

فقيه.

كلية فقيه للعلوم الطبية
Fakeeh College for Medical Sciences



A PLAN TO REALIZE OUR VISION

THIRD
“STRATEGIC PLAN”
“TATWEER TWO”
2021 - 2025



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“TATWEER TWO”

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2nd Edition

A PLAN TO REALIZE OUR VISION

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Dr. Mazen Fakeeh
Chairman of the Board of Trustees

A Message from the Chairman of Board of Trustees

It gives me a great pleasure to introduce the third "Strategic Plan" "Tatweer Two" for Fakeeh College for Medical Sciences (FCMS) covering the period 2021-2025. This plan is a collective effort with wide participation from all stakeholders of FCMS. Such wide broad participation enriched this plan and ensured that all its elements and strategic directives are a reflection of the goals of students, faculty staff members, other staff and the rest of the stakeholders of the College.

The "Strategic Plan" is a living framework describing the vision of FCMS during the journey of the coming five years. Equally important, the plan presents a cohesive roadmap to build excellence and success to achieve the mission and strategic goals of FCMS with clear strategies and key performance indicators. The current plan is built around four strategic directives: EXCELLENCE IN TEACHING AND LEARNING;

QUALITY ASSURANCE AND OPERATIONAL EFFICIENCY; POSTGRADUATE STUDIES, SCIENTIFIC RESEARCH AND COMMUNITY ENGAGEMENT, AND PARTNERSHIP, COLLABORATION; AND FINANCIAL SUSTAINABILITY. These will be streamlined with the new quality culture within the College to achieve the highest expectations of all our stakeholders.

I would like to take this opportunity to thank all who contributed with continued engagement during the preparation of this document at the College and beyond. Finally, I have all the confidence that the enthusiasm, effort and dedication that were invested in the development of this plan will make its implementation a very smooth, successful and rewarding experience to achieve our strategic goals and create an environment of continuous performance improvement and excellence.



Professor Mohammed Salleh M. Ardawi
The Dean

Message from the Dean

Fakeeh College for Medical Sciences (FCMS) embraces a vision to enhance the quality of health and medical education through excellence in teaching and learning, commitment to quality performance improvement and community engagement and scientific discovery. To take shape, this vision requires commitment and a solid framework. The third "Strategic Plan" was built around a framework to re-shape and strengthen the teaching and learning environment within the College as we move to the next 5 years. This is of great importance as some significant development in the health and medical education arena is rapidly evolving in alignment with Vision 2030 and the NTP in our beloved KSA.

With an aim to meet an ever increasing need of qualified graduates in Medicine and other medical and health sciences to feed into the local market and beyond, the FCMS started a series of projects to expand its facilities to accommodate more students and teaching and learning resources with a current capacity of 2400 students. The new facilities have enabled our students to be exposed to the latest hand-on advanced skills training using the new "Clinical Skills and Simulation Center" among other facilities. Part of the current strategic plan is the transformation of FCMS into Fakeeh University in Jeddah, within the timeline of this plan.

The third "Strategic Plan" presents a cohesive framework to build excellence in education

and success inspired by and a response to the health needs of the local community and beyond and cultivating on the achievements of the second "Strategic Plan" that was completed by the end of 2020. The overall strategy of creating a culture of continuous performance improvement is now well established within FCMS to guide activities across the College over the coming period. We will strive for excellence and build success with engagement with strategic partnerships. The "Strategic Plan", also outlines the need to develop human capacity to succeed through operational efficiency with effective use of human resources, communication and leadership throughout. Collective commitment and continuous engagement by all players is considered key to the evolution of the third "Strategic Plan" (2021-2025).

I take this opportunity to thank every individual who contributed to the evolution of this plan and sincere gratitude and appreciation to the Chairman of the Board of Trustees of the College who has been instrumental in supporting the College in its journey for excellence and distinction. Also, I would like to convey our sincere thanks and gratitude to the support we are receiving from our government in KSA through the MOE. This document is an overview of the third "Strategic Plan" (2021-2025) of FCMS and is considered a living framework to guide the growth of the College as we build a healthy future for the local community and beyond.

FCMS

Vision & Mission

Vision

"To be one of the leading medical and health sciences College in Saudi Arabia, fostering innovation and achieving educational and training excellence".

Mission

"To prepare qualified compassionate graduates in medical and health specialties according to national and international educational standards, contributing to scientific research and community services".



FCMS

Core Values - Strategic Goals

The Core Values (based on our islamic values and culture and in accordance with global academic standards)

- Integrity
- Innovation
- Compassion
- Equality
- Quality focus
- Student focus

Strategic Goals

- GOAL 1** Continue to strengthen commitment to teaching and learning excellence.
- GOAL 2** Invest in innovative and effective technologies to advance academic performance.
- GOAL 3** Improve the quality and availability of learning resources and facilities.
- GOAL 4** Focus on student life and welfare.
- GOAL 5** Leadership, governance and quality improvement.
- GOAL 6** Strengthen postgraduate studies and scientific research.
- GOAL 7** Commitment to community engagement.
- GOAL 8** Strengthen partnership and collaboration.
- GOAL 9** Focus on Financial sustainability.





FCMS

Executive Summary

The academic programs offered by the Fakkeh College for Medical Sciences (FCMS) namely: Bachelor of Medicine & Surgery (MBBS), Bachelor of Clinical Pharmacy (PharmD), Bachelor of Nursing (BSc-Nursing) and Bachelor of Laboratory Medical Sciences (BSc-MLS) are together with a battery of postgraduate programs at the level of Master degrees (MScs) in nursing and medical education in alignment with the general philosophy and guidance of the Ministry of Education (MOE) that embraces the Developmental Plan of the Kingdom and 2020 National Transformation Program (NTP) – Vision 2030. The academic programs within FCMS are a response to market needs and reflect the College contribution to the improvement of the healthcare delivery. The current third “Strategic Plan” (TATWEER TWO) is a direct response to the various transformation drivers, the anticipated high expectations from higher education by the stakeholders as well as the accreditation agency in the Kingdom – namely the Education and Training Evaluation Commission (ETEC).

Thus, the FCMS has embraced the approach focused on the planning process to start by describing vision, mission and core values for the College. The latter is followed by the identification of the strategic initiatives and priorities (themes). This is followed by outlining the agreed upon strategic goals. Collectively, these stages are translated into a series of strategies and required action steps with needed tasks, clear responsibilities, timelines and the use of appropriate Key Performance Indicators (KPIs). The FCMS embraced four strategic directives:

Strategic Directive one:

Excellence in Teaching and Learning.

Strategic Directive two:

Quality Assurance and Operational Efficiency.

Strategic Directive three:

Postgraduate Studies, Scientific Research, and Community Engagement

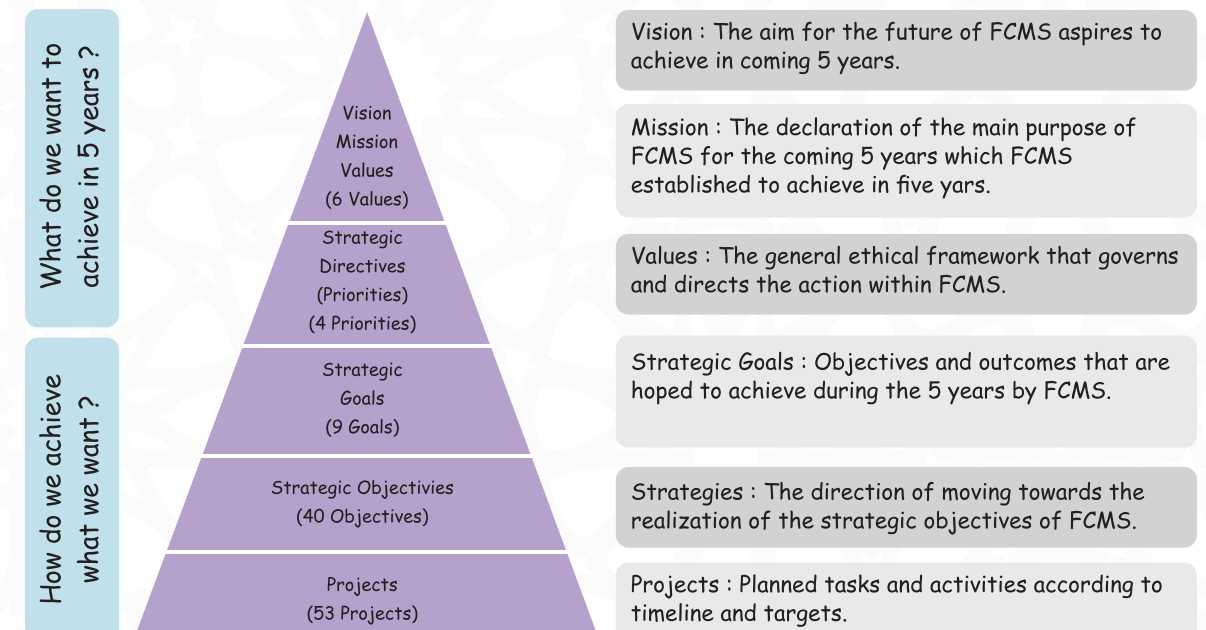
Strategic Directive four:

Partnership, Collaboration and Financial Sustainability.



FCMS

Executive Summary



Accordingly, the “Strategic Plan” articulated a set of nine (9) “Strategic Goals” to be met by the FCMS to realize the vision and mission of the College over the coming five years (2021-2025). A total of 40 strategies were identified for the 9 strategic goals covering the building of strategic directives, with 53 projects to be completed during this plan.





1.1. Vision, Mission and Core Values of FCMS

- **The Vision**

"To be one of the leading medical and health sciences College in Saudi Arabia, fostering innovation and achieving educational and training excellence".

- **The Mission**

"To prepare qualified compassionate graduates in medical and health specialties according to national and international educational standards, contributing to scientific research and community services".

- **The Core Values (based on our islamic values and culture and in accordance with global academic standards)**

- Integrity
- Innovation
- Compassion
- Equality
- Quality focus
- Student focus

1.2. Strategic Goals of FCMS

The third "Strategic Plan" covers nine strategic goals to achieve its vision and mission in the coming 5 years (2021-2025). Accordingly, FCMS through its Strategic Plan is committed to the following strategic goals:

- Goal 1** Continue to strengthen commitment to teaching and learning excellence.
- Goal 2** Invest in innovative and effective technologies to advance academic performance.
- Goal 3** Improve the quality and availability of learning resources and facilities.
- Goal 4** Focus on student life and welfare.
- Goal 5** Leadership, governance and quality improvement.
- Goal 6** Strengthen postgraduate studies and scientific research.
- Goal 7** Commitment to community engagement.
- Goal 8** Strengthen partnership and collaboration.
- Goal 9** Focus on Financial sustainability.



2.1 Philosophy

The academic programs offered by the Fakeeh College for Medical Sciences (FCMS) namely: Bachelor of Medicine & Surgery (MBBS), Bachelor of Clinical Pharmacy (PharmD), Bachelor of Nursing (BSc-Nursing) and Bachelor of Laboratory Medical Sciences (MLS) together with a battery of postgraduate programs at the level of Master degrees (MScs) in nursing and medical education are in alignment with the general philosophy and guidance of the Ministry of Education (MOE) that embraces the Developmental Plan of the Kingdom¹ and Vision 2030². The academic undergraduate and postgraduate programs within FCMS are a response to market needs and reflect the College contribution to the improvement of healthcare delivery based on the outcomes of each program offered by the College. It also reflects the understandings within the FCMS towards wellness and illness, caring environment, and overall teaching and learning context. Furthermore, it is imperative to take into consideration that learning is a dynamic activity that maybe developed into self-directed process that continues throughout

the life of the individual. Learning is usually acquired through repetitive and enforced activities using appropriate behaviors that contribute to a desired pattern and a battery of achievements. In health and medical education, lifelong learning is considered one of the attributes to be developed by a graduate of such programs. Both teaching and learning need to be effective with appropriate resources and deliverables. Accordingly, it is important to understand the planning of the learning and teaching processes and to approach it holistically with a wide participation of all stakeholders in a culture of quality assurance and continuous performance improvement, and the use of the appropriate advanced technologies.

2.2 A Plan for the future

The driving factors for designing a strategic plan at the FCMS coalesced around interrelated and interconnected six key drivers of transformation: facilitation of knowledge and access, use of digital technologies, integration with healthcare industry, governmental regulations, global interaction, and markets and funding risks [Figure 1]. From the inception

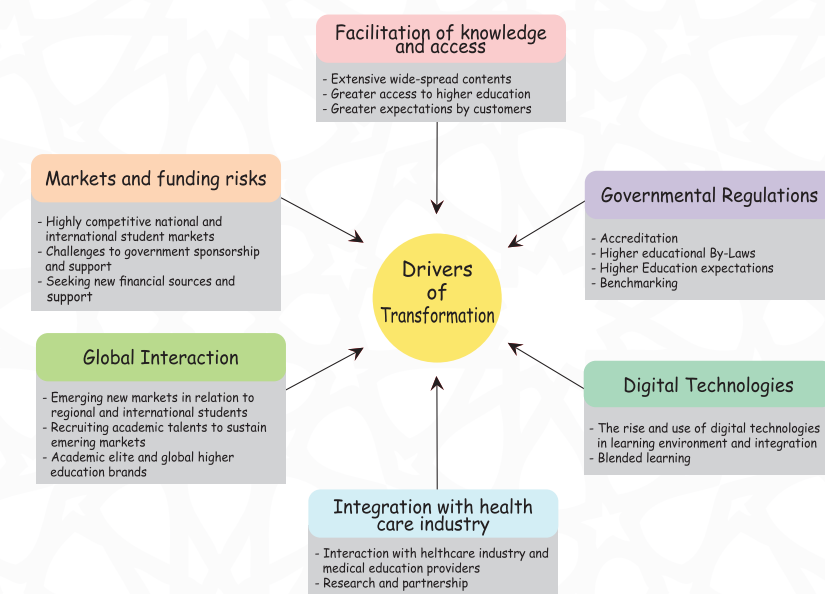


Figure 1: Drivers of transformation at FCMS

of its strategic planning process, the FCMS has selected the approach described by AFAQ³ as its starting point. In addition, to the various transformation drivers, the anticipated high expectations from higher education by the stakeholders as well as the accreditation agency in the Kingdom – namely the Education and Training Evaluation Commission (ETEC) [previously named National Center for Academic Accreditation & evaluation (NCAAA)]. Thus, the FCMS has embraced the approach focused on the planning process to start by describing vision, mission and core values for the College. The latter is followed by the identification of the strategic initiatives and priorities (themes). This is followed by outlining the agreed upon strategic goals. Collectively, these stages are translated into a series of strategies and required action steps with needed tasks, clear responsibilities, timelines and the use of appropriate Key Performance Indicators (KPIs)

By adopting this “Strategic Plan” (the third plan) (called Tatweer Two)³, it is hoped that FCMS will contribute to the economy and health professional development in Saudi Arabia through its educational, research and community engagement activities thus enhancing its role to achieve the high quality of health and medical education and healthcare delivery.

2.3 The plan for planning

The FCMS has started its comprehensive planning journey for its third “Strategic Plan” (Tatweer Two)³ building on the growth and transformation achievements of the second “Strategic Plan” of the FCMS. This is to realize the future development, progress and growth of the College into Fakeeh University (FU) in the incoming 5 years (2021-2025). It is clearly obvious that effective strategic planning processes supported by stringent quality assurance system are both essential players for achieving and sustaining accreditation. Accordingly, a culture of strategic thinking and planning within FCMS is continued to be one of the major goals of FCMS during this “Strategic Plan”. The latter, will impact positively on the teaching and learning environment within the College. To this end, the FCMS generated a continuous chain of actions and tasks at different planning time domains with milestones and deliverables recognized in the planning process as illustrated in [Figure 2].

