



Program Specifications (Postgraduate Degree)

Program Name: Master of Science in Physical Therapy
Qualification Level: 7 (NQF)
Department: Physical Therapy & Health Rehabilitation
College: College of Applied Medical Sciences
Institution: Majmaah University

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A. Program Identification and General Information

1. Program Main Location:
Building Number: 5, Majmaah University Main Campus
2. Branches Offering the Program:
None
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
<p>Department of Physical therapy & Health Rehabilitation was established in the year 2009 to cover the need for Rehabilitation specialists who are in great demand in all health institutions and rehabilitation centres. The establishment of this program came at a critical time while health care systems have been witnessing an increase in the Musculo skeletal injuries and medical ailments due to increase in sedentary lifestyle. The area of Rehabilitation and Physical fitness have a great need of highly qualified personnel.</p> <ol style="list-style-type: none">To provide outstanding educational experiences to our students to develop expertise in movement, function and health.Provide services in the community that promote the health and quality of life in the community like hospitals, rehabilitation centres, paediatric centres, hospices, nursing homes, schools, private practice settings, sport facilities and industry. With clinical experience, advanced academic and continuing education and specialty certification, physical therapists progress to specialist status, administrators, educators, and researchers. <p>The Master of Science in Physical Therapy (MPT) program is designed for graduate students interested in careers in academic and non-academic health and related interdisciplinary fields. The MPT can serve as a steppingstone on the pathway to advanced research training for students planning to pursue a PhD in Physical therapy, Rehabilitation Science, or related fields.</p> <p>This program allows students to apply for registration as a physical therapist specialist with the Saudi Health Speciality Council. It is ideal for graduates with related first degrees who wish to gain both a professional and academic qualification and start a career in this challenging and highly rewarding field. This course is taught with the innovative problem-based learning approach, with an emphasis on practical application of skills and knowledge. Through this balance of theory and practice experience the student will graduate a capable and confident specialist Physical therapist.</p> <p>The values of the Majmaah University constitution are embedded in our curriculum; where patients come first in everything, and include respect and dignity, compassion and working together for patients. Our high-quality teaching and research will have an applied focus. We have established strong links with specialist practice educators to ensure the provision of support and guidance both within the university and in practice.</p> <p>This programme is of two years duration, during which the students time on the course will be balanced between campus-based study and clinical practice. The course is delivered in a variety of ways, typically via problem-based tutorials, subject specialist resource sessions, skills workshops. Completion of the Project Studies module and the submission of a thesis lead to the Master of Science in Physical Therapy award.</p>
4. System of Study

<input checked="" type="checkbox"/> Coursework & Thesis	<input type="checkbox"/> Coursework
5. Mode of Study	
<input checked="" type="checkbox"/> On Campus	<input type="checkbox"/> Distance Education
<input type="checkbox"/> Others	
6. Educational and Research Partnerships (if any)	
- Partnership Arrangement: None - Type of Partnership: NA - Duration of Partnership: NA	
7. Total Credit Hours for Completing the Program: (39 credits) The Master of Science in Physical Therapy Program is offered as a full-time on-campus day-time program, requiring for graduation the successful completion of 39 credit hours, which are delivered in the form of lectures, tutorials, and laboratories, and ending with successful defense of the master thesis in their chosen track. Out of thirty-nine (39) credits, twelve (12) credits are assigned to the core courses and twenty-one (21) credits are for the major courses associated with the specific track. The master thesis which will be in the field of the chosen major track consists of six (6) credits.	
8. Professional Occupations/Jobs: (Physical Therapist Specialist in Sports, Neurological, & Paediatrics conditions & Women's Health) Our graduates have ample job prospects in Hospitals, Nursing homes, Residential homes, Rehabilitation centers, Private clinics and in Academic institutions across Saudi Arabia. Additionally, our graduates with qualification in physical therapy can work at Outpatient clinics, Community health care centers or Primary health care centers, Fitness centers or Health clubs, Occupational health centers, Special schools and Senior citizen centers etc. According to the growing developments in Saudi Arabia, it is expected that more hospitals will be established in the Kingdom, as there is need for about 30000 to 35000 beds for patient care. The growing demand in health sector paves way for job opportunities to health professionals.	
9. Major Tracks/Pathways (if any):	
Major Track/Pathway	Credit Hours (For each track)
Professional Occupations/Jobs (For each track)	
1. Sports Physical Therapy	39
2. Neurological Physical Therapy	39
3. Paediatric Physical Therapy	39
4. Women's Health	39
10. Intermediate Exit Points/Awarded Degree (if any):	
Intermediate Exit Points/Awarded Degree	Credit Hours
1. NONE	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Nurture an enriched academic environment to prepare skilled physical therapists, professionally committed to practice in ethical manner, for the advancement of health care services, research and community partnership.

