



Program Specification

Program Name:	PHARMACEUTICAL SCIENCES (B.Pharm.SC)
Qualification Level:	BACHELOR
Department:	PHARMACY
College:	PHARMACY
Institution:	NAJLAN UNIVERSITY

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A. Program Identification and General Information

1. Program Main Location:		
Collage of Pharmacy - Najran University Campus		
2. Branches Offering the Program:		
None		
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<p>1- To achieve the strategic goals and developmental plans of the Saudi government which aim to satisfy the Saudi citizen, meet his needs, and create the educational opportunities for him in the Najran area.</p> <p>2- To serve the Najran area through contribution in improving the health care services to achieve the sustainable developmental goals in the kingdom.</p> <p>3- Rapid advance in needs of pharmaceutical services</p>		
4. Total Credit Hours for Completing the Program: (164)		
164 Credit hours		
5. Learning Hours: The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)		
About 6560 learning hours		
6. Professional Occupations/Jobs: <u>Career Opportunities For Pharmacists:</u> The career development path of the pharmacists is quite steady. The program aims at graduating qualified pharmacist to work in the following sectors:		
<ol style="list-style-type: none"> 1. Pharmacies: Community and Hospital Pharmacies 2. Drug and Poison Information Centers (DPICs) 3. General Analytical Labs for Drug such as Therapeutic Drug Monitoring Labs (TDM), Quality Control and Food Analysis Centers 4. Pharmaceutical industry. 5. Medical Representation and promotion for Pharmaceutical Companies. 6. Faculty member (Research and Development; R&D) 7. Supervision and Managerial Roles 8. Drug Stores 		
7. Major Tracks/Pathways (if any): None		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1.		
2.		
3.		



4.		
8. Intermediate Exit Points/Awarded Degree (if any): None		
	Intermediate exit points/awarded degree	Credit hours
1.		
2.		
3.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Preparation of qualified and professional pharmacists able to compete in the labor market, acquire the skills of problem-solving via scientific pharmaceutical research, and contribute to improving the health care for patients.

2. Program Goals:

- 1- To provide students with basic knowledge and concepts in the pharmaceutical field and related sciences.
- 2- To provide student with the basic skills for professional practice in pharmacy
- 3- To improve the health care for the community
- 4- To develop the students' skills of scientific pharmaceutical research
- 5- To improve students' career opportunities through the pharmaceutical field training.

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



Contribution items	University mission	Program mission
Statement	Offering teaching and learning that address the needs of society and the labor market; effective contribution to sustainable development through conducting applied research and optimal use of modern technologies; and establishing partnerships at the local, regional and global levels	Preparation of qualified and professional pharmacists able to compete in the labor market, acquire the skills of problem-solving via scientific pharmaceutical research, and contribute to improving the health care for patients.
Education process	Offering teaching and learning that address the needs of society and the labor market	Preparation of qualified and professional pharmacists able to compete in the labor market
Scientific Research	effective contribution to sustainable development through conducting applied research	acquire the skills of problem-solving via scientific pharmaceutical research
Community Service	Address the needs of society and establishing partnerships at the local, regional and global levels	Contribute to improving the health care for patients

4. Graduate Attributes:

The graduates of the program should have:

- 1. Deep and specific discipline knowledge in the pharmaceutical field.**
- 2. The ability for critical thinking and problem-solving in the pharmaceutical field.**
- 3. Adherence to the national identity and Islamic values**
- 4. The ability to work in a teamwork with good communication skills with the other medical and health care providers.**
- 5. The ability to demonstrate responsibility for actions and decisions at the work according to ethical standards**
- 6. The ability to work with different nationalities according to the ethics and professional standards of practice**
- 7. The ability to use the information technology effectively**
- 8. The ability for self-learning and collecting scientific resources to remain up to date with the growing scientific and technological aspects of the profession**



5. Program learning Outcomes*

By the end of the program, the graduates of the program will be able to

Knowledge :

K1	Demonstrate the facts and concepts of anatomy, histology, physiology, immunology, microbiology, and pathology of human related to pharmacy
K2	Identify the facts, concepts, rules, and theories of chemistry, biochemistry, and chemistry of natural products, alternative and complementary medicine.
K3	State the principles, concepts of pharmaceutical dosage forms, drug delivery systems, and biopharmaceutics as well as rules of quality assurance of pharmaceutical industry.
K4	Demonstrate the concepts and facts of the pharmacology of drug use and interactions and toxicity, as well as the aspects of pharmacotherapeutics, clinical pharmacokinetics, drug information, clinical skills, ethics, regulations of practice and marketing of pharmaceutical preparations.

Skills

S1	Evaluate the possible therapeutic applications, interactions or interferences of drugs and pharmaceutical compounds.
S2	Plan strategies for solving the problems and safe composition of pharmaceuticals in the field of pharmacy.
S3	Interpret the scientific data and information related to the drugs, compounds and their effective use
S4	Communicate clearly by verbal and written means with all staff and colleagues in the medical fields as well as with patients

Competence

C1	Work independently, professionally and in a team work with a time management.
C2	Use of personal values and ethical principles in the field of work
C3	Use of advanced techniques in developing solutions to complex issues in the field of work

