



Program Specification

— (Bachelor)

Program: **Bachelor's Degree in Pharmacy (B. Pharm)**

Program Code (as per Saudi university ranking):

Qualification Level: **Level 6**

Departments: **Clinical Pharmacy, Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, and Pharmacognosy**

College: **Pharmacy**

Institution: **Jouf University**

Program Specification: New updated*

Last Review Date: **NA**

*Attach the previous version of the Program Specification.



Table of Contents

A. Program Identification and General Information	3
B. Mission, Objectives, and Program Learning Outcomes	4
C. Curriculum	5
D. Student Admission and Support:	13
E. Faculty and Administrative Staff:	16
F. Learning Resources, Facilities, and Equipment:	19
G. Program Quality Assurance:	22
H. Specification Approval Data:.....	27



A. Program Identification and General Information

1. Program's Main Location :

Main Campus (Male) – Sakaka, Jouf University

2. Branches Offering the Program (if any):

Female Campus – Laqaet, Sakaka

3. Partnerships with other parties (if any) and the nature of each:

NA

4. Professions/jobs for which students are qualified

The graduates of PharmD program will be qualified to work as pharmacists in the following setups:

- Government Organization
- Community Pharmacies
- Hospitals and Healthcare
- Pharmaceutical, Cosmeceutical and Nutraceutical Industries
- Academic and Research Institutions
- Pharmaceutical Sales and Marketing
- Drug Regulatory Authorities (Saudi FDA)
- Drug testing and forensic laboratories

5. Relevant occupational/ Professional sectors:

The graduates of PharmD program will be qualified to work as pharmacists in the following setups:

- Government Organization
- Community Pharmacies
- Hospitals and Healthcare
- Pharmaceutical, Cosmeceutical and Nutraceutical Industries
- Academic and Research Institutions
- Pharmaceutical Sales and Marketing
- Drug Regulatory Authorities (Saudi FDA)
- Drug testing and forensic laboratories

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. Bachelor Degree in Pharmacy	141	Pharmacist

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

exit points/awarded degree	Credit hours
1. NA	NA

8. Total credit hours: (141)



B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Preparing competent pharmacists equipped with state of the art knowledge and skills to ethically practice various pharmaceutical disciplines with the ability to contribute in research and community development.

2. Program Goals:

The goals of the B. Pharm Program are to:

- Provide high quality education, training and occupational development to students by using the most recent technologies, which is essential for highly professional pharmacists
- Promote self-learning, professionalism, ethics, teamwork, and continuous education concepts
- Encourage research activities and prepare research facilities to perform objective research in core areas of the program, which fit institutional and community need
- Prepare graduates to become leaders who improve the health and wellness of the Public through drug discovery and development, pharmacy practice models, and community health services

3. Program Learning Outcomes*

Knowledge and Understanding

K1	Demonstrate knowledge and understanding of the theories, principles and concepts in biomedical, pharmaceutical, social, behavioral, administrative and clinical sciences associated with the development and use of pharmaceuticals for prevention and treatment of diseases.
K2	Demonstrate knowledge and in-depth understanding of different classes of drugs, their sources, isolation, purification, physicochemical properties, synthesis, structure activity relationship, pharmacokinetics, mechanisms of action, adverse effects, formulation, manufacturing, analysis and use.
K3	Demonstrate awareness of the pathophysiology and diagnosis of diseases, pharmacotherapy approaches as well as pharmacoeconomics, pharmaceutical marketing and management, biostatistics, pharmaceutical care and drug regulatory affairs required to practice the pharmacy profession in health care setups.
K4	Demonstrate knowledge of the methods, strategies and techniques required to independently conduct research in the fields of drug discovery, drug development, drug delivery and patient care.

Skills

S1	Apply the concepts, principles and theories of biomedical, pharmaceutical, behavioral, administrative, clinical sciences, and pathophysiology to identify the causes of diseases, diagnose the diseases, identify sources of drugs, synthesize drugs, prepare pharmaceutical dosage forms, explain drug action & interactions, solve therapeutic problems, and advance patient-centered care.
----	---





S2	Investigate scientific literature to critically analyze and solve complex unpredictable problems in pharmaceutical and clinical sciences.
S3	Perform tasks related to selection of the appropriate biomedical, clinical, and pharmaceutical procedures, materials, equipment, and lab safety protocols.
S4	Perform tasks related to interpretation of clinical laboratory tests, patient care, and patient counseling along with training on self-care devices in various pharmacy practice settings.
S5	Communicate effectively verbally and nonverbally with colleagues, patients, health care professionals and supportive staff.
S6	Apply the principles of mathematics and statistics to perform pharmaceutical calculations, analyses relevant to pharmacokinetics, pharmaceutical analysis, dispensing, and pharmacy practice.
S7	Use state-of-the art information technology in academic, pharmaceutical research and patient care setups.

Values, Autonomy, and Responsibility

V1	Exhibit professional ethics, integrity, attitudes and behavior by respecting others, avoiding malpractices, and cooperating with his fellows to achieve the professional goals.
V2	Demonstrate abilities to work as a member or leader of a team through effective collaboration with patients or colleagues or other professionals.
V3	Engage in self-learning practices and inter-professional healthcare education activities.

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	5	10	7.1
	Elective	2	4	2.9
College Requirements	Required	0	0	0
	Elective	0	0	0
Program Requirements	Required	52	122	86.5
	Elective	2	2	1.4
Capstone Course/Project		1	3	2.1
Field Training/ Internship		2	0	0
Residency year				
Others				
Total		64	141	100

* Add a separated table for each track (if any).