In starting the journey of strategic planning of the third “Strategic Plan” for FCMS (covering the coming five years, 2021-2025), achievements and challenges of the first (2010-2015) and the second (2016-2020) strategic plans were reviewed and

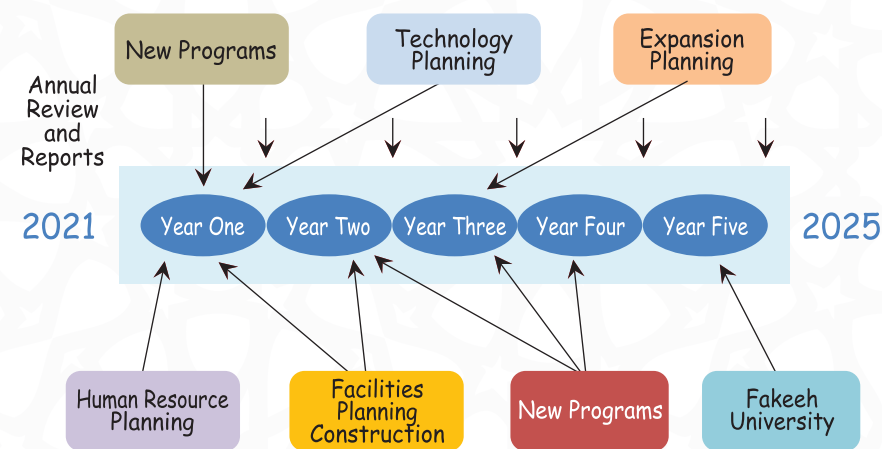


Figure 2: Planning time domains for the second “Strategic Plan” of FCMS

were taken into consideration as part of the preparatory information and data to support the formulation of the third “Strategic Plan”. There are several major priorities of the third “Strategic Plan” of FCMS including, but not limited to: introduction of new undergraduate and postgraduate programs, institutional reaccreditation by the NCAAA, programs accreditation by the NCAAA, and the transformation of FCMS into FU as per the “University Master Plan” (FUMP). Wide participation of stakeholders (including faculty staff members, staff, students, parents, community, other institutes) in the journey of strategic planning was ensured. A comprehensive self-study was generated by engaging all departments and units of the College. Such engagement generated recommendations to be considered for implementation. The third “Strategic Plan” is not merely a document, but reflects processes of interaction, discussion, thinking, planning, action and monitoring. It is anticipated that the completion of the third “Strategic Plan” document will be a life one at the heart of the FCMS.

To develop and oversee the implementation of the third “Strategic Plan” for FCMS, covering the coming five years, a “Strategic Planning Steering Committee” (SPSC) was formulated by drawing members from various units and departments of the College. The SPSC sets the strategic directions for the College, and provides guidance, streamlining activities and framework for implementation of the plan. The SPSC was chaired by the Dean of FCMS and adopted the following guiding principles in the planning process that will:

- Encourage contributions by wider audience participation from both internal and external stakeholders.
- Foster collaboration, team work and adaptive flexibility to decrease bureaucracy, work obstacles and conform with timelines.

- Promote academic excellence to build and sustain capacity across the various programs and academic activities within FCMS and beyond.
- Embody the highest degrees of integrity and transparency using an open-ended communication system.

Relevant internal and external stakeholders of FCMS were identified and contributed to the development of the third “Strategic Plan”. Internal stakeholders included leadership, Board of Trustees (BOT) members, alumni, faculty staff members, administration staff members, students and other College employees. External stakeholders included the employers, alumni, members of the community and other affiliated institutes together with external academic consultants.

Various working groups were formulated to collect information and relevant data and reports. In addition, gap analysis was conducted together with a review of previous reports on the first and second strategic plans of the College.

The third “Strategic Plan” for the FCMS describes how the College will achieve its vision, mission, and strategic goals. Seven special “Workshops” on strategic thinking and plan development were conducted during the months of October, November, December, 2020 and January 2021, with participation from various stakeholders. The methodology of preparing the third “Strategic Plan” for FCMS is outlined in [Figure 3]. The plan was prepared with the participation and contribution of more than 560 stakeholders (including but not limited to: faculty staff, students, members of the BOT, alumni, and members from the community). The various stakeholders in the seven workshops conducted, addressed the aspirations and challenges facing FCMS and provided the feedback that contributed to



the finalization of the third “Strategic Plan” in its current form. Concurrently, the FCMS data were collected and analyzed. Various tools were used to collect a wealth of qualitative and quantitative data and information including, but not limited to, interviews, small group meetings, general meetings with students, surveys, questionnaires, gap analysis, previous strategic plan reports, reports on academic accreditation and quality assurance in higher education, and brainstorming sessions. In addition, both the vision and mission statements were revisited and reviewed during the various workshops conducted in the preparation of the third “Strategic Plan”. Of the participants, 96.2% reported that the “Mission” statement clearly stated the purpose of the FCMS and 94.7% reported that it clearly supports the expectations and objectives for learning, development and growth. These observations indicate that both the vision and mission statements are positively approved and well received by various stakeholders.

2.4 The quality assurance in the planning processes

The third “Strategic Plan” for FCMS establishes priorities. It also describes how the various educational and transformational priorities are identified. In addition, it also describes how the various educational, academic, scientific research and community engagement activities are used to achieve the vision and mission of the College in the coming five years (2021-2025), with the support of all units and

departments of the College. Moreover, through the development of an “Implementation Plan”, for the strategic goals and strategies together with timelines, targets and teams will be successfully outlined and achieved. The Quality Management Systems (QMS) existing at FCMS will be used to provide a quality assurance mechanism to continuously relate and measure tasks and activities within the context of merging and paralleled strategic priorities. Various performance indicators (PIs) were generated for monitoring achievements of all strategic objectives as outlined by all projects according to timelines and tasks described in the implementation plan. The NCAAA guidelines⁴ provided higher education institutes with checklists to assist benchmarks, metrics and rubrics to help with assessing and monitoring the progress of the institutes in the implementation of their strategic plans. Accordingly, several Key Performance Indicators (KPIs) as per NCAAA standards will be included with other PIs of the plan.

In the context of the third “Strategic Plan” for FCMS, the term benchmarking is defined as “a measure that compares quality performance of FCMS own past performance (internal benchmarking) and with that of other institutions and external data sources (external benchmarking).” In addition, the term metric is defined to “describe the group of methods or criteria used to describe measures associated with internal FCMS activities and outcomes.” Finally, the term rubric is defined to “describe the specific categories of data and information related to assessing the quality of teaching and learning.”