* 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	6	12	7.32%
	Elective	--	--	--
College Requirements	Required	12	27	16.46%
	Elective	--	--	--
Program Requirements	Required	49	125	76.22%
	Elective	--	--	--
Capstone Course/Project		NA	NA	NA
Field Experience/ Internship		6 months internship	NA	NA
Others		None	None	None
Total		67	164	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)
Preparatory Year 1st year						
Level 1	ENG 140	English language: Reading	Required	---	2	College
	ENG 141	English language: Writing	Required	---	2	College
	ENG 142	English language: Listening and speaking	Required	---	2	College
	ENG 143	English language: Grammars	Required	---	2	College
	MATH140	Introduction of Mathematics	Required	---	2	College
	ETHC 140	Thinking and Ideation Skills	Required	---	2	College
	TECH 140	Computer Skills	Required	---	3	College
Total					15	
Level 2	ENG 150	English language: Speaking	Required	---	3	College
	ENG 151	Report Writing	Required	---	2	College
	ETHC 150	Occupational Ethics	Required	---	1	College
	SCI 150	Communication Skills	Required	---	2	College
	MATH 150	Algebraic Sciences	Required	---	4	College
Total					12	
2nd year						
Level 3	PHCH 211	Pharmceutical Organic Chemistry-1	Required	---	3	Program
	PHCU 231	Physical Pharmacy	Required	---	3	Program
	ANAT 281	Anatomy and Histology	Required	---	3	Program
	PHYS 223	Physiology-1	Required	---	3	Program
	BICH 208	Biochemistry-1	Required	---	2	Program
	ISLM111	Islamic Culture- 1	Required	---	2	Institution
	ARB 201	Arabic Language- 1	Required	---	2	Institution
Total					18	
Level 4	PHCH 212	Pharmceutical Organic Chemistry-2	Required	PHCH 211	3	Program
	PHCH 213	Pharmaceutical Analytical Chemistry-1	Required	---	3	Program
	PHCP 251	Introduction to Pharmacy Profession	Required	---	1	Program
	PHYS 283	Physiology-2	Required	PHYS 223	2	Program
	BICH 285	Biochemistry-2	Required	PHCH 208	3	Program
	PHCP 252	Computer in Pharmaceutical Services	Required	---	2	Program
	ISLM 112	Islamic Culture- 2	Required	---	2	Institution
ARB 202	Arabic Language- 2	Required	---	2	Institution	
Total					18	
3rd year						
Level 5	PHCH 314	Pharmaceutical Analytical Chemistry-2	Required	PHCH 213	3	Program
	PHGN 321	Pharmacognosy-1	Required	---	3	Program
	MICR 386	Immunology	Required	---	2	Program
	MICR 387	Pharmaceutical Microbiology- 1	Required	---	3	Program



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	PATH 389	Pathology- 1	Required	PHYS 283	3	Program
	PHCL 341	Biostatistics	Required	---	2	Program
	ISLM 113	Islamic Culture- 3	Required	---	2	Institution
	Total				18	
Level 6	PHCU 332	Pharmaceutics- 1	Required	PHCU 231	3	Program
	PHGN 322	Pharmacognosy-2	Required	PHGN 321	3	Program
	PHCL 342	Pharmacology- 1	Required	PHYS 283	3	Program
	MICR 388	Pharmaceutical Microbiology- 2	Required	MICR 387	3	Program
	PATH 390	Pathology- 2	Required	PATH 389	3	Program
	PHCH 315	Drug Discovery and Development	Required	PHCH 212	1	Program
	ISLM 114	Islamic Culture- 4	Required	---	2	Institution
Total				18		
4th year						
Level 7	PHCH 416	Medicinal Chemistry-1	Required	PHCH 212	3	Program
	PHCU 433	Pharmaceutics- 2	Required	PHCU 332	3	Program
	PHCL 443	Pharmacology- 2	Required	PHCL 342	3	Program
	PHGN 423	Pharmaceutical Biotechnology	Required	PHGN 322	3	Program
	PHCP 453	Basic Pharmacokinetics	Required	---	3	Program
	PHCP 454	Pharmacy practice- 1	Required	PHCP 251	2	Program
	Total				17	
Level 8	PHCH 417	Medicinal Chemistry-2	Required	PHCH 416	3	Program
	PHCL 445	Toxicology	Required	PHCL 443	3	Program
	PHCL 444	Pharmacology- 3	Required	PHCL 443	3	Program
	PHCP 457	Pharmacotherapy-1	Required	PHCL 443	3	Program
	PHCP 456	Clinical Skills for Pharmacists	Required	---	2	Program
	PHCP 455	Pharmacy practice- 2	Required	PHCP 454	2	Program
	Total				16	
5th year						
Level 9	PHCH 518	Medicinal Chemistry-3	Required	PHCH 417	2	Program
	PHGN 524	Recent Approaches in Analysis of Medicinal Plants	Required	PHGN 322	2	Program
	PHCU 534	Pharmaceutics- 3	Required	PHCU 433	3	Program
	PHCU 535	Industrial Pharmacy	Required	PHCU 433	3	Program
	PHCP 558	Pharmacotherapy-2	Required	PHCP 457	3	Program
	PHCP 559	Drug and Poison information	Required	PHCL 444	2	Program
	PHCP 560	Regulations, Ethics and History of Pharmacy	Required	PHCP 454	1	Program
	Total				16	
Level 10	PHCU 536	Sterile Dosage Forms	Required	PHCU 535	2	Program
	PHCU 537	Pharmaceutical Quality Control and good Manufacturing Practice	Required	PHCU 534	2	Program
	PHCU 538	Over the Counter Drugs	Required	PHCU 534	3	Program
	PHCU 539	Cosmetic Preparations	Required	PHCU 534	3	Program
	PHCH 519	Instrumental Analysis of Pharmaceutical Compounds	Required	PHCH 518	3	Program
	PHGN 525	Herbal and Alternative	Required	PHGN 524	2	Program
	Total				16	



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	PHCP 561	Medicine Pharmaceutical Marketing	Required	PHCP 454	1	Program
Total					16	
Level 11		Mandatory pharmaceutical training	Required			Program
Total number of credit hours					164	
Include additional levels if needed (ie. summer courses).						