2. Program Courses

Common First Year Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Common First Year	ENGL 001	English Language (1)	Required	-----	6	Institution
	EDU 101	University Life skills	Required	-----	2	Institution
	CHM 103	Chemistry	Required	-----	3	Institution
	CIS 101	Computer Skills	Required	-----	3	Institution
	ENGL 002	English Language (2)	Required	ENGL 001	6	Institution
	BIO 103	Biology	Required	-----	3	Institution
	PHS 103	Medical Physics	Required	-----	3	Institution
	MTH 103	Bio-Statistics	Required	-----	3	Institution

B. Pharm Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ARB 100	Arabic Language Skills	Required	-----	2	Institution
	ISL 101	Fundamentals of Islamic Culture	Required	-----	2	Institution
	ANA 211	Anatomy	Required	-----	2	College
	RPHT 210	Pharmaceutical Microbiology I	Required	-----	3	College
	RPHC 212	Pharmaceutical Organic Chemistry I	Required	-----	3	College
	RPHL 215	Physiology I	Required	-----	3	College
	RPHC 213	Pharmaceutical Analytical chemistry	Required	-----	3	College
Level 2	ISL 102	Family in Islam	Required	-----	2	Institution
	RPCL 229	Pharmacy Practice	Required	-----	2	College
	RPHT 220	Pharmaceutical Microbiology II	Required	RPHT 210	3	College
	RPHT 221	Pharmaceutical Calculations and Physical Pharmacy	Required	-----	3	College
	RPCL 228	Introduction to Pharmacy Profession	Required	-----	1	College
	RPHG 226	Pharmacognosy I	Required	RPHC 212	3	College
	RPHC 222	Pharmaceutical Organic Chemistry II	Required	RPHC 212	2	College
RPHL 224	Physiology II	Required	RPHL 215	2	College	
Level	ARB 102	Writing Skills	Required	ARB 100	2	Institution
	ISL 106	Medical Jurisprudence	Required	-	2	Institution



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
3	RPHC 332	Medicinal Chemistry I	Required	RPHC 222	2	College
	RPHT 331	Liquid and Semisolid Dosage Forms	Required	RPHT 221	3	College
	RPCL 338	Pathophysiology I	Required	RPHL 224	2	College
	RPCL 339	Ethics & Pharmacy Profession Regulation	Required	-----	1	College
	RPHL 334	Pharmacology I	Required	RPHL 224	4	College
	RPHL 335	Biochemistry I	Required	RPHC 222 RPHC 213	2	College
Level 4	RPCL 348	Clinical Skills for Pharmacists	Required	RPCL 229	2	College
	RPHG 346	Pharmacognosy II	Required	RPHG 226	3	College
	RPHL 345	Biochemistry II	Required	RPHL 335	3	College
	RPHL 344	Pharmacology II	Required	RPHL 334	3	College
	RPHT 340	Solid Dosage Forms	Required	RPHT 331	3	College
	RPCL 349	Pathophysiology II	Required	RPCL 338	2	College
(*)	University Elective Course	Elective	----	2	Institution	
First Summer Session	RPHI 391	Pharmacy Internship I	Required	Complete 60 Credit, RPHL344	****	College
Level 5	RPHT 450	Cosmetics	Required	RPHT 331	1	College
	RPHC 452	Medicinal Chemistry II	Required	RPHC 332	3	College
	RPHG 456	Pharmacognosy III	Required	RPHG 346	4	College
	RPCL 459	Pharmacotherapy I	Required	RPCL 338	3	College
	RPHT 451	Biopharmaceutics	Required	RPHT 340	3	College
	RPHL 455	Pharmacology III	Required	RPHL 344	2	College
(**)	University Elective Course	Elective	----	2	Institution	
Level 6	RPCL 466	Pharmacy Management	Required	RPCL 229	1	College
	RPHT 460	Industrial Pharmacy	Required	RPHT 451	3	College
	RPHT 461	General Immunology	Required	RPHT 220	1	College
	RPHC 462	Drug Discovery and Development	Required	RPHC 332	1	College
	RPHL 464	Toxicology	Required	RPHL 455 RPCL 338	3	College
	RPCL 469	Pharmaceutical Care	Required	RPCL 348	3	College
	RPCL 468	Basic Pharmacokinetics	Required	RPHT 451	3	College
	RPCL 467	Pharmacotherapy II	Required	RPCL 349 RPCL 459	3	College
Second Summer Session	RPHI 492	Pharmacy Internship II	Required	Complete 95 credit, RPHL455	****	College



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 7	RPHC 473	Medicinal Chemistry III	Required	RPHC 452	2	College
	RPHC 472	Pharmaceutical Instrumental Analysis	Required	RPHC 213 RPHC 222	3	College
	RPHM 471	Anti-Infective Agents	Required	RPHT 220 RPHL 455	1	College
	RPHT 470	Nuclear Pharmacy	Required	RPHT 460	2	College
	RPHG 476	Applied Pharmacognosy	Required	RPHG 456	3	College
	RPHT 474	Sterile Products	Required	RPHT 451	2	College
	RPHM 478	Pharmaceutical Biotechnology	Required	RPHT 451 RPHG 456	1	College
	RPCL 479 (***)	Drug Informatics College Elective Course	Required Elective	RPHL 464	2 1	College College
Level 8	RPHM 480	Advanced Biostatistics	Required	RPCL 468	2	College
	RPHC 482	Medicinal Chemistry IV	Required	RPHC 473 RPHM 471	2	College
	RPHL 484	Pharmacology IV	Required	RPHL 455	2	College
	RPCL 488	Pharmaceutical Marketing	Required	RPCL 466	1	College
	RPCL 489	Pharmacotherapy III	Required	RPCL 467	2	College
	RPHT 481	Quality Control of Pharmaceutical Dosage Forms	Required	RPHT 474	3	College
	RPHM 485	Research Project	Required	RPCL 467, RPHT 451	3	College
	(***)	College Elective Course	Elective		1	College

Elective Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
(*) University Elective Courses						
Level 4	EDU 102	Volunteer work	-----	-----	2	Institution
	BUS 101	Entrepreneurship	-----	-----	2	Institution
(**) University Elective Courses						
Level 5	ISL 102	Family in Islam	-----	-----	2	Institution
	RPCL 229	Pharmacy Practice	-----	-----	2	Institution
Level	RPHT 490	Advanced Drug Delivery Systems	Pharmaceutics	RPHT 460	1	College



