

## T4. Program Specification توصيف البرنامج

*For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).*

1. Institution: Najran University

Date: 4 /3 /1437

2. College/Department: College of Dentistry

3. Dean/ Department Head: DR. SAEED AL SAREII

4. Insert program and college administrative flowchart:

**الهيكل التنظيمي لكلية طب الأسنان**

5. List all branches offering this program

Branch1: **Main campus – Najran University.**



#### A. Program Identification and General Information

1. Program title and code: <b>Bachelor of Dental Surgery (B.D.S)</b>
2. Total credit hours needed for completion of the program: 172
3. Award granted on completion of the program: <b>Bachelor of Dental Surgery (B.D.S)</b>
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program):  <b>Non</b>
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program):  <b>Non</b>
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point):  <b>- Professional licensed occupation : General Practitioner for oral and dental surgery</b> <b>- No early exit point from the program.</b>



<p>7. (a) New Program <input type="checkbox"/></p> <p>(b) Continuing Program <input checked="" type="checkbox"/></p> <p>Year of most recent major program review <input type="text" value="Non"/></p> <p>Organization involved in recent major review (eg. internal within the institution)</p> <p>Accreditation review by: <b>Non</b></p> <p>Other : <b>Non</b></p>	<p>Planned starting date <input type="text"/></p>									
<p>8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both:</p> <p><b>DR. Saeed Al Sareii</b></p>										
<p>9. Date of approval by the authorized body (MOE)</p> <table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 45%;">Campus Location</th><th style="width: 30%;">Approval By</th><th style="width: 25%;">Date</th></tr></thead><tbody><tr><td>Main Campus:</td><td>Council of Higher Education for public institutions</td><td>10.10.1427</td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>		Campus Location	Approval By	Date	Main Campus:	Council of Higher Education for public institutions	10.10.1427			
Campus Location	Approval By	Date								
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## B. Program Context



1. Explain why the program was established:

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

- **To graduate dentists of distinct scientific and qualified practical skills to assume responsibility and collective action armed with moral and religious ideals and able to take the fields of employment and community service constantly and pursue scientific and technical progress in the Saudi society.**
- **To fulfil the governmental needs in improving the level of oral & dental health care services & to increase community oral & dental health awareness to cope with the developed countries.**
- **To support the supply of highly trained and qualified dentists in Nejran area and its territories.**

b. Explain the relevance of the program to the mission and goals of the institution.

- **The mission of university targets highly qualified graduate Saudi dentists able to perform high level of oral & dental health services and be able to perform oral & dental scientific research, all within the frame of Islamic medical ethics.**



2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take?

Yes

☐

No

☒

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

b. Does the program require students to take courses taught by other departments?

Yes

☒

No

☐

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- The preparatory year includes English language courses to improve students English language ability and the program is accepting only a certain level of English language course result.
- Some medical & pharmaceutical courses are taken at medical college and college of applied science to provide general & medical background to help the dental students understand the main concepts in human body with the special concentration to the relevant subjects related to the head and neck and oral cavity and this is ensured by the evaluation of the courses specifications by the members of the dental college and its scientific committee.
- Full coordination with the staff from other colleges how are teaching special subjects is done to insure that the topics are matching with this program needs and follow the mirror in the teaching plane of this program.



3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes

☒

No

☐

- All courses of the preparatory year should be passed by the Students through examination.
- Students must be physically & medically fit.
- Students must have acceptable English language ability.
- Students should have basic knowledge about information technology.
- Problem solving /critical analysis skills are an advantage.

4. What modifications or services are you providing for special needs applicants?

- Review and coordination with the English department to make the required courses effective for the fulfilment of the objectives of the program.
- Review and coordination with the Computer department and the college of medicine to make the required courses effective with the objectives of the program.
- Health check-up before program entrance.
- Personal interview.

### C. Mission, Goals and Objectives:

Program Mission Statement (insert):

Preparing and qualifying highly-efficient and competitive graduates in dentistry, providing excellent dental services and prophylaxis

List program goals (e.g. long term, broad based initiatives for the program, if any)



1. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Goals	Objectives	Major Strategies	Measurable Indicators
Graduation of highly qualified dentist capable of working in the dental field with high efficiency	-Recruiting a highly qualified teaching staff, technicians and Employees	-determine the needs and contact the administration, staff member, recruiting agents, for recruiting new staff. -establishing a recruiting committee to evaluate applicants and adjust their benefits accordingly /	-At least 75% satisfaction rate from the student teaching satisfaction reports. - 1:2:3 % percent professor to associate prof and assistant prof. - 100% suitability of staff qualification and experiences to their courses.
	- Ensuring a high quality clinical training	- Coordinate with MOH hospitals to train students. - Use mobile dental clinics to serve remote areas - Summer training. -Increase the dental units in the clinics.	-90% attendance in the evaluation report of students in internship.  -90% working efficiency of dental units and equipments.
	- Establishing a quality system for ensuring the excellent program outcomes.	-A full revision of program specification in correlation with learning outcome and bench marks of the NCAAA - Establish a definite plan for Direct and indirect assessment and evaluation of learning outcomes and report it yearly. - Comparative study of learning outcomes with similar colleges in other universities	- One specification international and one national dental program are present and approved as a reference.
	- Establishing a quality system to ensure and improve the teaching efficiency of staff.	Establishing a definite system for evaluation of the teaching efficiency of staff members and under supervision of the quality unit after its approval from the college board.	- At least 75% of the staff attended workshops, conferences. -70% result of the survey about student satisfaction about teaching efficiency.



