



Quality Assurance Handbook

Version 1.1
2020

King Khalid University
College of Pharmacy



Quality Assurance Handbook

Executive Summary

During the past few years, significant technological, political and economic changes have taken place at national and international levels that have exerted significant influence on the higher education sector in the Kingdom. Both public and private sector educational institutions and programs are being closely monitored through the National Center for Academic Accreditation and Assessment (NCAAA) accreditation process to ensure implementation and achievement of the qualifications and characteristics prescribed in the National Qualification Framework (NQF). For this reason, King Khalid University (KKU) established the Vice Presidency of Academic Development and Quality in 1432/2002. Final approval for this post was given by the Custodian of the Two Holy Mosques, the Prime Minister, and the Chairman of the Council of Higher Education during the 65th Meeting of the Higher Education Council held on 3/7/1423 AH (10/09/2002 AD).

Subsequently, KKU launched a strategic plan to compete with the most prestigious national and international institutions and universities. This transformation aims to place KKU as a leading role model within the best 200 universities worldwide by 2030. To achieve this vision, a high impact KKU 2030 strategic plan was developed, which focused on excelling in certain fields (i.e. healthcare, education, business, urban planning, technology, science and engineering), while maintaining good standing in the remaining fields. In addition, KKU identified 7 bold, complementary strategic goals, which include:

- To enhance teaching and learning quality.
- To provide a facilitative academic environment.
- To promote effective partnerships with the community.
- To support and promote scientific research.
- To improve graduate studies.
- To develop institutional performance.
- To increase financial resources.

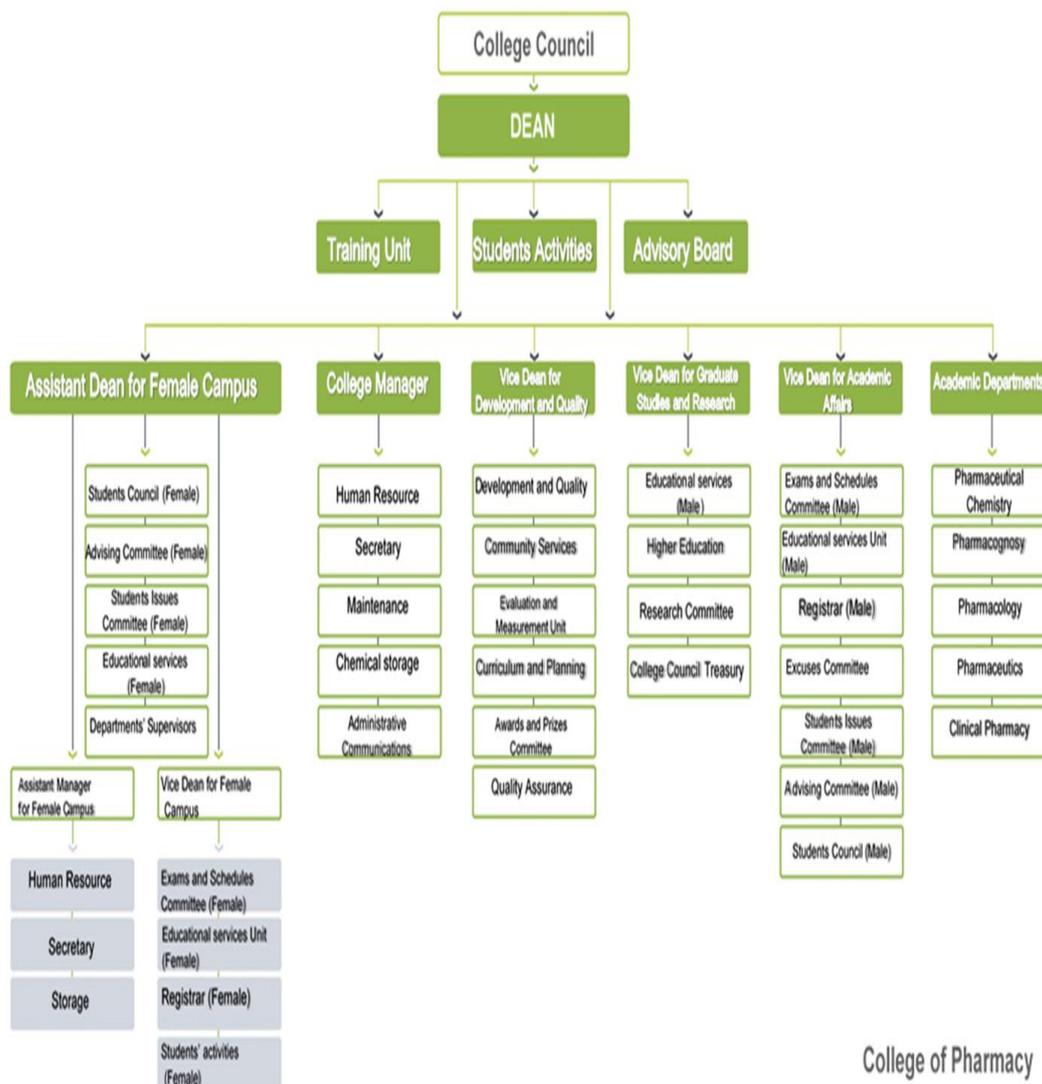
These goals accompany the goals of attracting the best faculty, students, and international partners, as well as constructing a world-class learning environment. Additionally, we aspire to build solid relationships, along with effective organizational, and

financial structures, and to be more involved with the community through community services. These are the cornerstones to be achieved in order to accomplish our high standards and principles in higher education.

