Program Specification

Program Name: Clinical Psychology
Qualification Level : Level 6 (Bachelor)
Department: Health Sciences Department
College: College of Health and Rehabilitation Sciences
Institution: Princess Nourah Bint Abdul Rahman University

Kingdom of Saudi Arabia
Ministry of Education
princess Nourah Bint Abdulrahman University
College Of Health and Rehabilitation Sciences
Vice Deanship for
Educational Affairs

Content

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A. Program Identification and General Information

1. Program Main Location:
Princess Nourah bint Abdul Rahman University, College of Rehabilitation and Health Sciences, Alnarjis Campus University, Riyadh, Saudi Arabia
2. Branches Offering the Program:
NA
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
Due to growing emotional and psychological disturbances in Middle East related to changing living patterns of the population there is a demand for university-level Clinical Psychology programs. Program was developed to provide: • Psychotherapeutic services with qualified professionals to meet the needs of the Kingdom with the specialists in the diagnosis, treatment and rehabilitation in the field of clinical psychology. • Promotion of ways to control and prevent psychological problems, treatment and rehabilitation, if any. • Provide a supportive scientific environment for the growth and development of attention in the field of Clinical Psychology. • Provide advice and support to develop the scientific guarantor environment related specialization • Contribute effectively in the service of society and the development of knowledge. • Support the conduct and publication of research in the disciplines of clinical psychology.
4. Total Credit Hours for Completing the Program: (137)
5. Professional Occupations/Jobs:
After completing BS in Clinical Psychology student will have opportunities to serve at various places. Career opportunities for graduates Clinical Psychology: • All government and private hospitals • Outpatient mental health clinics • Substance abuse treatment Centers • Rehabilitation centers • Schools and Special education school systems • Research and testing services • Social service agencies.

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

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. Clinical Psychology	137	Clinical Psychologist

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

Intermediate exit points/awarded degree	Credit hours
1. NA	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:
Prepare competent cadres in the field of Clinical Psychology, qualified on the levels of knowledge, profession, and research to promote psychological health and community service.

2. Program Goals:
- Prepare qualified Clinical Psychologists who are capable of professional practice according to specialty standards. - Conducting research in the field of Clinical Psychology that contribute to the application of Clinical Psychology constructs to the development of normal and pathological behaviours. - Contribute effectively to psychological health promotion initiatives and community service.

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

University mission	College mission	CPY Program Mission
It is a comprehensive university for women, which is characterized by its educational leadership and scientific research and contributes to building the knowledge economy with a community and global partnership.	Prepare cadres, qualified on the levels of knowledge, profession and research in accordance with the latest standards for the development of health care and community service	Prepare competent cadres in the field of Clinical Psychology, qualified on the levels of knowledge,profession and research promote psychological health and community service.
University values	**College Goals**	**CPY Program Goals**
New values Growth Awareness Pioneering Agility	1- Qualify specialized cadres in the fields of Health and Rehabilitation sciences capable of professional practice according to the latest standards. 2- Promote continuous learning, and innovation according to modern technology 3- Produce researches in the field of healthcare that contribute to the	- Prepare qualified Clinical Psychologists who are capable of professional practice according to specialty standards. - Conducting research in the field of Clinical Psychology that contribute to the application of Clinical Psychology constructs to the development of normal and pathological behaviours. - Contribute effectively to psychological health promotion initiatives and community service.

	application of evidence-based practice. 4- Contribute effectively to improving <mark>community health</mark> and quality of life in collaboration with relevant sectors.	

4. Graduate Attributes:

The graduate of BS in Clinical Psychology will:

1. Cognitive awareness:
1. Apply in-depth understanding and knowledge within the clinical psychology and able to apply psychological theories and professional practices in different contexts.

2. Informational Competency:
Able to use modern technology in psychological assessments and case evaluation and provide online therapy.

3. Analysis and Creativity:
Able to think creatively and critically and able to develop effective response to intellectual, professional, and social challenges.

4. Self-development:
Have the capability of continuous learning for self-developmental skills and professional practice through all available resources

5. Effective communication:
 Communicate effectively in Arabic and English languages in professional, ethical and social context.

6. Personal values and skills:
Possess personal values that are reflected in their practices which are consistent with their roles as being responsible members of Saudi society.

.7 Volunteering and community service:
Participate in community service through a variety of community initiatives.

