preparation of students and find the topics which need further improvement.
  - The attendance of the students in theory as well as practical classes are also monitored, which should be not less than 75% as per the university regulation.
  - Report on all undertaken efforts and activities is submitted to academic advising unit which helps to provide further assistance, if needed.
  - Confidentiality of the students' personal and academic information should be maintained by the academic advisor and AAU.
- The program has provision to provide academic, psychological and personal assistance to the students who developed temporary medical conditions. The case will be evaluated, and necessary support are provided on case-by-case basis. The following common provisions are provided:
  - The university has provision give excuse in the attendance on basis of medical

conditions.

- Special parking are available for the vehicles belonging to disabled person.
- Required support during regular classes and special assistance in the laboratory are provided.
- Extended time of testing, as per requirement.
- Lift service are available in the college building.
- Student Affairs Unit in the college of pharmacy are keen to support the talented students to show their capabilities in the academic and extracurricular activities.
- Students in the program are offered a variety of extracurricular activities in different areas to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation. The college conduct annual program to recognize extracurricular activities of the talented students, tournaments are organized in different sports at university level.
- The college of pharmacy has “Balsam Club” which a student forum to participate in a variety of activities. The club is organized by students under the supervision assigned faculty member. In this forum, the students with extraordinary capabilities can display their creative talents through a number of activities. Through community participation programs, the Balsam Club organizes health camps and workshops at the public places which help to enhance the health awareness among the common people. The club also volunteered the Continuous Professional Development (CPD) for students, teaching staffs and health professionals.
- The university has established the "Jazan University Excellence Award"(<http://deanships.jazanu.edu.sa/dev/jue2nd/Pages/Default.aspx>). One of the aims of this award is to encourage students for academic achievement, creativity, and participation in the services of the university and society; to recognize and reward outstanding students. Usually, the students with excellent performance are identified and supported for local and national academic competitions, generally they are the first choice to represent the College and the University at national forum (gifted students).



## E. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	6	6	Minimum of 10-year experience in teaching & research	3	2	5
Associate Professors	8	8	Minimum of 5-year experience in teaching	4	4	8
Assistant Professors	16	16	Minimum of 2-year experience in teaching	2	4	6
Lecturers	10	10	Minimum of 2-year experience in teaching	5	5	10
Teaching Assistants	10	10	-----	----	----	----
Technicians and Laboratory Assistants	10	10	Qualification and experience in relevant field	7	7	14
Administrative and Supportive Staff	40	-	One-year experience in the area	5	5	10
Others (specify)						

### 2. Professional Development

#### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The orientation program is aimed and conducted to promote a positive experience for the new staff and to acclimatize them with the necessary information. This is essential to make a smooth transition in order to blend in with the new work environment.

The goal of the orientation program is to bring consistency across the University with regards to their roles and responsibilities, the faculty in which they work and the available resources. The objectives of the orientation program are directed towards improving the work performance, adapting and implementing the teaching and learning strategies in accordance with the policies of Jazan University and the College along with a commitment to life-long learning. At the end of the program, the new faculty members will be aware of the teaching system, administration system, research concepts & responsibilities, and continuous professional development.

The orientation program is managed by the office of Academic affairs in coordination with the office of Vice-dean for Development. The program is conducted at the beginning of the academic year and is announced through the Head of the departments to their staff.

The agenda is structured in a way to familiarize the staff with-

- Functioning of the program
  - Introduction to the College of Pharmacy
  - The vision and mission of the college along with the goals of the strategic plan
  - Reporting relationships
  - Administrative workflow
- Academic policies and procedures, program curriculum, teaching and learning strategies and assessment methods.
- Quality management system
- Research goals and opportunities
- Facilities (Jazan University Edugate system, Blackboard and Saudi Digital Library)
- General staff affairs (Code of conduct, annual evaluation, health and safety requirements)

## **2.2 Professional Development for Teaching Staff**

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Continuing professional development is focused towards a self-directed, systematic and ongoing approach to be life-long learner and its application to practice. It encompasses formal and informal learning activities that aid in development and maintenance of competencies along with enhancement of professional practice.

The CPD unit at the College of Pharmacy strives to impart specific activities that are based on the following principles.

- To augment the knowledge and skills of the staff and to enhance their role as teachers and researchers and contribute effectively to their responsibilities to the university, college and the community.
- To enhance the quality of teaching, learning and research
- To effectively carry out their current and future roles and adapting to new changes.