The College of Pharmacy is a part of the University's Health Colleges System. Other health colleges in the system include The Colleges of Medicine, Dentistry, and Applied Medical Sciences (at Abha and Khamis Mushait). The College of Pharmacy at KKU was established in 2003 in Abha. The College has five departments: Pharmaceutics, Pharmacology, Pharmacognosy, Pharmaceutical Chemistry and Clinical Pharmacy. At its inception, it offered only the B.Pharm as its entry-level degree. In response to the national and international trends in pharmacy education, KKU began the Pharm.D. programme in 2010, so currently it offers both undergraduate pharmacy programmes. The B.Pharm. programme is five years in length, while the Pharm.D. programme is six years long. The pharmacy programmes are delivered in the English language, and both programmes follow the same curriculum for the first three years, but they differ in the fourth and fifth years. In terms of the training period, B.Pharm. students undergo four months of training, while Pharm.D. students undertake one year. The Bachelor's degree programme trains students in pharmaceutical sciences, after which the graduates will have the necessary experience to move into a related science field or work in various pharmacy fields, such as hospital or community pharmacies, pharmaceutical companies or marketing. The Pharmacy Training Programme consists of three rotations, two mandatory rotations and one elective rotation (KKU, 2018). The Pharm.D. programme is a professional level degree, covering pharmaceutical sciences with a focus on the clinical aspects that will allow graduates to work in hospitals with the medical team. The Pharmacy Training Program, or so-called Advanced Pharmacy Practice Experiences (APPEs), has been designed to provide students with various experiences in clinical pharmacy areas, including hospitals/institutions, community pharmacies, ambulatory care, or acute care/internal medicine. The APPEs consist of eight rotations, with four mandatory rotations and four elective rotations (KKU, 2018). In Saudi Arabia, the B.Pharm. degree and the Pharm.D. degree are equivalent in terms of registration as a pharmacist with the Saudi Commission for Health Specialties. However, the College of Pharmacy has suspended student acceptance to the B.Pharm. Programme as of the first semester of 2019 (1441H). This is a

result of one of the objectives under the strategic goal "improve pharmacy education and practice" (Strategic Plan 2016-2021).

The College of Pharmacy (COP) at KKU is committed to the vision set by its leadership to achieve the overall vision of the university, as well as of the KSA vision 2030. The college has created a conducive academic environment wherein pharmacy education, training, and research are emphasized concurrently. Over its 12-year lifespan, COP at KKU has been the main venue of the pharmacy profession in the Southern Region, and has produced more than 2,000 competent pharmacists who are significantly contributing to the establishment and advancement of the pharmacy profession in the region and the country. They have become deans of pharmacy colleges, vice deans, senior faculty members at many universities, clinical pharmacists, hospital executives, enterprise owners and exemplary pharmacy practitioners. The college is trying its best to meet the country's demand by graduating qualified pharmacists, thus reducing its dependence on foreign manpower.



College of Pharmacy Organization Chart

College of Pharmacy organization chart

The committees in the college of pharmacy are formed based on the needs and area of speciality. It is worth mentioning that males and females represent all committees equally, or the committees that are directly related to female or male campus are represented by independent members from either side to give the chance for sharing ideas and thoughts. Each committee follows either the Dean or any Vice Deanship according to the determined responsibilities and duties.

College Board:

Based on the Higher Education and University Regulations in Saudi Arabia (article 33 and 34), the college board of College of Pharmacy is represented by the Dean, Assistant Dean for Female Campus, Vice Dean for Academic Affairs, Vice Dean of Development and Quality, Vice Dean of Postgraduate Studies and Research, the Vice Dean for Female side, and Head of Departments. The College Board discusses issues related to the educational, administrative, and university requirements such as recruitment, committees' recommendations, departments' meetings minutes, study plan, exam and schedules regulations and arrangements, and proposed recommendations for students-related issues that require high-level decision.

The College Board recommendations are taken place based on voting system when the council treasurer informs the board's members regarding the meeting's agenda before the meeting ahead of time. Then, voting is conducted after each agenda's discussion and the members have the liberty to vote independently. In case of equal votes, the dean vote is considered twice. Then the college council reports to the University Rector through the dean to approve the council's recommendations and to take legal actions by the specialized Vice Rectors or Deanships.

The advisory board:

The advisory board is intended to provide the college with crucial suggestions, improvement ideas, and to participate in the planning with the college administration. The advisory board at COP consists of wide range of expertise members from different backgrounds in pharmaceutical sciences. They represent academia, administration, hospital, and

pharmaceutical companies. The board is meeting twice per a year to go through the college's achievements, needs, and demands

The advisory board members represent a wide range of expertise in pharmacy field. They represent the academic, hospital administration, pharmacy practice, pharmacy training, governmental sector, and pharmaceutical companies (private sector). They are aware of the needs and demands of the pharmacy field in the region. They would be able to provide valuable contribution in improving the college's plans and objectives. In addition, through the advisory board, the college shares and publicizes its vision, mission, strategic plan, achievements, and commitment to the community and other stakeholders.