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
7 & 8	RPHG 496	Alternative Medicine	Pharmacognosy	RPHG 456	1	College
	RPHC 492	Drug Design	Pharmaceutical Chemistry	RPHC 462	1	College
	RPCL 494	Pharmacovigilance	Clinical Pharmacy	RPCL467	1	College
	RPHL 495	Drug Interactions	Pharmacology	RPHL 464	1	College
	RPHL 497	Pharmacogenomics	Pharmacology	RPHL 464	1	College
	RPCL 498	Pharmacoeconomics	Clinical Pharmacy	RPCL467	1	College

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

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, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	S7	V1	V2	K3
ANA 211														
RPHT 210														
RPHC 212														
RPHL 215														
RPHC 213														
RPCL 229														
RPHT 220														
RPHT 221														
RPCL 228														
RPHG 226														
RPHC 222														
RPHL 224														
RPHC 332														
RPHT 331														





Course code & No.	Program Learning Outcomes													
	Knowledge and understanding				Skills							Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	S7	V1	V2	K3
RPCL 338			I		I				I					I
RPCL 339			I		I						I	I		I
RPHL 334		I			I		I				I		I	
RPHL 335	I				I						I			I
RPCL 348			P		P				P					P
RPHG 346		I			I		I				I		I	
RPHL 345	P				P		P				P		P	
RPHL 344		P			P		P				P			P
RPHT 340		P			P		P			P			P	
RPCL 349			P		P				P					P
RPHI 391				I		I		I	P		P	P	P	
RPHT 450		P			P		P			P			P	
RPHC 452		P			P		P				P		P	
RPHG 456		P			P		P				P		P	
RPCL 459			P		P			P			P		P	
RPHT 451	M				P						I			P
RPHL 455		P			P						P			P
RPCL 466	P				P						P			P
RPHT 460		P			P		P				P		P	
RPHT 461	P				P						P			P
RPHC 462		P			P						P			P
RPHL 464		P			P		P				P		P	
RPCL 469			P		P				P					P
RPCL 468		P								P	P			P
RPCL 467			P		P			P			P		P	
RPHI 492				P		P		P	M		M	M	M	M
RPHC 473		M			M						M			M
RPHC 472		M			M		M			M	M			M
RPHM 471		M			M						M			M
RPHT 470		P			P		P			P			P	
RPHG 476		M			M		M				M		M	
RPHT 474		M			P		P		P				P	
RPHM 478	M	M			M						M		M	
RPCL 479			M			M					M			M
RPHM 480			M							M	M			M
RPHC 482		M			M						M			M





Course code & No.	Program Learning Outcomes														
	Knowledge and understanding				Skills							Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	S7	V1	V2	K3	
RPHL 484		M			M							M			M
RPCL 488			M		M					M					M
RPCL 489			M		M					M					M
RPHT 481		M			M					M					M
RPHM 485				M		M	M	M	M			M	M	M	M
Elective Courses															
RPHT 490	M				M							M			M
RPHG 496		M			M							M		M	
RPHC 492		M			M							M		M	
RPCL 494	M		M			M				M			M		M
RPHL 495		M			M							M			M
RPHL 497	M				M							M			M
RPCL 498			M			M						M		M	M
RPHT 490	M				M							M			M
RPHG 496		M			M							M		M	

* Add a separated table for each track (if any).

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

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

The student has to accomplish a total of 141 program credit hours in addition to 29 credit hours in the first common year, for the lectures, each credit hour is equal to 1 contact hour and for practical each credit hour is equal to 2 contact hours. The following teaching methods either alone or in combination are followed to deliver the courses, which are well aligned to achieve the intended learning outcomes of various NQF domains as indicated in the following table:

Teaching and learning strategies	Knowledge and understanding				Skills							Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	S7	V1	V2	K3	
Lectures	√	√	√	√	√						√	√			
Problem-based learning (PBL)		√			√						√				
Case-based learning (CBL)			√		√										
Computer-based learning packages (e-learning)	√	√	√		√	√					√	√			





Laboratory classes (including preparation of Lab reports)								√	√	√				√	√	√
Clinical data and prescription interpretation exercises								√	√							
Problem-solving exercises					√						√					
Discussions		√	√	√	√					√	√					
Research projects				√		√						√	√	√	√	
Presentations				√		√				√			√	√	√	√
Review papers				√		√				√			√	√	√	√
Visits for practice and clinical placements				√									√	√	√	

6. Assessment Methods for program learning outcomes.

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

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

The assessment methods that can be used to measure achievement of program learning outcomes in every NQF domain are aligned according to the following in the following table

Assessment Methods	Knowledge and understanding				Skills							Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	S7	V1	V2	V3
Written examination	√	√	√		√					√				
Quizzes	√	√	√		√					√				
Assignments	√	√	√		√	√		√		√				
Seminars (oral discussion and questions)	√	√	√	√	√	√			√		√		√	√
Laboratory reports							√	√	√			√		
Review paper (assessed via rubrics)	√	√	√	√	√	√			√		√	√	√	√
Research report	√	√	√	√	√	√			√		√	√	√	√





Practical performance/exam							√	√					√	
Problem-solving exercises				√					√					

Notes:

1. Presentations and reports of seminars, research projects, labs, etc. are assessed using [rubrics scoring](#).
2. Practical performance and exams are assessed using [practical assessment form](#).
3. The program employs direct and indirect assessment methods for the program learning outcomes ([PLO assessment plan](#)).
4. Direct assessment of achievement of program learning outcomes is conducted via calculating average values of students' results on tests in courses aligned to a designated PLO.
5. Indirect assessment of achievement of program learning outcomes is conducted via [Alumni](#) and [Employer](#) surveys.