The CPD unit ensures that the activities incorporate the following quality criteria as indicated by the Accreditation Council for Pharmacy Education (ACPE, USA):

- Designing and developing activities based on identification of professional gaps and educational needs.
- Specific and measurable learning outcomes
- Ensuring that the content is evidence-based and free of bias and conflicts of interest
- Knowledgeable and experienced speakers
- All instructional materials can be used by the learners in their practice setting
- Active learning techniques that facilitate sustained learning
- Evaluation of the CPD activity

The CPD unit is managed under the office of the Vice-dean of Clinical Affairs. The unit plans for the activities that are to be conducted each year. The scientific activities (lectures, seminars, workshops) are accredited by the Saudi Commission for Health Specialties and follow all the regulations and standards laid down by the accrediting body. The CPD activities are often delivered in collaboration with employers and other colleges.

## F. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- The requirements of textbooks, references and other resource material including electronic and web-based resources for teaching are identified by the instructor teaching the course.
- The faculty and teaching staff for planning and acquisition of textbooks, references and other resource material including electronic and web-based resources are doing the following process:
  - By the end of each academic year circular is sent to the Heads of Departments to raise their needs of textbook, references and other resource material including electronic and web-based resources.
  - Each Head of Department assigns a member of teaching staff and to fill out forms to be approved by the Dean and sent to Deanship for Library for further process.
- Curriculum development and assessment committee advice and monitor acquisition of textbooks.
- Students have the opportunity to evaluate adequacy of textbooks, reference and other

learning resources through university course online survey for courses, which they enrolled in every semester. Therefore, they may give their opinions whether the textbooks are consistent with the objectives and outcomes of the course or not, also if they are well organized and contain the appropriate graphical representation, in addition to the availability in the library of university.

- Feedback from faculty and students, Curriculum development and assessment committee periodical evaluation.

## **2. Facilities and Equipment**

(Library, laboratories, medical facilities, classrooms, etc.).

- Faculty and staff members generally follow the procedures, which typically start by submitting their requests in appropriate forms through their Department Heads.
- The Department has a committee (Facilities and Laboratory Committee) that has the responsibility to evaluating and planning for the requirement of resources including classrooms, laboratories, library and other resources through surveys submitted to students and staff. According to the evaluation results, a report is then sent to college's administration unit for further action.
- To carry out a smooth running of all the courses, the classrooms are equipped with adequate number of seats, proper ventilation, lighting and state of the art facilities like multimedia projectors, internet connection, white boards and basic stationary needs.
- All classrooms are maintained and monitored regularly by the maintenance department.
- Portable projectors are also available in the male and female sections for use in the laboratories and in classroom incase if any projector stops working.
- For modern learning and teaching outcomes there are computer labs well-resourced with internet connection to facilitate students to use if the students have classes that would need the use of computers and access internet and other learning resources, along with the regular teaching equipment.
- Computer Labs connected to the Internet are available and open for students and staff for use during weekdays.
- All the facilities provided are evaluated every semester by surveys, which are delivered to students, and plans to improve the facilities are implemented.
- Assessment of detailed feedback helps proper alignment of future planning activities so that the resources required and later sought by students are provided by the College at the proper time.

- Developing alternative/innovative solutions to inadequacy noted in the classrooms and computer lab in the transitional period until the establishment of the new facilities is complete.
- Other support facilities are also provided such as photocopying and printing to help in study and research activities.
- To carry out practical work, the college has laboratories with latest instruments and machinery.
- Labs are equipped with up-to-date equipment although students are more satisfied with the labs.
- Laboratories are equipped with sufficient seating, large working platforms, proper ventilation, lighting, shelves for stocking up chemicals, glassware, disposables etc.
- Refrigerator and freezers are provided in the laboratories for storing of chemicals, reagents in the recommended temperatures.
- Chemicals and disposables utilized during the practical sessions are efficiently refilled by the college management each semester.

**3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program )

- For Work Environment and Safety, a contract with specialized company is there for regular assessments of the condition of all equipment and materials. Overall security of the campus buildings is provided and monitored by the Safety and Security Department at the University through security personnel, technicians working in laboratories also have responsibility to check and ensure on a daily basis that machines and equipment are safe and secure in the laboratory. Fire safety is maintained through multi-measures system including smoke detectors, alarm system, exit signs, building mapping and extinguisher.
- Infection control as related to the animals, equipment and facilities within the campus strictly adheres to all universally accepted and implemented infection control policies and procedures. This is done under the auspices of the Infection Control Committee of the Vice Deanship for Clinical Affairs
- Regular teaching seminars are given to both students and clinical staff about infection control procedures in the clinics. This includes the cleaning of equipment and the disposal of infectious waste. If any emergency arises, there is a medical clinic in both male and female section which can provide necessary first aid. Waste disposal and

environmental management in the clinical areas are done strictly following the Infection Control Policy of the College, and are monitored by the staff in the clinics.