Getting the national and international accreditation while supporting and improving the quality unit	-Applying a quality national and international bench mark for dental education	-establishing a staff committee to study the academic bench mark of the leading international and national dental schools to coordinate with and compare is program. - specify the leading accreditation agencies to communicate with it for the accreditation - establish a proper academic bench mark for the college.	- One specification international and one national benchmark are present and approved as a reference. - One approval decision of college board for academic bench mark
	- compensate any deficiency in equipments or supplies. - design a well defined plan to apply all bench marks as a requisite for accreditation. - Restructuring of the quality unit in the college	- The presence of an approved yearly plan. - the percent of fulfilment of NCAA requirements	
Ensuring a high quality and satisfying Dental services to patient and the community	- Introduce the mobile dental unit to serve the community.	- State the specifications of it and refer the request to the university. - State the activity program for the mobile clinic.	- At least 25% of the remote area and 25% of the primary school are served
	- Apply a community education program about dental disease prevention and care involving students.	- Arrange dental education program for schools	- One community education program done per year. - 90% of the students participated in community dental health education and dental training programs.





	<ul style="list-style-type: none"> <li>-Improve the registration and communication system serving the patients.</li> <li>- Increase number of dental unites in the clinic.</li> <li>-New and upgraded equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Through college website, mobile SMS.</li> <li>- Stat the required specifications and upgrade it</li> <li>- Employ the efficient manpower.</li> </ul>	<ul style="list-style-type: none"> <li>-100% availability of the necessary registration and filing equipment are present.</li> <li>- 100% of the needed dental units installed at the start date.</li> </ul>
	<ul style="list-style-type: none"> <li>- Apply a strict system to measure patients satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Regular survey for patients satisfaction and report the results.</li> <li>- Fix complaining boxes around the clinics and study complains</li> </ul>	<ul style="list-style-type: none"> <li>-At least 10% increase in patient number per year.</li> <li>- Report on surveys about treated patient satisfaction show maximum of 2% unsatisfying complaints.</li> <li>-80% of the staff members are involved in patient treatments</li> </ul>
Support and improve the scientific research in the dental college	<ul style="list-style-type: none"> <li>-Establish a scientific research committee which will create all research facilities</li> </ul>	<ul style="list-style-type: none"> <li>-Establish a 5 years research plan, and overcome any obstacles.</li> <li>- Strict review and evaluation of the research projects.</li> <li>-Arrange workshops to improve capabilities of staff in research methodology.</li> <li>-establish a research lab.</li> <li>- coordinate with research centre in the university and outside it.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of equipment needed in the research lab is available.</li> <li>-At least 50% of research is published in international journals.</li> </ul>
Graduate a dentist with a Excellent personality who can serve his country, society and profession	<ul style="list-style-type: none"> <li>-Engage the student in community serves and volunteer program.</li> </ul>	<ul style="list-style-type: none"> <li>- Involve students in community dental education and treatment program.</li> <li>- Involve students in community events.</li> </ul>	<ul style="list-style-type: none"> <li>- Each student has participated in at least one volunteer community serving programs.</li> </ul>
	<ul style="list-style-type: none"> <li>- Support the sport and cultural activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage student to participate in sport tournaments and culture events.</li> </ul>	<ul style="list-style-type: none"> <li>-80% of students has participated in sports and cultural activities.</li> </ul>



	- Orientation program for new students.	- By visiting college labs classes recreation centre administration, sport courts. - university roles and regulation mission and goals Should be cleared to students.	-100% of students are enrolled in orientation program.
	- Involve the students in different workshops. -students will participate in scientific conferences.	-Workshops related to their interest  --Conference held in similar colleges.	- 20% of the students has participated in conferences or scientific activity.

## D. Program Structure and Organization

### 1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

**Curriculum Study Plan Table**

\* Prerequisite – list course code numbers that are required prior to taking this course.

Level المستوى	Course Code رمز المقرر	Course Title اسم المقرر	Required or Elective اجباري أو اختياري	*Prerequisite courses مقررات متطلب سابق	Credit Hours الساعات المعتمدة	College or Department الكلية أو القسم
<b>Prep Year</b>	ENG 140	English Language: Reading	Required		2(2+0)	Preparatory Dept.
	ENG 141	English Language: Writing	Required		2(2+0)	Preparatory Dept.
	ENG 142	English Language: Listening & Speaking	Required		2(2+0)	Preparatory Dept.
	ENG 143	English Language: Vocabulary & Grammar	Required		2(2+0)	Preparatory Dept.
	MATH 140	Introduction to Mathematics (2)	Required		2(2+0)	Preparatory Dept.
	ETHC140	Learning, Research and thinking skills (1)	Required		2(2+0)	Preparatory Dept.
	TECH 140	Computer Skills 201	Required		3(3+0)	Preparatory Dept.
	ENG 150	General English	Required		3(3+0)	Preparatory Dept.
	ENG151	English language: Technical Writing Report	Required		2(2+0)	Preparatory Dept.
	ETHC150	Ethics (1)	Required		1(1+0)	Preparatory Dept.
	SCI 150	Communication Skills (1)	Required		2(2+0)	Preparatory Dept.
	MATH 150	Calculus (3)	Required		4(4+0)	Preparatory Dept.
<b>1<sup>st</sup> Year Semester 1</b>	111 VDS	Behavioural science & medical ethics	Required		2 (2+0)	College of Dentistry
	121RDS	Dental biomaterials I	Required		1(1+0)	College of Dentistry
	123 RDS	Dental anatomy I	Required		2(1+2)	College of Dentistry
	161 SDS	General anatomy & embryology	Required		3(2+2)	College of Medicine
	163 SDS	Basic histology	Required		2(1+2)	College of Medicine
	164 SDS	General physiology I	Required		3(2+2)	College of Medicine
	166 SDS	General and Organic chemistry	Required		2(2+0)	College of Medicine
	111 ISLM	Islamic culture	Required		2(2+0)	Sharia College
<b>1<sup>st</sup> Year Semester 2</b>	122 RDS	Dental biomaterials II	Required		3(2+2)	College of Dentistry
	124 RDS	Dental anatomy II	Required		2(1+2)	College of Dentistry