* 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://pharmacy.nu.edu.sa/179>

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				Skills				Competence		
	K.1	K.2	K.3	K4	S.1	S.2	S.3	S4	C.1	C.2	C.3
ENG 140								I			
ENG 141								I			
ENG 142								I			
ENG 143								I			
MATH140							I				
ETHC 140											I
TECH 140							I				I
ENG 150								I			
ENG 151								I			
ETHC 150										I	
SCI 150								I			
MATH 150							I				
ISLM111										I	
ARB 201										I	
ISLM 112										I	
ARB 202										I	



Course code & No.	Program Learning Outcomes										
	Knowledge				Skills				Competence		
	K.1	K.2	K.3	K4	S.1	S.2	S.3	S4	C.1	C.2	C.3
ISLM 113										I	
ISLM 114										I	

Add a table for each track (if any)

Course code & No.	Program Learning Outcomes										
	Knowledge				Skills				Competence		
	K.1	K.2	K.3	K4	S.1	S.2	S.3	S4	C.1	C.2	C.3
PHCH 211		I					I	I	I		
PHCU 231			I		I						I
ANAT 281	I							I			
PHYS 223	I							I			
PHCH 208		I						I			
PHCH 212		I					I	I			I
PHCH 213		I				I	I	I	I	I	
PHCP 251				I	I	I			I	I	
PHYS 283	P						I	I			
BICH 285		P					I	I			
PHCP 252				I				I			
PHCH 314		P				I	I	I	I	I	
PHGN 321		P			I	I			I		
MICR 386	P							I	I		I
MICR 387	P							I	I		I
PATH 389	P							I	I		
PHCL 341				I				I			
PHCU 332			I		I	I	I		I		
PHGN 322		P			I				I		
PHCL 342				I	I					I	I
MICR 388	M							I	I		I
PATH 390	M							I			
PHCH 315		P				P	P				P
PHCH 416		P				P	P		P		
PHCU 433			P			P	P		P		P
PHCL 443				P	P					P	P
PHGN 423		P			P			P	P		



Course code & No.	Program Learning Outcomes										
	Knowledge				Skills				Competence		
	K.1	K.2	K.3	K4	S.1	S.2	S.3	S4	C.1	C.2	C.3
PHCP 453				P	P	P	P		P		P
PHCP 454				P	P	P		P	P	P	
PHCH 417		P					P	P	P		
PHCL 444				M	P					P	M
PHCL 445				M	P					P	M
PHCP 457				M	P	P	P	P	P	P	M
PHCP 456				M	M	M	P	P		P	M
PHCP 455				M	M	M		P	P	P	M
PHCH 518		M					M		M		
PHGN 524		M			M	M			M		
PHCU 534			P		M	M	M		M	M	
PHCU 535			P		M	M			M		
PHCP 558				M	M	M	M		M	M	M
PHCP 559				M	M	M	M		M	M	
PHCP 560				M	M	M			M	M	
PHCU 536			M		M	M	M		M		
PHCU 537			M			M			M	M	
PHCU 538			M		M	M			M	M	
PHCU 539			M		M		M		M		
PHCH 519		M				M	M		M	M	
PHGN 525		M			M				M		
PHCP 561				M		M	M		M	M	

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 pharmaceutical sciences' program adopts Najran University policies regarding teaching and learning strategies to achieve program learning outcomes

❖ Teaching and learning strategies used in the program to achieve program learning outcomes

PLO	Teaching and learning strategies	Education activities
K1	Lectures, Discussion, Assignments	1- Normal traditional lectures with or without the aid of PowerPoint slides 2- Open discussion with students about some difficult points to be understood 3- Assignments about some titles related to the course knowledge
K2	Lectures, Discussion, Assignments	
K3	Lectures, Discussion, Assignments	



K4	Lectures, Discussion, Assignments	
S1	1. Practical experiments 2. Pharmaceutical training 3. PBL.	1. Teaching some strategies for problem-solving 2. How to carry out successful laboratory experiments in the lab
S2	1. Practical experiments 2. Problem-solving exercises. 3. Case Study 4. Pharmaceutical training	3. An interactive mixture, how to make a solution for this mixture. 4. Data set, interpretation, and analysis 5. Case discussion and reporting 6. PBL questions, reports or projects
S3	1. Practical experiments 2. Data interpretation. 3. Case study. 4. Posters	7. Pharmaceutical training in workplaces 8. Oral presentations 9. Posters
S4	1. Practical experiments 2. Oral presentations 3. Pharmaceutical training	
C1	1. Practical experiments 2. Pharmaceutical training 3. Laboratory report	1- How to work independently alone 2- How to cooperate effectively with others using the ethical protocol
C2	1. Practical experiments 2. Pharmaceutical training	3- How to use the advanced techniques in the solution of some complex issues in the field of work
C3	1. Practical experiments 2. Pharmaceutical training	4- How to exhibit your values in your cooperation and work with others

❖ **learning activities**

A- Curricular activities

- 1- Posters
- 2- Visiting drug factories.
- 3- Visiting Saudi Food and Drug Authority laboratories

B- Extra-curricular activities

- 1- Participating in national and International conferences
- 2- Participating in scientific competitions between universities
- 3-

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.