In the coming period, the current high

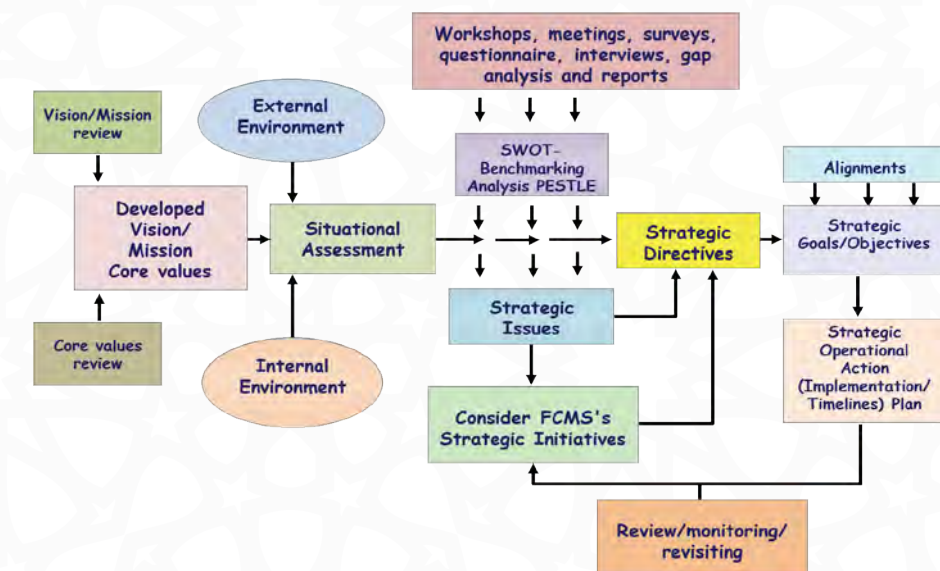


Figure 3: Methodology of preparing the third “Strategic Plan”

degree of quality assurance culture within the community of the FCMS will continue to be part of the fabric of the College in all of its teaching and learning activities: indeed, this can be observed at the levels of the institute; academic programs, policies and procedures and the practices within the environment of the College. The leadership of the FCMS with full engagement of the Quality and Accreditation Unit (QAU), supported by the entire College community are committed to comply with all the steps required to maintain and continue to achieve high quality outcomes and continuous performance improvement. Although, quality is the responsibility of everyone within the College, however, accountability for reporting on quality issues will continue to be the responsibility of the QAU. Moreover, the accountability for generating evidence,

relevant reports and documents will be shared by all contributors to the “Strategic Plan”. Finally, the complete cycle of data collection, analysis, interpretation and documentation will be related to a battery of the PIs/KPIs through the developed monitoring mechanism.

Figure 4 outlines the overall stages of a “Strategy Development” that are bounded by the management transformation activities, followed by various tasks, responsibilities and expected outcomes. This approach for the strategic planning process is consistent with international best practice as a guiding principle (Bryson’s Strategic Planning for Public and Nonprofit Organizations, 2018)⁵.



Figure 4: The overall stages of strategy development

2.5 Strategic directives and strategic goals

Following the careful analysis of the environmental scan, PESTLE analysis and SWOT evaluation for FCMS, and in light of the vision and mission of the College, the SPSC yields four strategic directives for FCMS:

Strategic Directive one:

Excellence in Teaching and Learning.

Strategic Directive two:

Quality Assurance and Operational Efficiency.

Strategic Directive three:

Postgraduate Studies, Scientific Research, and Community Engagement.

Strategic Directive four:

Partnership, Collaboration and Financial Sustainability.

Accordingly, the SPSC articulated a set of nine (9) "Strategic Goals" to be met by the FCMS to achieve the vision and mission of the College by the end of its third "Strategic Plan" by 2025. The process and framework followed is outlined in Figure 5. A total of 40 (strategic objectives) (strategies) were identified for the 9 strategic goals covering the building of strategic directives.

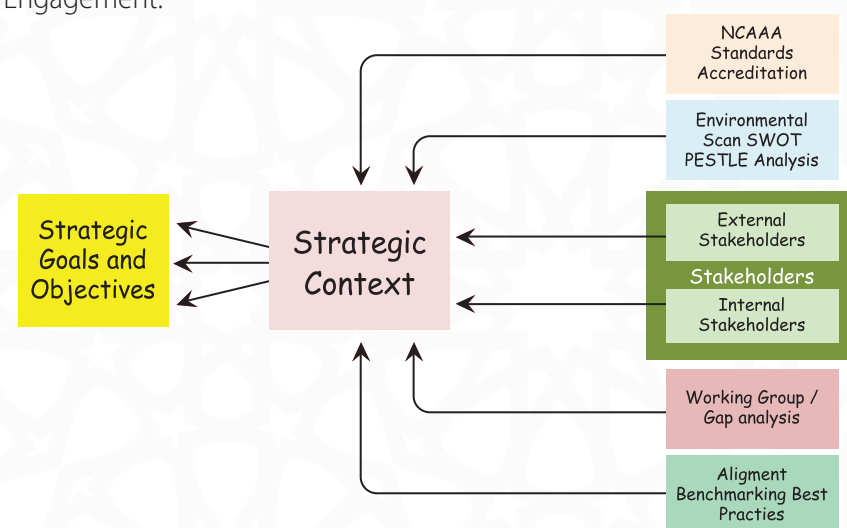


Figure 5: Framework used for developing strategic goals for FCMS third Strategic Plan



2.5.1 Strategic directive one: Excellence in teaching and learning

For the strategic directive, “achieving excellence in teaching and learning”, the FCMS will reserve no effort and energy to focus on enhancing the quality of the College teaching and learning environment throughout its programs. In doing so, excellence and academic quality, must be recognized, and enforced at the levels within the teaching and learning activities. Applying the highest quality assurance standards and best practices and ensuring the full compliance with the NCAAA accreditation standards. But the excellence strived by the FCMS goes beyond these requirements, and aims for continuous search for performance improvement. This aspiration will distinguish the FCMS from its peers in the Kingdom and beyond. According to its mission, the College will ensure access to teaching and learning excellence to graduate qualified health care professionals through its various undergraduate and postgraduate programs. Finally, based on previous experience on the type of students enrolled into the College who are not sufficiently well prepared to higher education, the FCMS will take needed steps to continue on its improved selection criteria as well as the enhancement of the learning skills of its newly admitted students during their study in the College.

2.5.2 Strategic directive two: Quality Assurance and Operational Efficiency

This strategic directive focuses on adopting the very best management practices and operational efficiency. This will be reflected on providing the environment to ensure the availability of the best educational opportunities to all students graduating from the College. This directive involves a sustained effort to provide the infrastructure needed to accommodate technologically advanced interactive learning

facilities with greater space and resources in a rapidly evolving learning environment. This also entails the continued recruitment of highly qualified faculty staff members with appropriate learning resources using the state-of-the-art facilities and advanced and innovative technologies. Concurrently, a comprehensive quality assurance and continuous performance improvement system will continue to be enforced throughout the environment of the College and its operational and administrative management, as was done during the second Strategic Plan.

2.5.3 Strategic directive three: Postgraduate Studies, Scientific Research, and Community Engagement

This strategic directive will continue to be a distinctive feature of the College among its peers in the Kingdom and beyond. It will show a continuous commitment to community services and engagement through its various programs and activities in collaboration with Fakeeh.care activities. It will also focus its research programs and service activities on meeting the many needs of the Makkah region and beyond. The goal is to become recognized among the leading university colleges in health and medical sciences engaged and committed to community services and scientific research. Indeed, this will have a positive impact on the economy of the region. Research activities will not only focus on the challenges of the Makkah region, but also will address those of the Kingdom at large in the area related to health care delivery and medical education.

2.5.4 Strategic directive four: Partnership, Collaboration and Financial Sustainability

This strategic directive ensures that the FCMS management and leadership study the developmental and remodeling needs

against projected financial resources in order to assess the affordability of its futuristic plans and expansions and generating a sustainable financial operating business model. Accordingly, the College will continue adopting viable financial strategies to ensure availability

of needed financial support and resources. In addition, the FCMS will make alliances and partnerships with other higher education institutes and health industries to support its programs and contribution to the economy of the Kingdom.

