Education & Training Evaluation Commission
هيئة تقويم التعليم والتدريب

NCAAA
اعتماد

2024
TPG-151

Program Specification

— (Postgraduate Programs)

Program Name:	**Master of Prosthetic Dental Sciences**
Program Code (per the Saudi Standard Classification of Educational Levels and Specializations):	**091112**
Qualification Level:	7
Department:	**Department of Prosthetic Dental Science**
College:	**Dentistry**
Institution:	**Jouf UniversitY**
Program Specification:	New ☐ updated* ☒
Last Review Date:	**5-9-2024**

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information:

1. Program's Main Location:

College of Dentistry, University Campus, Jouf University

2. Branches Offering the Program (if any):

None

3. System of Study:

☑ **Coursework & Thesis**   ☐ Coursework

4. Mode of Study:

☑ **On Campus**   ☐ Distance Education   ☐ Other ………………(specify)

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

- **Partnership Arrangement:** In process of establishing partnership in research with university Sains Malaysia
- **Type of Partnership:** Research partnerships
- **Duration of Partnership:** under process

6. Professions/jobs for which students are qualified:

- **Clinical Prosthodontics**
- **Academic and Research Institutions**
- **Dental and Medical Technology Companies**
- **Hospital Prosthodontic Departments**
- **Dental Insurance Sector**
- **Clinical Director**
- **Researcher**

7. Relevant occupational/ Professional sectors:

- **Hospitals and specialized dental centers**
- **Universities**
- **Dental research centers**
- **Dental Insurance companies**
- **Professional Dental Organizations**

8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
None		

9. Exit Points/Awarded Degree (if any)

None	
Exit points/Awarded degree	Credit hours

10. Total credit hours: 46

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

- "To graduate competent prosthodontists committed to community service and research excellence."

2. Program Goals:

1. To nurture the concepts, principles and basic theories in the field of prosthodontic specialty dentistry.
2. To enable and apply the dental conceptual perception, skills of critical thinking, problem solving and decision-making in the field of prosthodontics specialty.
3. To provide with the ability and competency in motor skills necessary for therapeutic methods related to prosthodontic procedures.
4. To provide the essential knowledge and skills related to scientific research, information technology, basic quantitative skills in managing prosthodontic related problems, stimulating the student's ability and competency in communication skills related to prosthodontic care.
5. To provide with basics of teamwork, elements of its effectiveness, issues of ethics, social responsibilities and instil life long learning.

3. Program Learning Outcomes:*

Knowledge and Understanding:

K1	Memorize the basic oral and biomedical sciences sufficient to augment our students in prosthodontics management.
K2	Outline the clinical techniques, and procedures relative to the practice of prosthodontics.
K3	List and identify clinical presentations and appropriate investigations to recognize differential diagnoses, and management plan with prosthodontics patients.

Skills:

S1	Analyze prosthodontics problems that can be encountered in the scientific field which require the conceptual perception.
S2	Develop critical thinking skills as well as problem-solving learning of dental prosthodontics.
S3	Justify decision-making in critical problems encountered in prosthodontic field.
S4	Operate information technology tools and develop essential numerical skills in prosthodontic field.
S5	Perform with high levels of manual dexterity and control of dental equipment, keeping an eye on the future of prosthodontics in order to attain excellence of the dental profession.

Values, Autonomy, and Responsibility:

V1	Outline the concepts and principles of law and ethics to enhance professionalism in prosthodontics, while incorporating universal Islamic values. Cultivate the ability to acquire and apply new knowledge as needed, utilizing appropriate learning strategies.
V2	Demonstrate the culture of leadership and teamwork skills with colleagues and other dental health personnel in the delivery of prosthodontic oral health care.

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

C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	20	38	83
	Elective	None	None	None
Graduation Project (if any)	None	None	None	None
Thesis (if any)	Required	1	8	17
Field Experience(if any)	None	None	None	None
Others (.....)				
Total		21	46	100

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

2. Program Courses:

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

Level	Course Code	Course Title	Required or Elective	Pre-requisite Courses	Credit Hours	Type of requirements
Year 1	Dent 611	Biostatistics	Required	None	1	Program
	Dent 612	Oral and Maxillofacial Pathology & Radiology	Required	None	1	Program
	Dent 613	Head and Neck Anatomy	Required	None	1	Program
	Dent 621	Dental Occlusion	Required	None	2	Program
	Dent 622	Dental Materials	Required	None	1	Program
	Dent 641	Treatment Planning	Required	None	1	Program
	Dent 623	Fixed and Removable Prosthodontics	Required	None	3	Program
	Dent 631	Prosthodontic Laboratory 1	Required	None	1	Program

Level	Course Code	Course Title	Required or Elective	Pre-requisite Courses	Credit Hours	Type of requirements
Year 2	Dent 642	Prosthodontics Clinics 1	Required	None	3	Program
	Dent 643	Summer: Prosthodontic Clinics 2	Required	Dent 641 Dent 642	2	Program
	Dent 651	Research Methodology	Required	Dent 611	1	Program
	Dent 624	Geriatric Prosthodontics	Required	Dent 621 Dent 622 Dent 623	1	Program
	Dent 652	Journal Club 1	Required	None	3	Program
	Dent 644	Advanced Treatment Planning	Required	Dent 641	2	Program
	Dent 632	Prosthodontic Laboratory 2	Required	Dent 631	2	Program
	Dent 645	Prosthodontics Clinics 2	Required	Dent 642 Dent 643	5	Program
	Dent 625	Dental Implantology	Required	Dent 612 Dent 613 Dent 621	1	Program
Year 3	Dent 626	Maxillofacial Prosthesis	Required	Dent 625 Dent 644 Dent 645	1	Program
	Dent 653	Journal Club 2	Required	Dent 652	2	Program
	Dent 646	Prosthodontics Clinics 4	Required	Dent 642 Dent 643 Dent 645	4	Program
	Dent 699	Thesis	Required	Dent 611 Dent 651	8	Program

3. Course Specifications:

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

https://drive.google.com/file/d/1B7jXP0ldfLgExwPRuGTptPhM0oSzVJEE/view?usp=sharing

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with the program's courses according to the desired performance levels.