General exam regulations

- The midterm and final exams are written exams.
- The final exam is unified for all sections.
- The final exam is prepared by the course coordinator
- The practical exam usually involves a written part and a lab experiment (evaluated by a rubric for lab performance evaluation)
- The written exams consist of diverse questions (e.g. MCQ, SAQ, etc.) and measure intended learning outcomes.
- Graduation research projects are evaluated using a rubrics system (by a temporary committee of college faculty members) in Week 14.
- The final exam date is announced by the academic affair rectorate at the beginning of the academic session in coordination with the college council.

The grades of students are distributed as follows

S.N.	Letter Grade	Mark	Grade
1	A+	95-100	Highly excellent
2	A	90-94	Excellent
3	B+	85-89	Highly very good
4	B	80-84	Very good
5	C+	75-79	Highly good
6	C	70-74	Good
7	D+	65-69	Average
8	D	60-64	Passed
9	F	Lower than 60	Failed

The rules and regulations governing study and exams at the College of pharmacy can be accessed [here](#).

D. Student Admission and Support:

1. Student Admission Requirements



1. The applicant must submit an electronic application to the Deanship of Admission and Registration. Deadlines are announced before the beginning of each academic year on the university website.
2. The program is currently offered to Saudi citizens and students from Saudi mothers only, free of charge. No scholarships are available for foreign students in all medical programs according to ministry of Higher Education regulations.
3. The applicant must meet the character and health requirements of the university to attend the pharmacy college.
4. The applicant should have completed a Secondary School (Scientific stream) and first common year (Foundation) at the Deanship of Joint first year (Health Sciences Stream).
5. Students who have completed the first common year with a Grade Point Average (GPA) score of 2.75 or more out of 5 will be eligible to be enrolled in the Bachelor Degree in Pharmacy Program.
6. The students submit an electronic application prioritizing their college choices.
7. The university registration department assigns students to colleges taking into consideration student GPA, student priorities and number of available seats in the program of choice. Priority of choice will be given to students with higher GPA scores.
8. The number of seats available in the Bachelor Degree in Pharmacy Program is determined by the college council at the beginning of each academic year (average of 30-50 seats for each gender).

More information regarding the admission of students to the pharmacy program can be found in this [guide](#).

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- College organizes proper orientation for incoming students to facilitate the transition into their programs. New student's orientation is a way for students to meet other students, become familiar with campus services. This orientation program gives the new students a chance for getting more information about the program, goals and objectives for their studying. Also, the orientation program reinforces the new students to discuss their concerns with program administrators and graduated students.
- College, represented in the e-learning, student's affairs and discipline committees, provide orientation for the new students regarding the proper way to deal with black board application, how to follow the teaching plan, when to add or withdraw subjects and how to follow the discipline rules of the university to avoid warning and denial from exam entry.
- Information about the program (vision, mission, goals, PLOs, graduate attributes, admission requirements, graduation requirements, study system, duration and plan, regulations, advisory committee, student services, etc.) is made available to students through [B. Pharm Program Guide](#).



3. Student Counseling Services

(Academic, professional, psychological and social) (Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- The college administration forms a committee to demonstrate program policies and regulations to newly enrolled students.
- At the beginning of every semester, the dean and heads of departments hold a meeting with new students in the program to illustrate students' rights and duties and answer students' questions.
- Pharmacy college has an academic advising unit for supervising and promoting good academic advising practices among staff members and coordinating academic advisors training program.
- The timetable of the pharmacy college staff members should contain at least 6 office hours per week for academic advising.
- Academic advising practices involve establishing groups hosting up to 15 students that are headed by a staff member as academic advisor (communications between students and their academic advisor is performed electronically through Blackboard system and in person).
- Each academic advisor posts his office hours, name of students in his group, the academic advising schedule, ways of communication and meeting schedule.
- Academic advising unit posts the timetable of academic advising meetings that will be held through each academic semester.
- Academic advising unit posts the timetable for individual and group meetings with the academic advisors.
- Academic advising unit posts the timetable of academic advising training activities that will be conducted by the university academic advising center in each semester.
- Academic advising unit provides the university academic advising center with a map for planned academic advising activities and schedules of all advisors at the beginning of each academic year.
- Each academic advisor prepares an academic file detailing the academic records of all students in his group.
- A student is required to meet with his academic advisor periodically, the first visit must be held before course registration commences.
- Each academic advisor submits a bi-annual report to the academic advising unit. The report covers academic advising activities, individual and group meetings, problems encountered and suggestions to resolve them.
- Academic advising unit distributes questionnaires at the end of each semester to measure student satisfaction with the provided academic advising services. The questionnaires are analyzed to point out strengths and weaknesses and recommend actions for improvement.
- Academic advising unit runs periodical checks on the performance of academic advisors by going through the forms signed by the advised students.
- At the end of each semester, the academic advising unit evaluates the performance of academic advisors and submits evaluation report to the university academic advising center.
- The college receives periodical visits from the university academic advising center for guidance and support.





- Information about the academic advising and counseling services is made available to students through the [College of Pharmacy academic Advising Guide](#).
- Students with massive personality or psychiatric disorders are directed to the university medical centers for evaluation by the university appointed Psychiatrist.
- Social Counseling: students with social problems are also directed to the academic and student counseling center for treatment.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

- Jouf university has setup guidelines to support disabled which is in the process of approval by the university council.
- Identification of low achievers is managed by the academic advising unit which holds follow up process that involves regular meetings with these students and their course instructors to resolve academic issues and device appropriate remediation plans.
- The academic advising unit identifies gifted and talented students in science, arts, and sports and encourages these students to participate in the proper activities that help forge their talents and take it to the next level.
- Rights and obligations of the College of Pharmacy students are listed in this [document](#)