2. Program Goals:

- Develop creative and flexible educational approaches to provide outstanding educational experiences to our students in order to develop expertise in the profession of physical therapy and health rehabilitation.
- Prepare physical therapy professionals sensitive to the evolving concept of comprehensive rehabilitation and prepared to cooperate with other health professionals in meeting the changing health needs of society.
- Cultivate knowledge, understanding and appreciation of the social, political and economic aspects of health to practice in an ethical and legal manner.
- Contribute to the advancement of knowledge in physical therapy through scholarly inquiry and research for assuming responsibilities in the areas of patient care, administration and education.
- Model leadership, professionalism, and lifelong learning through involvement in the professional development forums and community interdisciplinary collaboration.

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

The program prepares graduates to be knowledgeable, service-oriented, collaborative, reflective practitioners. They render evidence based, independent judgments concerning patient/client needs by virtue of critical thinking, commitment to lifelong learning, and ethical values. They possess the intellect, psychomotor proficiency, and core values to meet the current and future needs of the profession and the health care system. The acquired qualification enables graduates of the Program to professionally practice as Physical Therapist in public and private hospitals and rehabilitation setup or to start their own practice after completing the licensing procedures with the professional bodies in the kingdom. Graduates of the Master of Science in Physical Therapy can continue in Post graduate diplomas and Doctor of Philosophy in Physical Therapy at other universities in the Kingdom or seek for academic career in foreign universities.

4. Graduate Attributes:

M. Sc PT Graduates will demonstrate excellent problem-solving skills, critical judgement, ethical and social understanding, independence and inventiveness, effective communication skills, evidence - based clinical reasoning and understanding in the field(s) studied.

1. **Creative thinking:** In therapeutic intervention, demonstrate reasoning, problem-solving, critical thinking, introspective abilities which can culminate into personal and interpersonal development.
2. **Technical Skills:** Apply and explain physical therapy principles and methods in a professional, ethical, legal, and safe manner across a variety of settings and demographics to improve quality of life and assist patients in adopting a healthy lifestyle.
3. **Professional Competence:** Use assessment tools to track, record, and measure the effects of therapeutic interventions and the progress of patients toward their restorative goals to enhance quality healthcare delivery and mature as a healthcare practitioner in an ethical manner.
4. **Effective Communication:** Communicate all aspects of patient assessment and care in a clear, accurate, and thorough manner.
5. **Community Participation:** Graduates are responsible and competent global citizens whose personal ideals and behaviors align with their societal responsibilities.
6. **Research & Innovation:** Build a foundation for evidence-based practice by developing critical evaluation abilities and facilitating physical therapy research.

5. Program Learning Outcomes*	
Knowledge and Understanding	
K1	The student will acquire a comprehensive and well-founded knowledge of biomedical sciences relevant to human health and function within the context of physiotherapy.
K2	The student will recognize the contemporary issues based on the understanding of theoretical concepts and principles relevant to physiotherapy for an evidence-based practice.
Skills	
S1	The student will develop the ability to critically evaluate and effectively apply evidence as a basis for physiotherapy practice.
S2	The student will integrate the available scientific evidence to determine the effectiveness of interventions and to contribute to the body of knowledge in physiotherapy.
S3	The student will demonstrate clinical skills in physiotherapy diagnosis, prognosis, evaluation, treatment planning, and implementation across health care settings.
S4	The students will present a clear and coherent exposition of knowledge and ideas using variety of communication mediums, including verbal and written communication, and technology.
Values	
V1	The student will consistently display the commitment to society through advocacy and advancement of the physical therapy profession.
V2	The student will collaborate in a professional, ethical, legal, and compassionate manner to optimize health care delivery.

* Add a table for each track or Exit Points/Awarded Degree (if any)

C. Curriculum

1. Study Plan Structure

Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	13	33	85%
	Elective	-	-	-
Graduation Project (if any)		-	-	-
Thesis (if any)		1	6	15%
Field Experience (if any)		-	-	-
Others (.....)		-	-	-
Total		14	39	100%

* Add a table for each track (if any)

2. Program Courses:

TRACK: M. Sc PT in Sport Physical Therapy						
Level	Course Code	Course Title	Required or Elective	Credit hours	Pre - requisite	Co-Requisite
Level 1	MPT 610	Medical Screening and Differential Diagnosis	Required	4	-----	-----
	MPT 611	Professional Issues in Physical therapy	Required	3	-----	-----
	MPT 612	Research for Physical therapist	Required	3	-----	-----
Level 2	MPT 613	Advanced Statistical Procedures	Required	3	-----	-----
	MPT 614	Advanced Biomechanics	Required	4	-----	-----
	MPT 629	Advanced Clinical Practice 1	Required	4	MPT 611	-----
Level 3	MPT 620	Science of Performance & Injury in Sports	Required	5	MPT 610	-----
	MPT 624	Assessment & Treatment of Sports Injury	Required	5	MPT 610	-----
Level 4	MPT 628	Evidence-Based Practice	Required	3	MPT 612	-----
	MPT 630	Sports & Exercise Participation	Elective	5	MPT624	-----
	MPT 638	Research Proposal	Required	2	-----	MPT 628
Level 5	MPT 634	Sports & Nutrition	Elective	5	MPT624	-----
	MPT 639	Advanced Clinical Practice 2	Required	4	MPT629	-----
Level 6	MPT 640	Thesis	Required	9	MPT638	-----