5.Program learning Outcomes*

Knowledge and Understanding

K1	Describe the basic concepts of course contents related to Clinical psychology.
K2	Review the theoretical approaches and ethical considerations related to the continued existence and progression in terms of latest knowledge in Clinical Psychology.
K3	Classify and explain psychological disorder classification according to International classification system.
K4	Determine various psychopathological theories, psychological assessment methods, research methodologies and application of statistical analysis in Clinical Psychology to justify symptoms, aetiology, disorders and cases.

Skills

S1	Compare, contrast and justify the benefits and disadvantages for the application of theoretical background, psychological assessment methods, research methodologies and application of statistical analysis and ethics in Clinical Psychology.
S2	Predict and reconstruct the outcome of any maladaptive behaviors into psychological adjustment and well-being.
S3	Plan select and follow the best Evidence Based Therapies (EBT), effective strategies and psychological assessment scales according to psychological problems and

	ethical and cultural considerations in the field of Clinical Psychology according to international standards.
S4	Analyze the data related to observation, interview, psychological assessment and research (qualitative and quantitative) applying statistical analyses.
S5	Interaction for the development of healthy interpersonal relationships by demonstrating active listening, accepting attitude, assertive skills and professional behaviors.
Values	
V1	Comply with the standard practice regulation and commitment to the professional ethics

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	12	8.76
	Elective	NA		
College Requirements	Required	1	3	2.19
	Elective	NA		
Program Requirements	Required	27	91	66.42
	Elective	NA		
Capstone Course/Project	Required	1	3	2.1
Field Experience/ Internship	Required	One Full Year of internship		
Others	Required	10	28	20.43
Total		**44**	**137**	

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ENG 131	Academic English for Health Specialties (1)	Required		3	College
	BIO 105	Human Biology for Health Specialties	Required		2+1=3	College
	MATH 162	Statistics for Health Specialties	Required		2+1=3	College
	CHEM 104	General Chemistry for Health Specialties	Required		2+1=3	College
	DPY 121	Medical Terminology	Required		2+0=2	College
	ISLS 101	Islamic Culture (1)	Required		2+0=2	Institution
Level 2	ENG 132	Academic English for Health Specialties (2)	Required	ENG 131	3	College
	PHYS 105	General Physics for Health Specialties	Required		2+1=3	College
	DPY 122	Health Profession Skills	Required		3	College
	DPY 123	Introduction to Health Professions and Ethics	Required		2	College
	DPY 124	Fundamentals of Scientific Research	Required		2+1=3	College
	ISLS 202	Islamic Culture (2)	Required	ISLS 101	2+0=2	Institution
	ARAB 101	Arabic Composition	Required		2+0=2	Institution
Level 3	CPY211	Introduction to clinical psychology	Required		2+0+0=2	Program
	CPY 212	Social psychology and Psychopathology	Required		2+1+0=3	Program
	CPY 213	Personality theories	Required		2+1+0=3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	CPY 214	Clinical Psychology and Statistics 1	Required		2+1+0=3	Program
	HRS 114	Emergency life support techniques	Required		2+1+0=3	College
	ARAB 202	Arabic Composition	Required		2+0=2	Institution
Level 4	CPY 221	Assessment 1: Qualitative and Quantitative	Required		2+1+1=4	Program
	CPY 222	Life-span psychology	Required		2+1+0=3	Program
	CPY 223	Clinical psychology and Statistics	Required	CPY 214	2+1+0=3	Program
	CPY 224	Cognitive theories: Mind and behaviour	Required		3+1+0=4	Program
	CPY 225	Scientific writing in Clinical psychology	Required		1+1+0=2	Program
Level 5	CPY 311	Psychology of women and Marital therapy	Required		2+1+1=4	Program
	CPY 312	Anxiety disorders	Required		3+1+0=4	Program
	CPY 313	Biological psychopathology	Required	CPY 224	2+1+0=3	Program
	CPY 314	Psychopathology in children and adolescents	Required	CPY 222	2+1+1=4	Program
	ISLS 303	Islamic Culture (3)	Required	ISLS 101	2+0=2	Institution
Level 6	CPY 321	Assessments 2: Neuropsychological assessments	Required		2+1+1=4	Program
	CPY 322	Psychological therapies 1	Required		2+1+1=4	Program
	CPY 323	Mood Disorders and Psychosis	Required		2+1+1=4	Program
	CPY 324	Personality Disorders	Required	CPY 213	2+1+1=4	Program
	ISLS 404	Islamic Culture (4)	Required	ISLS 101	2+0=2	Institution
Level 7	CPY 411	Professionalism and Ethics in Clinical Psychology	Required		2+0+0=2	Program
	CPY 412	Psychopharmacology	Required	CPY 313	2+0+1=3	Program
	CPY 413	Psychological therapies 2: Cognitive and Behavioral therapies	Required	CPY 224	2+1+1=4	Program
	CPY 414	Case conceptualization	Required	CPY 214	2+0+1=3	Program
	CPY 415	Research methodology in clinical psychology	Required	CPY 223	1+2+0=3	Program
Level 8	CPY 421	Psychological therapies 3: Evidence based therapies	Required		2+1+0=3	Program
	CPY 422	Psychological well-being of community	Required		2+1+1=4	Program
	CPY 423	Psycho-diagnosis	Required		2+1+1=4	Program
	CPY 424	Medical psychology and Rehabilitation	Required		2+1+1=4	Program
	CPY 425	Research project	Required	CPY 415	1+1+1=3	Program
	5th year : Internship. One year of full-time Clinical Internship (40 hours per week)					