Department Board:

The head of department chairs the department board. The main aim of department board meetings is to go through the department's requirements and ways of improvement. In addition, to discuss the final grades and research opportunities. Each department board has a secretary who is able to predetermine the dates and agenda for the meeting. All assistant professors and above within the department are members of the department board. The other faculty members and staff are invited share their ideas and suggestions. The department board meetings minutes has to be approved by the dean, then to be sent to the College Board's treasurer for revision, and to be introduced to the College Board for further discussion. At the end of the year, the department board has to discuss the annual report of the department and provide feedback to the dean and the College Board.

Academic Affairs Committees and Units:

Academic Advising and Students' Affairs Committees:

The VDAA and Assistant Dean in females' side chair this committee in both sides. The aim of this committee is to provide the academic support and solve students' academic related issues with continuous follow up. If necessary, these committees will contact the Registration Deanship to ask for assistance in some economical and psychological cases. In addition, this committee is responsible for perform orientation for the new students. Furthermore, this committee delivers academic services to students at all levels of study in COP starting from the point of enrolment to graduation, help students during classes registrations, and provides

the support to students in term of receiving students' issues and completing the required forms for academic purposes.

Examinations and Classes schedules Committee:

The aims of this committee is to coordinate with scientific departments in the college in order to make students schedules and match that with students distribution and faculties loads. In addition, the chair of this committee (VDAA) can contact the deanship of registration regarding students adding/removing classes, students accepted absence excuses, and removing prohibition. Furthermore, this committee ensure the appropriateness of final examination schedule and prepare the final examination environments.

Students Excuses Committee:

This committee consists of all head of departments and chaired by VDAA. The main duty of this committee is to discuss and evaluate the validity of students' excuses, and then to report to the dean to go through the committee's recommendations and approve them. Then course coordinators will be informed with the dean decision to remove absence or to prepare alternative exams.

Student Council:

This committee is providing a platform to hear from students as a major partner in the educational process. Groups' leaders among all levels of the college represent the student council from both male and female side. The Dean chairs two independent councils in male and female sides with membership of Assistant dean and Vice dean from female side, and the Vice Dean for Academic Affairs in male side. The aim of the student council is to take in consideration the students needs and demand regarding the system and examination times and schedules. All comments and suggestions are appreciated and reported to the College Board for taking legal actions.

Quality and Development Committees and Units:

Curriculum and Planning Committee:

The Dean of COP chairs this committee. The main objectives of this committee are to inform the students and staff regarding the college's vision, mission, and goals. In addition,

Curriculum and planning committee continuously evaluates the attainment of quality in education processes and to look after the ways of improvement. Also, the committee discusses the benchmarking, internal and external reviewers contacting, and fulfilment of the Program Learning Outcomes (PLOs) with the vision and mission of the college and the University and with the NCAAA requirements.

Quality and Development Committee:

This committee is responsible to improve the quality culture within the college through conducting workshops, contacting the Deanship of Quality regarding the quality improvement programs within the university, establish the needs and demands for accreditation processes, prepare and annually review the strategic planning for COP, and provide required evidences for program report. Furthermore, this committee serves as the main committee for preparation of the Self-Study Report (SSR) as an accreditation requirement.

Self-Study Preparation subcommittees:

Each member of the main SSR preparation committee works as an advisor for a sub-committee to prepare one of six SSR standards. All departments' members were involved from male and female sides to prepare the SSR. Each sub-committee meets weekly during the SSR preparation and is responsible to conduct and analyse the required surveys and data.

Academic Quality Assurance Committee:

The main aim of this committee is to ensure implementing quality assurance system for academic, administrative and other clinical activities so that all the main requirements and goals for a teaching, learning, and academic services are monitored and fulfilled in a successful manner. COP maintains a very systematic system in term of following academic standard and ensuring the optimal process output. In addition, the committee has a quality representative at each department to follow up on submission of department annual report, all departments' course reports, and to work as a liaison between the main quality committee and the department.

Community Services Committee:

The VDDQ is the chair of this committee. The main aim of this committee is to encourage the community services concept among the staff and students. The committee discuss the potential events and awareness with the dean of COP. Then, the committee will provide an annual report with the total number of events and benefactors.

College Prizes and Dean's List selection Committee:

This committee is responsible to build up and announce the criteria for best students performance and dean's list nominations. The committee's members meet every semester to discuss the candidates' qualifications and publically announce the list.

Postgraduate Studies and Research Committees and Units:

Postgraduate Studies and Research Committees:

These two committees coordinate with the scientific departments in the college to establish and design postgraduate study programs. Also, improve and follow up the research processes and motivate the faculties in different research areas. In addition, the research committee discusses the research proposals for final year students. Both committees are chaired by VDPSR.