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	Pharmaceutical Chemistry	Medicinal Chemistry		1	0	1
		Organic Chemistry		1	0	1
	Pharmacognosy	Pharmacognosy & Phytochemistry		1	1	2
	Clinical Pharmacy	Pharmacy Practice		2	2	4
		Social & Administrative Pharmacy		1	1	2
		Pharmacovigilance & pharmacoepidemiology		1	1	2
	Pharmaceutics	Pharmaceutical formulations & dosage forms		1	1	2
		Pharmaceutical Technology		1	1	2
	Biomedical Sciences	Biochemistry		1	1	2
		Pharmaceutical Microbiology		1	0	1
	Pharmacology & Toxicology	Pharmacology		1	1	2
		Toxicology		1	1	2





Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Associate Professor	Pharmaceutical Chemistry	Medicinal chemistry		1	0	1
	Pharmacognosy	Pharmacognosy & Phytochemistry		1	1	2
	Clinical Pharmacy	Pharmacy Practice		2	2	4
		Social & Administrative Pharmacy		1	1	2
		Pharmacovigilance & pharmacoepidemiology		1	1	2
	Pharmaceutics	Pharmaceutical Technology		1	1	2
		Industrial Pharmacy		1	0	1
		Pharmaceutical Formulation		1	1	2
	Biomedical Science	Pharmaceutical Microbiology		1	0	1
		Biochemistry		1	1	2
	Pharmacology and Toxicology	Pharmacology		1	1	2
		Toxicology		1	1	2
Assistant Professor	Pharmaceutical Chemistry	Pharmaceutical Organic chemistry		0	1	1
		Pharmaceutical Medicinal chemistry		2	0	2
		Pharmaceutical Analytical Chemistry		1	1	2
	Pharmacognosy	Pharmacognosy & Phytochemistry		1	1	2
	Clinical Pharmacy	Pharmacy Practice		5	5	10
		Pathophysiology		1	1	2
		Social & Administrative Pharmacy		2	2	4
		Clinical Pharmacokinetics		1	1	2
		Pharmacovigilance & pharmacoepidemiology		1	1	2
	Pharmaceutics	Pharmaceutical formulations & dosage forms		3	3	6
		Drug delivery systems		1	0	1
	Biomedical Science	Pharmaceutical Microbiology		0	1	1
		Biochemistry		1	1	2
	Pharmacology and Toxicology	Pharmacology		1	1	2
		Toxicology		1	1	2
Lecturer	Pharmaceutical Chemistry	Pharmaceutical Chemistry		1	1	2
	Pharmacognosy	Pharmacognosy		1	1	2
		Pharmacy Practice		3	3	6





Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
	Clinical Pharmacy	Pathophysiology		1	1	2
		Social & Administrative Pharmacy		2	2	4
		Clinical Pharmacokinetics		1	1	2
		Pharmacovigilance & pharmacoepidemiology		1	1	2
	Pharmaceutics	Pharmaceutical formulations		1	1	2
	Pharmacology	Pharmacology		2	2	4
	Biomedical Sciences	Biochemistry		1	1	2
Teaching Assistant	Pharmacognosy	Pharmacognosy		1	1	2
	Clinical Pharmacy	Pharmacy Practice		3	3	6
		Pathophysiology		1	1	2
		Social & Administrative Pharmacy		1	2	3
		Clinical Pharmacokinetics		1	1	2
		Pharmacovigilance & pharmacoepidemiology		1	1	2
	Pharmaceutics	Pharmaceutical formulations		1	1	2
Pharmacology	Pharmacology		1	1	2	
Technicians and Laboratory Assistants	Pharmaceutical Chemistry	Chemistry	Highly qualified in handling lab tools and equipment	1	1	2
	Clinical Pharmacy	Clinical Pharmacist	MSC in Clinical Pharmacy	2	1	3
		Toxicologist or Pharmacologist	MSc in Toxicology or Pharmacology	1	1	2
		Pharmacist	B Pharmacy or Pharm-D	3	2	5
		Pharmacy Technicians	Diploma in Pharmacy Technician	3	2	5
	Pharmaceutics	Technician	Highly qualified in handling devices used in the pharmaceuticals lab	1	1	2
	Pharmacology	Technicians		2	2	4
Pharmacognosy	Technicians	Highly qualified in handling lab tools and equipment	1	1	2	
Administrative and	Pharmaceutical Chemistry	Bachelor Degree	Highly qualified in computer skills, filing, archiving, and handling of hard files	1	1	2





Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Supportive Staff	Pharmacognosy	Bachelor Degree	Highly qualified in computer skills, filing, archiving, and handling of hard files.	1	1	2
	Management	Bachelor Degree	Fluent in English, Management Skills, Computer usage	4	4	8
	Administrative Staff	Bachelor Degree	Highly qualified in computer skills, filing, archiving, and handling of hard files.	1	1	2
Others (specify)	IT Technician	BSC Computer Science or Information Technology	Software and Networking Skills Must have hardware maintenance skills	2	2	4