(I = Introduced, P = Practiced, M = Mastered).

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills					Values, Autonomy, and Responsibility	
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2
Dent 611	I			I						
Dent 612	I	I	I							
Dent 613	I		I	I					I	
Dent 621	I	I	I							
Dent 622	I	I	I							
Dent 641		I	I		I	I				I
Dent 623	I	I	I							
Dent 631					I	I		I		
Dent 642		I	I		I	I	I	I	I	
Dent 643		P	P		P	P	P	P	I	
Dent 651	P			P					P	
Dent 624	P	P	P							
Dent 652	P		P	P			P		P	P
Dent 644		P	P		P	P				P
Dent 632					M	M		M		
Dent 645		M	M		M	M	M	M	M	
Dent 625	M	M	M							
Dent 626	M	M								
Dent 653	M		M	M			M		M	M
Dent 646		M			M			M		M
Dent 699		M	M	M		M	M	M	M	M

Add a separate table for each track (if any).

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

Describe teaching and learning strategies to achieve the program's learning outcomes in all areas.

> ❖ **Knowledge and Understanding:**
> - ✓ **Lectures / Group Discussion**
> - ✓ **Seminar**
> - ✓ **Case-based learning**
> - ✓ **Tutorials**
> - ✓ **Collaborative Learning**
> - ✓ **Self-directed Learning (SDL)**
> - ✓ **Peer Learning**
> - ✓ **Research and thesis work**
> - ✓ **Journal club**
>
> ❖ **Skills**
> - ✓ **Simulation-Based Training.**

    ✓ **Clinical Rotations.**

    ✓ **Workshops and Hands-on Courses.**

    ✓ **Case Presentations and Discussions.**

    ✓ **Refine communication, presentation, and clinical decision-making skills.**

    ✓ **Research Projects.**

    ✓ **Case Documentation**

    ✓ **Lab demonstration**

    ✓ **Journal club**

❖ **Values, Autonomy, and Responsibility:**

    ✓ **Lectures**

    ✓ **Projects**

    ✓ **Role Play**

    ✓ **Mentorship and Coaching**

    ✓ **Community Outreach Programs**

    ✓ **Continuing Education and Conferences**

    ✓ **Teaching and Academic Involvement**

    ✓ **Journal cub**

❖ **Extra-curricular activities**

    ✓ **Orientation**

    ✓ **The students Day event**

    ✓ **World day of disability event**

    ✓ **Community visit (Geriatric dentistry)**

    ✓ **World oral health day**

    ✓ **World Day**

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 once in the program's cycle).

❖ **Knowledge and Understanding**

- **Written Examinations {Multiple-choice questions (MCQs), short answer questions (SAQs)}.**

- **Assignments**

- **Quizzes**

- **Oral Examinations (Viva Voce).**

- **Case-Based evaluations.**

- **Checklist for treatment plan and journal club**

❖ **Skills**

- Objective structured practical Examination (OSPE).
- Objective Structured Clinical Examination (OSCE).
- Clinical Logbook
- Clinical Case Presentations.
- Direct Observation of Procedural Skills (DOPS).
- Simulated Patient Exercises.
- Clinical examinations using rubrics
- Laboratory examinations using rubrics
- Research Thesis Defense
- Research Projects/Assignments
- Checklist for treatment plan and journal club

❖ **Values, Autonomy, and Responsibility**
  - Written examination
  - Reflective Essays.
  - Peer and Self-Assessment.
  - Professionalism Assessment.
  - Leadership and Teaching Assessment.
  - Case studies
  - Mini project
  - Checklist for treatment plan and journal club
❖ **Indirect Assessment:**
  - Course Evaluation Survey
  - Students Experience Survey
  - Program Evaluation Survey
  - Alumni survey
  - Employers survey

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:
(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

The candidate's research on thesis involves approved investigative efforts to solve a clinical Prosthodontic problem for a selected group of patients.

The research thesis should identify a new treatment method, new material, or new approach to a challenging clinical Prosthodontic problem. The research involves both Prosthodontic laboratory and clinical work, which should be in accordance with all regulations of "Best-practice dentistry".

The candidate approaches the supervisor and discusses the feasibility of the thesis topic. With support and guidance from the supervisor, the candidate need to submit the research proposal using the appropriate research proposal template and the additional relevant documents (consent form, cover letter) to the scientific committee, department council and college council. (Forms for Scientific Supervision & Thesis Registration)

Candidates should complete all research aspects of the thesis with guidance from their supervisors, and then present the compilation of their entire work in dissertation thesis volume, which would be evaluated and elaborately discussed by a professional panel of experts in Oral Defense session. Candidates should comprehensively defend thier work with Scientific evidences. A final evaluation report is then submitted to department council, college council and deanship of scientific research and postgrad studies declaring their degree of acceptance of the thesis work. The following mandatory steps summarize the sequence of procedures of Master thesis:

- Library research followed by Literature review will be prepared by candidates with the help of assigned supervisors.
- Submission of Thesis Protocol proposal introducing new treatment method, new material, or new approach for a challenging clinical Prosthodontic problem.
- The thesis protocol proposal proceeds to ethical clearance from the research ethics review board / if needed.
- A Pilot study should be completed.
- Data collection from all laboratory/ clinical work.
- Data compilation by logical comparative analysis and statistical analysis.
- Interpretation of research results and developing assumptions and conclusions.
- Writing the first draft of thesis (following the guidelines of dissertation writing)
- Initial assessment of draft by supervisors with submission of report.
- Completion of Final draft of the thesis.
- Evaluation and Discussion of thesis by panel board and submission of final report.
- Preparing thesis for publication after its acceptance.