The program approved set of direct and indirect methods for assessment of the program learning outcomes:

A- Direct methods

1. Multiple-choice exam.
2. Written essay exam
3. Assignments
4. Observation cards in labs
5. Problem-based learning questions (PBLQ)
6. Oral presentation
7. Practical exam
8. Laboratory reports



B- Indirect methods

1. Mandatory pharmaceutical training
2. Professional exit exam for measuring PLOs and learning experiences after finishing the program carried out on the program level
3. Progress test
4. Discussion report with the health team members of the field supervision or questionnaire
5. Graduate questionnaire

PLO	Assessment Methods	Direct	Indirect
K1	Essay exam, MCQ, Quizzes, Assignments	√	
	pharmaceutical training Exit exam, Progress test		√
K2	Essay exam, MCQ, Quizzes, Assignments	√	
	pharmaceutical training Exit exam, Progress test		√
K3	Essay exam, MCQ, Quizzes, Assignments	√	
	pharmaceutical training Exit exam, Progress test		√
K4	Essay exam, MCQ, Quizzes, Assignments	√	
	pharmaceutical training Exit exam, Progress test		√
S1	Written Exams, Practical Exam, Observation Card, Laboratory reports,	√	
	Pharmaceutical training, Exit exam, Graduate questionnaire, Progress test		√
S2	Written Exams, Practical Exam, Observation Card, Laboratory reports,	√	
	Pharmaceutical training, Exit exam, Graduate questionnaire		√
S3	Written Exams, Practical Exam, Observation Card, Posters	√	
	Pharmaceutical training, Exit exam, Progress test		√
S4	Observation Card, Oral presentations, Pharmaceutical training,	√	
			√
C1	Practical Exam, Laboratory reports, Observation Card	√	
	Pharmaceutical training, Graduate questionnaire		√
C2	Practical Exam, Observation Card	√	
	Pharmaceutical training, Graduate questionnaire		√
C3	Practical Exam, Observation Card	√	
	Pharmaceutical training, Graduate questionnaire		√



D. Student Admission and Support:

1. Student Admission Requirements

Bulletin description for the regulation of the study, tests for undergraduate and executive rules is in the attached files.

Admission requirements and procedures are summarized in the general undergraduate catalogue of the college and through the comprehensive Najran University's admissions websites.

<https://portal.nu.edu.sa/web/deanship-of-admission-and-registration/admission-requirements>

<file:///C:/Users/maorabi/AppData/Local/Microsoft/Windows/INetCache/IE/ODGSK0YB/لائحة%20الدراسة%20والاقتبارات.pdf>

2. Guidance and Orientation Programs for New Students

- 1- Advising the students admitted at NU on the curriculum matters through orientation programs offered once at the beginning of the semester.
- 2- Providing appropriate preparatory and orientation program to prepare students for study in a higher education environment.
- 3- Particular attention is given for preparation of the program's students for the English language, and self-learning
- 4- Academic and tutorial assistance is provided to ensure understanding and ability to apply learning.
- 5- Also, at the university level, the Deanship of Student Affairs establish the students' counseling and guidance at web site: <https://bit.ly/2UvrDSu>
- 6- At the college level, the unit of student activities offers a comprehensive and diverse program for extracurricular activities, such as sports, community services, training courses in various areas, and so on.... as shown in the following link: <https://pharmacy.nu.edu.sa/128>

3. Student Counseling Services

(academic, career, psychological and social)

Academic guidance and supervision.

- A. Student academic counseling system in the program is essentially staffed by the program teaching members in the college with the necessary professional qualifications and well versed in academic program policies.
- B. The program administration specify the academic advisors for the new students on a regular basis (an academic advisor for each group of students (6-7 students)
- C. The academic staff members allocate office hours for students' support.
- D. The program forms students' committees to give consultations to students.
- E. For psychological and social counseling, the academic advisor connects students with the key with the social, psychological and medical advising agents as a referral agent.

The duties of the pharmacy academic advisor are:



- 1- He provides an accurate and timely information about the curriculum, co-curriculum, college policies, and administrative procedures as resource agent.
- 2- He helps students to make sense for the program mission, program's objectives, program outcomes, curricular requirements (e.g., the significance, value, and purpose of education), and extra-curricular experiences (e.g., the importance of out-of-class experiences for student learning and development).
- 3- He connects students with the key academic support, student development services and with the social, psychological and medical advising agents as a referral agent.
- 4- He helps students to gain self-insight into their interests, competencies, and values to enables them to see the “connection” between their academic experiences and their future life plans.
- 5- He promotes students’ cognitive skills in problem-solving, decision-making, and critical thinking with respect to the present and future educational choice.
- 6- He corrects the students' behavior and aims in the suitable time and to fulfil the program ILOs.
- 7- He conducts regular meetings with his students and keep a file for each student for effective follow up process.