Educational Services Committee:

The main aim of this committee is to evaluate the needs and demands of the scientific departments in the college and prepare the annual purchasing list for educational and research purposes. In addition, this committee ensures the safety and risk management policies and procedures in the college's laboratories in males and females sides.

Each one of the five departments in the college can appoint similar committee(s) within the department to make sure that the systematic work is attained. The committees formation within the department has to be approved by the department board then by the Dean before being effective.

Training, Internship, and Graduation projects Committee:

In October 2019, the KKU Rector approved establishment of Training Unit (Experiential and Educational Office) in COP. Dr. Wael Alghamdi was assigned as the EEO Supervisor. The EEO duties description is approved by the Rector to work as a coordinator between training sites and the college, follow up with the trainees in hospitals inside and outside the region, and to supervise the hospital pharmacists in KKU Medical City (KKUMC) who work in the college or in hospitals as preceptors. The main goals of Training, Internship, and Graduation projects Committee are to help final year students to opt their training sites, prepare an annual plan to coordinate with the training sites, communicate with the hospitals and companies, perform orientation day for interns, and follow up with interns' issues and difficulties

Recruitment Committee:

This committee is chaired by the Dean and membered of the Head of Departments. The aim of this committee is to evaluate the applicants' CVs and confirm that the application processes are clear and followed according to the KKU recruitment policies and procedures.

Students Activities:

The extracurricular students activities inside or outside the college are supervised by a faculty member in male and female sides. They are responsible to organize the students' activities and prepare the semester-wise report of all activities that the college participated in during the semester. The dean assigns the students' activities coordinator and he/she will contact the Deanship of Students Affairs for any extracurricular activities planned to be performed each semester through the dean to provide approvals and support.

Stakeholders Involvement

The college of pharmacy quality assurance system is consistent with KKU requirements, rules, and regulations that control and improve the educational environment. Several key performance indicators (KPIs) are approved by the university administration and the college leadership and measured through carrying out several surveys including students experience, alumni evaluation, program evaluation, employer evaluation, course evaluation, and teaching staff evaluation, seeking feedback from external reviewers (advisory board). These KPIs are

measured either every semester or annually to elaborate the current status of the program and feedback from stakeholders (faculty, students, advisory board, employees, and employers), which is very crucial, and taken in consideration for future strategic planning and improvement process. All KPIs results are discussed within the college boards and annual report is constructed annually.

QUALITY ASSURANCE SYSTEM IN COLLEGE OF PHARMACY:

Quality assurance within the College of Pharmacy is a process and a framework that leads to the achievement of excellence and transparency in consistent with the KKU standards and strategic goals. This process ensures quality in the attainment of the college's vision and mission leading to performance excellence aligned with its purposes. The goal of this process is to make all institutional functions to perform at an optimum level in various dimensions such as academics (teaching, learning, and curricula), student support services, physical plant (facilities, resources, and educational environment), research, and community services. In such a way that college of pharmacy is working hard to implement the quality standards in the pharmacy education.

College of pharmacy implements the quality assurance activities through the vice dean of development and quality (VDDQ). Vice Deanship of development and quality plays the pivotal role of ensuring the consistency of the system and processes in all departments. The quality committee will forward the set of reports, requirement, KPIs and benchmarks to the Dean for the review by concerned committees and departments before submission.

College of Pharmacy utilizes the Saudi Qualifications Framework (SQF) for identifying learning outcomes. These included in the course and program specifications and become the basis for measuring learning outcomes and success of the program. The quality assurance system at College of Pharmacy, King Khalid University conforms to standards set out by NCAAA with the emphasis on a cycle of planning, review, acting for changes, and re-review, then changes for improvement. With a proper observing for needs and demands of the marketplace and community directed towards the college and university strategic directions and transformation strategies, the College of Pharmacy updates its own learning outcomes, curriculum, and strategic plan.

A- Vice Dean for Development and Quality (VDDQ):

The quality definition in College of Pharmacy was transformed when the vice deanship for development and quality (VDDQ) established and VDDQ was assigned in 2018. VDDQ oversees and promotes the quality-integrated system to fulfill the college mission, vision, and goals. This work entails the adoption of quality principles and coordinating with departments, faculty members, and students to ensure their understanding and adherence to the quality culture. Typical duties of VDDQ include:

- Spreads the culture of quality and the needs for improvement among faculty members and students.
- Contributes to the achievement of all college objectives relating to quality and academic accreditation.
- Works with teams to develop and refine KPIs at the college level.
- Provides support to all units and departments within the college towards achieving high quality in all activities.
- Reviews progress and evaluate the performance of the quality and development units in academic and administrative units.
- Contributes toward strategies for evaluating performance and quality assurance.
- Reviews quality standards to ensure continuous improvement at all levels.
- Provides consultation regarding strategies and priorities of quality enhancement.
- Manage quality assurance through the assigned committees.
- Compile a manual for the management of quality assurance and outcomes assessment.