2. Scientific Supervision:

(The regulations of the selection of the academic supervisor and their responsibilities, as well as the procedures/ mechanisms of the scientific supervision and follow-up)

The regulations for scientific supervision specify that each student will have one primary supervisor and one or two co-supervisors, all of whom must hold the rank of Assistant Professor or higher. A maximum of seven students may be supervised by an Associate Professor or higher. If the supervisor holds the rank of Assistant Professor, they must have a minimum of two publications to supervise master student. (Reguations of Scientific Supervision)

The supervision process begins with a discussion of research topics, aligning with the interests of both the students and the supervisors. Students are required to complete an application form provided by the Deanship of Postgraduate and Scientific Research. This form is then submitted

for approval to the department council, college council, and deanship of graduate studies and scientific research. Once approved, students begin a literature review and prepare their research proposal, which undergoes a series of approvals from the department's scientific committee, department council, college council, and the deanship of gradute studies and scientific research.

Upon final approval of the proposal, students proceed with their research under supervision until they meet all the requirements. Regular meetings with the supervisor may occur in the office, clinics, or via email. A follow-up form must be completed and submitted to the program director, followed by the head of the department on monthly bases.

3. Thesis Defense/Examination:

(The regulations for selection of the defence/examination committee and the requirements to proceed for thesis defence, the procedures for defence and approval of the thesis, and criteria for evaluation of the thesis)

- After the student finishes preparing the thesis, the supervisor submits a request to form a judging committee on the thesis to the head of the department, and attach a final copy of the thesis. The committee then will be presented to the department council; Suggestion to the dissertation judging committee.Based on the Department Council's proposal, the college council proposes the dissertation judging committee. The proposed governance committee members are submitted to the Council of the Deanship of Graduate Studies and scientific research for completion. Upon approval the supervisor shall sent a formal invitation to the committee members.

  The Master's Theses Discussion Committee is created according to following:
  1. The number of its members must be odd
  2. The number of committee members shall not be less than three from among the faculty members.
  3. That the conditions for supervising thesis apply to the members of the committee.
  4. The committee members must include at least one professor or associate professor.
  5. To take its decisions with the approval of at least two-thirds of the members.

- **Presentation:** The student must prepare a comprehensive presentation of their thesis research, highlighting key findings and conclusions.
- **Examination Committee:** A panel of examiners, including supervisor as head, one internal and one external experts, will be appointed to evaluate the thesis defense.
- **Defense Format:** The defense will typically include a presentation followed by a question-and-answer session with the examiners.
- **Evaluation Criteria:** The student will be evaluated based on the quality of their research submitted, the clarity of their presentation, and their ability to respond to questions.
- **Outcome:** Based on the evaluation, the examiners will determine whether the student has successfully defended their thesis or if revisions are required.
- **Final Decision:** The final decision regarding the acceptance of the thesis will be made by the thesis defense committee.
- **Compliance:** The student must comply with all regulations and guidelines set forth by the university and the program regarding thesis defense.

- All need forms shall be filled by the committee abd submitted to the department council, college council and the Deanship of Graduate Studies and scientific research to grant the degree. (Forms for Scientific Supervision & Thesis Defense)

H. Student Admission and Support:

1. Student Admission Requirements:

- The applicant must be Saudi and hold a university degree from a Saudi university or a recognized international university.
- The applicant must possess good character, conduct, and be medically fit.
- If employed, the applicant must obtain approval from their employer to pursue further studies.
- A bachelor's degree in dentistry with his GPA should be no less than "good" in the Bachelor's degree.
- The applicant must have successfully passed the Saudi Dental License Exam.
- A certificate of English proficiency is required, with a minimum score of 5 in IELTS or an equivalent test.
- Approval from the employer must be provided if the applicant is currently employed in either the public or private sector.
- The applicant must meet any additional requirements set by the University Council, which will be announced during the application period.
- The applicant must not have been dismissed from any university for disciplinary or academic reasons.
- The applicant must not be enrolled in another master's program at the same or any other university

In the Master's program the admissions process is based on the Higher Education Council, Universities and Regulations Postgraduate Study and Examination Bylaws - and the Implementation Rules for students' admission at Jouf University. The university announces the date of students' admission in each year. Deanship of Postgraduate studies finalizes the list of eligible candidates which is forwarded to the college of Dentistry. Then the Department of Prosthetic Dental Sciences uses different Strategies (students' bachelor degree grades, competency exams, achievement test, and personal interview, in addition to any admission tests adopted by the department) for finalizing the list of candidates based on suggested number approved in the department council. (Admission regulations & Support)

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).

1. **Orientation of New students to the program**
- **Objective**: Introduce students to the program, faculty, and facilities.
- **Activities**:
  - Welcome speech by the Dean and Program Director.

- ○ Introduction to faculty members and staff.
- ○ Overview of the Master of Prosthodontics program structure, goals, and expectations.

2. Academic and Clinical Curriculum Orientation

- **Objective**: Familiarize students with the academic and clinical components of the program.
- **Activities**:
  - ○ Detailed presentation on courses, credit hours, thesis requirements and clinical requirements.
  - ○ Explanation of assessment methods, clinical rotations, and case presentations.

3. Orientation to safety policies at the university and the program

- **Objective**: Acquaint students with the safety measures at campus, libraries, labs, and clinics.
- **Activities**:
  - ○ Safety protocol followed for the program
  - ○ Guided tour of prosthodontics labs, dental clinics, and research facilities.
  - ○ Introduction to available technology and materials used in prosthodontics.