TRACK: M. Sc PT in Neurological Physical Therapy						
Level	Course Code	Course Title	Required or Elective	Credit hours	Pre - requisite	Co-Requisite
Level 1	MPT 610	Medical Screening and Differential Diagnosis	Required	4	-----	-----
	MPT 611	Professional Issues in Physical therapy	Required	3	-----	-----
	MPT 612	Research for Physical therapist	Required	3	-----	-----
Level 2	MPT 613	Advanced Statistical Procedures	Required	3	-----	-----
	MPT 614	Advanced Biomechanics	Required	4	-----	-----
	MPT 629	Advanced Clinical Practice 1	Required	4	MPT 611	-----
Level 3	MPT 621	Motor Control in Health & Disease	Required	5	MPT 610	-----
	MPT 625	Clinical Neurosciences for Rehabilitation	Required	5	MPT 610	-----
Level 4	MPT 628	Evidence-Based Practice	Required	3	MPT 612	-----
	MPT 631	Neurological Rehabilitation	Elective	4	MPT 625	-----
	MPT 638	Research Proposal	Required	2	-----	MPT 628

Level 5	MPT 635	Balance and Falls Dysfunction	Elective	5	MPT625	-----
	MPT 639	Advanced Clinical Practice 2	Required	4	MPT629	-----
Level 6	MPT 640	Thesis	Required	9	MPT638	-----

TRACK: M. Sc PT in Pediatrics Physical Therapy

Level	Course Code	Course Title	Required or Elective	Credit hours	Pre - requisite	Co-Requisite
Level 1	MPT 610	Medical Screening and Differential Diagnosis	Required	4	-----	-----
	MPT 611	Professional Issues in Physical therapy	Required	3	-----	-----
	MPT 612	Research for Physical therapist	Required	3	-----	-----
Level 2	MPT 613	Advanced Statistical Procedures	Required	3	-----	-----
	MPT 614	Advanced Biomechanics	Required	4	-----	-----
	MPT 629	Advanced Clinical Practice 1	Required	4	MPT 611	-----
Level 3	MPT 622	Pediatric Musculoskeletal Physical therapy	Required	5	MPT 610	-----
	MPT 626	Pediatric Cardiorespiratory Physical therapy	Required	5	MPT 610	-----
Level 4	MPT 628	Evidence-Based Practice	Required	3	MPT 612	-----
	MPT 632	Pediatric Neurological Physical therapy	Elective	5	MPT 626	-----
	MPT 638	Research Proposal	Required	2	-----	MPT 628
Level 5	MPT 636	Disability & Development	Elective	5	MPT626	-----
	MPT 639	Advanced Clinical Practice 2	Required	4	MPT629	-----
Level 6	MPT 640	Thesis	Required	9	MPT638	-----

TRACK: M. Sc PT in Women's Health Physical Therapy

Level	Course Code	Course Title	Required or Elective	Credit hours	Pre - requisite	Co-Requisite
Level 1	MPT 610	Medical Screening and Differential Diagnosis	Required	4	-----	-----
	MPT 611	Professional Issues in Physical therapy	Required	3	-----	-----
	MPT 612	Research for Physical therapist	Required	3	-----	-----
Level 2	MPT 613	Advanced Statistical Procedures	Required	3	-----	-----
	MPT 614	Advanced Biomechanics	Required	4	-----	-----
	MPT 629	Advanced Clinical Practice 1	Required	4	MPT 611	-----
Level 3	MPT 623	Women Through Life Stages	Required	5	MPT 610	-----
	MPT 627	Assessment & Treatment in Women's Health	Required	5	MPT 610	-----
Level 4	MPT 628	Evidence-Based Practice	Required	3	MPT 612	-----
	MPT 633	Pelvic Floor Musculoskeletal Rehabilitation	Elective	5	MPT 627	-----
	MPT 638	Research Proposal	Required	2	-----	MPT 628
Level 5	MPT 637	Maternal and Child Health	Elective	5	MPT627	-----
	MPT 639	Advanced Clinical Practice 2	Required	4	MPT629	-----
Level 6	MPT 640	Thesis	Required	9	MPT638	-----

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

[COURSE SPECIFICATION](#)