B- Quality Assurance Committee (QAC):

The main aim of this committee is to ensure implementing quality assurance system for academic, administrative and other activities so that all main requirements and goals for teaching, learning, and academic services are monitored and fulfilled in a successful manner. COP maintains a very systematic system in term of following academic standard and ensuring the optimal process output. In addition, the committee has a representative at each department to follow up on submission of department annual reports, all departments'

course reports, quality documents, and to ensure there are recommendations and actions taken for improvement.

The aims of QA committees include the following:

- Applying the principles of quality assurance based on the appropriate national accreditation bodies' and their standards (e.g., NCAAA) in different academic programs conducted at the college of pharmacy.
- Ensuring that all the requirements for the program accreditation met in an appropriately and in a timely manner.
- Assuring a systematic implementation of the curriculum of the programs, best utilization of learning resources, optimal educational management, and to monitor the outcomes of the academic programs conducted at the college of pharmacy.
- Preparing documents required for quality assurance.
- Identifying gaps in the program, curriculum, assessment, and evaluation to suggest the necessary improvement plans to QA committee.
- Ensuring the presence of quality culture within departments.

1. PROGRAM LEARNING OUTCOMES ASSESSMENT:

The program evaluation process is done by the quality and development committee chaired by the dean. The committee periodically evaluates the program progress and suggests the required changes through the college council. Program evaluation is the main tool for self-evaluation and it make necessary changes in a stipulated time frame. Program evaluation is done through the course reports and annual program report were prepared by the course coordinators in each department and cumulatively collected by the quality assurance committee for evaluation. Then, the recommendations and required action plans are discussed in the department board and further discussion done in the college board meetings. Action plans are carried out next and feedback is reported.

Self-evaluation of the performance of the program and its related courses are regularly carried out through various surveys by involving both internal and external stakeholders. The internal stakeholders include:

- (i) Teaching staff where they are asked to prepare course report and review the program using self-evaluation scales. In addition, several surveys are conducted to ascertain their feedback about the various aspects of the program.
- (ii) Students are asked to rate the quality of teaching and learning process through: Course and Program Evaluation Survey. Other surveys like course evaluation survey and program experience survey.
- (iii) COP graduates are asked to rate the quality of their program and it is captured through Alumni Survey.

The external stakeholders include:

- i. Employers of COP graduates.
- ii. Program directors of COP graduates who are pursuing postgraduate studies (demonstrators/ lectures)
- iii. External Advisory Board.

The planning and curriculum committee at college of pharmacy performs periodical SWOT analysis to identify the strengths and weaknesses of the program and to improve the quality and the curriculum, wherever it is required.

Program Learning Outcome (PLO), and Course Learning Outcome (CLO) were revised and are updated by the college committees.

Learning outcome mapping (PLO vs CLO) is the important tool to conform the program is designed well and the courses are interlinked to cover the required domains as per the NQF standards mentioned by the NCAAA. This process is done through several stages starting from preparation of assessment methods (used in the course) mapping the course learning outcomes to the program learning outcomes through preparation of the course reports and propose action plans to evaluation of new action plans implementation.

The college has established a streamline process where the final results are checked for any inconvenience. The process starts with preparation the final results by the course coordinator. First, the head of department go through the final results and check with the course coordinator any irregularity. Second, approval of final results is granted from the head of department. All course coordinators report the final results Excel sheet, SPSS analysis, item

analysis report, mapping the assessment methods to CLOs and PLOs, and master blueprint of the assessment method used during the semester. Upon approval from HoD, the VDAA will approve the results and then, the dean will approve them electronically.

2. COURSE LEARNING OUTCOMES ASSESSMENT:

The quality of courses and achieving the intended course outcomes are very crucial tasks towards attaining the program outcomes. The courses in the college are taught using traditional and active learning technologies. The assessment methods varies depend on the nature of courses and the intended course outcomes. In COP mostly, exams (midterm and final) are the main route of assessment for students' performance. In the other hands, some courses are using other assessment tools such as the problem based learning (PBL), case discussion..etc to serve the intended outcomes of certain advanced courses like therapeutics.

Course assessment through exams is mainly attained as multiple choice questions (MCQ), which is the predominantly used for an examination and for the various assessments with clear process and regulations. The exams are conducted through Optical Marks Reader (OMR) answer sheets to mark the answers for multiple choice questions. The answers are corrected through the OMR scanner machine along with the content and grade analysis. In case of any issue regarding the grades (Inflation or deflation), several processes are taken to ensure that exam(s) are indeed reflect the students' knowledge and abilities.

In the case of any problematic questions (e.g. high percentage of too difficult questions), the VDAA will be communicating with the HoD in order to take necessary changes for now and in future. Then, the HoD will call for a special department council and discuss the required actions that should be taken in this regard. At the end of the semester, each department conduct a department council meeting to discuss the final results for all departments courses and the action plans required for improvement are discussed and written in the course report to be implemented in the following semester. Then, the college council is met at the end of each semester to discuss the grade distribution.

The issues related to problematic questions during exam, like grammatical cues, logical cues, repeating words etc. will be reported to VDAA. In this regard, question problem feedback form and department exam problem solving report will be filled by the specific

faculty and will be forwarded to the concerned head of the department. The head of the department will forward this request to the College Board to take necessary actions to solve the issue and to avoid it in near future.