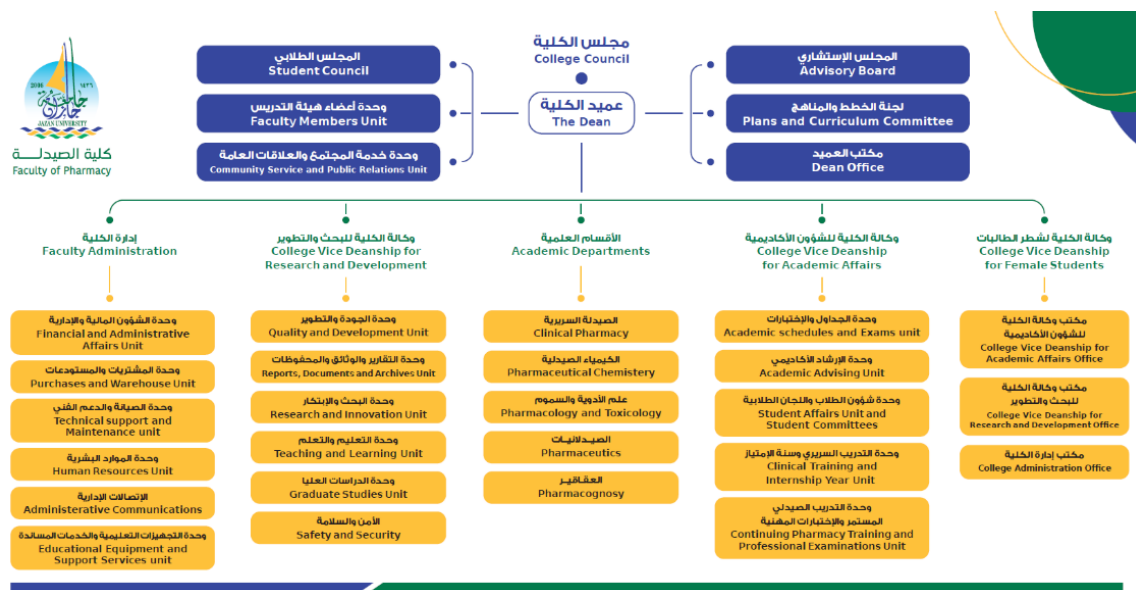
- Waste disposal is also done by outside contractors who routinely remove waste from the College premises, including infectious and toxic materials from the clinical areas.
- The College takes utmost care to efficiently manage and dispose all the hazardous waste produced from the laboratories.

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

(including boards, councils, units, committees, etc.)



- The program organization of the College of Pharmacy begins with the Dean who conveys the duties and has the legitimate expertise in all parts of the program.
- The Dean has the duty of dealing with scholarly organization cycle inside the college and departments.
- Program administrators are providing effective and responsible leadership for the development and improvement of the program.
- Program administrators anticipate any issues and opportunities and exercise initiative in response.
- Program administrators also provide leadership and encourage and reward initiative on the part of teaching and other staff. Regular feedback is given on performance of teaching and other staff by the Head of the department.

## 1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

College of Pharmacy is currently conducting surveys through the stakeholders to improve and update the Pharm.D. program applying the different methods of surveys available.

- **Students**

**Update and Announcement of Program Mission, graduate attributes and PLOs:** This is achieved through focus group discussion and is done every 5 years.

**Surveys:** Course Evaluation Survey, Program Evaluation Survey, Student Evaluation Survey are conducted at the end of each session.

- **Staff**

**Update and Announcement of Program Mission, graduate attributes and PLOs:** This is achieved through focus group discussion and is done every 5 years.

**Surveys:** Course Evaluation Survey, Program Evaluation Survey, Student Evaluation Survey are conducted at the end of each session.

- **Community representatives**

**Update and Announcement of Program Mission, graduate attributes and PLOs:** This is achieved through a meeting which is done every 2 years.

**Surveys:** Course Evaluation Survey, Program Evaluation Survey, Student Evaluation Survey are conducted at the end of each session.