4. Program learning Outcomes Mapping Matrix

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

Course code & No.	Program Learning Outcomes							
	Knowledge and understanding		Skills				Values	
	K1	K2	S1	S2	S3	S4	V1	V2
MPT610		I		I	I			I
MPT611		I		I	I			I
MPT612	I		I			I	I	
MPT613		I		I	I			
MPT614	I		I			I	I	
MPT620		I		I	I			I
MPT621		I		I	I			I
MPT622		I		I	I			I
MPT623		I		I	I			I
MPT624		P		P	P			P
MPT625		P		P	P			P
MPT626		P		P	P			P
MPT627		P		P	P			P
MPT628	P		P			P	P	
MPT629	P	P	P	P	P	P	P	P
MPT630		M		M	M			M
MPT631		M		M	M			M
MPT632		M		M	M			M
MPT633		M		M	M			M
MPT634		M		M	M			M
MPT635		M		M				M
MPT636		M		M				M
MPT637		M		M		M		M
MPT638	M		M			M	M	
MPT639	M	M	M	M	M	M	M	M
MPT640	M	M	M	M		M	M	M

* Add a table for each track (if any)

5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

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

Program Learning Outcomes		Learning Strategies
Knowledge and Understanding		
K1	The student will acquire a comprehensive and well-founded knowledge of biomedical sciences relevant to human health and function within the context of physiotherapy.	Interactive Lectures, Class discussions, Clinical Visits & demonstration etc
K2	The student will recognize the contemporary issues based on the understanding of theoretical concepts and principles relevant to physiotherapy for an evidence-based practice.	
Skills		
S1	The student will develop the ability to critically evaluate and effectively apply evidence as a basis for physiotherapy practice.	Patient/case discussion, Simulated cases used as the basis for skill and clinical decision, Clinical/ lab demonstrations, case studies, brainstorming, hands-on student learning activities etc.
S2	The student will integrate the available scientific evidence to determine the effectiveness of interventions and to contribute to the body of knowledge in physiotherapy.	
S3	The student will demonstrate clinical skills in physiotherapy diagnosis, prognosis, evaluation, treatment planning, and implementation across health care settings.	Patient case demonstrations, Supervised simulated patient/client situations, Clinical skill lab sessions, bedside teaching sessions, Supervised clinical practice
S4	The students will present a clear and coherent exposition of knowledge and ideas using variety of communication mediums, including verbal and written communication, and technology.	Use of Blackboard platform & Saudi Digital Library, statistical and educational software, other internet resources for research and evidence-based practice
Values		
V1	The student will consistently display the commitment to society through advocacy and advancement of the physical therapy profession.	Debates, whole group and small group discussion, individual presentation, hands-on student learning activities, clinical training etc.
V2	The student will collaborate in a professional, ethical, legal, and compassionate manner to optimize health care delivery.	

6. Assessment Methods for Program Learning Outcomes.

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

Program Learning Outcomes	Assessment Strategies
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Knowledge and Understanding		
K1	The student will acquire a comprehensive and well-founded knowledge of biomedical sciences relevant to human health and function within the context of physiotherapy.	<ul style="list-style-type: none">• Direct Assessment of student’s achievements including written & Oral exams, quizzes etc.• Surveys & other indirect Indicators.
K2	The student will recognize the contemporary issues based on the understanding of theoretical concepts and principles relevant to physiotherapy for an evidence-based practice.	
Skills		
S1	The student will develop the ability to critically evaluate and effectively apply evidence as a basis for physiotherapy practice.	<ul style="list-style-type: none">• Direct Assessment of student’s achievements including exams, long and short essays, logbooks, analytical reports, case studies, video analysis, group reports, lab reports, peer evaluations, videos, graphs, viva etc.• Surveys & other indirect Indicators.
S2	The student will integrate the available scientific evidence to determine the effectiveness of interventions and to contribute to the body of knowledge in physiotherapy.	
S3	The student will demonstrate clinical skills in physiotherapy diagnosis, prognosis, evaluation, treatment planning, and implementation across health care settings.	<ul style="list-style-type: none">• Direct Assessment of student’s achievements case presentation, logbooks, analytical reports, case studies, video analysis, group reports etc.• Surveys & other indirect Indicators.
S4	The students will present a clear and coherent exposition of knowledge and ideas using variety of communication mediums, including verbal and written communication, and technology.	<ul style="list-style-type: none">• Direct Assessment of student’s achievements case presentation, assignments, project report, interviews etc.• Surveys & other indirect Indicators.
Values		
V1	The student will consistently display the commitment to society through advocacy and advancement of the physical therapy profession.	<ul style="list-style-type: none">• Direct Assessment of student’s achievements case presentation, peer evaluations, attitudes & value assessed through various rubrics, extracurricular activity reports, interviews etc• Surveys & other indirect Indicators.
V2	The student will collaborate in a professional, ethical, legal, and compassionate manner to optimize health care delivery.	