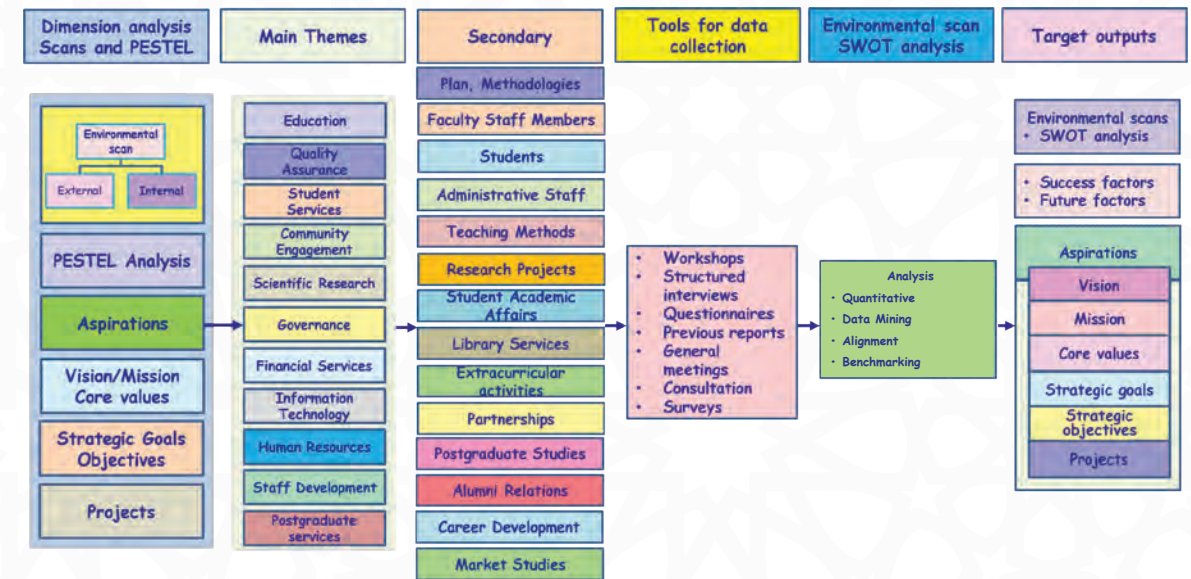


Figure 6: Analysis of current status, strategic directives and outlook

It is anticipated that during the implementation of the third “Strategic Plan” in an educational environment, strategic goals will be overlapped: this will indeed result in multiple effects addressing two or three goals simultaneously. Accordingly, it is envisaged to use an integrated approach combining the four strategic directives into a series of linked strategic goals with needed strategies and projects. Figure 7 illustrates how the four strategic directives are interrelated and integrated.

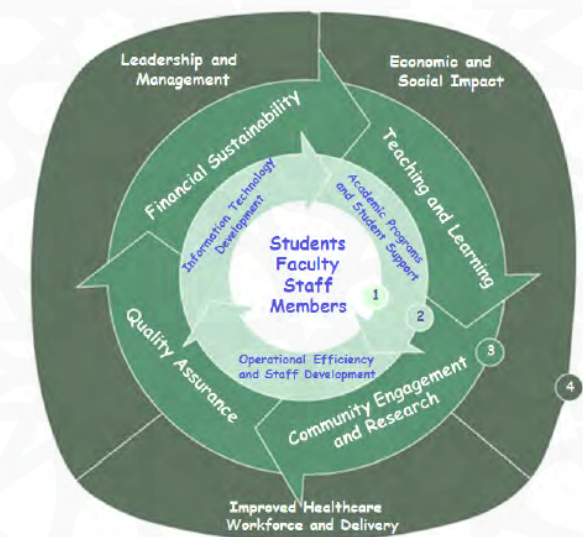


Figure 7: Four strategic directives inter-relation and integration

Thus, based on the detailed environmental analysis for FCMS and the benchmarking approach (see Appendix C), a futuristic model of the College is constructed, see Figure 8.

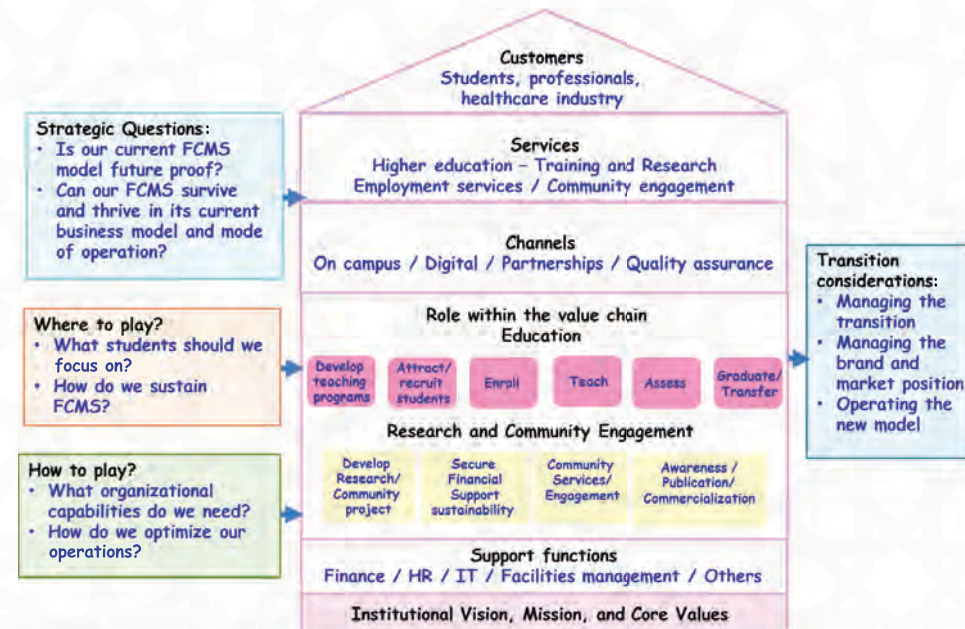
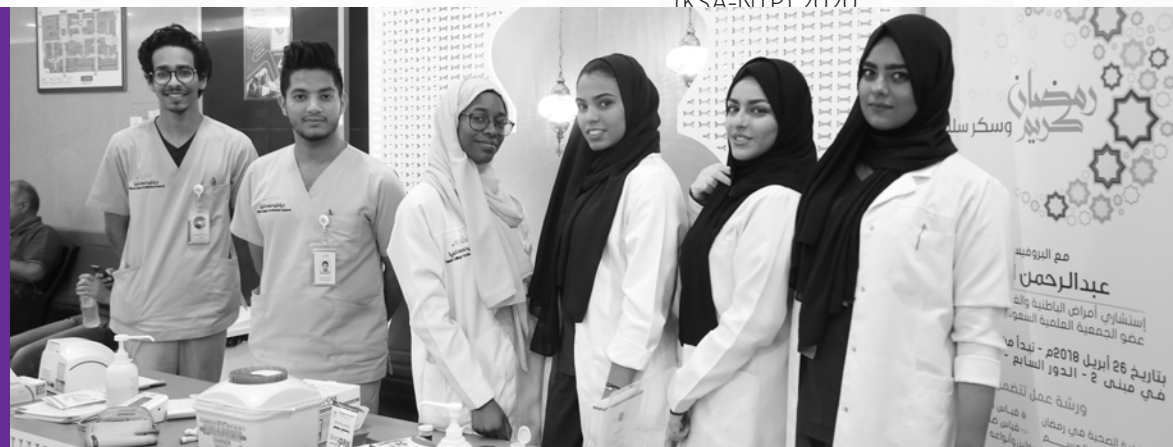


Figure 8: FCMS Model of the future

2.6. Alignment

The following section describes the 9 “Strategic Goals” and the “Strategic Objectives” (or strategies) to be implemented to achieve the vision and mission of the FCMS in the coming five years (2021-2025) of the third “Strategic Plan” and alignment with the following sources/ references:

- ETEC-NCAAA Accreditation Standards;
- KSA Vision 2030; and
- KSA National Transformation Programs (KSA-NTP) 2020



Strategic Directive One: Excellence in teaching and learning (SG1, SG2, SG3, SG4)