- **Employers**

Survey of PLOs achievements and abilities of graduates is done annually

- **Alumni**

The employment rate and trends of employment in pharmacy sector are also evaluated by annual survey

## 2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

Jazan university has released a comprehensive handbook as a guide for the current and prospective students. This handbook contains detailed information including application for admission, selection procedures academic programs, facilities, student activities and services, regulations for examinations, requests & complaints, student appeals, rights and duties. This guide is publicly available at the following web link:

<https://www.jazanu.edu.sa/dev/media/sites/61/2020/05/The-Student-Guide-English.pdf?x87483>

The specific information regarding Pharm.D. program, including rules and regulations for students, academic activities & assessment, student activities and services have been mentioned in “Student Handbook” released by College of Pharmacy, Jazan University. This student handbook is publicly available at the following web link:

<https://www.jazanu.edu.sa/phar/bachelordgree/>

## H. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

<https://drive.google.com/file/d/1mSpxahZ02MAUh9TKzEpzMYH7HRzzUHHS/view?usp=sharing>

### 2. Program Quality Monitoring Procedures

- Two meetings are held in a year by the course development committee on departmental level to address the needs for the development of the program.
- After approval by the Head of the departments, all recommendations and proposed changes are submitted to the College Board.
- After discussion, it is submitted for approval to the Dean of the college.
- At the program level, the program progress annually evaluated and discussed with the college administrators (dean and curriculum committee) through the program annual report.
- Employer and Alumni surveys are conducted annually to evaluate their satisfaction with the program in order to meet the needs of the students.
- The program specification is continuously reviewed and revised under the supervision of the Vice dean for development.
- The program specification is continuously reviewed by the Quality Assurance and Accreditation unit under the supervision of Vice dean for development

### 3. Arrangements to Monitor Quality of Courses Taught by other Departments.

The below listed courses are outsourced without official control from Pharm. D. program

- Basic Sciences - Biology, Chemistry & Physics (College of Science)
- Computer Science (College of Computer Science & Information System)
- Biostatistics (College of Science)
- English language courses (English Language Centre),
- Arabic Language & Islamic Culture courses (College of Sharia & Law).



However, communication track was established at the level of Vice deanship for development to:

- Obtain the course specification and course reports for all outsourced courses are accessed by the office of the Vice dean for academic affairs and any comments from this committee will be collected and raised to the concerned Head of the department.
- Ensure alignment between PLOs mapping matrix and outsourced courses

#### **4. Arrangements Used to Ensure the Consistency between Main Campus and Branches** (including male and female sections)

The Pharm.D. program is running in the College of Pharmacy, Jazan University in single campus at only one location (no other branch). However, the male and female sections are separate with different entry and exit points. The program administration is committed to maintain uniformity and similarity with respect to teaching & learning activities, facilities and resources, examinations, quality parameters and extracurricular activities between male and female sections.

A number of measures are in place to ensure the equality and uniformity between male and female sections. These measures are as under:

- Appointment of the Vice Dean of Female Section, who works under Dean of the College of Pharmacy to ensure smooth management and coordination with the respective male counterparts for academic and other activities.
- Separate registration and admission unit is constituted in the female section to look after the related issues of female students.
- Female staff representation is being assured in all the academic and quality committees of the college.
- The College Quality Unit has female members, who work in coordination with the Quality Unit of the male section under the supervision of Vice Dean of Development.
- At the department level, a female department coordinator is assigned to look after the academic activities of female side of the department. The female coordinator is working under the supervision of the Head of the Department.

- Course coordinators are appointed for both male and female sections by Head of the Departments for every course, who are working to ensure the uniformity in course content, teaching and learning processes and question papers etc.
- Every department assigns male and female quality coordinators to provide required data to the College Quality Unit related to their departments after making a combined document.
- The Course Development Committees for reviewing and updating the course have female representations.
- The same course contents are provided to male and female sections; same teaching strategies and assessment methods are being followed.
- The class time table for both sections are identical.
- The examinations are being conducted at same time following the same procedures and common question paper for male and female sections for each course is prepared with equal participation of male and female instructors.
- The course specification for each course is common, while separate course reports are prepared to evaluate the academic performance of both sections separately; then combined course report is prepared to evaluate the overall performance and hence quality.
- The courses with deficient teaching staffs are taught by male faculty members to avoid any discrepancy.
- Most of the Key Performance Indicators (KPIs) are calculated separately for male and female sections and then combined to evaluate the performance of the program as a whole.
- Any remarkable difference in the key performance areas such as completion rate, student retention, grade distribution, performance trend over time, success rate in professional examination etc. for male and female sections are being analyzed separately as well in combination to identify the reasons and efforts are made overcome the associated problems.
- Teaching & learning resources and supportive facilities including average number of students in class, premises, class rooms & equipment in class rooms, class capacity, laboratories, availability of chemicals & equipment in the laboratories, internet facility, library, cafeteria and opportunities for extracurricular activities etc. are similar in both the sections.

