Department of Pharmacy Practice – Quality Manual

Faculty of Pharmacy, University of Tabuk (UT), Kingdom of Saudi Arabia

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Prepared by: Head, Department of Pharmacy Practice (PDPP)

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1. Purpose & Scope

This Quality Manual defines the quality system for the Department of Pharmacy Practice (PDPP) in the Faculty of Pharmacy (FPUT), University of Tabuk. It describes the governance, processes, standards, and performance indicators that ensure excellence in Pharm.D. education, clinical training, research, and community engagement. The manual applies to all PDPP activities (teaching, training, assessment, research, administration, and community service) conducted on-campus and at affiliated training sites.

2. Department Profile

2.1 Introduction

The PDPP is the core academic unit underpinning the Pharm.D. program at University of Tabuk. It provides a structured academic program with a special focus on clinical training and experiential education across: drug information, institutional pharmacy practice, pharmacotherapy management plans in various diseases including internal medicine, intensive care, emergency medicine, cardiology, infectious diseases, pharmacokinetics, medication safety, first aid, community pharmacy training and scientific research. The Department's training experiences span the student's academic years and the internship year to ensure graduates are effective members of interprofessional healthcare teams.

2.2 Vision

Achieve excellence in pharmacy education and scientific research in patient care and community service in accordance with international standards.

2.3 Mission

Contribute to preparing distinguished graduates by offering updated courses and high-quality training for Pharm.D. students, and by conducting applied scientific research that serves the community.

2.4 Objectives

Graduates of the PDPP will be able to:

1) Provide the community with competent Pharm.D. pharmacists capable of practicing across hospital, community, and industry settings.
2) Initiate, continue, modify, or stop pharmacotherapy with comprehensive understanding of pharmacokinetic principles to optimize patient-specific treatment plans.
3) Collaborate effectively with healthcare teams and patients under diverse practice conditions.
4) Demonstrate creativity in retrieving, appraising, and applying pharmaceutical and medical evidence to varied cases.
5) Serve the community through collaborations on drug safety, toxicology, and rational use, including ADR/ADE reporting and public education.
6) Conduct research on drug development and discovery, leveraging local resources where feasible.
7) Disseminate knowledge to raise awareness about harms from inappropriate medication use through publications and outreach.

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3. Governance & Organizational Structure

3.1 Organizational Chart (PDPP)

- **Head of Department:** Dr. Hanan M. Abdurahman Alsharef (Associate Professor)

- **Faculty Members:**
  - Dr. Yasser Mohammed Freij Al-Atawi (Associate Professor; Vice-Dean of Students' Affairs)
  - Dr. Hoda Abdualziz Mohammad Salem (Professor)
  - Dr. Mostafa Abdelrahman Sayed (Associate Professor)
  - Dr. Palanisamy A. Siddha Chettiar (Associate Professor)
  - Dr. Saleh Fahed Ali Alqifari (Associate Professor)
  - Dr. Kousalya Prabahar Kaliyamoorthy Gopal (Associate Professor)
  - Dr. Ahmed Mohsen Elsaid Hamdan (Assistant Professor)
  - Dr. Abdul Haseeb Muhammad Hanif (Assistant Professor)

    - Dr. Ali Abdulmalek Alzibiani (Assistant Professor)
- **Demonstrators:**
    - Mr. Abdullah Fawaz Alsharef
    - Mr. Raed Ibrahim Abdulrahman Algozi
    - Mr. Faisal Fahd Alnefaie
    - Ms. Wafa Ahmed Marai Alatawi
    - Ms. Walaa Saad Mohammed Abu Rukbah
    - Ms. Khaznah Hassan Alkaseb

Committees:

Curriculum & Assessment; Experiential Education; Quality Assurance & Accreditation; Research & Ethics; Student Affairs; Community Engagement; Safety & Risk; Professional Development.