The Link for the student academic advising unit is now present on the NU website

<https://pharmacy.nu.edu.sa/60>

4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

Mechanisms for dealing with low achievers, disabled, and talented students:

A. Low achievers

1. Work limited to these students through the academic guides in the teams.
2. Prepare a report on each case, and in the light of this report, it will be dealt with where the causes of stumbling vary from case to case.
3. Holding reinforcement groups in the curriculum, at the end of the semester by one lecture for each course (review) for these students.
4. The academic advisor of the college shall report to the faculty council about the achievement level of these students immediately after the results of the first and second semester to follow up the improvement and effectiveness of the mechanism and submit a report to the Dean of the faculty for discussion in the college council.
5. Students who exceed their defaults are awarded cash rewards, if possible.

B. Excellent students

1. The first three students are awarded a prize.
2. Sending a congratulatory cable in the name of the Dean of the College to the student and his guardian for the first student only.
3. Making a panel of honor with the image of the top three students in the faculty.
4. Sending a copy of the personal pictures of the first 3 students in the academic terms to the university journal which deal with the college.
5. Holding an annual celebration in the first week of the first semester to honor the



first three students and awarding them certificates of appreciation

6. Priority should be given to the top five students who excel in attending the training programs held by the Deanship of Development and Quality and the Deanship of Student Affairs for the development of the students' skills.
7. Involving the first and second students in one of the research projects obtained by faculty members and funded by the university.
8. Inviting the top three students to attend the scientific program council in its meeting to determine the exam schedule in each semester in coordination with the academic advisor of the department.
9. Priority is to invite the top three students to participate in free or subsidized trips organized by the Deanship of Student Affairs to the Book Fair.
10. Invitation to the top three students of each group to participate in the scientific conference of the scientific departments to discuss the regulations when updated.

C. Creative Students:

1. Establish journal clubs for students.
2. Create a unit for innovations and patents.
3. Measurement of mental and innovative skills in addition to measuring the personal characteristics of students of the faculty.
4. Conduct competitions to limit the creative students in the college in various scientific aspects and to grant prizes and financial awards in accordance with the criteria set by the Excellence Awards Unit of the Deanship of Development and Quality.
5. Show unique creations of faculty students in local and international forums.
6. Maximize students' self-motivation to participate in the University's innovation competitions
7. Communicate with the community in light of the areas of creativity and innovation among university students to provide innovative and creative solutions distinctive to the problems of society.
8. Sponsorship of creators and inventors with financial and moral rewards.
9. Provide summer scientific enrichment program.
10. Creating creative and competitive projects for students funded by the university.

D. Disabled Students

The program does not accept students with special need as the nature of the program depends on the physical ability of the student. However, if a student is disabled at work or training, the faculty, and work places are prepared to help and accommodate such 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	Pharmaceutical Chemistry	Organic chemistry	---	1	---	5
		Medicinal chemistry	---			
		Analytical chemistry	---			
	Pharmacognosy	Phytochemistry	---	1	---	
		Plant biotechnology				
	Pharmaceutics	General pharmaceutics	---	1	---	
		Industrial pharmacy				
Pharmacology	Pharmacology	---	1	---		
Clinical Pharmacy	Clinical Pharmacy	---	1	---		
Associate Professors	Pharmaceutical Chemistry	Organic chemistry	---	1	---	5
		Medicinal chemistry				
		Analytical chemistry				
	Pharmacognosy	Phytochemistry	---	1	---	
		Plant biotechnology				
	Pharmaceutics	General pharmaceutics	---	1	---	
		Industrial pharmacy				
Pharmacology	Pharmacology	---	1	---		
Clinical Pharmacy	Clinical Pharmacy	---	1	---		
Assistant Professors	Pharmaceutical Chemistry	Organic chemistry	---	4	---	16
		Medicinal chemistry				
		Analytical chemistry				
	Pharmacognosy	Phytochemistry	---	2	---	
		Plant biotechnology				
	Pharmaceutics	General pharmaceutics	---	4	---	
		Industrial pharmacy				
Pharmacology	Pharmacology	---	3	---		
Clinical Pharmacy	Clinical Pharmacy	---	3	---		
Lecturers	Pharmaceutical Chemistry	Medicinal chemistry	2	3	---	12
		Analytical chemistry	1			
	Pharmacognosy	Pharmacognosy	2	2	---	



Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
	Pharmaceutics	Pharmaceutics	2	2	---	
	Pharmacology	Pharmacology	2	2	---	
	Clinical Pharmacy	Clinical Pharmacy	2	3	---	
Teaching Assistants	Pharmaceutical Chemistry	Pharmaceutical Chemistry	---	1	---	5
	Pharmacognosy	Pharmacognosy	---	1	---	
	Pharmaceutics	Pharmaceutics	---	1	---	
	Pharmacology	Pharmacology	---	1	---	
	Clinical Pharmacy	Clinical Pharmacy	---	1	---	
Technicians and Laboratory Assistants	Pharmaceutical Chemistry	Pharmaceutical Chemistry	---	2	---	6
	Pharmacognosy	Pharmacognosy	---	1	---	
	Pharmaceutics	Pharmaceutics	---	1	---	
	Pharmacology	Pharmacology	---	1	---	
	Clinical Pharmacy	Clinical Pharmacy	---	1	---	
Administrative and Supportive Staff			University graduate	6	---	6
Other (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

1. The program committee member welcome the new teaching staff.
2. The program identify an old member to help the new teaching staff for completion of his personal and administrative matters and for fast communication with the university community
3. They program offer a college guide and the students' guide as well as the program



- mission, plan, program goals, objectives and its vocabulary.
4. They program informs the new teaching staff about library services in the program, community service, and pharmaceutical training for students
 5. They program informs the new teaching staff about his role in institutional accreditation and academic accreditation of the program and the college
 6. They program informs the new teaching staff about the evaluation methods and the times approved by the program to evaluate the decisions of the study plan.