	162 SDS	Head and neck anatomy	Required		3(2+2)	College of Medicine
	165 SDS	General physiology II	Required		3(2+2)	College of Medicine
	167 SDS	Biochemistry	Required		3(2+2)	College of Medicine
	112 ISLM	Islamic culture	Required		2(2+0)	Sharia College
	168 SDS	Medical physics	Required		2(1+2)	College of Dentistry
<b>2<sup>nd</sup> Year Semester 1</b>	221 RDS	Operative dentistry (preclinical I)	Required		3(1+4)	College of Dentistry
	231 PDS	Removable prosthodontics (preclinical I)	Required		4(2+4)	College of Dentistry
	251 MDS	Oral biology I	Required		3(2+2)	College of Dentistry
	261 SDS	Microbiology & immunology	Required		2(1+2)	College of Medicine
	263 SDS	General pathology	Required		3(2+2)	College of Medicine
	264 SDS	Pharmacology	Required		3(2+2)	College of Pharmacy
<b>2<sup>nd</sup> Year Semester 2</b>	211 VDS	Preventive dentistry	Required		1(1+0)	College of Dentistry
	222 RDS	Operative dentistry (preclinical II)	Required		3(1+4)	College of Dentistry
	232 PDS	Removable prosthodontics (preclinical II)	Required		2(1+2)	College of Dentistry
	252 MDS	Oral biology II	Required		3(2+2)	College of Dentistry
	241 OMS	Local anaesthesia n dentistry	Required		2(2+0)	College of Dentistry
	253 MDS	Oral radiology (preclinical)	Required		2(1+2)	College of Dentistry
	262 SDS	Oral microbiology	Required		2(2+0)	College of Dentistry
<b>3<sup>rd</sup> Year Semester 1</b>	321 RDS	Operative dentistry (clinical I)	Required		3(2+3)	College of Dentistry
	331 PDS	Fixed prosthodontics (preclinical I)	Required		2(1+2)	College of Dentistry
	332 PDS	Removable prosthodontics (clinical I)	Required		3(2+3)	College of Dentistry
	341 OMS	Oral & maxillofacial surgery I	Required		2(1+3)	College of Dentistry
	342 OMS	Oral pathology I	Required		3(2+2)	College of Dentistry
	353 MDS	Oral radiology (clinical)	Required		2(1+3)	College of Dentistry
	361 SDS	General surgery ,Ophth , ENT ,GA	Required		3(3+0)	College of Medicine
	311 VDS	Periodontal prophylaxis	Required		2(1+3)	College of Dentistry
	322 RDS	Endodontics (preclinical)	Required		2(1+2)	College of Dentistry



<b>3<sup>rd</sup> Year Semester 2</b>	333 PDS	Removable prosthodontics (clinical II)	Required		3(2+3)	College of Dentistry
	334 PDS	Fixed prosthodontics (preclinical II)	Required		2(1+2)	College of Dentistry
	352 MDS	Oral diagnosis I	Required		2(1+3)	College of Dentistry
	344 OMS	Oral & maxillofacial surgery II	Required		2(1+3)	College of Dentistry
	343 OMS	Oral pathology II	Required		3(2+2)	College of Dentistry
	362 SDS	General medicine & skin diseases	Required		2(2+0)	College of Medicine
<b>4<sup>th</sup> Year Semester 1</b>	411 VDS	Paediatric dentistry (preclinical)	Required		2(1+2)	College of Dentistry
	415 VDS	Periodontology I	Required		2(1+3)	College of Dentistry
	421 RDS	Operative dentistry ( clinical II)	Required		2(1+3)	College of Dentistry
	431 PDS	Removable prosthodontics (clinical III)	Required		3(2+3)	College of Dentistry
	432 PDS	Fixed prosthodontics (clinical I)	Required		3(2+3)	College of Dentistry
	453 MDS	Oral diagnosis II	Required		2(1+3)	College of Dentistry
	441 OMS	Oral & maxillofacial surgery III	Required		3(2+3)	College of Dentistry
<b>4<sup>th</sup> Year Semester 2</b>	414 VDS	Periodontology II	Required		2(1+3)	College of Dentistry
	412 VDS	Paediatric dentistry (clinical)	Required		3(2+3)	College of Dentistry
	413 VDS	Orthodontics I	Required		3(2+2)	College of Dentistry
	422 RDS	Endodontics (clinical)	Required		3(2+3)	College of Dentistry
	433 PDS	Fixed prosthodontics (clinical II)	Required		3(1+6)	College of Dentistry
	442 OMS	Oral & maxillofacial surgery IV	Required		3(2+3)	College of Dentistry
	454 MDS	Oral medicine	Required		2(1+3)	College of Dentistry
<b>5<sup>th</sup> Year Semester 1</b>	511 VDS	Dental public health & community dentistry I	Required		2(1+3)	College of Dentistry
	513 VDS	Orthodontics II	Required		3(2+3)	College of Dentistry
	521 RDS	Comprehensive care clinic I	Required		5(1+12)	College of Dentistry
	531 PDS	Maxillofacial prosthodontics	Required		2(1+3)	College of Dentistry
	113 ISLM	Islamic culture	Required		2(2+0)	Sharia College
	201 ARB	Arabic Language	Required		2(2+0)	Faculty of Arts
	512 VDS	Dental public health &	Required		2(1+3)	College of



<b>5<sup>th</sup> Year Semester 2</b>		community dentistry II				Dentistry
	514 VDS	Comprehensive paediatric dentistry clinic	Required		3(1+6)	College of Dentistry
	532 PDS	Comprehensive care clinic II	Required		5(1+12)	College of Dentistry
	541 OMS	Principles of care of complicated oral surgical cases	Required		2(1+3)	College of Dentistry
	114 ISLM	Islamic culture	Required		2(2+0)	Sharia College
	202 ARB	Arabic Language	Required		2(2+0)	Faculty of Arts