3.2 Roles & Responsibilities (Summary)

- **Head of Department:** Strategic leadership, workload planning, quality oversight, external partnerships, budget proposal, performance management.
- **Curriculum Lead(s):** Curriculum mapping, course reports, alignment with NCAAA/ACPE domains, continuous improvement.
- **Experiential Director/Committee:** APPE/IPPE design, preceptor training, site QA, MoUs, assessment (e.g., OSCE, rotation evaluations).
- **Quality Coordinator:** KPIs, course and program report synthesis, surveys, audits, PDCA cycles, risk register.
- **Research Coordinator:** Research plan execution, ethics compliance, outputs tracking, student projects.
- **Safety Officer:** Lab/clinic safety, incident reporting, drills, compliance.
- **Course Directors/Coordinators:** Delivery, assessment integrity, benchmarking, moderation, grade reviews, CQI actions.

4. Academic Programs & Courses

4.1 Course Distribution (PDPP)

Course Title	Code	Year	Credits (L+P)
Orientation to Pharmacy	PDPP0211	2/1	2 (1+1)
Introductory Pharmacy Practice Experience 1	PDPP0321	3/2	3 (1+2)
Introductory Pharmacy Practice Experience 2	PDPP0422	4/1	3 (1+2)
Pharmacy Practice Experience	PDPP0423	4/2	2 (1+1)
Therapeutics 1	PDPP0431	4/1	5 (3+2)
Therapeutics 2	PDPP0432	4/2	5 (3+2)
Pharmacy Law and Ethics	PDPP0441	4/2	2 (2+0)
Clinical Pharmacokinetics	PDPP0451	4/2	2 (1+1)
Advanced Pharmacy Practice Experience	PDPP0524	5/1	2 (1+1)
Advanced Therapeutics 1	PDPP0533	5/1	5 (3+2)
Advanced Therapeutics 2	PDPP0534	5/2	5 (3+2)
Pharmacoepidemiology & Pharmacoeconomics	PDPP0561	5/1	2 (2+0)
Applied Drug Information	PDPP0562	5/2	2 (1+1)
Hospital Pharmacy	PDPP0563	5/2	2 (2+0)
Pharmacy Administration & Marketing	PDPP0564	5/2	2 (2+0)
Nutrition	PDPP0571	5/1	1 (1+0)
Applied Nutrition	PDPP0572	5/2	3 (2+1)
Electives			
Community Pharmacy Management	PDPP0403	4th	2 (2+0)
Applied Pharmacokinetics	PDPP0501	5th	2 (2+0)
Ambulatory Pharmaceutical Care Clinic	PDPP0502	5th	2 (2+0)
Advanced Clinical Skills	PDPP0503	5th	2 (2+0)
Total			**48**

4.2 Curriculum Quality Standards

- Alignment with national frameworks (e.g., NCAAA domains) and international pharmacy education standards.
- Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs).
- Constructive alignment: teaching methods, assessments, and practice experiences aligned to CLOs/PLOs.
- Assessment blueprinting (varied modalities, validity & reliability evidence, moderation, exam security).
- Continuous Quality Improvement (CQI) via Course Reports, Student Surveys, and External Benchmarking.

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5. Operational Plan (Teaching, Training, Research)

5.1 Teaching & Learning Activities

Objective: Provide foundational and advanced therapeutics knowledge; develop PK/PE skills; cultivate professional practice competencies.

#	Activity	Objective	Action	Person in Charge	Duration/ Timing
1	Deliver essential therapeutics courses	Concepts of initiating, continuing, changing, or stopping therapy; interpreting labs	Teach Therapeutics I–II & Advanced Therapeutics I–II	Course coordinator & Faculty	Y4–Y5 (Sem 1 & 2)
2	PK/PE foundations	Apply PK and pharmacoeconomics	Teach Clinical Pharmacokinetics; Pharmacoepidemiology & Pharmacoeconomics	Course coordinator & Faculty	Y4–Y5
3	Professional practice & DI	Identify MEs, DIs, ADR reporting; respond to inquiries	Introductory/Advanced Pharmacy Practice; Applied Drug Information	Course coordinator & Faculty	Y3–Y5
4	Law/ethics/management	Understand regulations;	Pharmacy Law & Ethics; Admin &	Course coordinator	Y4–Y5 (Sem 2)