F. Learning Resources, Facilities, and Equipment:

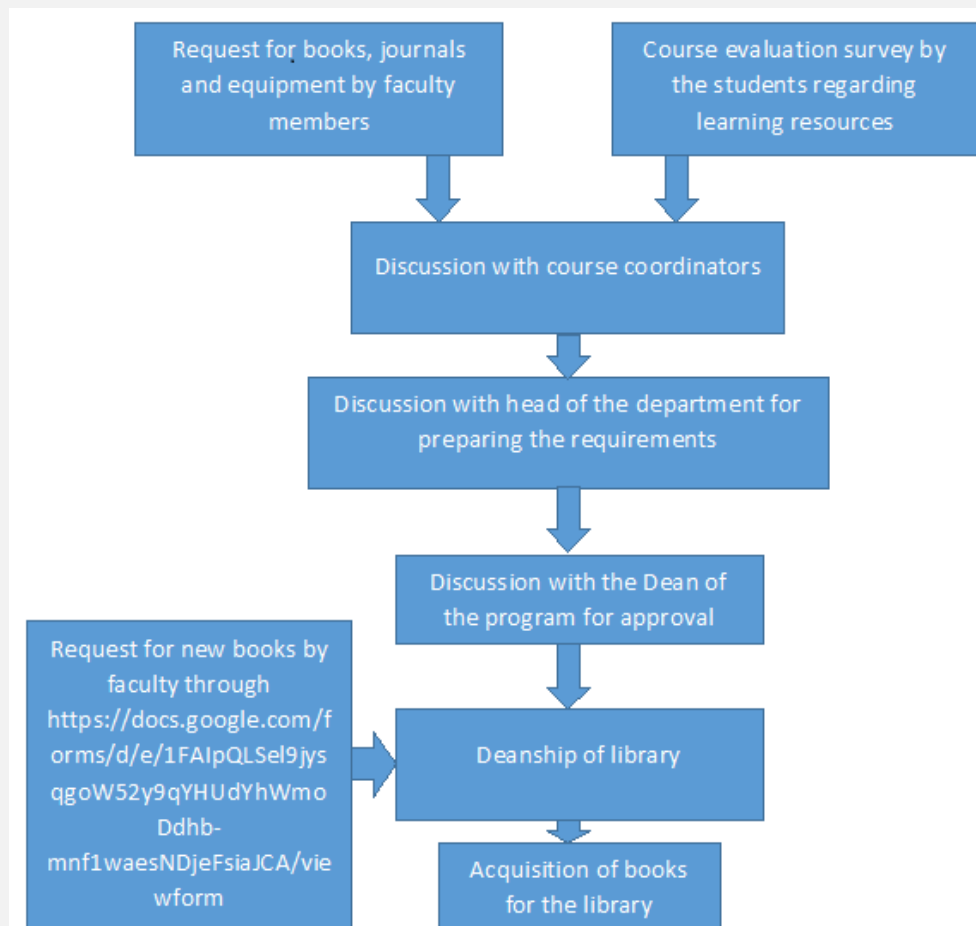
1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

- Learning resources within the B. Pharm (Bachelor of Pharmacy) program include hard and /or electronic copies of the textbooks, reference books, journals and students handouts provided by the teaching staff members or uploaded on Blackboard application.
- Teaching staff responsible for the courses regularly provide guidance on the material requirements to support learning and teaching through their course reports.
- Every year students take part in course and program evaluation survey (item number 11 for student survey) on a range of issues including resource material usage, allocation and service adequacy.
- The survey results help to compare, monitor trends and set targets. While doing so it also identifies areas of concerns eg: pitfalls, shortcomings, gaps.
- The teaching staff members were periodically asked to give the requirement for the learning resources, which gets approved by the course coordinator after discussing with the course team, the inputs from the student survey also taken into consideration. The process of acquisition is given in the following figure.
- Users are informed about acquisition of new materials, equipment, subscription to new database through college notice board and announcement in tayseer (University electronic dealing system) and blackboard.



- The staff and student can visit the library services in university website link <https://www.iu.edu.sa/en/administrations/deanships/deanship-of-library-affairs/library-services/>, to access the library catalogue, updated information about the learning resources.



The process for providing and quality assurance of learning resources.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

Pharmacy college have its own library to cater the immediate need of the staff and student with in the college with 132 titles and 620 volumes of text and reference books in the male section and 34 titles in the female section. Along with this Jouf university have a central library and it has access to a large variety of learning resources such as Books, Journals, Online database, access to Internet & Multimedia facilities in the field of pharmaceutical sciences. To provide the information requirement of faculty members, students and researchers, the library has a growing collection of 3887 (Pharmacy and Medicine) books and 6268 International Journals. There is facility to access digital library (<https://sdl.edu.sa/SDLPortal/ar/Publishers.aspx>) by the students and staff at any time on or off campus. There are four laboratories namely pharmaceuticals, pharmaceutical chemistry, Pharmacology and pharmacognosy, in the male section with a capacity to accommodate 30 student and there are three laboratories (pharmaceuticals,





pharmaceutical chemistry and pharmacognosy, Pharmacology) in the female section with similar facilities.

All the laboratories are well equipped with instruments as per the requirements to run the practical classes for the students.

Along with these laboratories, a central instrument laboratory is available in the male section, which is equipped with modern instruments like UV/Visible spectrophotometer, IR spectrophotometer, HPLC, spectrofluorimeter, Zetasizer etc. These laboratories are used for both academic and research purposes.

Pharmacy College has a separate medical center for males and females within the university to cater to the emergency medical needs of staff and students. One doctor, nurse, pharmacist, and other supportive staff are available in the medical center during the working hours of the day. An ambulance facility is also available within the medical center in order to meet the emergency transfer of the patient to the nearby medical facility.

Eight classrooms for the male and four for the female are available. All the classrooms were equipped with overhead projectors and smart boards, having a sitting capacity of 30 to 50 students.

Overall available facilities and equipment have been summarized in the following table

Facility	Male section	Female section
Departmental Library	Titles: 132 Volumes: 620	Titles: 34 Volumes: 34
No. of laboratories	5	3
Medical center	1	1
No. of Classrooms	8	4

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

Individual departments in the pharmacy college have the overall responsibility of providing a healthy and safe working environment for laboratory workers and students. Each laboratory is unique in its operation and carries its own risk, but there are also many safety issues common to most laboratories. The University also requires laboratory supervisors and research project leaders to take responsibility for controlling risk. As a laboratory worker, it is also your responsibility to observe the basic safety rules that have been established to help create a safe and healthy working environment.

This Guideline has been constructed to provide practical guidance to persons in charge and other laboratory users on how to implement health and safety measures as required under the policies mentioned above.

1. The Departmental Health, Safety, and Environmental Committee is formed in the beginning of each academic year.
2. The above-mentioned committee meets regularly as required to discuss health and safety matters as well as environmental protection issues and to promote awareness of those issues among staff and students within the department.