Strategic Goal One: Continue to promote and strengthen commitment to teaching and learning excellence
<p>Strategic Objective 1.1: Enhance and sustain the quality of educational academic programs outcomes.</p> <p>Strategic Objective 1.2: Nurture and sustain a culture that supports teaching and learning excellence.</p> <p>Strategic Objective 1.3: Develop a robust integrated clinical training network</p> <p>Strategic Objective 1.4: Strengthen the recruitment and retention of highly competent valued faculty staff members.</p> <p>Strategic Objective 1.5: Enhance the multidisciplinary integration initiatives of academic Programs.</p> <p>Strategic Objective 1.6: Improve licensure scores and employability of graduates for all programs.</p> <p>Strategic Objective 1.7: Implement Evidence-based, learner-centered educational approaches fostering deep learning and student engagement.</p> <p>Strategic Objective 1.8: Establish and start the Physical Therapy (BSc-PT) Program.</p> <p>Strategic Objective 1.9: Establish and start the Respiratory Therapy (BSc-RT) Program.</p> <p>Strategic Objective 1.10: Establish and start the Cardiac Care Technology (BSc-CCT) Program.</p> <p>Strategic Objective 1.11: Establish and start the Clinical Psychology (BSc -CP) Program.</p>
<p>NCAAA Standards: 1.0.1, 1.0.2, 1.0.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.6.1, 3.6.2, 3.6.3, 3.6.4, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5.</p>
<p>KSA NTP 2020 Strategic Objectives:</p> <p>Ministry of Education SO₂ – Improve recruitment, training and development of teachers.</p> <p>Ministry of Education SO₄ – Improve curricula and teaching methods.</p> <p>Ministry of Education SO₅ – Improve student’s values and core skills.</p> <p>Ministry of Education SO₆ – Enhance the education system’s capability to address national development requirements and to meet labor market needs.</p> <p>Ministry of Human Resources & Social Development SO₁₀ – Raise Saudis skill level to match labor.</p>
<p>Vision 2030 Goals: 1, 2, 5</p>



Strategic Goal Two: Invest in innovative and effective technologies to advance academic performance

- Strategic Objective 2.1: Continue to invest in advanced information technology infrastructure and human resources.
- Strategic Objective 2.2: Improve and optimize the library resources and technologies.
- Strategic Objective 2.3: Embed technology enhance learning (TEL) in all undergraduate programs within the FCMS.
- Strategic Objective 2.4: Embed technology enhance learning (TEL) in all postgraduate programs within the FCMS.

NCAA Standards: 3.6.2, 3.6.3, 3.6.4, 3.6.6, 3.6.7, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6.

KSA NTP 2020 Strategic Objectives:

Ministry of Education SO₃– Improve the learning environment to stimulate creativity and innovation.

Ministry of Economy SO₃– Improve planning and implementation efficiency.

Vision 2030 Goals: 1, 2, 5

Strategic Goal Three: Improve the quality and availability of Learning Resources and Facilities

- Strategic Objective 3.1: Expand on the infrastructure of learning resources and facilities.
- Strategic Objective 3.2: Continue to invest in human resources and professional development of faculty and staff.
- Strategic Objective 3.3: Focus on effective maintenance and environmental safety.
- Strategic Objective 3.4: Recruit and retain distinctive faculty staff members.

NCAA Standards: 3.6.1, 3.6.2,3.6.3,3.6.4, 5.1.1,5.1.2,5.1.3,5.1.4,5.1.5,5.2.1, 5.2.2, 5.2.3, 5.2.4,2.2.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5,6.4.1, 6.4.2, 6.4.3, 6.4.4.

KSA NTP 2020 Strategic Objectives:

Ministry of Education SO₂– Improve recruitment, development and training of teachers.

Ministry of Human Resources & Social Development SO₁₃– Raise the quality of services provided.

Vision 2030 Goals: 1, 2, 5

Strategic Goal Four: Focus on Student Life and Welfare

Strategic Objective 4.1: Improve processes of acceptance, admission and registration.
Strategic Objective 4.2: Improve student support services.
Strategic Objective 4.3: Improve student support to clinical services.
Strategic Objective 4.4: Enhance student participation in extracurricular and other curricular activities.
Strategic Objective 4.5: Provide structured support and management of student's future careers.
Strategic Objective 4.6: Support students safety health and improvement.

NCAAA Standards: 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.6.1, 4.6.2.

KSA NTP 2020 Strategic Objectives:
Ministry of Education SO₄ – Improve curricula and teaching methods.
Ministry of Education SO₅ – Improve student's values and core skills.
Ministry of Education SO₆ – Enhance the education system's capability to address national development requirements and to meet labor market needs.
Ministry of Human Resources & Social Development SO₁₀ – Raise Saudis skill level to match labor market needs.
Ministry of Culture SO₁ – Develop an environment that stimulates cultural activities.

Vision 2030 Goals: 2, 5

Strategic Directive Two: Quality Assurance and Operational Efficiency (SG5)

Strategic Goal Five: Leadership, Governance and Quality Improvement

Strategic Objective 5.1: Enhance governance and operational efficiency.
Strategic Objective 5.2: Sustain FCMS alignment to national quality standards of higher education.
Strategic Objective 5.3: Sustain FCMS alignment to national quality standards of higher education.
Strategic Objective 5.4: To enhance KPIs management processes with FCMS.

NCAAA Standards: 1.0.1, 1.0.2, 1.0.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.5.1, 2.5.2, 2.5.3.

KSA NTP 2020 Strategic Objectives:
Ministry of Economy SO₃ – Improve planning and implementation efficiency.
Ministry of Human Resources & Social Development SO₄ – Develop quality standards and technical accreditation.

Vision 2030 Goals: 2

Strategic Directive Three: Postgraduate Studies, Scientific Research, Community Engagement (SG6, SG7)

Strategic Goal Six: Strengthen Postgraduate Studies and Scientific Research

Strategic Objective 6.1: Develop new postgraduate programs.
Strategic Objective 6.2: Build and strengthen institutional research capacity.

NCAAA Standards: 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 5.2.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6.

KSA NTP 2020 Strategic Objectives:
Ministry of Education SO₃ – Improve the learning environment to stimulate creativity and innovation.
Ministry of Education SO₈ – Increase private sector participation in the education sector.
KACST SO₆ – Support research and development to ensure the sustainability of the local content development system.

Vision 2030 Goals: 1, 3, 5

Strategic Goal Seven: Commitment to Community Engagement

Strategic Objective 7.1: Promote a culture of community engagement and services.
Strategic Objective 7.2: Develop and diversify community services.
Strategic Objective 7.3: Develop and implement community outreach awareness programs
Strategic Objective 7.4: Promote a culture of community engagement and services.
Strategic Objective 7.5: Promote FCMS nationally and internationally.

NCAAA Standards: 8.0.1, 8.0.2, 8.0.3,

KSA NTP 2020 Strategic Objectives:
Ministry of Human Resources & Social Development SO₅ – Enable volunteer work.
Ministry of Human Resources & Social Development SO₁₀ – Raise Saudis skill level to match labor market needs.
Ministry of Education SO₈ – Increase private sector participation in the education sector.
Ministry of Culture SO₁ – Develop an environment that stimulates cultural activities.

Vision 2030 Goals: 1, 3, 5

Strategic Directive Four: Partnership, Collaboration and Financial Sustainability (SG8, SG9)

Strategic Goal Eight: Strengthen Partnership and Collaboration
Strategic Objective 8.1: Promote collaboration and partnership with national public and private healthcare providers.
Strategic Objective 8.2: Promote collaboration and partnership with international healthcare providers
NCAAA Standards: 3.4.1, 3.4.2, 8.0.1, 8.0.2, 8.0.3
KSA NTP 2020 Strategic Objectives: Ministry of Education SO₈ – Increase private sector participation in the education sector. Ministry of Culture SO₁ – Develop an environment that stimulates cultural activities.
Vision 2030 Goals: 2, 3

Strategic Goal Nine: Focus on Financial Sustainability
Strategic Objective 9.1: Promote best practices in financial planning and operational efficiency
Strategic Objective 9.2: Diversify the financial support and funding for the FCMS.
NCAAA Standards: 6.1.1, 6.1.2, 6.1.3, 6.1.4.
KSA NTP 2020 Strategic Objectives: Ministry of Education SO₇ – Develop creative financing methods and improve the educational system's financial efficiency. Ministry of Education SO₈ – Increase private sector participation in the education sector.
Vision 2030 Goals: 1, 5



2.7 Implementation of the "Strategic Plan" and organizational responsibility

At FCMS, strategic planning is a process which is a component of the Strategy Management System: a framework that guides the College in planning, implementing, and evaluating its strategic goals and objectives as part of the Strategic Plan. This has been adapted based on the strategy management framework published by Kaplan Norton, which is depicted in [Figure 1.9].