#	Activity	Objective	Action	Person in Charge	Duration/ Timing
		develop management skills	Marketing	& Faculty	
5	Field training & internship	Scaffolded IPPE/APPE and internship rotations	IPPE/APPE; Internship rotations	Experiential Committee & Preceptors	Y3–Y6
6	Professional skills & community service	Communication, time-management, outreach	IPPE/APPE; Internship; Service-Learning	Faculty & Training Sites	Y3–Y6
7	Student research	Integrate research skills	Capstone/Research Projects	Research Coordinator & Faculty	Y5

5.2 Research Plan & Tracks (2024/25–2028/29)

Tracks: (1) Medication Safety: Preventing medication errors and adverse reactions

(2) Pharmacotherapy Outcomes: Evaluating drug therapy effectiveness

(3) Innovative Pharmacy Services (e.g., Impact of MTM and immunizations)

(4) Interprofessional Collaboration: Pharmacist roles in healthcare teams

(5) Technology Integration (use of digital tools, telepharmacy).

#	Topic	Time Frame	Funding	Person in Charge	Outcomes
1	Medication Safety	2024/25–2028/29	UoT & external agencies	Faculty with MOH & military hospitals	Publications, conferences, awards
2	Pharmacotherapy Outcomes	2024/25–2028/29	UoT & external agencies	Faculty with MOH & military hospitals	Publications, conferences, awards
3	Innovative Services (MTM, immunization)	2024/25–2028/29	UoT & external agencies	Faculty with MOH & military hospitals	Publications, patents, conferences, awards
4	Interprofessional Collaboration	2024/25–2028/29	UoT & external agencies	Faculty with MOH & military hospitals	Publications, conferences, awards
5	Technology Integration & Telepharmacy	2024/25–2028/29	UoT & external agencies	Faculty with MOH & military hospitals	Publications, patents, conferences, awards

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6. Quality Management System (QMS)

6.1 Principles

- Student-centered, outcomes-based education.
- Evidence-informed decision making.
- Stakeholder engagement (students, preceptors, employers, alumni).
- Compliance with university regulations and national standards.

- Continuous improvement using the PDCA (Plan–Do–Check–Act) cycle.

6.2 Key Processes (with SOP references)

1) **Curriculum Design & Review**: needs assessment, mapping CLO→PLO, benchmarking, approval workflow.

2) **Course Delivery & Assessment**: syllabi standards, assessment blueprint, moderation, exam security, post-exam analysis, grade review.

3) **Experiential Education (IPPE/APPE/Internship)**: site selection, MoUs, preceptor training, student allocation, rotation schedules, assessment tools (e.g., OSCE, mini-CEX, case logs), remediation.

4) **Research & Ethics**: protocol development, ethics approvals, authorship, data management, dissemination.

5) **Student Support & Advising**: advising loads, at-risk identification, referrals, accommodations.

6) **Community Engagement**: awareness days, impact evaluation.

7) **Quality Assurance & Reporting**: KPIs, surveys, audits, course reports, action plans.

8) **Safety & Risk Management**: lab/clinic safety, incident reporting, infection control, emergency response.

9) **Document Control & Record Retention**: archives, privacy, access control.

6.3 KPIs & Targets (illustrative)

Domain	KPI	Target	Evidence/Source
Teaching Quality	Course report completion	100% by +2 weeks after final grades	Course Report log
Assessment Quality	Item difficulty 0.3–0.8, discrimination ≥0.2; Cronbach's α ≥0.7	≥90% of courses	Exam analysis reports
Student Outcomes	PLO attainment	≥80% cohorts meet targets	PLO dashboard
Experiential	Preceptor satisfaction (5-point)	≥4.2/5	Preceptor survey

Domain	KPI	Target	Evidence/Source
Experiential	Site audit compliance	100% of active sites annually	Audit checklist
Research	Publications per FTE/year	≥1.0	Scopus/WoS/UTHR
Community Service	Activities with impact report	≥4 per year	CE portfolio
Student Support	At-risk intervention completion	≥95%	Advising records
Safety	Reportable incidents	0 preventable; corrective actions ≤30 days	Incident log

6.4 Feedback, Evaluation & CQI

- **Data sources:** student course/rotation surveys, alumni/employer surveys, assessment analytics, external benchmarking, site audits, incident/complaint logs.
- **Review cadence:** Termly course reviews; annual program review; biennial curriculum review.
- **Action tracking:** Department CQI Register with owner, due date, and status; reviewed monthly by QA Committee.