4. Laboratory & Clinical Skills Workshop

- **Objective**: Provide hands-on orientation to dental equipment and clinical procedures.
- **Activities**:
  - ○ Demonstrations on clinical procedures related to prosthodontics.
  - ○ Basic training on using laboratory and clinical equipment.

5. Research and Thesis Guidance

- **Objective**: Introduce the research component of the program and guide thesis preparation.
- **Activities**:
  - ○ Explanation of research opportunities, thesis guidelines, and timelines.
  - ○ Overview of research ethics, supervision, and available resources.
  - ○ Introduction to scientific writing and how to conduct a literature review.

6. Student Support Services Introduction

- **Objective**: Inform students about the available academic and personal support services.
- **Activities**:
  - ○ Introduction to counseling, academic advising, and mentoring services.
  - ○ Information on health services, IT support, and student housing.

7. Professionalism and Ethical Practices Workshop

- **Objective**: Instill the importance of ethics and professionalism in the field of prosthodontics.
- **Activities**:

- - Discussions on the ethical responsibilities of prosthodontists.
  - Case-based scenarios to highlight professionalism in clinical practice.

8. Library and Digital Resource Training

- **Objective**: Ensure students are familiar with academic resources, databases, and research tools.
- **Activities**:
  - Introduction to dental and medical databases for research purposes.
  - Training on how to use digital resources for literature searches and references.

This comprehensive orientation will help new students acclimate to the program and provide the foundation for their success in the Master of Prosthodontics program.

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)

- Committees are formed to receive new students to provide students with all information about the program and distribution of the study plan to students and to familiarize students with the importance of reference to the rules and regulations during their academic course and the need to communicate with the academic advisor.
- All students of the program are distributed to the academic supervisor so that there is a guide for each group of students and a maximum of 5 students if possible. This depends on the number of faculty members in the program
- Each faculty member prepares a special file for each of the students assigned to supervise them the faculty members set the schedules of office hours and guidance and communication with them on the doors of their offices and are announced to students through the system Blackboard also where the professor of the course is 10 hours per week for the hours of guidance and office
- Each faculty member will conduct periodic training sessions for students and document them through the guidance models (individual guidance or group guidance) to discuss obstacles facing academic and non-academic problems and try to overcome these obstacles and encourage them to attend lectures and exercises.

Academic Advising Tasks: (Academic Advising Manual)

A departmental faculty member is assigned for each student as long as he is staying with the department as a student. The academic advisor advises the student until his graduation. The advisor monitors the student's performance, rectifies any errors, and observed deficiencies, guides the student in preparation of the graduation plan.

Other responsibilities of the academic advisors may include:

- Monitoring the absence of the student: Monitoring the absence of students from the functions of the professor of the course, and the academic advisor to follow up cases referred to him by the coordinator's guidance in accordance with the plan
- Coaching about students add and drop of courses procedures.
  Providing students with direct and indirect access

4. Special Support:

(Low achievers, disabled, and talented students).

Low achievers:
- College evaluating that profiles academic achievement of students and monitor their performance during the year.
- Early during the year, academic affairs committee prepare a list with names of students who are faltering and whose performance is below standard.
- The list is forwarded to the assigned academic advisor who initiates a remediation process.
- Academic advisors meet with students and provide immediate feedback.
- Recommendations for additional assistance of special cases are forwarded to the Dean of college.
- The department, strives that success rate, in general, and for each taught course does not fall below 75%. The college council discuss the report of compilation & success rate which provided by co-operation between academic affair committee and quality unit.
- The college council requests that a departmental investigation and action-oriented review is triggered if the scores for a particular exam fall below college benchmark.

Disabled:

- Regarding disabled, the nature of the college as it needs fit psychomotor skills to deal with the patients; no student with disability is accepted to join starting from the first batch.

Gifted and Talented:
- Rewarding of gifted, talented, and outstanding students via factual, moral reward or facilities to participate in extra-curricular and recreational activities.

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	**Dental**	Prosthetic dental science speciality				5
Associate Professor	**Dental**	Prosthetic dental science speciality				2
Assistant Professor	**Dental**	Prosthetic dental science speciality				6
Technicians and Laboratory Assistants	**Dental**	**Dental technician**				5

Administrative and Supportive Staff	Admistravive	Secretary			2
Others (specify)	-	-			

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

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

Mechanism of providing Learning Resources
- The Learning resource and facilities & equipment unit shall discuss with the course organizers the criteria and guidelines of the textbooks and other learning resources needed for their courses.
- The textbooks supporting each course shall be classified as selected reading textbooks, which are essential books required for the learning process and recommended textbooks used supplementary to the first category. The selected reading textbooks shall be comprehensive and widely used in international dental schools and can stand alone as learning resource for selected topics.
- The course organizers shall start to communicate with all contributors assigned to the course to discuss the guidelines of textbook selection to fulfill the teaching topics and their learning outcomes.
- The course organizer shall start to collect the full list of textbook items required as well as the media or teaching models or simulators for practical courses.
- The list shall be then sent to learning resources unit to confirm the availability of such resources whether in the central library or in the college.
- If some of these resources are not available and after the advisory board permission, a request is sent to the deanship of library affairs using the book request template found on the deanship website included the book name, author, ISBN and publication data.
- If the book request is not urgent the list is prepared and sent on an annual base arranged by the deanship of library affairs.
- Follow-up of the transaction sent and received in advance of the previous item until the committee is notified of the requested references and books

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

Offices:
- Offices for faculty members at Jouf University are equipped with computers, printers and scanners. Other IT equipment such as laptops can be provided at the request of the staff member and subject to approval from the department head and IT director. Offices of the staff member in the department are located on the third floor of the College of dentistry building. The offices are connected through both wired and wireless network. Each Faculty member has a desktop computer that is equipped with all software programs necessary

for teaching and research work. Schedule of instructors is posted beside office door, which includes office hours, classes times and locations.
- Communications between students and faculty members is usually done via Blackboard (BB) web portal. Blackboard is a very powerful tool that allows posting course materials, announcements, assignments, discussion forums and virtual classes.