At the end of each term, the course coordinator is required to deliver the course report forms using NCAAA formats along with SPSS grade analysis, the used assessment methods blueprint and assessment methods mapping CLOs to PLOs forms to the head of department. Any issues or variations in the student performance in a particular course are discussed in the department board and recommendations are taken place and action plans for improvement are being effective in the next term. All documents regarding the course outcomes are discussed with the quality assurance committee and delivered to the college board for any further action. After implementation of the action plans, the department has to follow up on the implemented actions and provide the feedback to the department and college boards.

3. STAFF AND STUDENTS PARTICIPATION IN DECISION MAKING:

Almost all faculty members from male and female sides are contributing effectively in the various college committees and their input is appreciated. In the college of pharmacy, various committees are involved in academic development and quality decision making. Staff and students are involved in discussions regarding decision making through participation in several surveys and college's committees and councils. These committees are functioning to support the decision making process within the college. These committees conduct periodical meetings to monitor the progress and to make necessary decisions in terms of solving problems and improving quality. The majority of the academic development and quality of the program depends on the curriculum and planning committee, quality and development committee, students' council, and departments and college boards. These committees are also framed under the guidance and supervision of the dean college of pharmacy and the decisions took in this committee will be reviewed for the approval by the college council which is the highest administrative council in the college of pharmacy.

Both male and female students are involved equally in academic decision making processes such as preparing the midterm and final exam schedule time, represented in the students council, and participating in several cultural and community service activities.

Students' feedbacks and reports were considered as the measuring tools in developing the quality and maintaining it in the program throughout the academic year.

4. KEY PERFORMANCE INDICATORS (KPI):

A Key Performance Indicator (KPI) is a measurable value that demonstrates how effectively a program or organization is achieving its objectives. Organizations use KPIs to evaluate their success rate in terms of reaching targets.

The VDDQ at the College monitors program quality against several Key Performance Indicators (KPIs). NCAAA provided 17 KPIs for six standards (Table 2.1. List of KPIs). Then the college has added another 5 KPIs (total of 22 KPIs) to elaborate more evidences and precisely measure the Self-Study. For determining the KPIs and to do the self-study scale evaluation, six different sub-committees have been appointed individually for each standard according to the new Self-Study Report template by NCAAA.

Target benchmarks and internal benchmarks have been established with critical analysis of the results for performance improvement wherever it is required. Appropriate statistical tools were used to analyze the KPIs and there is a standard KPI driving methodology to guide the process. The college of pharmacy adopted the guidelines provided by the University for choosing both internal and external benchmarks and the relevant partners. For internal benchmarking, the previous year's trend data of the program (past two year's data) has been chosen to reflect the improvement and pitfalls (if any).

Table 2.1. Number of KPIs used to monitor the NCAAA Standards

NCAAA STANDARDS	Number of KPIs
Standard-1 Mission and Goals	2
Standard-2 Program management and quality assurance	3
Standard-3 Teaching and learning	7
Standard-4 Students	1
Standard-5 Teaching Staff	6
Standard-6 Learning resources, facilities and equipment	1

For external benchmarking, the College of Pharmacy at AlQassim University was used due to it was the first pharmacy school in Saudi Arabia that achieves NCAAA accreditation. In addition, due to the similarity to COP at KKU in term of establishment time, infrastructures, resources, and number of faculty members and students.

5. FACULTY PERFORMANCE PROFILE:

The college of Pharmacy has established a mechanism to evaluate the faculty members in order to achieve the performance excellence and to improve the faculty skills and capabilities. Starting form 2019, to assess the performance of faculty and teaching staff a policy and procedure is established. A constructive rubric and criteria of evaluation have been created. Criteria for performance evaluation are clearly specified and made known to teaching staff. The criteria include quality of teaching, scientific research, and local community service. The evaluation is carried out confidentially, and the results are recorded in a way that enables the university to give equal opportunity to the faculty members to develop professionally through training sessions, seminars and workshopsA constructive feedback will be delivered and improving solutions will be given. The excellence in teaching, research, community services will worth the College best faculty award.

However, If the performance of any staff is found to be less than average, the College provides support and counselling, beside the development of performance improvement plans for low performers is initiated.

6. ACADEMIC AND CAREER ADVISING:

The academic advising and counseling unit (AACU) is an essential part of the newly formed COP academic services unit. The college dean forms male and female AACUs which comprises of a chairman, selected faculty members and a secretary. AACU meets regularly to discuss programs intended to implement during the semester. AACU chairs submit reports to the vice dean for academic affairs detailing all the activities conducted by their unit. AACU is in close collaboration with DSA where it applies many of its programs. AACU provides services aimed to enhance students learning experience and strengthen students' social skills. It also identifies and directs specific medical, psychological and financial assistance to students in need. AACU offers a number of services to support specific students. It offers financial support

to students who are facing financial difficulties and to disabled students or those who cannot afford certain accessories such as glasses, wheelchairs, etc. In addition, AACU facilitates more advanced counseling for students with mental health problems or wish to quit smoking.