6.5 Risk Management

- **Risk Register:** teaching continuity, assessment integrity, site capacity, preceptor turnover, safety incidents, data privacy.
- **Mitigation:** backup sites, exam proctoring and item banks, preceptor engagement plan, safety training, secure data systems.
- **Escalation:** risks rated High (≥15/25) escalated to Dean within 5 working days.

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7. Experiential Education Quality

7.1 Sites & Partnerships

- Formal Memoranda of Understanding (MoUs) with MOH hospitals, military hospitals, and community pharmacies.

- Annual capacity planning; site selection criteria; schedule optimization; contingency sites.

7.2 Preceptor Development

- Orientation and annual Continuing Professional Development (CPD) (teaching, feedback, assessment, professionalism).
- Preceptor handbook, rotation syllabus, assessment rubrics, escalation pathways.

7.3 Student Assessment in Practice

- Tools: Evaluation rubrics, OSCEs, SOAP notes, case presentations, care plans, mini-CEX, portfolio/logbook.
- Entrustable Professional Activities (EPAs) mapped to rotation outcomes.
- Remediation policy and progression decisions via Experiential Committee.

7.4 Quality Assurance of Sites

- **Annual audit** of each training site using standardized checklist.
- **Incident reporting** and **complaints/appeals** student surveys.
- **Student safety:** induction, PPE, immunization requirements, emergency contact protocols.

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8. Research Quality & Ethics

- Compliance with UoT research policies and national regulations.
- Ethics approval required for studies involving humans/data.
- Responsible conduct of research: authorship, conflicts of interest, data security, retention timelines.
- Student involvement in research with supervision and training.
- Annual research output report aligned to the five tracks.

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9. Stakeholder Engagement & Community Service

- Structured calendar of outreach (medication safety awareness, rational use of antibiotics, chronic disease education).
- Partnership evaluation and impact reports.
- Student reflection and service-learning assessment.

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10. Student Affairs & Support

- Academic advising (allocation, frequency, documentation).
- Early alert for at-risk students (attendance, performance, professionalism).
- Career guidance and internship preparation.
- Wellbeing resources and referrals; policy on professionalism and codes of conduct.

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11. Assessment Integrity & Academic Standards

- Assessment blueprinting, moderation, and standard setting (e.g., Angoff where appropriate).
- Reliability analyses (item statistics; Cronbach's α).
- Academic integrity policy and exam security procedures.
- Grade review/appeal process with timelines and documentation.

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12. Safety, Facilities & Resources

- Adequate teaching spaces, simulation labs, and access to electronic resources.
- Safety trainings (labs/clinical), incident reporting, and corrective action.
- IT systems for LMS, e-portfolio, assessment, and DI resources.

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13. Document Control & Records Management

- **Document hierarchy:** Policies → Work Instructions → Forms/Checklists.
- **Version control:** unique code, version, date, approver; obsolete versions archived.
- **Records:** course files, assessment analyses, audits, MoUs, training manuals, research publications; retention per UoT policy.

Change Management: material changes to courses, rotations, or policies require proposal, QA review, and approval prior to implementation; stakeholders notified.

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14. Performance Review & Reporting

- **Course Reports:** due within two weeks post-term; include KPIs, student survey summaries, item analysis, CQI actions.
- **External Review:** periodic peer review/benchmarking and employer feedback.

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15. Appendices

Appendix A – Course → PLO Mapping Template

- Matrix template for CLOs mapped to PLOs with assessment methods and performance thresholds.

Appendix B – Experiential Education Documents (Samples)

- Field training manuals, internship Handbook, Assessment Rubrics (mini-CEX, case presentation), Site Audit Checklist, Incident/absence Forms.

Appendix C – Research Governance Forms

- Project Proposal template, Ethics templates, Scientific integrity guide, Authorship Agreement.

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16. Distribution & Acknowledgment

This manual is distributed to PDPP faculty, demonstrators, administrative staff, and affiliated training sites as applicable. Receipt and acknowledgment are recorded by the Department Office.