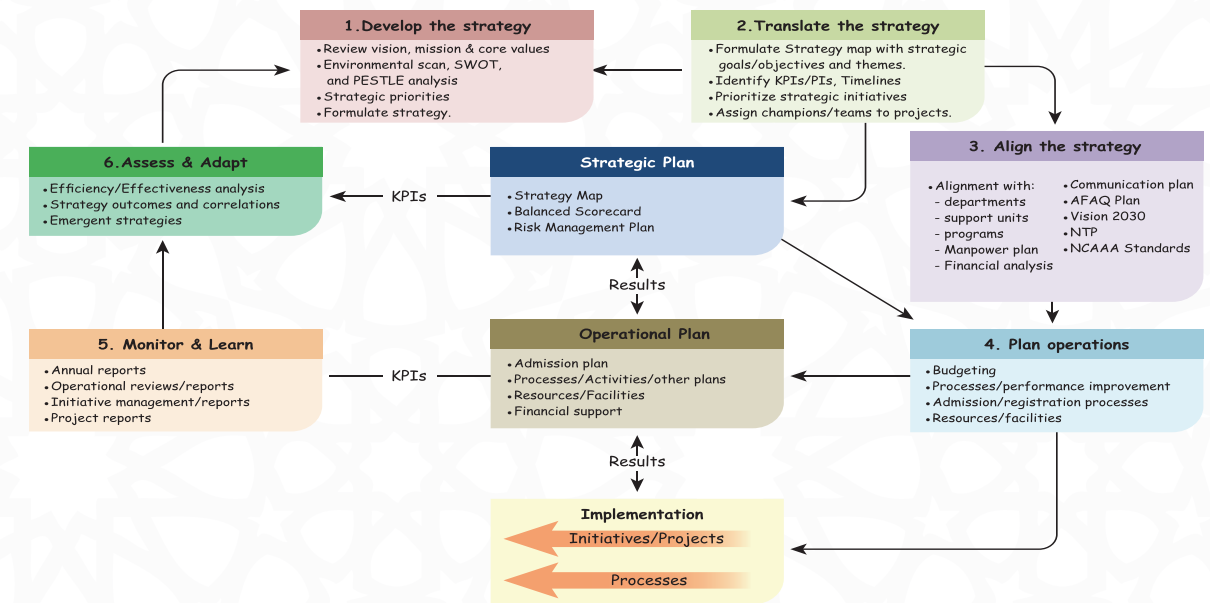


Figure 1.9: Strategy Management System (Adapted from Kaplan and Norton)

The main responsibility of the implementation of the strategic plan lies with the leadership and top management as well as the heads of departments and units within the College. The SPSC will be instrumental in following up and monitoring the implementation of the third "Strategic Plan" for the FCMS during the coming five years. The Board of Trustees (BOT) as well as the "College Council" will also

be involved in the review process of the plan. The SPSC will be responsible for the operational side of the "Strategic Plan" implementation with the support of the Strategic Planning Unit (within FCMS), whereas the QAU will monitor, and follow up the various projects as per timelines and deliverables. Figure 10 shows the organizational chart for strategy implementation.

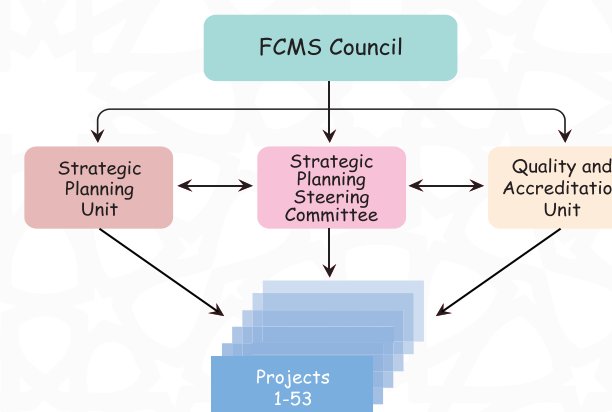


Figure 10: Organization for strategic implementation and control

2.7.1 The implementation process

The following are the major steps in the "Strategic Plan" implementation process:

1. Each project team as part of the 53 project teams of the third "Strategic Plan" will develop a set of tasks with their implementation timeline according to the prioritization outlined in the "Strategic Plan" and he/she is responsible for obtaining the required resources and support from the leadership of the FCMS.
2. The Champion of each project will provide an annual report on the progress of the implementation of the project to the "SPSC."
3. The Champion of each project will provide a "Progress Report" on the progress of the implementation in "June" every year to the "SPSC:" the reports should cover the current status of progress attained in each project, any challenges and/or achievements.
4. The Strategic Planning Unit with the QAU will organize a management review in "July" of every year for the "SPSC" to examine the progress achieved during the implementation of the third "Strategic Plan" with recommendations or corrective actions to deal with any risk management issues, challenges and delays. A management review process evaluating achievements of each project during its implementation taking into consideration deliverables, PIs, KPIs and targets.
5. Each project will receive a management review report from the QAU by "July" of each year. Each project will update and streamline its plan as needed according to the feedback from the management review and continue implementation of the project as planned.

2.7.2 Performance measures and time lines

The third "Strategic Plan" included a list of PIs and KPIs to achieve the 9 "Strategic Goals" of the plan. Each project has developed its own PIs to cover all strategic objectives of relevance to that particular project. Such KPIs will be monitored against specific target timelines by the QAU to show the achievements toward reaching the strategic goals of the College. Any deviations from targets will be identified and reviewed with needed corrective measures accordingly. The various identified PIs at the level of the College are given for each project. In the balanced scorecard for each project, the list of PIs specific for that particular project will be reported and reviewed accordingly.

The PIs should be aligned with the four "Strategic Directives" identified as part of the strategic plan preparation above. All 57 projects developed to achieve the 9 "Strategic Goals" of the College should directly support and align with its vision and mission. Implementing those projects will definitely move the FCMS toward its "Strategic Directives", and achieving its mission that will be monitored by the PIs/KPIs.

2.8 Communication Plan

The communication plan covers all the communications related to the third "Strategic Plan" and its implementation. This plan is created as part of the overall communication setup within FCMS. It covers reports from different stakeholders covering general orientation, progress of the strategic plan, project status, project risks, project timeline, and project resources as per the outline of the third "Strategic Plan". The feedback mechanism include but not limited to the following: surveys, feedback forms, telephone surveys, and independent audits.

2.8.1 Communications Objectives

- To ensure that all staff of the FCMS are aware of the strategic plan progress and implementation.
- To obtain support from all FCMS staff to enhance the implementation of plan of the strategic plan.
- To receive feedback and input from the teams responsible for the implementation of the strategic plan.
- To support, monitor, and ensure the successful implementation of the strategic plan.

2.8.2 General communication guide lines

- All messages will be sent to appropriate targeted staff.
- Messages will be disseminated using appropriate channel of communication.
- Communication is carried out proactively to all targeted staff.
- Communication will be informative to provide appropriate information.
- Communication must be approved by the Dean of the college prior to the dissemination.
- Official press releases will be disseminated after approval by the Dean of the College in collaboration with the chair of BOT.
- Strategic plan projects will be reviewed every 6 months through FCMS wide meetings.
- Project team is expected to provide feedback and to act on information requested.

2.8.3 Targeted communities

- Chair and members of BOT of College.
- Dean, Vice Deans and other senior management of the College.
- Champions of the strategic projects.
- Head of academic departments.
- Head of all units within the College.
- Faculty staff members and other staff.
- Students and alumni.
- The local community and other stakeholders.