Facilities allocated for the program:

Academic facilities	Number	Location	Facilities
Classrooms & Lecture halls	4	First floor	Equipped with Tablet connected to projector and digital smart board with internet facility
Case presentation rooms	1	First floor	Equipped with Tablet connected to projector and digital smart board with internet facility
Journal club session rooms	1	First floor	Equipped with Tablet connected to projector and digital smart board with internet facility

Laboratories:

Laboratory facilities	Number	Location	Facilities
Phantom Labs	2	First floor	15 working simulating units and 1 demonstration unit
Production labs	3	First floor	CAD- CAM, Removable prosthodontics, Fixed Prosthodontics,
Computer lab	1	First floor	15 computers with internet facility

The director of the laboratories contacts the Head of Department who in turn will contact faculty members for selection or any recommendations on laboratory resources. Selection of laboratory material will be considered after the approval of the Head of the Department and according to the recommendations of senior faculty members. The information is then passed on to the Head of Departments to act in response to the candidate and faculty needs.
The College of Dentistry at the Jouf University has established 7 laboratories, equipped with essential high tech equipment and machines.

Clinics:
The Master in Prosthetic Dental Sciences program is supported by a dedicated clinical facility with 15 state-of-the-art dental units designed for advanced training, patient care, and research. Each unit is equipped with ergonomic dental chairs, integrated digital equipment, and computers connected to electronic health record (EHR) systems for efficient patient data management. The clinic handles diverse prosthodontic cases, including fixed and removable prosthetics, implant-supported restorations, and maxillofacial prosthetics, ensuring a comprehensive learning experience for postgraduate students. Additionally, the facility is closely linked to a fully equipped prosthetic laboratory with CAD/CAM systems and other technologies to support the design and fabrication of prostheses.
The clinic promotes a seamless integration of teaching, clinical practice, and research, with students managing cases under expert supervision while utilizing evidence-based approaches.

Infection control protocols are strictly adhered to, and the clinic features a robust infrastructure for radiography and digital treatment planning.

The radiology unit of the dental clinics comprises 4 rooms equipped with machines for exposure of periapical, bitewings, full mouth, occlusal and cone beam radiographs. The dental clinics have a strong Centralized Sterilization and Supply Department (CSSD) with fully functioning 3 sterilization units. The Infection Control Committee and the designated Infection Control Coordinator maintain a continuous surveillance of the CSSD and the clinics for strict adherence to internationally accepted infection control guidelines and practices.

Library Services:
The central library of the university holds over 23,000 book titles in both Arabic and English, in addition to numerous journal subscriptions, government publications, dissertations, databases, and manuscripts. Students can search for books online and can issue them for personal use. It has seating capacity of over 200, which includes private study areas and meeting rooms.
The library is equipped with photocopiers, printers and computers with access to the internet to facilitate searching the library database. The library subscribes to electronic database websites of a number of publishers and e-journals. (Digital Library) Faculty members have access to these sites, where they may download research papers and other materials.
All the study plan texts book is available in the college library. The instructor (by personal initiative) has to be ensuring that the books are updated and covers all the topics in syllabus. By the end of the academic year, each faculty member provides recommendations for course books in course report and send to the department for approval. After approval by the department, the list of books and references are submitted to the college library committee to start the processes of purchasing. The faculty member regularly advises students on the reference material to be kept in the library and the importance of access to the university database which allows access to most of the global publishing data bases. Surveying of faculty should be conducted to evaluate the available resources in the library from quality and quantity. In addition, students surveying should be performed.

Supporting Facilities for Research:
1. Proposal Preparation
- Guidance and Review:
  o A dedicated Research Committee at department-level support to provide feedback on research design, methodology, and feasibility.
  o Availability of supervisors and advisors with expertise in the relevant field for guidance.
- Writing Resources:
  o Access to workshops that focus on research proposal development.
  o Templates and guidelines for structuring proposals provided by the institution.
- Electronic Tools:
  o Use of reference management software (e.g., EndNote, Mendeley) to organize citations.
  o Access to platforms for plagiarism detection to ensure originality.

2. Information Retrieval
- Electronic Search Engines:
  - Institutional subscriptions to major scientific databases (e.g., PubMed, Scopus, Web of Science) for literature reviews.
  - Access to e-journals and e-books via library portals.
- Media Support:
  - Use of audio-visual aids and media resources to enhance the presentation of research proposals or findings.

3. Research Facilities
- On-Campus Laboratories:
  - State-of-the-art research laboratories equipped for experimental work in dentistry, prosthetic sciences, and related fields.
  - Facilities for conducting biological, chemical, and physical analyses, including dental material testing.
- External Collaborations:
  - Partnerships with external research centers and specialized laboratories to support advanced or niche studies.
- Technology Integration:
  - Availability of cutting-edge technologies such as CAD/CAM systems.
  - Access to software for data modeling, simulation, and imaging in dental sciences.

4. Data Analysis and Statistical Support
- Statistical Consulting:
  - On-campus statistical support centers to assist with study design, sampling techniques, and data analysis.
  - Use of licensed statistical software (e.g., SPSS, R, SAS) for quantitative data analysis.
  - Workshops and training on biostatistics for researchers.