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.)

Najran University recognizes that excellence in teaching is equated with excellence in learning. Accordingly, it has developed an extensive and energetic support system for continued professional development. The objectives of colleague development are different for a new colleague and for more senior colleague, and development plans are tailored to the needs of individual college members. Therefore, the University established the **Deanship of Skills Development**, which has adopted the concepts and practices of ongoing self-development for the professional skills of the college, lecturers, teaching assistants, the academic and administrative leaders, and other employees, and the development of the students' skills in order to improve the quality of Najran University's outcome in a way that contributes to the provision of a suitable environment and ease of achieving academic development. In this respect, the Deanship aims at achieving the following:

1. Setting up strategies to improve the skills of all Najran University staff in a way that achieves excellence and creativity in learning and teaching.
2. Developing the abilities and skills of all Najran University staff, and supporting their creative endeavours and professional achievement to obtain excellence in the academic and administrative process. More details are in the website page <http://ddq.nu.edu.sa/skillestask.html>

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.)

1. The courses' coordinators recommend the learning resources of the courses involving; textbooks, references, electronic resources, and web based resources for each course.
2. The departments revise the courses' learning resources recommended by the courses' coordinators and approve it by the departments' councils.
3. The departments send all learning resources of all courses to the program's management and finally the dean to activate their obtaining process.
4. Each course coordinator inform the students registering the course through the course specification with all required learning resources for the course
5. The program ensure the quality of learning resources via students' and teaching staffs' surveys.



6. The program analyzes and evaluates the surveys-based data and recommends the improvement action plan for its continuous improvement.

2. Facilities and Equipment

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

The pharmaceutical sciences program facilities allow effective and efficient learning and high-quality research-centered teaching via a variety of methods in a conducive learning environment. The good use of these facilities and equipment enable students to take the responsibility for their own learning. The use of these facilities and equipment are assessed regularly in terms of their suitability for all stakeholders, i.e. students, faculty and staff.

1. The university collect all learning resources of all university program in a central library rich with the required references (except equipment). Prince Mishaal Central Library has state of the art facilities with a vast collection of textbooks
2. Deanship of Library Affairs <https://dlaf.nu.edu.sa/en/home> provide access for The digital library: <https://sdl.edu.sa/SDLPortal/ar/Publishers.aspx>
3. Existence of information security systems against electronic threats
4. The program provides a Computer laboratory equipped with computers and software is open from 8 AM to 5 PM on all working days. Underutilized computers of the lab are restructured and rearranged for better utilization by staff and students
5. The program provides classrooms equipped with both blackboards, smart boards, and data show equipment.
6. Each classroom is equipped with smart boards. Faculty members are trained by Deanship of E-learning and Distance Education on smart boards and E-learning system. The program provides well-equipped laboratories in all departments.
7. NU introduces policies so that the planning, acquisition and maintenance of all colleges' facilities and equipment are efficient and useful. Thus, clearly organized processes exist for the acquisition of facilities which include tendering processes, procedures for procurement and invoicing systems to log and track inventories.
8. There is also a well-tracked documented system throughout the University for the maintenance and repair of facilities, as well as a well-defined system for planning and budgeting, involving certain academic and administrative units in NU.
9. The entrances of the College buildings are reconstructed to consider the needs of persons with physical disabilities or other special needs.

Classrooms and labs. in the College of Pharmacy

Classrooms	Practical labs	Computer labs	Video conference Rooms
21 Classrooms	28 Labs	1	2
a. 3 classrooms for each department b. 6 classrooms for the out faculty courses	a. 7 labs for chemistry b. 5 labs for pharmacognosy c. 5 labs for pharmacology d. 6 labs for pharmaceuticals e. 3 labs for clinical Pharmacy		



3. Arrangements to Maintain a Healthy and Safe Environment

(According to the nature of the program)

1. The mechanism of security and safety.
2. The mechanism of equipment's periodic maintenance.
3. Dashboards that define the use of equipment procedure and security, safety and behavioral aspects of laboratories units.
4. The mechanism of disposal of laboratory waste.
5. Periodic evaluation of teaching and learning facilities at the program level.