2.9 The Risk Management Plan

Risk Management is a common feature among successful academic institutions, as it will limit the damage of all possible and identified risks, this contributing to the continuous success of the institution. The FCMS understands the importance of Risk Management including the overall emergency preparedness. Accordingly, a Risk Management Plan (RMP) for FCMS is of significant importance to ensure the safety and well being of all stakeholders within and affiliated with FCMS, and for the successful implementation and monitoring of the Strategic Goals of FCMS as part of the third "Strategic Plan" (2021-2025).

Within the framework of the third "Strategic Plan" developed for FCMS, it is anticipated that several factors may influence the progress of implementation of the various projects, thus, deviating the plan from its timeline to achieve its strategic goals and strategic objectives. Problems may start with the failure to attain the objectives of developmental projects and consequently affect the extent of achievement and outcomes. In addition, failures of strategic projects may propagate and then influence the achievements of strategic goals themselves.

Previous experience identify a list of possible factors to start the process of failures. The planning process itself may have inherited causes of failure within. Even when the planning processes are appropriate, several factors can be addressed to bring the "Strategic Plan" at halt. This may negatively impact on the progression of the "Strategic Plan" itself and/or due to the lack of inadequate resources both financial or human, to meet the requirements for achieving full implementation of the "Strategic Plan".

The purpose of this section is to provide summarized information on the RMP for FCMS during the implementation of the third "Strategic Plan" of FCMS (2021-2025).

Accordingly, it is anticipated that during the execution of the “Strategic Plan” of FCMS, our goal “is to be risk free environment via ensuring effective implementation of the third “Strategic Plan” of FCMS”. The cycles of the latter provide opportunities for all staff and environment within FCMS to conduct the needed analysis in relation to emerging or known risks that may impact or indirectly the strategic goals of the “Strategic Plan”.

2.9.1 The Risk Framework

The Risk Management Framework (RMF) is a set of components that provide the foundation and organizational arrangements for designing, implementing, monitoring, reviewing and continually improving risk management throughout the organization [Figure 11]. The RMF is embedded within the organization’s overall strategic and operational policies and practices⁶.

The purpose of the “Risk Management Framework” is to:

- Establish and preserve values by incorporating risk management process

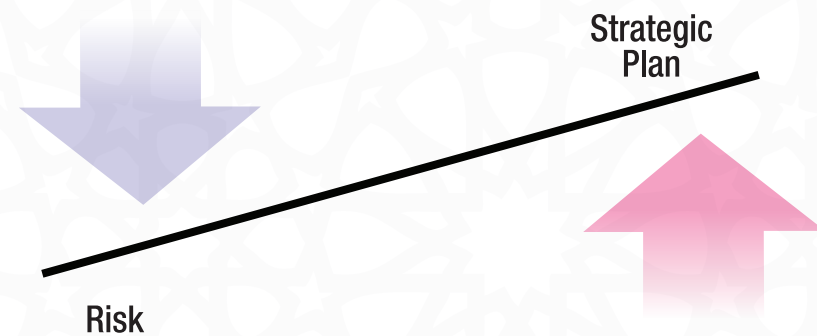


Figure 11: Risk and Strategic Plan

- and activities within strategic planning of the College.
- Incorporate the risk management system within the College as part of the decision making processes and activities.
- Clearly identify uncertainty by considering the nature of uncertainty in the risk management. Such uncertainty should be based on the most useful available information.
- Ensure the use of a systematic, structured and timely approach to risk management by applying a consistent approach in order to controlling risks and clearly identify the steps to be taken for escalating and reporting risks.
- Ensure that the College meets the expected risk reporting and documentation during risk management processes and activities.
- Thus, the risk management framework is to ensure that every effort is made by FCMS to manage risk appropriately to maximize potential opportunities and minimize the adverse effects and consequences of risks. Figure 12, illustrates the Risk Management Framework.

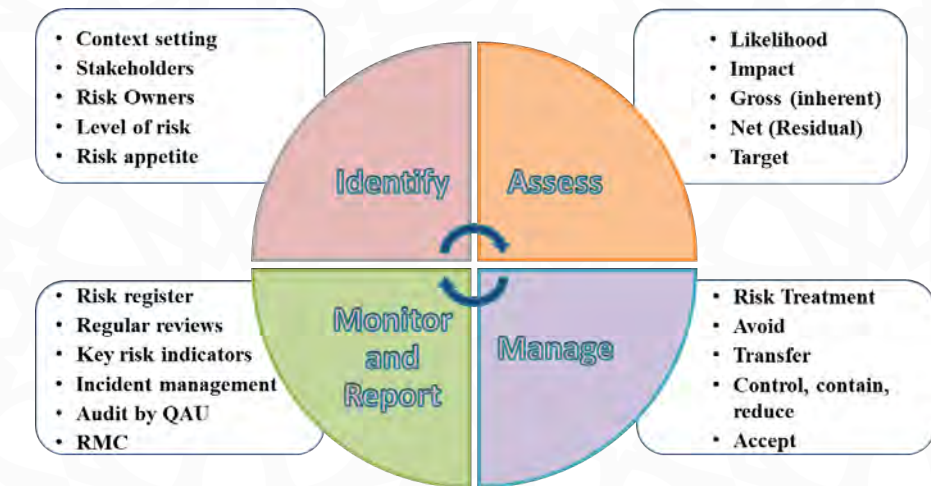


Figure 12: Risk Management Framework

The FCMS categorizes risk into strategic and operational risks, which can ensure that any common, significant risks to be identified and managed according to risk management steps (see [Figure 14]). The FCMS identified the following risk categories (Figure 13).



Figure 13: Risk categories

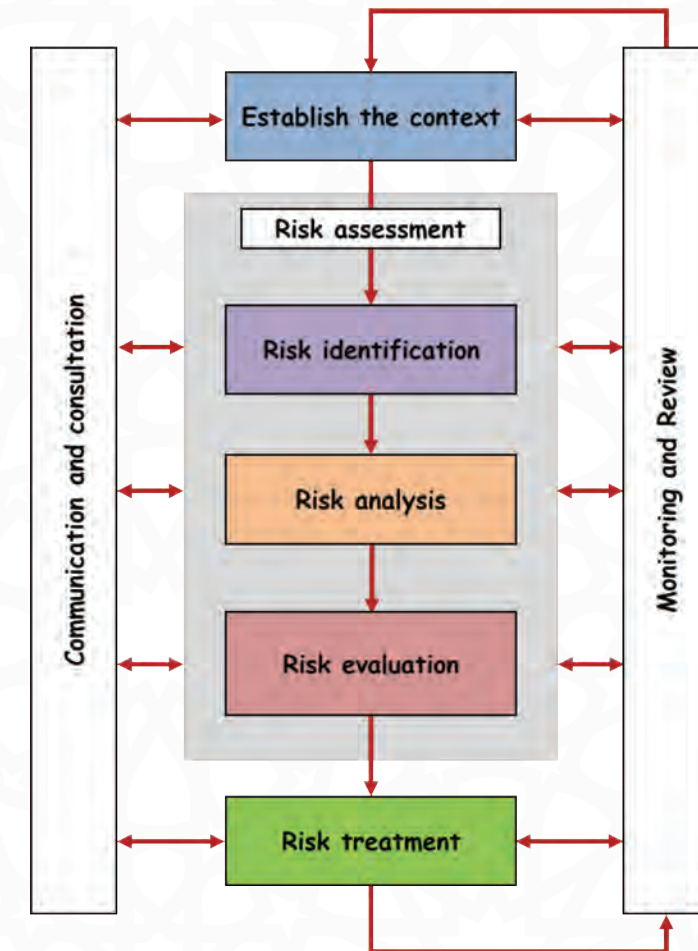


Figure 14: Risk Management Steps

2.9.2 The Risk Management Committee

The risk management committee (RMC) is part of RMP within FCMS with clear terms of reference and mandates, and reports to the Dean of FCMS.

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