D. Thesis and Its Requirements (if any)

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

On joining the program, each graduate student should be assigned an academic advisor. The advisor will guide and help the student to choose the subject of the thesis/dissertation and research plan according to the regulations approved by the Council of the Deanship of Graduate Studies. Individually each student needs to work along with a supervisor in the department. The Outcome of this work shall lead to develop novel devices, processes for the benefit of society. The quality of the work shall lead to a publication in a reputed periodical. Progress of the work will be monitored by the supervisor at the end of each semester.

After passing all the admission requirements and completing at least 50% of the required courses, with a minimum cumulative GPA of "B", the graduate student should submit his/her thesis proposal, if any, to the department concerned. If the proposal is approved, the Department Council will assign a thesis advisor, and co-advisor if required, or thesis committee members and its chairman. Subsequently, this information should be submitted to the Council of the Deanship of Graduate Studies for approval, as per the recommendations of the College Council.

After nomination of the Thesis supervisor, and approval of the suggested title of the thesis, and after passing the comprehensive exam (if any), the Deanship of Graduate Studies is to register/record all credit hours of the Student for the thesis.

2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

Supervision is a recognized aspect of the academic duty of teaching. Supervision involves responsibilities on the part of both the supervisor and supervisee. The thesis advisors must be of professorial or an associate professorial rank who are faculty members of the University. An assistant professor may be a master's thesis advisor, if he has spent at least two years in the University as assistant professor and has at least two papers published or accepted for publication in his field of specialty in refereed journals. A professor or associate professor from the same department can participate and help in supervision. The assistant professor can participate and help in supervision for master's thesis if he has spent at least one year as an assistant professor and has at least one paper published or accepted for publication (in his field of specialization) in a refereed journal.

A faculty member can be a thesis advisor or co-advisor for a maximum of four master's thesis dissertations simultaneously. If it is highly and deeply necessary, the number can be raised to five following the recommendations of the Department Council concerned and the approval of the College Council, and the Council of the Deanship of Graduate Studies. For the purpose of calculating a faculty-member's teaching load, the supervision of a thesis/dissertation will be counted as one credit hour, whether the faculty member is the sole advisor or the major advisor. If the advisor cannot continue supervising the thesis/dissertation, or if his service to the University is discontinued, the Department concerned should suggest a replacement, to be approved by the College Council and the Council of the Deanship of Graduate Studies. By the end of each semester, the advisor should report, in detail, to the Chairman of the Department, about the progress of the student's work. A copy of the report should be sent to the Dean of Graduate Studies. Student completion of the thesis/dissertation

must be reported by the advisor to the Chairman of the Department concerned, in order to initiate the completion of the procedure determined by the Council of the Deanship of Graduate Studies.

3. Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

On completion of thesis writing, the Thesis Supervisor writes a letter to the Program Director along with proposing two/three names for the prospective thesis examination committee. An unbound copy of the thesis is also sent along with this letter. The Program Director forwards the thesis and the letter to the Department Chairman. The Department Chairman then sends the letter and thesis to the Vice Dean of Graduate Studies and Scientific Research (who has option to suggest additional examiner) for appointment of an examination committee. The Vice Dean of Graduate Studies and Scientific Research include the “appointment of examiners for this candidate” item in the agenda for next available meeting of the Joint Graduate Programs Council.

The council elects three members (five members in case of two thesis supervisors) for the examination committee. The names recommended by Thesis Supervisors, Program Directors and Department Chairmen are considered for appointment in the examination committee, however, they may or may not be elected. The Vice Dean then sends the names of the examination committee for approval of the College Board. After the approval, the names are sent to College of Graduate Studies for appointment. When letters of appointment for the examination committee have been received, the Vice Dean then sends letters to all examination committee members along with a copy of the thesis. The letter asks the examination committee members about suitability of the thesis for defence. A two weeks’ time period is given to all the examiners to respond.

If the thesis is deemed suitable by all the members, a date and time is set by the thesis supervisor(s)/student after consultation with the Vice Dean and the examination committee. The thesis examination consists of two parts. The Part I consists of 20-30 minutes PowerPoint presentation followed by 10-15 minutes question answer session with audience. The Part II is a closed oral examination; the thesis supervisor acts as chairperson of the examination committee. The examination committee submits its report to the Vice Dean with the following options;

- Thesis approved
- Thesis approved with minor changes
- Thesis approved with major changes
- Thesis rejected

In case the committee recommends approval with changes, a member is nominated to monitor the recommended changes before final approval of the thesis. If the thesis is rejected, the committee will write the reasons for rejections to the Vice Dean. After the approval of the thesis, all the examination members sign on the approval page (Five original copies). The candidate then submits two bound copies and one soft copy on a CD to the Vice Dean of Graduate Studies through the Department Chairman. Additional bound hard copies are also required by the Deanship of Graduate studies. Normally, students also distribute courtesy copies to their program directors, supervisors, examiners and other senior members of administration and faculty. Finally, the Vice Dean of Graduate Studies

sends a letter of completion of the program by the particular student to the Department Chairman and the Program Director for the Student's file.