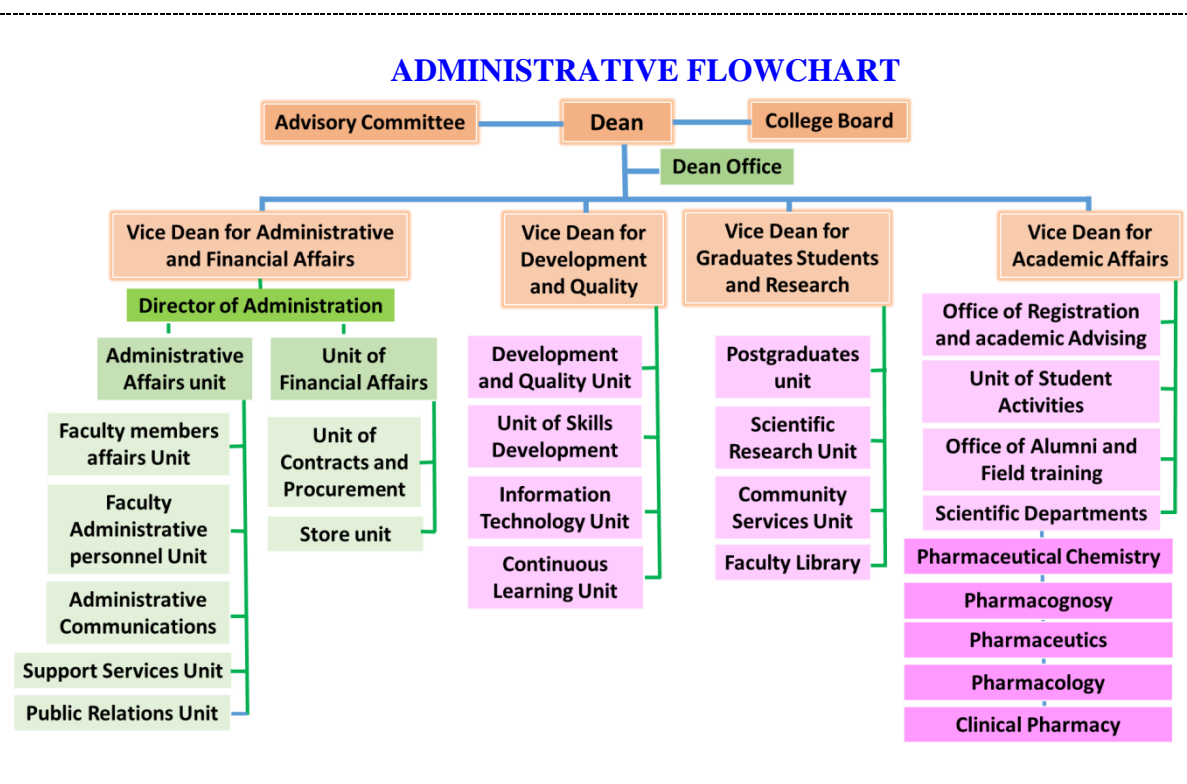
<https://pharmacy.nu.edu.sa/232>

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

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



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.)

The program uses the following mechanisms to enhance the stakeholder participation in the effective planning and development of the program:

1. Advisory committee
2. Students surveys,
3. Employers surveys,
4. Alumni surveys



5. Staff members surveys
6. Local market surveys

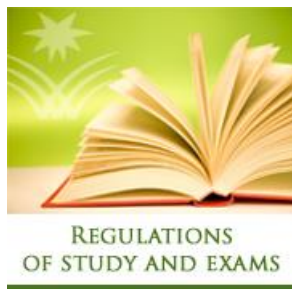
2. Program Regulations

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

Regulation of the program are found in the following link:

<https://www.nu.edu.sa/en/web/deanship-of-admission-and-registration/home>

then choose



H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

For the Unit Development and Quality of Faculty of Pharmacy, please click on the following link

<https://pharmacy.nu.edu.sa/en/120>

2. Program Quality Monitoring Procedures

Quality and Development Unit was established in the college of pharmacy according to the administrative decree of Vice-President for Development and Quality No. (31/1435) dated 12/24/1434 H. The Deanship of Development and Quality in Najran University provides all colleges with the support necessary for quality management and is responsible for evaluating and monitoring the achievement of plan and activities of the quality unit.

- The program evaluate the achievement of the quality plan on a regular basis annually and each 5 years comprehensively. Accordingly, all evaluation data is analyzed, studied, and summarized. The corrective actions is taken when necessary. A report is submitted to the dean of the college, including a summary of the results of the evaluation.

The program evaluation process depends on:

A- Annual evaluation of the program through evaluation of the approved 6 standards; program mission and goals, program management and quality assurance, teaching and learning process, students, teaching staff and learning resources via:

1. Graduate and student's questionnaires.
2. Courses' reports.
3. Employers questionnaires about the performance of graduates.
4. Learning experience questionnaire.
5. Student's evaluation for the quality of courses.



6. KPIs assessment and their analysis report
7. Annual program report
8. PLOs measurement report
9. Alumni questionnaires

B- Comprehensive evaluation every 5 years via:

- 1- SWOT analysis
- 2- Analysis of the market requirements
- 3- Improvement plan
- 4- Operational plan
- 5- Changes in the program mission
- 6- Changes in the goals
- 7- External evaluation of the program

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

1. Supply all departments with the program specification, objectives and learning outcomes and their matrix
2. At the beginning of the semester, each faculty member must submit a course specification for his course, which must be consistent with the learning outcomes of the program. This course specification is reviewed and approved by the head of the scientific department of the course.
3. Every course instructor submits a report at the end of each semester that discussed the course details to the program coordinator
4. Regular revising of course contents and specification documented by courses reports.
5. Student's feedback by student courses evaluation.
6. Action plan (if required) to improve these courses.