### Classification of program credit hours

	total credit hours	% from total program hours	No. of Theoretical. credit hours	% Of Theoretical. credit hours	No. of practical credit hours	% Of practical. credit hours
<b>Total program credit hours</b>	<b>172</b>	<b>-----</b>	<b>106</b>	<b>61.6%</b>	<b>66</b>	<b>%38.8</b>
<b>Basic science courses credit hours</b>	<b>36</b>	<b>21%</b>	<b>26</b>	<b>72.2%</b>	<b>10</b>	<b>% 28</b>
<b>Specialty courses credit hours</b>	<b>124</b>	<b>72%</b>	<b>67</b>	<b>54%</b>	<b>57</b>	<b>46%</b>
<b>Humanity &amp; supporting courses credit hours</b>	<b>12</b>	<b>% 7</b>	<b>12</b>	<b>100%</b>	<b>-----</b>	<b>-----</b>

#### **2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).**

مكونات الخبرة الميدانية المطلوبة (إن وجدت) (مثال: سنة الامتياز، البرنامج التعاوني، الخبرة العملية).

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification.

a. Brief description of field experience activity:

- The Comprehensive clinical courses in the college dental clinics at the last two semester under college staff supervision
- Internship year is clinical application dealing directly with patient treatment & care In dental centers under consultants and staff supervision.



<p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester)</p> <p>- At level 11 and 12 last two semesters (comprehensive care).</p> <p>- At the internship year after the level 12 (graduation)</p>
<p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)</p> <p>- 4 days per week for level 11 and 12 (two semesters).</p> <p>- Full time in the internship year for 12 months.</p>
<p>d. Number of credit hours (if any):</p> <p>- for level (11) and (12) is 4 credit hours per week</p>

### 3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.):
<p>a. Brief description:</p> <p>- Non</p>
<p>b. List the major intended learning outcomes of the project or research task.</p> <p>- Non</p>
<p>c. At what stage or stages in the program is the project or research undertaken? (e.g. level)</p> <p>- NA</p>
<p>d. Number of credit hours (if any):</p> <p>- Non</p>
<p>e. Description of academic advising and support mechanisms provided for students to complete the project.</p> <p>NA</p>
<p>f. Description of assessment procedures. (including mechanism for verification of standards)</p> <p>NA</p>

### 4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.



NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recall the procedures necessary to provide with a biocompatible, occlusally functional and aesthetic dental prostheses (fixed and removable) and its design, laboratory procedure by identifying the principles of occlusion	<ul style="list-style-type: none"><li>• Lectures using power point.</li><li>• Audiovisual learning utilizing Microsoft power point including pictures.</li><li>• group discussions</li><li>• Seminars and tutorials.</li><li>• Practical classes.</li><li>• Assignments.</li></ul>	<ul style="list-style-type: none"><li>• Assignments.</li><li>• Quizzes.</li><li>• Oral exam.</li><li>• Practical examinations.</li><li>•Midterm exam. (MCQs + short essay questions</li><li>• Final term exam. (MCQs + short essay questions</li></ul>
1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities with respect to health and safety of patients and community by the application of a strict infection control policies.		
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be related in the dental field.		
1.4	Define the fundamental of cavity preparation, aesthetic dental procedures, tooth morphology and pulp therapy in all teeth using different biomaterials and different dental instruments.		
2.0	Cognitive Skills		
2.1	Summarize the findings from the patient’s history, clinical and radiographic	<ul style="list-style-type: none"><li>• -Discussion at the beginning of each</li></ul>	<ul style="list-style-type: none"><li>• Oral exam.</li></ul>





	examination to identify and formulate an appropriate treatment plan and prescribe appropriate and relevant drug therapy in the management of dental diseases.	<ul style="list-style-type: none"> <li>lecture to correlate the clinical and laboratory steps.</li> <li>Case study.</li> <li>Practical classes, which includes brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Assignments.</li> <li>Quizzes.</li> <li>Midterm exam-Theory-Practical</li> <li>Final term exam. Theory-Practical</li> </ul>
2.2	Differentiate the principles of common oral and maxillofacial surgery with different local anesthesia techniques and appropriate infection control policy	<ul style="list-style-type: none"> <li>Discussion with the students about problem solving</li> <li>-Practical classes,</li> <li>Tutorials &amp; research Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Continues discussion and Tutorials.</li> <li>Marking sheets and checklists of tasks resulting from assignments.</li> </ul>
2.3	Design and apply procedures used in the production of all types of restorations , crowns, bridges, partial and complete dentures and make appropriate chair side adjustment to these restorations.	<ul style="list-style-type: none"> <li>- Audio-visual learning.</li> <li>Self-directed learning</li> <li>Power point Lectures.</li> </ul>	
2.4	Recognize the examination and diagnosis of different periodontal diseases, orofacial lesions, abnormalities and its management including minor surgical interference.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Show effective communication with the team and patients with ethical and moral principles in the scientific and professional contexts using	<ul style="list-style-type: none"> <li>Seminars.</li> <li>Group assignments &amp; Individual assignment tasks.</li> <li>Each group of student will examine a complicated case and</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of individual activities: presentations, reports, clinical cases.</li> <li>Evaluation of the different student group work.</li> </ul>



	verbal, IT and written means.	write a case report. <ul style="list-style-type: none"> <li>Students will be guided and supervised by staff member in practical and clinical sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the clinical cases, differential diagnosis, patients satisfaction by the staff members to estimate</li> </ul>
3.2	Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design, statistical analysis, and professional development.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff	<ul style="list-style-type: none"> <li>Practical classes under staff supervision.</li> <li>Individual activities to manipulate selected subjects electronically.</li> <li>Language and computer skills courses during the preparatory phase <ul style="list-style-type: none"> <li>Community &amp; Biostatistics course to develop statistical analysis &amp; methods used in medicine &amp; medical researches.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Assessment of student ability to present selected subjects by electronic presentation.</li> <li>Student Seminars.</li> <li>Assessment of activities to collect information electronically.</li> <li>Assessment of numerical analysis of medical data and reports.</li> </ul>
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Perform fabrication of orthodontic and prosthetic appliances , as well as restorative and endodontic treatment of teeth	<ul style="list-style-type: none"> <li>Practical and clinical lessons.</li> <li>Clinical examination diagnosis and treatment planning of patients under supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Practical examination.</li> </ul>
5.2	Perform preventive care , periodontal, gingival and	<ul style="list-style-type: none"> <li>Hand training for the</li> </ul>	<ul style="list-style-type: none"> <li>Case presentation</li> </ul>