E. Student Admission and Support:

1. Student Admission and Transfer Requirements, and Courses Equivalency

The initial enrolment for the program is done once a year at the beginning of each academic year. The students apply through the deanship of student's admission and registration website. Based on their eligibility and availability of seats, the students are then assigned to respective departments. Total 30 students in all the track will be accepted in Master of Science in Physical Therapy program every year. Same numbers will be admitted at male and female section.

General Requirements for Admission:

The following are admission requirements stipulated for the admission for the Master of Science in Physical Therapy:

- A bachelor's degree in Physical therapy from Majmaah University or from any other national/international university which has been accredited by the Saudi Ministry of Higher Education.
- English language proficiency is required for candidates who have not graduated from countries that use English as a first language. All candidates must provide IELTS with a minimum score 5, or equivalent score for TOEFL test (IBT, CBT, or PBT) and Standardized Test for English Proficiency (STEP). All the English tests will not be accepted after two years of the obtaining date.
- Two recommendation letters from a clinical site in which the applicant has practiced.
- Approval/NOC certificate/letter from the employer to study the master.
- Students with clinical experience in a recognized hospital, centre or an academic institution will be given preference.
- When applicants exceed availability, priority will be given to the students with higher grades and more experience.
- The Department of Physical therapy and health rehabilitation reserves the right to add other conditions or requirements.

2. Student Counseling Services

(academic, career, psychological and social)

The process of student advising at the Department of Physical Therapy and health rehabilitation starts with an orientation program specifically designed to inform the new students about the various program at the college. Faculty members present lectures from each program. CAMS have a system

for student advising which includes a college committee for advising, where a faculty member represents each program.

After enrolment to the program all the students are assigned an academic advisor from the faculty member, who assists him in getting familiar with the available services, understanding the University and Program policies, curriculum, and any issue affecting the teaching and learning experience. The academic advisor is also responsible for monitoring and guiding the student progress throughout his academic education. Each semester, the department holds a meeting with students where the students and faculty exchange views and opinions regarding curricular, extracurricular and career matters.

3. Special Support

(low achievers, disabled, gifted and talented)

1. There are no general rules governing the compensation for students with disabilities and chronic illnesses. Decisions regarding such cases are taken on the merit of individual case, by the relevant department. (Guide for the students with special needs).
2. The program prepare graduates for an applied profession which demands that all enrolled students are physically and mentally fit for the purpose of safe practice.
3. The CAMS campus has all the facilities for disabled students like elevators, ramp in the main entrance of the building, separate vehicle parking space, specially designed toilets for disabled people etc,
4. The program also motivates good performers and talented students through supporting their innovations, participation in seminars, workshops and conferences held outside the campus.
5. Talented students are given open timing in the laboratories to do their thought provoking experiments.
6. Advanced Labs & Research Labs can be utilized by the talented students to carry out their research and innovations.

F. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	1	1	-	1	1	2
Associate Professors	-	1	-		1	1
Assistant Professors	-	-	-	-	-	-
Technicians and Laboratory Assistants	2	-	-	1	1	2
Administrative and Supportive Staff	-	-	-	-	-	-

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Others (specify)	-	-	-	-	-	-

2. Professional Development

2.1 Orientation for New Teaching Staff

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

Induction and career development programs at the College/Department provide faculty with opportunities to build productive and satisfying careers while contributing to the achievement of the College/Department mission. The Vice Deanship for Quality & Skills Development along with the department prepares Induction workshops and seminars for newly joined and visiting faculties. It also in identifying the staff needs and sets strategies to meet those needs.

2.2 Professional Development for Teaching Staff

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

All College staff members are encouraged to regularly attend training and professional-development workshops held either within University, by the Deanship of Quality and Skills Development, or at the college level by the Vice-Deanship of Quality and Skills Development and other national and international institutions. The College has a policy to reward outstanding academic, technical and administrative performance.

All the faculty member is entitled to attend national and international conferences, symposia and workshops. Faculty members are given financial support for transportation, conference/workshop registration fees and living allowance for the event duration

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

As part of the course planning, the textbook and other reference material are provided in the Course Specification for all the courses. These requirements are after review and approval from the department council is provide to the competent authority for procurement.

To ensure the adequacy of the learning sources the Vice-Deanship of Quality and Skills Development conducts program evaluation survey, student satisfaction survey and course evaluation survey in which students provide their feedback about the adequacy of the textbook and other reference material which in-turn documented in the course report.