3. This committee is responsible for releasing a booklet in each laboratory to maintain safety and health issues
4. The departmental head should revise all course plans and confirm that the first topic in each practical course will cover safety issues carefully.
5. According to the University's Laboratory Safety Management Policy, the Head of Department should also appoint a staff member to be in charge of each individual laboratory. The person in charge should:
 - Assess risks of work activities, work environment, and usage of plants and substances under their jurisdiction
 - Inspect the laboratory to identify and evaluate workplace hazards and unsafe work practices
 - Inform users of the laboratory about health and safety matters
 - Establish and maintain good health and safety practices
 - Follow established guidelines and assist others in meeting safety requirements
 - Report promptly on all accidents/incidents and maintain an up-to-date record of documents as required by legislation and by the University

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to the quality assurance manual.

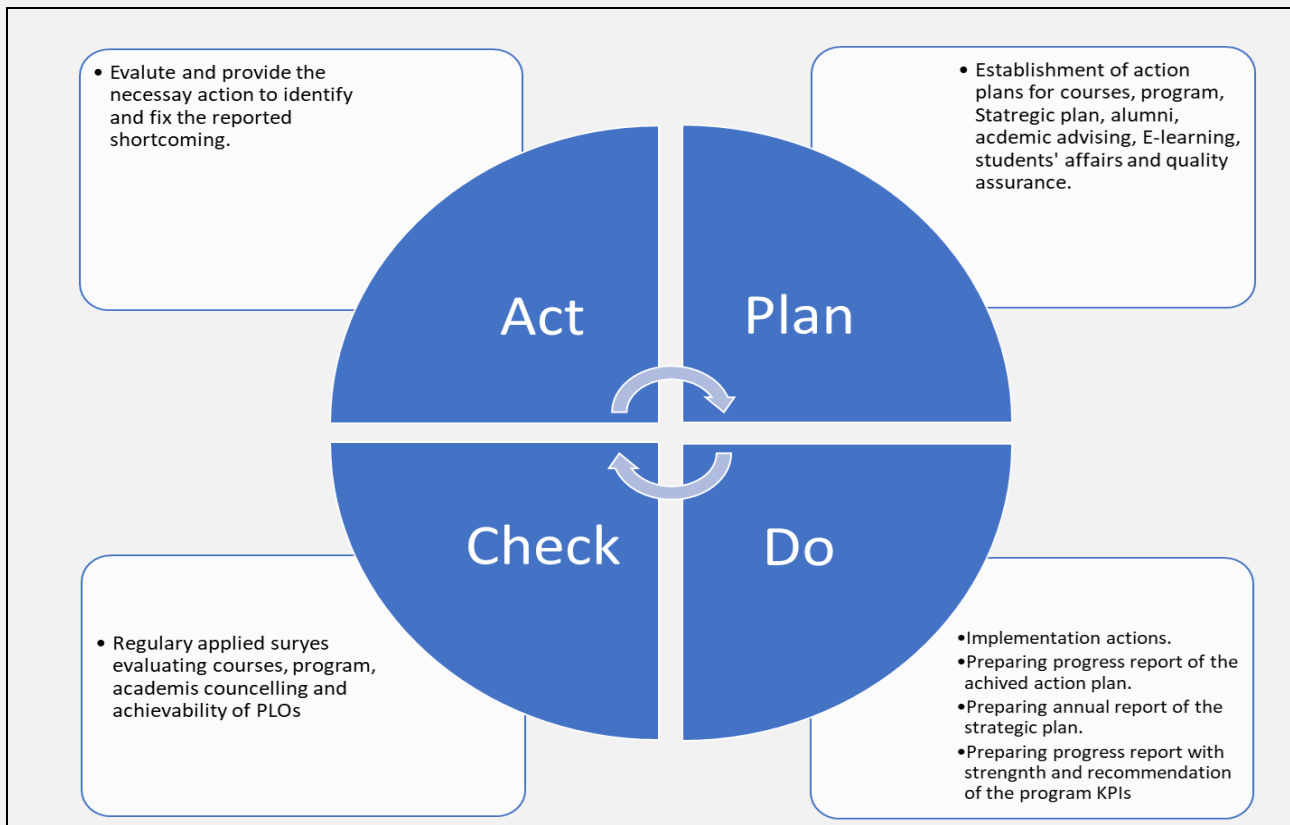
[Link to Program QA guide](#)

The College of Pharmacy is an integral part of Jouf University, where the pharmacy program in establishing the quality assurance system in the program follows the [Executive Regulations for Quality Assurance at Jouf University](#) in terms of structuring, authorities and competencies, establishing the organizational structure of the Quality Assurance, Accreditation and Academic Unit, the vision, mission and objectives of the program, forming the General Committee for Quality and its internal committees, clarifying the tasks assigned to the Chairman of the General Committee (Dean of the College) and the tasks of the Head of the Quality Unit and His deputy, clarifying the tasks of the internal committees of the unit, the tasks of the coordinators of the scientific departments, the internal audit, the technical support, the follow-up and the performance measurement, with an explanation of the tasks of the administrative affairs, the financial resources, the unit expenses and some terms related to the quality assurance and academic accreditation unit.

Program Quality Monitoring Procedures are given below:

1. Preparing the program Specification once at the beginning of the plan.
2. Preparing course Specification, taking into consideration the correlation of course Specification with the mission and goals of the program.
3. Preparing the course report every semester. Improvements and additions to course specification can be made based on the feedback from the course report in each semester.
4. Preparing the program report annually, improvements and amendments can be made to the courses and program specification based on the feedback from the program report annually.
5. At the end of the five years, a self-study report for the program is prepared, and the program's mission, goals, learning outcomes of program to development are reviewed.





2. Procedures to Monitor Quality of Courses Taught by other Departments

- The review of the quality of courses required by the institution such as English, Arabic, and Islamic culture is done by the Deanship of Supporting Studies and/or Deanship of Development that ensure all supporting courses fulfill the quality requirements for medical and health colleges and help indirectly in achieving Graduate attributes and PLOs.
- The course instructors and coordinators make sure that all students' activities and assignments on the Blackboard are their own and that the plagiarism rate does not exceed 30%.
- Giving feedback to students about their performance and evaluation results at a time when they can improve their performance.