5. Writing and Editing
- Workshops and Seminars:
  - Regularly conducted training on research writing, focusing on thesis development, manuscript preparation, and responding to reviewer feedback.
- Publishing Workshops:
  - Training on navigating the peer-review process and selecting the right journal for publication.

6. Funding and Financial Assistance
- Internal Research Grants:
  - University-managed research grants to support proposal preparation, data collection, and analysis.
- Publication Support:
  - Institutional funds for publication charges, especially for publishing in open-access journals.

o Reimbursement policies for travel and presentation at conferences.

7. Research Monitoring and Compliance
- Ethics and Approvals:
    o Local Committee for Bioethics for proposal approvals and guidance on ethical considerations.
- Progress Tracking:
    o Use of research management software to track timelines, approvals, and milestones.

8. Dissemination and Collaboration
- Conferences and Workshops:
    o Opportunities to present findings at university-level or external conferences.
    o Workshops for skills enhancement, such as poster creation and oral presentations.
    o

3. Procedures to ensure a healthy and safe learning environment:
(According to the nature of the program)

The University is committed to promoting a culture of safety among faculty, staff, students, and visitors; providing a safe and healthy place to work, study, live, or visit; and to protect the natural environment. The University is committed to complying with all applicable workplace safety, health and environmental rules and regulations. The University academic, research, clinical, student, and operations units will assess the safety and environmental impact of projects/activities and will implement strategies that support successful education and research while respecting and caring for the environment, without compromising the ability of future generations to meet their needs.

The Department of Environment, Health & Safety (EHS) is responsible for monitoring the implementation of safety and environmental standards, managing investigations of incidents, and evaluating deviations from this policy to ensure safe practices in education and research.

The college of dentistry follow certain procedure to ensure healthy and safe environment:

1. **Infection Control and Sterilization Measures**
    - ❖ **Goal**: Prevent infections and maintain cleanliness in clinical settings.
    - ❖ **Steps**:
        o Strict compliance with *infection prevention protocols* such as hand hygiene and the use of personal protective equipment (PPE).
        o Routine training for all faculty, staff, and students on effective infection control.
        o Thorough sterilization of dental instruments and equipment after every patient use.
        o Regular disinfection of clinical and laboratory spaces.
        o Safe disposal of biomedical and hazardous waste according to local standards.

2. **Emergency Preparedness and Response Plans (Disaster & Safety Policy Procedures)**

- ❖ **Goal**: Prepare students and staff to respond to emergencies effectively.
- ❖ **Steps**:
  - o Emergency kits and *automated external defibrillators (AEDs)* placed in clinics.
  - o Regular drills to practice evacuation and emergency medical responses.
  - o Training for all students and staff on basic life support (BLS) and CPR techniques.
  - o Clearly marked exits and fire safety equipment throughout the facility.

3. Radiation Safety Protocols (Disaster & Safety Policy Procedures)

- ❖ **Goal**: Minimize radiation exposure risks during procedures.
- ❖ **Steps**:

  - o Ensure the use of lead aprons and thyroid protectors for patients during X-ray procedures.
  - o Perform regular checks on radiographic equipment to maintain safety standards.
  - o Adhere to the *ALARA (As Low As Reasonably Achievable)* principle for minimizing radiation exposure.
  - o Provide mandatory radiation safety training for all staff and students.

4. Equipment Maintenance and Safety Checks (Disaster & Safety Policy Procedures)

- ❖ **Goal**: Ensure all dental equipment is safe and functioning properly.
- ❖ **Steps**:

  - o Schedule regular maintenance and safety inspections for all clinical and laboratory equipment.
  - o Promptly report any equipment malfunctions or issues for repair.
  - o Train staff and students on proper use and care of all dental tools and equipment.
  - o Maintain a record of equipment inspections and necessary repairs.

5. Health Screenings and Vaccination Requirements

- ❖ **Goal**: Protect against communicable diseases.
- ❖ **Steps**:

  - o Health screenings for students and staff before starting clinical work.
  - o Ensure mandatory vaccinations (e.g., hepatitis B, flu, COVID-19) for clinical personnel

G. Program Quality Assurance:

1. Program Quality Assurance System:

The following mechanisms are implemented to ensure high quality in all components of its MPDS program, research and clinical services at College of Dentistry Jouf University.
1. Self-Study Process
2. Quality Evaluation Surveys
3. Key Performance Indicators (KPIs)
4. Performance Indicators of the Strategic Plan
5. External Reviews
6. Clinical Quality Assurance
7. Faculty performance assessment
8. Committees and units' performance assessment
The program's Quality Assurance system is fully established within the manual, ensuring systematic monitoring and continuous improvement. (Quality assurance Manual)

2. Program Quality Monitoring Procedures:

For the internal review process, the Quality committee of the program collects the course portfolios and reports besides the Assessment, Analysis, and Internal Review committee reviews the course reports that include any suggestions and improvement by the faculty members. This process is held at the end of each academic year. Assessment, Analysis, and Internal Review committee meets regularly to discuss comments and feedback from the students' attainment of program learning outcomes. The committee discusses areas of strength, areas for improvement, and decides on actions for improving student outcomes. External review and opinion are also sought for course specifications and course reports. The external reviewer also reviews the program specification and the annual program report (APR).