The recommendation of the coursed coordinator is referred to an expert committee consisting to senior faculty members from all the specialities. After agreement from this committee the recommended books are approved from the department council then the list is provided to the relevant vice deanship for procurement.

2. Facilities and Equipment

Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

Based on the recommendation from the Course Coordinators and relevant unit/s the department send the list of requirements for Reference Books, Lab Equipment/Consumables and other teaching materials to the relevant Vice Deanships. These recommendations are considering as part of the College Annual Improvement and Action plan.

To ensure the adequacy of the learning sources the Vice-Deanship of Quality and Skills Development conducts program evaluation survey, student satisfaction survey and course evaluation survey in which students provide their feedback about the facilities.

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

Good communication within each faculty, department or work area is vital for the success of the environmental health and safety program. The Safety committee endorses organized safety committees at the laboratory, building, department or faculty level to provide a forum for CAMS employees to express their needs and concerns for safety, and to resolve such issues and concerns in conformance with the University environmental health and safety program. The responsibility for the management of laboratory safety and adherence to safe lab practices rests within the department. All personnel, including Faculties, Students, Administrator, Doctors, Supervisors, Staffs and Visitors have a duty to fulfill their obligations with respect to maintaining a healthy and safe work environment. To ensure that the laboratory meets accepted safety standards is the second part of the safety program. This includes attention to proper labelling of chemicals, proper earthing of electrical equipment, and provision of means for proper handling and disposal of bio-hazardous materials, including all patient specimens.

College of Applied Medical Sciences will implement an effective safety and health program for the employees and Students. All staff will be educated to report and manage exposure to infectious and hazardous materials. Training programs will be held to prevent injuries. All staff will report exposure to potentially infectious material to their supervisor so as to initiate action to protect the employee, Students and Researchers patient in the College.