- Important quality parameters such as achievement of course learning outcomes, responses of students for program evaluation survey, course evaluation survey, survey for satisfaction with the facilities and services are obtained separately from both male and female sections as well as combined for better evaluation.
- Overall, the satisfaction levels of male and female faculty members are examined through staff satisfaction survey.

#### **5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships** (if any).

The College of Pharmacy has collaboration with the Ministry of Health to facilitate the Advanced Pharmacy Practice Experience trainings for students at regional hospitals and primary health care centers. The program is committed to implement the institutional regulations including selection criteria for training places not to interfere with healthcare services, ensuring preceptor sharing for supervising the training of students at different hospitals in Jazan region.

The college also has collaboration with Al Nahdi company to provide Advanced Pharmacy Practice Experience training at community pharmacies. The program is committed to implement the institutional regulations for criteria of student evaluations.

#### **6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

PLOs	Direct PLOs assessment	Assessment method		
		ASS	PES	ESS
<b>All PLOs</b>	CLOs achievements	Alumni satisfaction survey	Last year students survey	Employer satisfaction survey about graduate abilities
<b>Data collection</b>	Student Assessment committee	Quality and Accreditation Unit		
<b>Data processing</b>	Quality and Accreditation Unit through the following tasks:			

	Data presentation
	Discovering weaknesses
	Suggesting improvements
	Formulation of Annual Program Report (APR).
	Final improvement plans
	Broadcast of the action plans
	Follow up of Implementation
	Reporting of results in next APR
<b>Timing</b>	End of academic year 2020-2021
<b>Expected recommendations for changes based on PLOs assessment</b>	Curriculum; contents, PLOs narration, teaching strategies, student assessment, courses sequencing or learning resources PLOs assessment methods; Further data. Data source, analysis PLOs constructions; Others; training, recruitment, etc

### 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
<b>Effectiveness of teaching</b>	Staff members	Course committee	End of academic semester
	Students exam result	Grade distribution	End of academic semester
	Course reports	CLOs assessment	End of academic semester
	APR	PLOs assessment	End of academic year
<b>Assessment methods</b>	Staff members	Annual survey	End of academic year
	Students	Survey	End of academic semester
<b>Learning resources</b>	Staff members	Annual survey	End of academic Year
	Students	Survey	End of academic semester
<b>Qualified faculties</b>	HOD	Peer reviewer	Every academic year
<b>Overall quality of the program</b>	All aspects, PLOs, teaching/assessment, evaluation & improvement	Advisory committee recommendations	End of academic semester

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
	All aspects, teaching, surveys, review etc.	KPIs	End of academic year

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

## 8. Program KPIs\*

The period to achieve the target (5) years.

\* including KPIs required by NCAAA

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	85%	Annual Program Report - Strategic Plan	End of the academic year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	3.8	Survey	End of the every semester
3	KPI-P-03	Students' Evaluation of the quality of the courses	4.15	Survey through edugate portal	End of the every semester
4	KPI-P-04	Completion rate	72%	Cohort Analysis	End of the every semester
5	KPI-P-05	First-year students retention rate	83%	Data from registration unit	End of the every semester
6	KPI-P-06	Students' performance in the professional and/or national examinations	9%	SPLE statistics	End of the year
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	85%	Alumini Survey	End of the year
8	KPI-P-08	Average number of students in the class	4	Data from registration unit	End of the every semester
9	KPI-P-09	Employers' evaluation of the program graduates proficiency	4.2	Survey	End of the year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
10	KPI-P-10	Students' satisfaction with the offered services	3.95	Survey	End of the every semester
11	KPI-P-11	Ratio of students to teaching staff	12:1	Data from registration unit	End of the every semester
12	KPI-P-12	Percentage of teaching staff distribution	<b>Gender</b> <b>M: 50 %</b> <b>F:50 %</b>  <b>Academic Ranking:</b> Professors: 15% Associate professors: 20% Assistant professors: 40% Lecturers: 25%	Data from registration unit	End of the academic year
13	KPI-P-13	Proportion of teaching staff leaving the program	3%	Data from registration unit	End of the academic year
14	KPI-P-14	Percentage of publications of faculty members	65%	Staff Portfolio	End of the year
15	KPI-P-15	Rate of published research per faculty member	2.4:1	Staff Portfolio	End of the year
16	KPI-P-16	Citations rate in refereed journals per faculty member	20:1	Staff Portfolio	End of the year
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	3.75	Survey	End of the every semester

### I. Specification Approval Data

Council / Committee	COLLEGE COUNCIL NO. 9
Reference No.	85749
Date	10/04/2019