	<p>or surgical treatments under local anaesthesia .</p>	<p>clinical procedures and techniques used for complicated cases.</p> <ul style="list-style-type: none"> <li>• Demonstrate and hand training on simulator in lab.</li> <li>• Group Discussions of case studies in clinic or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical examination.</li> </ul>
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### Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes.

Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels:

I = Introduction

P = Proficient

A = Advanced

(see help icon)

Course		111 VDS	211 VDS	311 VDS	411 VDS	415 VDS	414 VDS	412 VDS	413 VDS	511 VDS	512 VDS	513 VDS	514 VDS	231 PDS
1.0	Knowledge													
1.1	Recall the procedures necessary to provide with a biocompatible, occlusally functional and aesthetic dental prostheses (fixed and removable) and its design, laboratory procedure by identifying the principles of occlusion				I	I		I	I			P	P	I
1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities	I		I	I		I	I	I			I	A	I



	with respect to health and safety of patients and community by the application of a strict infection control policies.													
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be related in the dental field.			I	I		I	I	I				P	I
1.4	Define the fundamental of cavity preparation, aesthetic dental procedures, tooth morphology and pulp therapy in all teeth using different biomaterials and different dental instruments.				I	I		I				I	P	
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Summarize the findings from the patient's history, clinical and radiographic examination to identify and formulate an appropriate treatment plan and prescribe appropriate and relevant drug therapy in the management of dental diseases.			I	I	I	P	P	P			P	P	
2.2	Differentiate the principles of common oral and maxillofacial surgery with different local anesthesia techniques and appropriate infection control policy			I			P	I	P			I	P	
2.3	Design and apply procedures used in the production of all types of restorations , crowns, bridges, partial and complete dentures and make appropriate chair side adjustment to these restorations.						I						P	I
2.4	Recognize the examination and			I			I	P	P			I	P	



	diagnosis of different periodontal diseases, orofacial lesions, abnormalities and its management including minor surgical interference.													
3.0	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Show effective communication with the team and patients with ethical and moral principles in the scientific and professional contexts using verbal, IT and written means.	I		I	I	I	P	P	P	P	A	P	A	I
3.2	Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design, statistical analysis, and professional development.			I				I	I	I	P	I		I
4.0	<b>Communication, Information Technology, Numerical</b>													
4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff			I	I		P	I	I	I	P	I	P	I
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues	I	I		I					P	A	I	P	
5.0	<b>Psychomotor</b>													
5.1	Perform fabrication of orthodontic and prosthetic				I	I	I					P	P	I



	appliances , as well as restorative and endodontic treatment of teeth													
5.2	Perform preventive care, periodontal, gingival and oro surgical treatments under local anaesthesia.			I		I	P	P	P			P	P	

Course		232 PDS	331 PDS	332 PDS	333 PDS	334 PDS	431 PDS	432 PDS	433 PDS	531 PDS	532 PDS	241 OMS	251 MDS	252 MDS
NQF Learning Domains and Learning Outcomes														
1.0	<b>Knowledge</b>													
1.1	Recall the procedures necessary to provide with a biocompatible, occlusally functional and aesthetic dental prostheses (fixed and removable) and its design, laboratory procedure by identifying the principles of occlusion	I	I	P	A	I	A	P	A	I	A		I	I
1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities with respect to health and safety of patients and community by the application of a strict infection control policies.	I	I	P	P	I	P	P	A	A	A			
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be	I	I	I	I	I	P	P	A	P	A	A	A	A



	related in the dental field.													
1.4	Define the fundamental of cavity preparation, aesthetic dental procedures, tooth morphology and pulp therapy in all teeth using different biomaterials and different dental instruments.		I			I		I	P			P	I	P
2.0	<b>Cognitive Skills</b>													
2.1	Summarize the findings from the patient's history, clinical and radiographic examination to identify and formulate an appropriate treatment plan and prescribe appropriate and relevant drug therapy in the management of dental diseases.			I	I		A	P	P	P	A			
2.2	Differentiate the principles of common oral and maxillofacial surgery with different local anesthesia techniques and appropriate infection control policy				P			P		P	A	P		
2.3	Design and apply procedures used in the production of all types of restorations , crowns, bridges, partial and complete dentures and make appropriate chair side adjustment to these restorations.	I	I	P	A	I	A	P	A	A	A			
2.4	Recognize the examination and diagnosis of different periodontal diseases, orofacial lesions, abnormalities and its management including minor						I			I	A	I		



	surgical interference.													
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Show effective communication with the team and patients with ethical and moral principles in the scientific and professional contexts using verbal, IT and written means.	I	I	P	A	P	I	P	P	A	A	I	I	I
3.2	Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design, statistical analysis, and professional development.						P		P	P	A	I	I	I
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff	I	I	P	A	P	I	P	A	A	A			
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues			I	I	P		P	A	A	A	I		





<b>5.0</b>	<b>Psychomotor</b>													
5.1	Perform fabrication of orthodontic and prosthetic appliances , as well as restorative and endodontic treatment of teeth	I	I	P	A	I	I	P	P	A	A			
5.2	Perform preventive care , periodontal, gingival and orosurgical treatments under local anaesthesia .							P	P		A	P		