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

1st year courses
2nd year courses
3rd year courses
4th year courses
Field experience specification

4. Program learning Outcomes Mapping Matrix

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

Course Code	Program Learning Outcomes								
	Knowledge and Understanding			Skills					Values
	K1	K2	K3	S1	S2	S3	S4	S5	V1
ISLS 101									I
ENG 131				I					
BIO 105	I								
MATH 162		I				I			
CHEM 104	I								
DPY 121	I								
ISLS 202									I
ENG 132				I					
PHYS 105	I								
DPY 122			I						I
DPY 123									I
DPY 124		I		I					I
ARAB 101				I					
BIO 105	I								
ISLS 303									I
ISLS 404									I
Arab 202				I					I
CPY 211	I		I	I	I	I	I	I	I
CPY 212	I	I		I		I	I	I	I
CPY 213	I		I	I		I	I		I
CPY 214	I	I		I		I	I		I
HRS 114	I	I		I	I	I		I	I
CPY 221	I	I		I		I		I	I
CPY 222	I	I		I	I				I
CPY 223	I	I		I	I				I
CPY 224	I			I		I	I	I	I
CPY 225	P	P		P	P	P	P	P	P
CPY 311	P	P	P	P	P				P
CPY 312	P	P	P	I	P	P		P	P
CPY 313	P	P	P	P	P	P		P	P
CPY 314	P	P		P	P	P	P		P
CPY 321	P	P		P	P				P
CPY 322		P	P	P		P	P		P
CPY 323	P	P	P	P	P	P	P		P

Program Specification

CPY324	P	P	P	P					P
CPY 411	M	M		M		M		M	M
CPY 412	M	M	M	M	M	M		M	M
CPY 413	M			M	M				M
CPY 414	M		M		M	M		M	M
CPY 415	M		M	M		M		M	M
CPY 421	M	M		M	M				M
CPY 422	M		M	M	M	M	M	M	M
CPY 423	M	M			M	M	M	M	M
CPY 424	M	M		M	M	M	M		M
CPY 425	M	M		M	M	M	M		M
CPY 592	M	M	M	M	M	M	M	M	M

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

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

- Different assessments forms are applied to evaluate the learning strategies continuously throughout the year
- Effective teaching evaluation in written and in oral form from one course to the next
- Dialogue between course coordinators, academic supervisors and quality control staff and local coordinators and management in terms of lesson learned, learning strategies and pedagogical tool framework

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Describe the basic concepts of course contents related to Clinical psychology.	- Lecture - Small group work - Pre-reading - Oral presentation - Brainstorming - Case Studies - Videos	- Final Written examination, - Report writing of case study - Midterm exam, - Assignments - Class Discussion - Case Study
1.2	Review the theoretical approaches andethical considerations related to the continued existence and progression in terms of latest knowledge in Clinical Psychology.		
1.3	Classify and explain psychological disorder classification according to International classification system.		
1.4	Determine various psychopathological theories, psychological assessment methods, research methodologies and application of statistical analysis in Clinical Psychology to justify symptoms, aetiology, disorders and cases.		
2.0	**Skills**		
2.1	Compare, contrast and justify the benefitsand disadvantages for the application of theoretical background, psychological assessment methods, researchmethodologies and application of statistical analysis and ethics in Clinical	- PBL -Lecture -Practical Meeting -Literature Review -Small group work - Role play -Case Studies	-Psychological assessment reports -Peer evaluations -Assignments - Midterm exam