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

No other branches

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

- 1- The Deanship of the Institute of Studies and Consulting Services in Najran University is the responsible committee for governing the educational and research partnerships for all deanships, colleges and institutes inside Najran University.
- 2- It offers the expertise and scientific studies in a variety of fields either educational, research or advisory services via effective partnerships with the public and private sectors inside and outside the kingdom.
- 3- It conducts the agreements and services contracts with the individuals and public sectors on behalf of the colleges or the programs
- 4- Example for this policy, the program makes an agreement between the program and the Armed Forces Hospital in Najran

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



Program Learning Outcomes Assessment Plan

General Framework for the program to measure learning outcomes

1. The program measures PLOs in an assessment cycle over a period of 4 years.
2. The program distribute the learning outcomes on levels.
3. The program determine the CLOs (the exams' results of the courses) for direct assessment of PLOs while exit questionnaires and interviews with the stakeholders as indirect assessment methods as follows:

PLOs		Assessment methods		
Type	Direct (Using CLOs)		Indirect (survey and interviews) Semester-based	
	Formative (Semester-based)	Summative (Cycle-based)		
K1	Related CLOs contributing to achievement of the PLOs at the I- and P-levels as mentioned in PLOs matrix	Average of Related CLOs contributing to achievement of the PLOs at the M- level as mentioned in PLOs matrix	1- Student exit survey 2- Interviews 3- Focus group discussion	
K2				
K3				
K4				
S1				
S2				
S3				
S4				
C1				
C2				
C3				

4. The results are used for continuous improvement at the courses level during the assessment cycle, while the major changes at the program level are implemented at the end of the assessment cycle.
5. The program determine the data collection timeline and evaluation timeline as well as timeline for implementing the required improvement for each PLO.

PLOs	1 st year of AC		2 nd year of AC		3 rd year of AC		4 th year of AC	
	1-semester	2-semester	1-semester	2-semester	1-semester	2-semester	1-semester	2-semester
K1		C/E	I					
K2				C/E	I			
K3						C/E	I	
K4							C/E	I
S1							C/E	I
S2						C/E	I	
S3					C/E	I		
S4			C/E	I				
C1			C/E	I				
C2					C/E	I		
C3							C/E	I

AC: Assessment cycle, C: Data collection, E: Data evaluation, and I: Implementation



6. The implementation of the basic recommendations, errors, procedures or minor changes are corrected in each semester during the program cycle (the next semester for the semester of evaluation during the study), however, in case of major changes, the recommendations are implemented at the end of the program cycle.

Closing the quality loop:

Mechanisms of using the results in the development process

- 1- The results of each evaluated PLO is regularly compared with that of the last determined value as an internal benchmark value and with the targeted value to determine the progress at the program level
- 2- The results of each evaluated PLO is communicated to all associated parties for discussion of the assessment reports as the level of the program council to define the possible root causes for the PLO that are low achieved and set the program improvement priorities and possible strategies and actions
- 3- The corrective actions and improvement plan are implemented, and their impacts on the subsequent achievement are evaluated and monitored by the program through courses and program reports

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Program members	Surveys	End of the year
Effectiveness of teaching & assessment	Students, Graduates, alumni	Surveys	End of the year
Learning resources	1- Final year student, 2- Responsible committee at the program level	Surveys Check list	Beginning of the year
Quality of learning experience	Final year students	Surveys	End of academic year
Employers' evaluation of program graduate's proficiency	Employers	Surveys	End of academic year
Scientific activity of staff member:	1-Percentage of program members who published at least one research during the year to total members in the program 2-total number of published research to the total number of t faculty members during the year	Direct calculations	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) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
-1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the operational plan objectives	80%	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year	End of the year
	3- Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program	80%	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey
	KPI-P-03	Students' evaluation of the quality of the courses	80%	Average students overall rating for the quality of courses on a five-point scale in an annual survey	End of the semester
	KPI-P-04	Completion rate	50%	Proportion of undergraduate students who completed the program in minimum time in each cohort	Every year
	KPI-P-05	First-year students retention rate	90%	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Every year
	KPI-P-06	Students' performance in the professional and/or national examinations	80%	Percentage of students or graduates who were successful in the professional and / or national examinations,	Every year
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs (Within year of graduation)	80% 10%	Data collection form	1 years after the graduation



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	KPI-P-08	Average number of students in the class	15	Data collection form	Every year
	KPI-P-9	Employers' evaluation of the program graduate's proficiency	80%	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	Every year
4- Students	KPI-P-10	Students' satisfaction with the offered services	80%	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Every year
	KPI-P-11	Ratio of students to teaching staff	1:5	Data collection form (Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program)	Every year
5- Teaching Staff	KPI-P-12	Percentage of teaching staff distribution a. Ph.D holder b. MSc c. BSc	60% 28% 12%	Data collection form (Percentage of teaching staff distribution based on Academic Ranking)	Every year
	KPI-P-13	Proportion of teaching staff leaving the program	< 10%	Data collection form (Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff)	Every year
	KPI-P-14	Percentage of publications of faculty members.	90%	Data collection form (Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program)	Every year



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	KPI-P-15	Rate of published research per faculty member.	1.0	Data collection form (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	Every year
	KPI-P-16	Citations rate in refereed journals per faculty member	20	Data collection form (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research)published	Every year
6- Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources	80%	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual .survey	Every year
	KPI-PH-1	Number of community education programs, consultancy and community service activities	5	Data collection form (Number of community programs, consultancy and community service activities in the academic year)	Every year
Community Services	KPI-PH-2	Percentage of full time teaching staff actively engaged in community service activities.	50%	Data collection form (% of full time teaching staff actively engaged in community service activities in the academic year.)	Every year
	KPI-PH-3	% of courses in which student evaluations were conducted during the year.	100%	Data collection form	Every semester
Quality Assurance	KPI-PH-4	Student evaluation of academic and career counselling.	4	Student evaluation of academic and career counselling on a five-point scale in an annual survey	Every year



* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Approved by the college board
Reference No.	24/11/38/39
Date	22-8-1439