Program Assessment Process Using PDCA Model (Quality Cycle)

Program Assessment Process for the Masters in Prosthetic Dental Sciences (MPDS) Program Using the PDCA Model:

The MPDS program follows the PDCA (Plan-Do-Check-Act) model, commonly referred to as the Quality Cycle, to ensure continuous monitoring and development of its educational standards and outcomes. This model provides a systematic approach to assess, evaluate, and improve program quality, ultimately closing the quality loop. Below is an explanation of how the BDS program applies each phase of the PDCA model:

1. Plan: In this initial phase, the MPDS program sets clear objectives aligned with institutional goals and national accreditation standards. This involves defining specific goals for student learning outcomes, program learning outcomes, and faculty development. Additionally, a structured assessment plan is created to identify the tools, methods, and metrics to evaluate performance in various academic and operational areas.
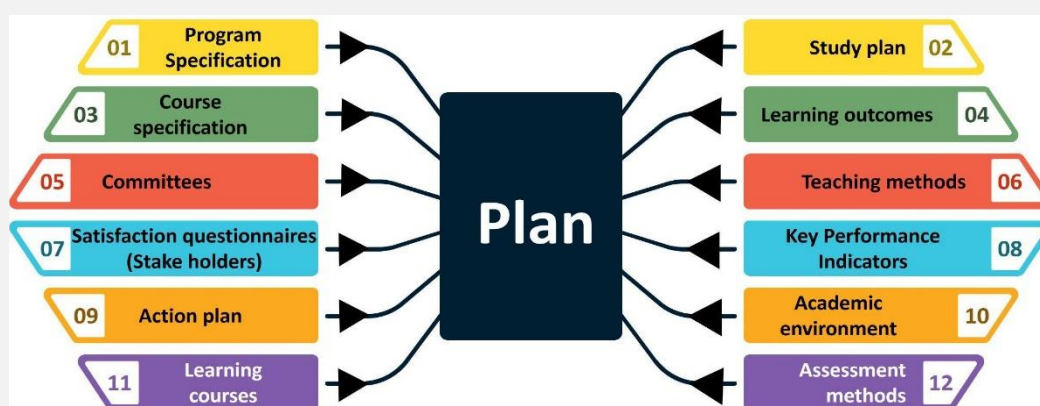
2. Do: Once planning is complete, the program proceeds to implementation. This phase includes delivering curriculum content, conducting student assessments, and engaging in faculty development initiatives. Teaching strategies, assessment methods, and resource allocations are executed as planned. Faculty members apply various instructional methods, including lectures, lab work, clinical sessions, and other experiential learning opportunities, to meet defined learning outcomes.

3. Check: In this phase, the Quality committee collects and analyzes data to assess how well the program meets its goals. This includes reviewing student performance, course evaluations, feedback from stakeholders, and achievement of learning outcomes. The data is then used to evaluate the program's success in meeting academic standards and identify areas for improvement. Additionally, program assessment results are compiled into regular reports for department heads and stakeholders to review.

4. Act: Based on the findings from the "Check" phase, the program implements necessary adjustments. This could involve revising curriculum content, enhancing teaching methods, improving resource allocation, or strengthening faculty development programs. By acting on these insights, the program continuously improves and adapts to meet evolving educational standards and student needs.

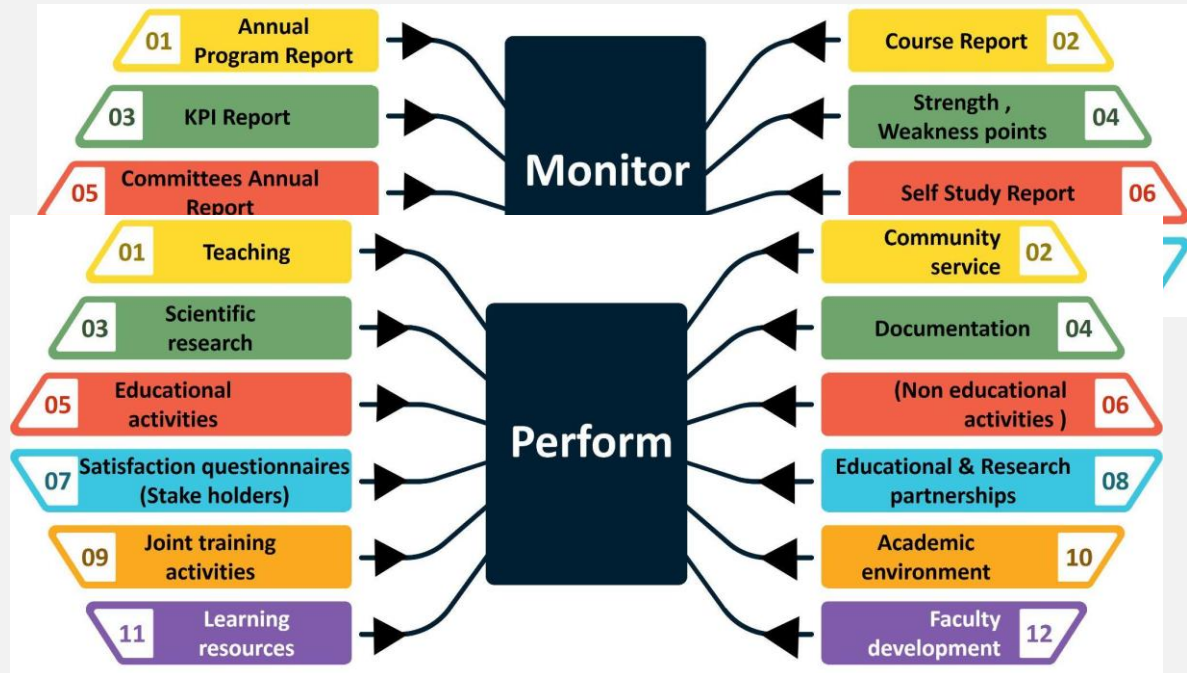By following the PDCA model, the MPDS program maintains an effective and systematic approach to quality assurance, enabling a continuous improvement cycle that strengthens the educational experience and aligns with both internal and external accreditation requirements. This process ensures that the program remains responsive to change and focused on excellence, closing the quality loop to foster continuous development.