		Psychology.	-Oral presentation -Brainstorming -Practical exercises - Written assignment	- Final Written Exam, -Observation of clinical skills during practical exam - Practical Exam - Video Review - Lab demonstration - Case study
2.2		Predict and reconstruct the outcome of any maladaptive behaviour into psychological adjustment and well-being.		
2.3		Plan select and follow the best EvidenceBased Therapies (EBT), effective strategies and psychological assessmentscales according to psychological problems and ethical and cultural considerations in the field of Clinical Psychology according to international standards.		
		Analyze the data related to observation, interview, psychological assessment and research (qualitative and quantitative) applying statistical analyses.		
		Interaction for the development of healthy interpersonal relationships by demonstrating active listening, accepting attitude, assertive skills and professional behaviour.		
3.0	**Values**			
3.1		Comply with professional characteristics of patient safety, group work, therapeutic relationships with professional behavior and leadership skills needed in Clinical Psychology	- PBL - Role playing -Oral presentation -Case study -Class Discussion -Brainstorming -Graduation project -group work - Written assignments	- Practical Exam - Midterm exam - Final Written Exam - Graduation project - Written assignment - Individual and group presentations

6. Assessment Methods for program learning outcomes.

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

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Extent of achievement of course learning outcomes	Course instructor	Direct
Quality of assessment methods	Peer reviewer	Direct
Course planning and implementation	Students	Direct

Extent of achievement of program learning outcomes	Course instructor, Exam and assessment committee	Indirect

D. Student Admission and Support:

1. Student Admission Requirements
Admission to the Bachelor of Science in Clinical Psychology presupposes completion of the Foundation Year offered at the Health Faculties within PNU. Selection will take place according to PNU procedures. Admission to the Clinical Psychology program presupposes completion of the foundation year offered at the Preparatory Year for Health colleges within PNU.
2. Guidance and Orientation Programs for New Students
- One full week for the orientation of students has been allocated at the start of year. - Students are briefed about program, academic advising, community activities, access to banner and blackboard and extracurricular activities. - Students receive course plan during their first lectures of course every semester.
3. Student Counseling Services (academic, career, psychological and social)
• Faculty is readily available to students during lectures, group activities and during regular office hours throughout the academic year in addition to communication through emails. Further a tutor is assigned to each student, who is available on daily basis throughout the academic year for counseling on academic related matters. • There are Consultancy clinics available at college. Students can contact to Psychological Support Center at CHRS for psychological and social counseling. • University has services of social worker and they visit every semester to each college. Announcement are being made so students can meet them.
4. Special Support (low achievers, disabled, gifted and talented)
• The university and college are equipped with special need accessibility such as elevators and ramps for students with special needs • Disabled students: An evaluation of the ability of the student to complete the course and program learning outcomes is performed before admission. Classes and labs will be equipped based on university policies before the beginning of the semester in order to provide a supportive learning environment for the student. For students in wheelchairs, the college and department ensure that the student's classes and labs are on the ground floor. Low achievers: If the students is having difficulties in one or more courses, the course instructor in cooperation with the academic advisor and the college social specialists (if needed) create a remedial plan to help the student improve the learning strategies. Gifted and talented students: The course instructor and academic advisor cooperates to encourage the student to invest their abilities in suggested activities and innovative research projects/discoveries. The student's abilities can be developed by sending them to specific workshops

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Clinical Psychology	Clinical Psychology	Clinical Practice	-	2	2
Associate Professors	Clinical Psychology	Clinical Psychology	Clinical Practice	-	2	2
Assistant Professors	Clinical Psychology	Mental Health Neuropsychology		-	5	5
Lecturers	Clinical Psychology	Clinical Psychology	Clinical Practice	-	3	3
Teaching Assistants	Clinical Psychology	Clinical Psychology	Clinical Practice	-	2	2
Technicians and Laboratory Assistants	Clinical Psychology	Clinical Psychology	Clinical Practice	-	1	1
Administrative and Supportive Staff	Secretary	Secretary	Microsoft office	-	1	1
Others (specify)	Lab Technician	Lab technology	Clinical practice	-	1	1

2. Professional Development

2.1 Orientation of New Teaching Staff

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

Orientation for new staff is a requirement before they are allowed to start to teach especially with PBL procedure. Orientation program is offered as a package includes training workshops, manuals and procedures.