Courses		253 MDS	353 MDS	341 OMS	OMS 342	OMS 343	352 MDS	344 OMS	441 OMS	453 MDS	454 MDS	442 OMS	121 RDS	122 RDS
NQF Learning Domains and Learning Outcomes														
<b>1.0</b>	<b>Knowledge</b>													
1.1	Recall the procedures necessary to provide with a biocompatible, occlusally functional and aesthetic dental prostheses (fixed and removable) and its design, laboratory procedure by identifying the principles of occlusion	I			I			I	P		P	P	I	P
1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities with respect to health and safety of patients and community by the application of a strict infection control policies.	P	P	A		I	P	A	A	P	A	P		
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be related in the dental field.	A	A	A	A	A	A	A	A	A	P	A		

[illegible]



3.1	Show effective communication with the team and patients with ethical and moral principles in the scientific and professional contexts using verbal, IT and written means.	I	A	A	I	P	I	A	A	A	A	A		
3.2	Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design, statistical analysis, and professional development.	I	I	I	I	I	I	I	I	I	I	I		
4.0	<b>Communication, Information Technology, Numerical</b>													
4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff	I	A	A	I	I	P	A	A	A	A	A		
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues		P	P	P	P	P	A	P	P	A	A		
5.0	<b>Psychomotor</b>													
5.1	Perform fabrication of orthodontic and prosthetic appliances , as well as restorative and endodontic treatment of teeth													
5.2	Perform preventive care, periodontal, gingival and orosurgical treatments under			A				P		P	A	A		



	local anaesthesia.													
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Courses		123 RDS	124 RDS	221 RDS	222 RDS	321 RDS	322 RDS	421 RDS	422 RDS	521 RDS	161 SDS	162 SDS	163 SDS	164 SDS
NQF Learning Domains and Learning Outcomes														
<b>1.0</b>	<b>Knowledge</b>													
1.1	Recall the procedures necessary to provide with a biocompatible, occlusally functional and aesthetic dental prostheses (fixed and removable) and its design, laboratory procedure by identifying the principles of occlusion									A				
1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities with respect to health and safety of patients and community by the application of a strict infection control policies.					P		A	P	A				
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be related in the dental field.					I		P	P	A	I	I	I	I
1.4	Define the fundamental of cavity preparation, aesthetic dental procedures, tooth morphology and pulp therapy in all teeth using different biomaterials and different dental instruments.	I	P	I	I	P	I	A	P	A				
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Summarize the findings from the patient's history, clinical and radiographic examination					P		A	P	A		I	I	



	to identify and formulate an appropriate treatment plan and prescribe appropriate and relevant drug therapy in the management of dental diseases.													
2.2	Differentiate the principles of common oral and maxillofacial surgery with different local anesthesia techniques and appropriate infection control policy					I		A	P	A	I	I	I	
2.3	Design and apply procedures used in the production of all types of restorations , crowns, bridges, partial and complete dentures and make appropriate chair side adjustment to these restorations.					P		A		A				
2.4	Recognize the examination and diagnosis of different periodontal diseases, orofacial lesions, abnormalities and its management including minor surgical interference.									A		I	I	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>													
3.1	Show effective communication with the team and patients with ethical and moral principles in the scientific and professional contexts using verbal, IT and written means.			I	I	P	I	A	P	A				
3.2	Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design, statistical analysis, and					I		P		P				

	professional development.													
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff			I	I	P	I	A	P	A				
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues					I	I	P		A				
<b>5.0</b>	<b>Psychomotor</b>													
5.1	Perform fabrication of orthodontic and prosthetic appliances , as well as restorative and endodontic treatment of teeth			I	I	P	I	A	P	A				
5.2	Perform preventive care, periodontal, gingival and orosurgical treatments under local anaesthesia.					I		P	I	A				

[illegible]



1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities with respect to health and safety of patients and community by the application of a strict infection control policies.					I					I	A		
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be related in the dental field.	I	I	I			I	I	I	I	I	A		
1.4	Define the fundamental of cavity preparation, aesthetic dental procedures, tooth morphology and pulp therapy in all teeth using different biomaterials and different dental instruments.													
<b>2.0</b>	<b>Cognitive Skills</b>													
2.1	Summarize the findings from the patient's history, clinical and radiographic examination to identify and formulate an appropriate treatment plan and prescribe appropriate and relevant drug therapy in the management of dental diseases.				I		I		I	I	I	A		
2.2	Differentiate the	I				P	I		I	I	P	A		

[illegible]





	sound experimental design, statistical analysis, and professional development.													
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>													
4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff									P	P	A		
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues	I								P	P	A		
<b>5.0</b>	<b>Psychomotor</b>													
5.1	Perform fabrication of orthodontic and prosthetic appliances , as well as restorative and endodontic treatment of teeth													
5.2	Perform preventive care, periodontal, gingival and orosurgical treatments under local anaesthesia .										I	A	P	

## 5. Admission Requirements for the program



Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

**- Student's admission:**

1. Student with the highest secondary school grades.
2. Passing medical requirements exam.
3. Being healthy suitable for medical study.
4. The student must pass the preparatory year before attending the next years.

**6. Attendance and Completion Requirements**

Attach handbook or bulletin description of requirements for:

- a. Attendance.
- b. Progression from year to year.
- c. Program completion or graduation requirements.

**a. Attendance:** the student must have attended at least 75% of each course to be allowed to admit the examination.

**b. Progression from year to year:**

The students have to successfully pass the courses in preclinical stages

( Level 3,4,5 & 6) to enter in Clinical stages( Level 7,8,9 & 10) and they must complete all courses in clinical stages ( Level 7,8,9 & 10) to enter in comprehensive clinical stage ( Level 11 and 12).

Some courses have pre-requisites. In courses that have a pre-requisite, the student should pass the pre-requisite in order to be registered with those courses, except in the final year. In this case, an exception can be made by obtaining the approval of the College Board.