1. PLAN

2. PERFORM

3. MONITOR

01 Annual Program Report	Monitor	Course Report 02
03 KPI Report		Strength, Weakness points 04
05 Committees Annual Report		Self Study Report 06
01 Teaching		Community service 02
03 Scientific research		Documentation 04
05 Educational activities	Perform	(Non educational activities) 06
07 Satisfaction questionnaires (Stake holders)		Educational & Research partnerships 08
09 Joint training activities		Academic environment 10
11 Learning resources		Faculty development 12

4. IMPROVE

01 Steering committee	Improve	Internal audit report 02
03 Department/college board		External reviewer report 04
05 International accreditation report		Self Study Report 06
07 National commission accreditation report		Advisory council report 08

3. Procedures to Monitor Quality of Courses Taught by other Departments:

The department communicates its needs to concerned departments to ensure that the course fulfils the needs of students in the program. The quality assurance committee will also review the specifications of these courses to make sure the compliance to the department's needs.

4. Procedures adopted to ensure consistency between the program's sections (male and female sections, if any).

Not applicable

5. Assessment Plan for Program Learning Outcomes (PLOs):

Program Learning Outcomes	2022-23	2023-24	2024-25
PLO 1: Memorize the basic oral and biomedical sciences sufficient to augment our students in prosthodontics management.		X	X
PLO 2: Outline the clinical techniques, and procedures relative to the practice of prosthodontics.	X		X
PLO 3: List and identify clinical presentations and appropriate investigations to recognize differential diagnoses, and management plan with prosthodontics patients.		X	X
PLO 4: Analyze prosthodontics problems that can be encountered in the scientific field which require the conceptual perception.	X		X
PLO 5: Develop critical thinking skills as well as problem-solving learning of dental prosthodontics.		X	X
PLO 6: Justify decision-making in critical problems encountered in prosthodontic field.	X		X
PLO 7: Operate information technology tools and develop essential numerical skills in prosthodontic field.		X	X
PLO 8: Perform with high levels of manual dexterity and control of dental equipment, keeping an eye on the future of prosthodontics in order to attain excellence of the dental profession.	X		X
PLO 9: Outline the concepts and principles of law and ethics to enhance professionalism in prosthodontics, while incorporating universal Islamic values. Cultivate the ability to acquire and apply new knowledge as needed, utilizing appropriate learning strategies.		X	X
PLO 10: Demonstrate the culture of leadership and teamwork skills with colleagues and other dental health personnel in the delivery of prosthodontic oral health care.	X		X

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment methods	Employers	Survey	End of Academic year
	Alumni	Survey	End of Academic year
	Students	Course evaluation survey	End of each course/block
Learning Resources	Staff	Survey	End of Academic year
	Students	Student experience survey	End of Academic year
Overall quality of the program	All aspects, PLOs, teaching/assessment, evaluation & improvement	Program Evaluation Survey Advisory committee recommendations	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.)

7. Program KPIs:*

The period to achieve the target (1) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-01	Students Evaluation of Quality of learning experience in the Program	4.2	Program Evaluation Survey	Annualy (academic year)
2	KPI-PG-02	Students' evaluation of the quality of the courses	4	Course Evaluation Survey	Annualy, at the end of the each courses
3	KPI-PG-03	Students' evaluation of the quality of academic scientific supervision.	4	Academic scientific supervision survey	Each semester
4	KPI-PG-04	Average time for students' graduation	6	The percentage of students who have completed (graduated) the Master of prosthetic dental science Program in the current year in the minimum possible time (in semesters) from the	Annualy (academic year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				cohort of the students who had commenced the Program 5 years ago	
5	KPI-PG-05	Rate of students dropping out of the program	3%	The percentage of students who did not complete the program to the total number of students in the same cohort	Annualy (academic year)
6	KPI-PG-06	Employers' evaluation of the program graduates' competency	4	Stake holder survey	Annualy (academic year)
7	KPI-PG-07	Students' satisfaction with services provided	4	Student experience survey	Annualy (academic year)
8	KPI-PG-08	Ratio of students to faculty members	3:1	The ratio of the total number of students in the campus enrolled for the MPDS Program to the total number of full time teaching staff employed for teaching the students was calculated.	Annualy (academic year)
9	KPI-PG-09	Percentage of publications of faculty members	80%	Report provided Scientific Research & Ethics committee	Annualy (academic year)
10	KPI-PG-10	Rate of published research per faculty member	1.5	Report provided Scientific Research & Ethics committee	Annualy (academic year)
11	KPI-PG-11	Citations rate in refereed journals per faculty member	58	Report provided Scientific Research & Ethics committee	Annualy (academic year)
12	KPI-PG-12	a. Percentage of students' publication	11%	The data was obtained from the Research & Ethics Committee, College of Dentistry regarding the total number of research publications by master students in referred journals and papers presented in the conferences to the total number of students in the program during the year. Number of publication in the refereed journals of all master students/ Total	Annualy (academic year)

No.	KPIs Code	KPIs		Targeted Level	Measurement Methods	Measurement Time
					number of students in the program during the year	
		b.	Percentage of students' conferences	11%	The data was obtained from the Research & Ethics Committee, College of Dentistry regarding the total number of research publications by master students in referred journals and papers presented in the conferences to the total number of students in the program during the year. 4Number of conference pres18entations /Total number of students in the program during the year	Annualy (academic year)
13	KPI-PG-13	a.	Number of patents, innovative products	1	The data was obtained by calculating the number of patents ,innovative products obtained nationally or internationally by students or faculties	Annualy (academic year)
		b.	Number of award of excellence	1	The data was obtained by calculating the number of awards nationally or internationally by students or faculties	Annualy (academic year)

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	COLLEGE COUNCIL
Reference No.	3/46/12349
Date	16-9-24