2.2 Professional Development for Teaching Staff

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

Faculty members will be required to attend annual conferences, seminars or meetings, either locally or internationally.

o There will be a regular seminar held for faculty members to be conducted by the department.

o Invite expert staff with teaching skills to present skills and tools for the faculty as departmental internal activity.

o Conduct student evaluation for each faculty member per semester.

o Participate in research and paper publication at least one is mandatory.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

• All faculties should submit their required text book for purchasing one semester prior to the needed semester to the department head for approval. The Head of Department will submit the request to the dean office.

• Each faculty member is responsible to follow up with their students regarding adequacy of textbook and check with the college library.

• Regular inventory of books and IT materials in the library; annual submission of list of books, journals, and IT materials for purchase.

- E-Learning division is responsible to provide training to students and instructors for easy access to blackboard and to fix the relevant issues.
- SDL (Saudi Digital Library) is available and accessible for web-based resources.

2. Facilities and Equipment(Library, laboratories, medical facilities, classrooms, etc.).

All required resources from library, laboratory and classroom should be documented by faculty and teaching staff and submitted to the department head the college dean for approval.

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

- Classrooms are available for at least 30 students to have lecture/tutor meeting groups.
- Every classroom has fire alarm.
- Every semester one time drill for fire emergency has been provided.
- Hand sanitizers are available after every 3 classrooms.
- Water dispensers are available in each corridor.
- Regular maintenance for air conditioning has been done by engineering department.
- Every semester program offers at least 2 community events and student participate in it.
- Consultation clinics are available for psychotherapy, nutrition, epidemiology, and psychological support.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure (Including boards, councils, units, committees, etc.)
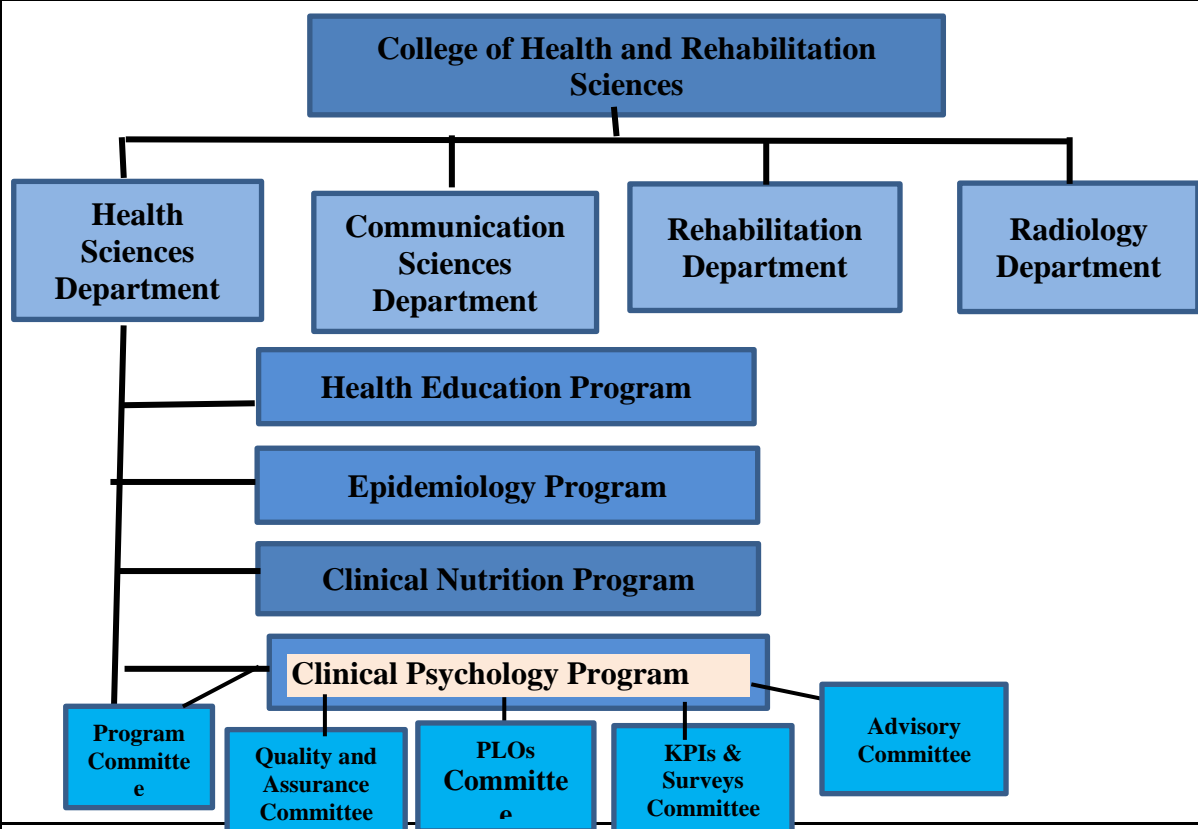
1.2 Stakeholders Involvement