In case of failure in one or more courses in any level ( with the maximum of three courses), he will be given permission to sit for Final examination for that respective course or courses in the 9th week of the following level if the course or courses is in the first level of the a academic year. Again if the course or courses is in the second level of an academic year he or they will be given permission to sit in the 1st week of the next academic year.

However the total marks of the course will be 100. If the students pass or whatever well he or they perform in that examination will be given 60 marks and it will be the maximum mark.

If the students fail, he or they have to re attend the course again mandatory.

In case of failure in more than three courses the student should attend these courses again.

If the student does not attend the final examination and advanced an excuse which has to be accepted from college administration, he will be given permission to sit for Final examination for that respective course or courses in the 9th week of the following level if the course or courses is in the first level of the a academic year. Again if the course or courses is in the second level of a academic year he or they will be given permission to sit in the 1st week of the next academic year. However, he will keep his continuous assessment marks and his final grade out of 100%.



**Program completion:** by passing all the program courses and the internship year.

## E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (e.g. verify grading samples of test or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- The total marks for each course are 100 marks, divided on a continuous assessment examination & final examination.
- Continuous assessment include written examination, oral, practical, research, theoretical or practical requirements.

Total marks of the final exams are 60 marks, and midterm exams are 30 marks and continuous assessment is 10 marks.

- Samples of students answer exam will be reevaluated by the head of department.
- Course reports items including student assessment of academic standard are discussed and check in department meeting.

Internal evaluator	Quality Unit Reports	Regular reports
External evaluator	Revision and Audit Reports	Complete reports

## F Student Administration and Support

### 1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- An orientation week at the beginning of the academic session.
- 2- Library, computer center and IT facilities.
- 3- On-line information and learning materials.
- 4- Course handbooks are available to the students.
- 5- A Program Tutor to help students understand the course structure.
- 6- Academic advisor to help with registration, liaison with local authorities who has a stated office hours taking responsibility of 10 students maximum.
- 7- An advisor for Accommodation.
- 8- Student representatives for each academic level which will have a direct communication with the academic staff.

### 2. Student Appeals



Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

- Student survey report on set questionnaires.
- Regular meeting of the student support staff with student to get feedback.
- Student appeals to the academic office or dean office directly

### **G. Learning Resources, Facilities and Equipment**

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

- Reference text books available in sufficient number at the university library.
- Reference material for each course is recommended by the course coordinator and revised by department.
  - Computer and internet are available in library and electronic web sites are also advised in the course description and are updated each year in the department meeting.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

- Under the direct supervision of the dean a committee is appointed the revue all labs and clinics
  - All these are discussed in department meeting at the beginning and the end of each term.
  - Any requirement needed will be reported and send to the dean.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- Yearly updating of the number and edition of reference text.
- Student's feedback about the availability of the reference books & web-sites.
  - Departmental committee to evaluate the references used and verification of the suitability with the objectives of the program

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

- Questioner is requested from the students for evaluation.
- Direct contact with their academic supervisor.

4. What processes are followed for textbook acquisition and approval?

- Staff members are presenting the suggested text books and academic material reference to



head of department and discussed in department meeting.

- The requested material is send to the dean.

## **H. Faculty and other Teaching Staff**

### **1. Appointments**

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

Maintain certain standards to ensure the selection of the best & well qualified staff.

-Personal interviews to evaluate the quality and efficiency of the applicants.

- Academic, awards, scientific expertise and research should take in consideration for the selection of academic staff.

### **2. Participation in Program Planning, Monitoring and Review**

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- Invitation of the staff members to make their recommendations and suggestions regarding curriculum's update.

- Department Annual Reports.

- Data from the Office of Administration.

- Survey and targeted evaluation data, including the student survey, survey of recent graduates and individual course evaluation.

- Yearly benchmarking with other peer institutions and to itself on available academic standards.

- Regular evaluation of strengths, weaknesses, opportunities.

b. Explain the process of the Advisory Committee (if applicable) :NA

### **3. Professional Development**

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

- Training sessions, workshops, and meetings for the development of staff member's teaching skills.

- Continuous updating by quality seminars and workshops.

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

- Regular training sessions, workshops, meetings for the development of staff member's research skills.

- Provide the references needed for the research.

- Web-sites are essential.



- Ensure sufficient reference text books in library.

#### **4. Preparation of New Faculty and Teaching Staff**

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- Orientation of the new staff member to all program facilities.
- New staff member has to be linked with expertise colleague.
- Presence of a guide or policy in each department.
- Quality improvement meeting or seminars for the new staff to clarify all quality required report.
- Strategic plans of the college about the points of strength, weakness, opportunities & threats.

#### **5. Part Time and Visiting Faculty and Teaching Staff**

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

- NA

### **I. Program Evaluation and Improvement Processes**

#### **1. Effectiveness of Teaching**

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

- Student's survey reports.
- Course reports.
- Feedback of the performance of graduates from employers.
- Revise & review the evaluation of the graduating students for courses and academic program.
- Student questionnaire in the college web.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- Head of department will evaluate the Workshops, seminars done by the academic staff.
- Preferred educating seminar on the new teaching skills.
- Student survey report.



- Graduates and employers questionnaire to get their view about the program in general.

## 2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

- Survey report of the courses & the program in general from students and alumni.
- Course reports including the results.
- Evaluation of the graduate's internship reports.
- Employers feed pack.

(ii) From independent advisors and/or evaluator(s)?

- five years periodic evaluation of the program.
- Evaluation of the program report in academic meeting.
- Preview of the program contents from recognised peer institutes.
- Evaluation from higher committee e.g. "NCAAA".
- Cooperation with other universities expertise to participate in the program evaluation committee.

(iii) From employers and/or other stakeholders.

Feedback from the employers about the performance of the graduate.



KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis (Between Internal & Target Benchmarks)	KPI New Target Benchmark
S1.1	The ratio of beneficiary's satisfaction of students, faculty members and the labor market for the vision and mission.	80%	90%				
S1.3	The degree of conformity between the mission and vision of the University and that of the Dental program.	90%	87.5%				
S2.1	Satisfaction ratio of faculty members and administrators for administrative and academic climate (severally)	>85%	40%				
S3.1	Students rating the quality of learning experiences in the dental program (the grad median of students on annual scale from five points for the final year students)	>80%	59%				
S3.2	Proportion of courses in which student evaluations were conducted during the year.	100%	100%				
S4.1.1	Ratio of students to faculty members (at level of teaching)	25:1 for practical courses 50:1 for theoretical courses	57:1  57:1				
S4.1.2	Ratio of students to faculty members (in level of Dental program)	5:1	5:1				
S4.1.3	Satisfaction of recruiters for professional and personal skills of the graduates of the dental	>70%	74%				





program (average)			
S4.2	Students evaluation for the quality of courses (calculated by divide the average of student evaluation by scale evaluated from five points of the overall evaluation of the courses)	>80%	78%
S4.3	Proportion of teaching staff with verified doctoral qualifications.	65%	23%
S4.4	Ratio of students enrolled in the dental program and completed the first year successfully	>80%	78%
S4.5	Ratio of students enrolled in the dental program and completed the minimum period successfully (preparatory year + 5 years + internship period)	>70%	76%
S4.7.1	Ratio of students graduated and employed within 6 months.	>30%	93%
S4.7.2	Ratio of students graduated and start postgraduate studies within 6 months.	<10%	0%
S5.1	The ratio of students to administrative staff.	75:1	13:1
S5.3.1	Student evaluation of academic and career counseling.	>80%	60%
S5.3.2	Percentage of students participating in the extra-curricular activities.	30%	88%
S6.1.1	Student assessment for the library services.	>75%	79%
S6.1.2	Number of titles of the books in the library to the number of students	1:10	1.3:1
S6.1.3	The number of	1:10	1:4



	computers provided for each student.		
<b>S7.1</b>	Satisfaction rate of suitable facilities, equipments and laboratories (through a poll of faculty members)	>70%	78%
<b>S7.2</b>	Satisfaction rate of students for the suitable facilities and classrooms.	80%	87
<b>S8.1</b>	Satisfaction rate of faculty members for the financial management system and the efficiency of the budget for the Dental program	70%	67%
<b>S9.1</b>	Percentage of faculty members who have left the Dental program for reasons other than retirement	<10%	5%
<b>S9.2</b>	Percentage of faculty members involved in the activities of professional development.	100%	100%
<b>S10.3</b>	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	1:3	1:4
<b>S10.4</b>	Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.	1:3	
<b>S10.1</b>	Number of publications in scientific journals and no of participants in a number of conferences for each faculty member	1:3	1:4
<b>S11.1</b>	Proportion of full time teaching and other staff actively engaged in	100%	100%



	community service activities.		
S11.2	Number of community education programs provided by the Dental program, consulting and community service activities	2 annual	1

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the programs used in the SSRP and are approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Actual Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

#### **Program Action Plan Table**

Directions: Based on your “*Analysis of KPIs and Benchmarks*” provided in the above Program KPI and Assessment Table, list the recommendations identified below.




New Action Plan for Academic Year -1437/1438 H						
No.	Recommendations	Actions	Assessment Criteria	Responsible Person	Start Date	Completion Date
1	Improvement of the teaching skills for the staff members	More professional development activities for faculty members through seminars, workshops etc.	The students' rating of the quality of learning experiences through annual surveys.	Dr. Maktoom	1/11/1437	1/11/1438
2	A need for an increase in the number of faculty staff especially in clinical courses.	Hiring more staff members in clinical dental specialties through advertising in the college website and other media.	The ratio of students to faculty members (at the level of teaching).	The Dean.	1/12/1437	1/12/1438
3	A need for an improvement plan for quality of courses.	A committee for revising courses according to NCAAA templates.	<ul style="list-style-type: none"><li>A documented report from the committee for revising courses according to NCAAA templates.</li><li>The students' evaluation to the courses.</li></ul>	Dr. Fouad Shoaib	1/7/1437	1/7/1438
4	A need for recruiting of new staff members holding doctoral qualifications.	Hiring more staff members holding doctoral qualifications through advertising in the college website and other media.	The proportion of staff members holding doctoral qualifications.	The Dean.	1/12/1437	1/12/1438
5	A need for seeking of postgraduate study opportunities for our graduates.	Finding more opportunities for our graduates for further postgraduate studies through contracts with national and international institutions.	The ratio of students graduated and start postgraduate studies within 6 months.	Dr. Ahmed Asiri	1/12/1437	1/12/1438
6	A need for an improvement plan for the activities of the academic advising unit.	Improvement plan for the activities of the academic advising unit.	The students' evaluation for academic and vocational assistance.	Dr. Ahmed Asiri	1/12/1437	1/12/1438
7	A need for improvement of the financial management system and the efficiency of the budget.	Improvement plan for the financial management system and the efficiency of the budget.	The satisfaction rate of faculty members for the financial management system and the efficiency of the budget.	The Dean.	1/12/1437	1/12/1438
8	Encourage staff members for more scientific publications.	Improvement plan for establishing research facilities and resources.	Number of publications in scientific journals per staff member.	Dr. Bander Salem	1/12/1437	1/12/1438
9	A need for improvement of the	Improvement plan for the administrative and academic	The ratio of stakeholders satisfaction towards	Dr. Husien Alattas	1/12/1437	1/12/1438



administrative and academic climate.	climate.	administrative and academic climate.			
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Authorized Signatures

Dean / Chair	Name	Title	Signature	Date
Program Dean or program chair Main Campus	DR: AbdelNaser Emam	Program Coordinator		25/12/1437
Branch 1				
Branch 2				
Branch 3				
Branch 4				