With respects to student counseling, AACU designed programs to improve student's exposure to their advising faculty. In 2018, AACU began conducting workshops for advising faculty intended to outline their roles and responsibilities and how to communicate with students. Initially, the students were distributed among all the faculty members (maximum of 10 students each). The faculty can send SMS messages via the Academia platform to meet students. The faculty can then document student visits where detailed information about students is saved permanently in their files.

While this program was somewhat successful, the language barrier (Arabic vs non-Arabic) was found to be a major hurdle in maximizing effective counseling service. In the subsequent year (i.e., 2019), AACU in male and female sections directed most of the counseling services to underperforming students (students with a GPA < 2.5) but with different approaches. In the male section, the underperforming students were allotted to Arabic speaking faculty where regular counseling sessions are conducted and documented. To assess the impact of counseling, AACU embargos students' grades for quizzes and midterm until they visit their respective advisors. The advisor will then send a formal request to the vice dean for academic affairs to lift students' mark embargo. In the female section, the underperforming students were allotted to Arabic speaking advisors. The advisors met with the students and documented their visits (on paper and via academia). The AACU then compiled students' reports from the advisors and used a "design thinking" strategy to identify and resolve major problems.

At the end of each term, the academic advising and counseling unit discusses all issues and requirements of the unit with the VDAA and reports the dean of the college with the requirements and recommendations. All recommendations are to be taken in consideration to meet the students' demands and improve their performance with systematic action plans that ensure attaining optimal results.

The college of pharmacy acts as a career direction counselor, through the Educational and Experiential Office (EEO), for its potential graduates through several activities. First, the final year students receive an orientation regarding the different rotations in the internship year. Many speakers from regional and national hospitals, pharmaceutical companies provide an idea about the training nature in each rotation. This opens the floor for the trainees to choose the perfect rotation for them and to develop the required skills for the rotation. Second, at the end of the year, EEO invites different pharmacy professionals from industry, pharmaceutical companies, academia, and hospitals to talk about the career pathway and job opportunities at their institutions. Every academic year, the EEO evaluates the experience and report to the dean and college board accompanied with the required needs, demands, and ways of improvement.

7. RESEARCH QUALITY ASSURANCE:

The College of Pharmacy is committed to maintaining the highest standards in the conduct of research. Research committee formation letter). It is the fundamental assumption that the research staff and students are committed to the highest standards of professional conduct. Maintaining the highest ethical standards as well as validity and accuracy in data collection and reporting are the basic principles of sound research practice and the protection of human and animal subjects. To be competent and follow organizational policies that regulate research operations, is the responsibility of all members involved in supervising, overseeing, performing or supporting research activities. In addition, the college promotes development of focused research themes by each department in line with the college vision and mission

A representative from the College of Pharmacy has recently joined the central Ethics Committee of the Research Deanship, which also approves research projects with potential impact on ethical issues, to track compliance with ethical standards in research activities. The Committee's role is to facilitate administrative procedures for the researchers, and to follow up with the researchers. The regulations governing the conduct of this Committee are framed by the King Khalid University.

Indeed, the College of Pharmacy specifically incorporates the criterion for educational and research activities into the annual quality assessment and promotion criteria. Every year, all faculty members must be actively involved in some sort of research and they are expected to remain up-to-date in their field of expertise.

At the end of the academic semester, the vice dean of postgraduate studies and research report the college board with the research activity profile of the college, the obstacles facing research conduction, and the required research quota from each department in the following terms. All improving plans regarding the research are implemented and evaluated by the research committee.

8. TRAINING AND INTERNSHIP:

The training and internship of Pharm. D students is supervised by the Educational and Experiential Office. The students' training gone through two phases in the college. The first phase is introductory pharmacy practice experience (IPPE) and the second phase is advanced pharmacy practice experience (APPE).

Ninth level students starting their IPPE course with an orientation on week 2 every semester in the virtual pharmacy. The orientation for IPPE-I (practice in community pharmacy) is given to students in level 9 and focuses on the four training domains: prescription management, dose calculations in community pharmacy, the process of identifying and reporting errors, and OTC practice. The purpose of the orientation is to familiarize the students of the domains, their responsibilities in the virtual pharmacy and their assigned community pharmacy, forms they will use during IPPE, and grading rubrics. The second orientation for IPPE-II (practice in hospital pharmacy) is given to students at level 10. During this orientation session, the IPPE-II coordinator describes the objectives, teaching modes, IPPE-II activities, their responsibilities in the virtual pharmacy and their assigned hospital pharmacy, and assessment methods.

The Advanced Pharmacy Practice Experience (APPE) is designed to provide students with experience in various clinical pharmacy practice areas, including hospitals, community pharmacies, ambulatory clinics, and health institutions. The major goal is to prepare students to develop independent judgment skills and to integrate their fundamental knowledge with

clinical applications. Students are required to complete 1,600 hours of APPE experience during 3 semesters, a period of 40 weeks after passing all the program course. The APPE consists of eight rotations; four of them are mandatory rotations and must include hospital/institutional rotation, community pharmacy rotation, ambulatory care rotation, and internal medicine rotation; the other 4 rotations are elective where the students can select from several options, such as academia, infectious diseases, IV preparation & total parenteral nutrition, pediatrics, psychiatry, and research rotations. APPE activities include reviewing patient charts, attending daily rounds, counselling patients, providing drug consults, and delivering detailed case presentations and journal clubs.