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

- Graduate students visit and share their experiences with new students.
- SCHFS and labor ministry provide opportunities for workshop and placement during internship.
- Other hospitals provide chance to have collaborative community events.

2. Program Regulations

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

Selection will take place according to PNU procedures. Admission to the Clinical Psychology program presuppose completion of the foundation year offered at the Preparatory Year for Health colleges within PNU.

http://www.pnu.edu.sa/arr/Deanships/Registration/admission/Pages/About/system.aspx
http://www.pnu.edu.sa/arr/Deanships/Registration/register/Pages/About/deletionAdditionproce.aspx

Study and Exam:

a. Attendance.

1. Atendance require minimum 75%, 10 % absence trigger the first warning, 15 % absence trigger the second warning, and 25 % absence trigger the third warning and excludes the student from participating in the final exam. Students should attend all lectures, practical and clinical lessons. They are not allowed to sit for the final examination if her attendance is less than 75% of lectures, practical and clinical sessions appointed for each course through the academic year. The student is excluded from entering the examination for attendance will be considered a failure in the course. So he/she has to restudy the course and sit for the re-sit exam.

2. The university council or their representatives has the right, exceptionally, to exempt a student and allow him/her to sit for the exam on condition that he/she present an accepted excuse and her attendance should not be less than 80% of lectures, practical and clinical lessons limited to each course.

3. A student can be excused for an academic year without being considered a failure, on condition that he/she presents an accepted excuse to the faculty council at least five weeks before the beginning of final examinations.

b. Progression from year to year.

1. A final examination every end of the semester is held for all six academic years, one of which should be at the end of the academic year. A student who fails in the final exam should sit for a resit exam for each subject he/she failed, as final attempt.

2. A student who fails the resit exam will retake the subject with an obligation to attend all lecture, preclinical and clinical session of the subject, and attendance policy applies.

3. The faculty board has the right, on the recommendation of the concerned division, to include in the final exam for any syllabus, practical, clinical and oral examinations, and state the degrees allotted for that from final exam degrees.

4. A student who fails to attend the final exam of a course or part of it "written, oral, practical or clinical" will be regarded a failure in that course, and the faculty board has the right, in extreme necessity, to accept his emergent excuse and allow for a resit exam, and in that case he/she will
be granted the grade he has achieved after the examination.

5. The yearly evaluation for success of a student is calculated in each level of study according to an arithmetic mean, which the students gain in each course. The student grade should not exceed satisfactory in any course he/she failed in or was absent from without an excuse. In case a forwarded excuse was accepted, the grade achieved will be counted.

6. The faculty board designate marks for continuous assessment not less than 30% of the final mark.

7. Continuous assessment marks include of the following:
a. Oral, practical, clinical, researches, any class activities, with at least one written exam.
b. At least two written exams, if no other assessment tool was used

8. Marks assigned for Continuous assessment are not included in the second session "reset examination" mark, for all study levels.