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

Following procedures are used to ensure consistency between male and female sections:

1. One course coordinator is assigned for each course and oversees both sections.
2. Preparing the same final exams for male and female students.
3. Preparing the course report for all the courses in a grouped manner, in which the male and female students are explained every semester.
4. Preparing the program report in a grouped manner in which the male and female students are explained annually.
5. Preparing the key performance indicators report for the program.





6. All the committees are represented by both male and female faculty members as well as the college council.
7. Preparing an improvement plan to achieve Consistency between the two sections.
8. Monitoring and follow-up.

4. Assessment Plan for Program Learning Outcomes (PLOs),

1. The program prepares [PLO assessment plan](#) every academic year.
2. Learning outcomes are measured at the program level annually by direct method (all kinds of tests/ assessment methods) and indirect method (questionnaires).
3. Calculating performance indicators of learning outcomes annually.
4. Based on the results of measuring learning outcomes and performance indicators of learning outcomes, an improvement and development plan that is applied in the following year has been prepared and a report of this plan is written in the program report for the following year.

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Students, graduates, alumni, faculty staff, administrative staff and employers	Surveys and interviews	At the end of an academic year
Effectiveness of teaching	Students, graduates, alumni, program leaders	Course Evaluation Surveys, visits	Mid and End of Academic Year
Assessment of learning resources	Students, graduates, alumni, faculty Staff, program leaders, independent reviewers	Survey to evaluate students' learning experience and program evaluation survey, interviews, visits, independent reviewers	End of Semester
Services	Students, graduates, alumni, faculty Staff	Surveys, Interviews	End of Academic Year
Partnerships	Preceptors, Employers	Surveys, Interviews, visits	End of Academic Year

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

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

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

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



6. Program KPIs*

The period to achieve the target (one academic) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-1	Percentage of achieved indicators of the program operational plan objectives.	70%	Number of performance indicators of the strategic plan objectives of the pharmacy program that achieved the targeted annual level / Total number of performance indicators of the strategic plan objectives of the Pharmacy Institution in the same year	Academic year
2	KPI-P-2	Students' evaluation of the quality of learning experience in the program	4.5	Average results of the four themes of the questionnaire applied to graduates' students to evaluate the quality of their learning experience	Academic year
3	KPI-P-3	Students' evaluation of the quality of the courses.	4.5	Average results of the four themes of the questionnaire applied to graduates' students to evaluate the quality of the courses	Academic year
4	KPI-P-4	Completion rate	90%	Total number of graduates who completed the programs during the specified period in each cohort / Total number of graduates	Academic year
5	KPI-P-5	First-year students retention rate	95%	Number of first-year undergraduate students who continue at the institution the next year / Total number of first year students in the same year	Academic year
6	KPI-P-6	Students Performance in the professional and/ or national examinations	95%	Saudi Pharmacist Licensure Examination	Academic year
7	KPI-P-7	Graduates' employability and enrolment in postgraduate programs.	a) Employed 80% (b) enrolled in further study 20%	Number of employed students / Total Number of graduates. Number of students enrolled in further study / Total Number of graduates.	Academic year
8	KPI-P-8	Average number of students in the class	Less than 25	Number of students in each section/number of sections.	Academic year





No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
9	KPI-P-9	Employers' evaluation of the program graduate's proficiency.	4.8	Employer survey	Academic year
10	KPI-P-10	Students' satisfaction with the offered services.	4.5	Average results of the six themes of the questionnaire applied to beneficiaries to evaluate the offered services	Academic year
11	KPI-P-11	The ratio of students to teaching staff.	10:1	Number of teaching staff in college / total number of students in the same year.	Academic year
12	KPI-P-12	Percentage of teaching staff distribution.	A: Male: 50 % Female: 50% B: Professor: 10% Associate professor: 30% Assistant professor: 40% Lecturer: 20%	The ratio of male and female staff members in college and in each department and according to academic ranking	Academic year
13	KPI-P-13	Proportion of teaching staff leaving the program.	Less than 5%	Number of teaching staff leaving the institution annually for reasons other than age retirement / Total number of teaching staff.	Academic year
14	KPI-P-14	Percentage of publications of faculty members.	98%	Full-time faculty members who published at least one research during the year / Total faculty members in the institution	Academic year
15	KPI-P-15	Rate of published research per faculty member.	4	Number of research published in refereed journals in general in the past / Number of faculty members in the program	Academic year
16	KPI-P-16	Citations rate in refereed journals per faculty member.	150	Average citation rate in referred journals/faculty members	Academic year
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	4.5	Average results of the six themes of the questionnaire applied to beneficiaries to evaluate the learning resources.	Academic year





Additional Program KPIs

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	A-KPI-P-1	Percentage of students who participate in community service campaigns	30%	(Number of Students Who Participate in Community Service Campaigns / Total number of students enrolled in the program) x 100	Academic year
2	A-KPI-P-2	No. of annual research grants received by the program's faculty members	20/year	No of the funded research projects (internal or external), in which at least one faculty member of the program has participated in / year	Academic year
3	A-KPI-P-3	The percentage of students' withdrawals from the program courses	Less than 10%	(Number of students who withdrew from the courses / Number of students who started the courses) x 100	Academic year
4	A-KPI-P-4	Number of research posters or presentations by the students in scientific events	2	Number of research posters or presentations by the students in scientific events	Academic year
5	A-KPI-P-5	Number of faculty members who Participate in Community Service Campaigns	3	Number of faculty members who Participate in Community Service Campaigns	Academic year
6	A-KPI-P-6	Number of academic advising services provided to defaulting students per staff member	3	Number of academic advising services provided to defaulting students per staff member	Academic year

* Including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	College Council No. 2/ 1445 H
Reference No.	Transaction No. 3/45/14341 dated 1/4/1445 H
Date	1/4/1445 H (16/10/2023)