At the beginning of each semester, EEO announces the availability of registration forms, lists of the approved training sites, and the deadline for submission. Students who wish to receive training outside the approved training sites should fill out Request for Letter to External Site form, and then EEO sends official letters to the external sites by the end of the registration period. 2 weeks is given for the external site to respond. In case of rejection or no response, EEO Office starts placing students to the approved sites based on students' preferences, GPA, and availability of desired training sites. Also, the students are allowed to request to change the training sites within a week of the announcement of their training schedules.

A faculty member from COP visits the intern's site on a weekly basis in order to ensure that the training process is running smoothly, meet with the interns and their preceptors, and inform EEO about cases of absence or violation of the rules and regulations of the college or the training sites. By the end of each rotation, the site's preceptors are required to evaluate the interns, using an evaluation form that has been created by EEO. The intern's evaluation is based on the National Commission for Assessment and Academic Accreditation (NCAAA) domains, which include knowledge, cognitive skills, interpersonal skills, communication and information technology skills, and psychomotor skills. Although it is not required, EEO encourages preceptors to evaluate the interns twice during the rotation: mid-rotation and end of rotation. The purpose of the mid-rotation evaluation is to detect any deficiencies in student performance and advise the intern on how to improve to complete the rotation successfully. By the end of each rotation, the interns will receive a final grade based on the

preceptor's evaluation for each rotation. The intern should have a final score of $\geq 60\%$ to pass the rotation; otherwise, the intern will have to repeat the failed rotation.

At the end of the academic year, the EEO provides an annual report to the dean and College Board to be approved and discuss the priorities of improvement.

9. ADVISORY BOARD INVOLVMENT IN QUALITY ASSURANCE:

The advisory board is created for the purpose of working with KKU College of Pharmacy and shall limit its activities to advising on matters that directly concern its educational/academic program. The specific purposes of the advisory board may include the following responsibilities:

- to provide external counsel to the College in support of its teaching, research and service missions;
- to offer advice to the College dean, the faculty and other administrative officers on strategies and means of developing resources for enhancing the goals and objectives of the College;
- to promote the College to potential students, employers, legislative leaders, governmental agencies, business and industry;
- to enhance the visibility of the major research and instructional programs of the College;
- to assist in strengthening financial support for the College;
- to assist in placing students at employment sites;
- to facilitate cooperation and communication between the program and the community;
- to assist the program in setting priorities, including participating in ongoing planning activities of the program.

Relationship between the board and KKU College of Pharmacy:

It is the role and sole prerogative of the College of Pharmacy to enact policy. The advisory board plays an important role in reviewing the college's plans and strategies, then providing suggestions and help to target the optimal decision.

Composition:

The advisory committee shall consist of 10-15 members representing academic, public and governmental agencies, business, industry, alumni, and friends of the College and University who have demonstrated leadership in their field.

Selection:

The advisory board members are selected and appointed by the Dean of College of Pharmacy, although input and nominations from continuing board members is welcome.

Term:

A term of membership shall last for three years, with one-third of the membership appointed each year. Terms shall not be renewable within 11 months after conclusion of an earlier term.

Organizational Structure:

The committee will have a chair, vice chair, and recording secretary who are elected for one-year terms by the membership. Elections will be held at the first meeting of the new membership year.

Meetings:

The board will meet at least two times per year. Written notices of upcoming meetings will be circulated to members at least ten days before a meeting.

Attendance:

The board members are expected to attend at least one full advisory board meeting per year. If members are unable to attend a meeting, they should delegate an alternative representative.

Minutes:

Minutes of each meeting will be kept. Copies will be circulated to members of the board and members of KKU College of Pharmacy within two weeks after a meeting.

Recommendations and Reports:

The board recommendations and reports are submitted in writing to the College of Pharmacy. Documents will include both suggested action and justification for suggestions. The College of Pharmacy will respond/react to such recommendations/reports in writing.

Dismissal:

Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat. The board will move to fill the position.

Public Announcements:

While members are expected and encouraged to discuss the college program within the community, members shall not report opinions expressed in meetings, nor shall they report independently on the board action.

The first Advisory Board (2019/2020) was held in April 2019 and the board was elected as:

- | | |
|--------------------------|--------------|
| 1. Dr. Ahmed Albarqi | (Chair) |
| 2. Dr. Abdullah Hadram | (Vice Chair) |
| 3. Dr. Sultan Alshahrani | (Treasurer) |

The advisory board, College Board, and the University Rector then approved the elected members and meeting minutes.

The advisory board members represent a wide range of expertise in pharmacy field. They represent the academic, hospital administration, pharmacy practice, pharmacy training, governmental sector, and pharmaceutical companies (private sector). They are aware of the needs and demands of the pharmacy field in the region. They would be able to provide valuable contribution in improving the college's plans and objectives. In addition, through the advisory board, the college shares and publicizes its vision, mission, strategic plan, achievements, and commitment to the community and other stakeholders.