9. The evaluation of student success is estimated for each course and study level as follows:
o Excellent (from 90% to 100%)
o Very good (less than 90% to 80%)
o Good (less than 80% to 70%)
o Satisfactory (less than 70% to 60%)
o Failure (less than 60%)

c. Program completion or graduation requirements: The student must complete every course within the whole program + successfully completing a 1 year of internship training before she can graduate
1. A student who has passed the final examination for the bachelor's degree should complete a 12-months compulsory practical year in the different specialties of Clinical Psychology (Internship Program). The faculty board decides the start of the program.
2. At the end of each period of practice the graduate will be evaluated by the concerned division. If he/she did not achieve a satisfactory report, they will repeat the practice period in that division, pursuant to the recommendation of the concerned division and approval from the faculty principal.
3. At the successful termination of the compulsory practical year, the graduate will be awarded a certificate showing periods of practice in each specialty, approved by the principal.
http://www.pnu.edu.sa/arr/Deanships/Registration/Pages/Exam-policy.aspx

Regulations for Student Assessment and Verification of Standards:
- University has standardized rules for passing rate in licensing examinations;
- departmental examinations.
- Unified examinations given by different professors consistent upon midterm and final exams.
- 10 % of the marked course content can be revised by independent faculty to be assure the marking criteria.

Student Appeals:
Student can submit the revision appeal of final exam with 3 days of exam conducted.
Tutors are responsible for appeals on academic matters and will involve relevant persons (e.g. the head of department and/or the Dean) when needed.

H. Program Quality Assurance

1. Program Quality Assurance System
Provide online link to quality assurance manual
QSM Manual

2. Program Quality Monitoring Procedures
• APR • Surveys • KPIs
3. Arrangements to Monitor Quality of Courses Taught by other Departments.
Course reports and analysis
4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)
NA
5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).
N/A (partnerships are arranged by the University)
6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes
PLOs measurements are carried out by the Program committee as follows: - PLOs are measured yearly. - Performance indicators for each PLOs are developed. - A map of assessment of each performance indicator is developed, indicating rubrics, assessment methods, courses and course instructions. - Analysis of PLOs assessment is ensured through calculations and graph representations. - Specific recommendations are set based on the obtained results. - The recommendations are put into a development plan with detailed schedule and implementation details.
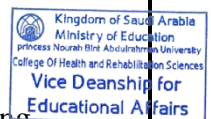
7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Administrative Staff	Checklist and evaluation	End of Year
effectiveness of teaching & assessment,	Students/Teachers	Survey	End of Semester
learning resources,	Students	Survey	End of Semester
partnerships	Employer	Survey	End of Semester
Graduates	Alumni	Survey	End of Year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve yearly.

No	KPIs Code	KPIs	Measurement Methods	Measurement Time
1	S1.1	1. Percentage of program operational plan target indicators achieved	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year	Yearly, 2nd semester
2	S3.2	2. Students' overall evaluation on the quality of their learning experiences at the program. (Average rating of the overall quality on a five-point scale in an annual survey of final year students.)	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey	Yearly, 2nd semester
3	S3.3	3. Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)	Average students overall rating for the quality of courses on a five-point scale in an annual survey	End of Each Semester
4	S3.4	4. Graduation Rate for Undergraduate Students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	Proportion of undergraduate students who completed the program in minimum time in each cohort	Yearly
5	S3.5	5. Retention Rate; Percentage of students entering programs who successfully complete first year.	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Yearly
6	S3.6	6. Performance of students in professional and / or national tests	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	NA
7	S3.7	7. Proportion of graduates from undergraduate programs who within six months of graduation are:	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year	Yearly
8	S3.8	8. Average number of students per class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	Each Semester

No	KPIs Code	KPIs	Measurement Methods	Measurement Time
9	S3.9	9. Evaluation of recruitment agencies for the efficiency of program graduates	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	Each Semester
10	S4.10	10. Students' satisfaction with the services provided from PNU	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Yearly
11	S4.11	11. Ratio of students to teaching staff. (Based on full time equivalents)	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program	Each Semester
12	S4.12	12. Proportion of teaching staff with verified doctoral qualifications.	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking	Yearly
13	S4.13	13. Dropout rate of faculty from the program	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	Yearly
14	S4.14	14. Proportion of full-time member of teaching staff with at least one refereed publication during the previous year.	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	Yearly
15	S4.15	15. Number of refereed publications in the previous year per full time equivalent teaching staff.	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	Yearly
16	S4.16	16. Number of citations in refereed journals in the previous year per full time equivalent faculty members.	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)	Yearly
17	S6.17	17. Satisfaction of beneficiaries with learning resources	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.	Yearly

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Council of health Sciences Department
Reference No.	5\28 Academic Year 1441\1442
Date	8\10\1442