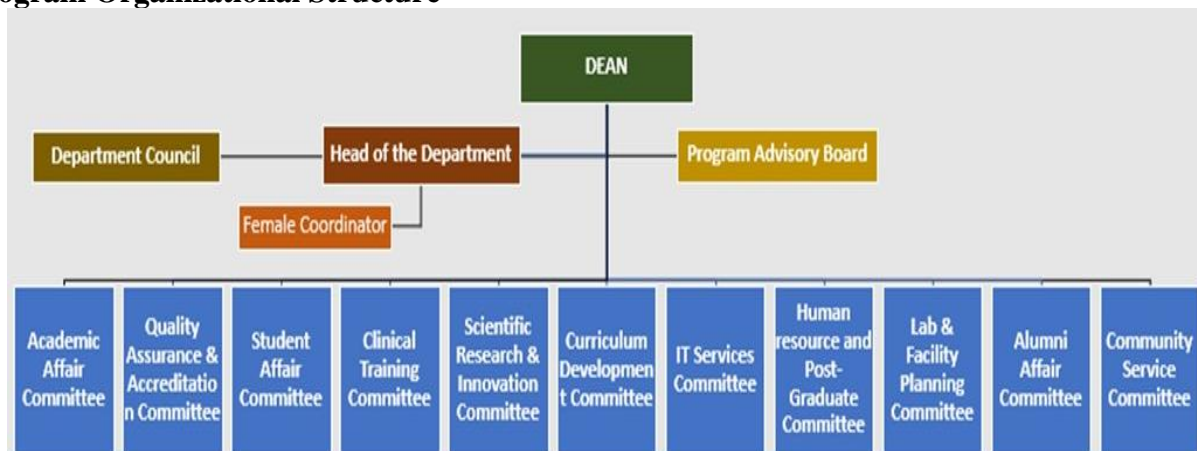
H. Program Management and Regulations

1. Program Management

1.1 Program Structure

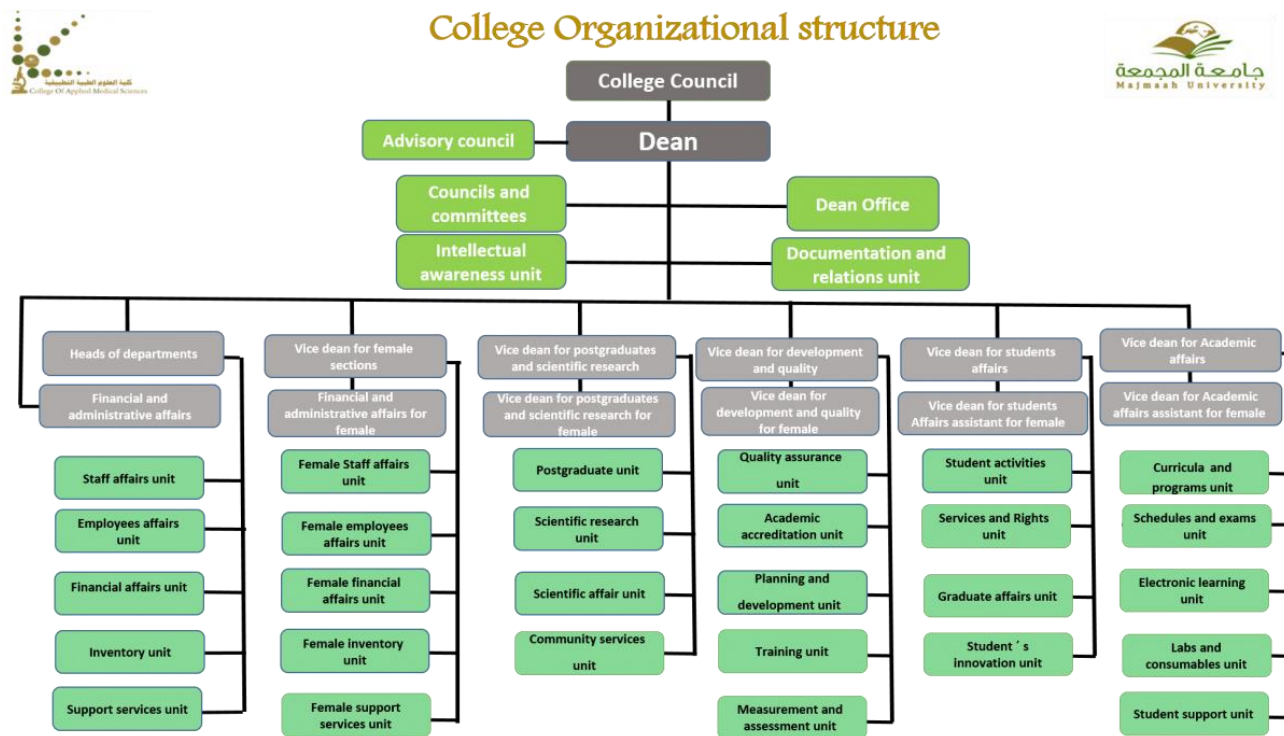
(including boards, councils, units, committees, etc.)

Program Organizational Structure



Approved in Department Council Minute # 3 dated 13-01-1442

College Organizational Structure



1.2 Stakeholders' Involvement

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

Various stakeholders are involved in the planning and development of the program by participating in various indirect measures conducted for the identification of strength and weaknesses of the program. Stakeholders of the program include Students, Alumni, Faculty members, Employers and Advisory board members.

- Annually as part of indirect assessment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders, including, the student, faculty, employers, administrators and the community.
- Various surveys conducted by the quality assurance unit for the program development are
 - Program Evaluation Survey
 - Student Experience Survey
 - Scientific Supervision & Research Facility Survey
 - Academic Advising Survey
 - Employer's satisfaction Survey
 - Alumni Survey
 - Vision & Mission Survey
- Based on these recommendations if required the department council sends a request for College/University Council for approval.
- The advisory Committee consist of the members from all the stakeholder associated with the program. This committee meets at least once every year where they are provided with all the program data including the Annual Program report and the proposed Improvement plan for

the next year. Their feedback and recommendation are included for the betterment of the program.

2. Program Regulations

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

1. Admission:

The initial enrolment for the program is done once a year at the beginning of each academic year. The students apply through the deanship of student's admission and registration website. Based on their eligibility and availability of seats, the students are then assigned to respective departments. Total 30 students in all the track will be accepted in Master of Science in Physical Therapy program every year. Same numbers will be admitted at male and female section.

General Requirements for Admission:

The following are admission requirements stipulated for the admission for the Master of Science in Physical Therapy:

- A bachelor's degree in Physical therapy from Majmaah University or from any other national/international university which has been accredited by the Saudi Ministry of Higher Education.
- English language proficiency is required for candidates who have not graduated from countries that use English as a first language. All candidates must provide IELTS with a minimum score 5, or equivalent score for TOEFL test (IBT, CBT, or PBT) and Standardized Test for English Proficiency (STEP). All the English tests will not be accepted after two years of the obtaining date.
- Two recommendation letters from a clinical site in which the applicant has practiced.
- Approval/NOC certificate/letter from the employer to study the master.
- Students with clinical experience in a recognized hospital, centre or an academic institution will be given preference.
- When applicants exceed availability, priority will be given to the students with higher grades and more experience.
- The Department of Physical therapy and health rehabilitation reserves the right to add other conditions or requirements.

Attendance.

- All the students must attend regular lectures. He shall be debarred from the final examination if the percentage of his attendance is less than the percentage fixed by the University Council, provided it is not less than (75%) of the lectures for each course during the semester. The student who is debarred, because of absence, is considered as a failure in the course, and will be awarded the denial grade (DN).
- The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse.
- The student who is debarred from the examination because of absence is considered as a failure in the course. He will be awarded the score of the course work and given the denial grade (DN).
- The lists of the debarred students shall be approved by the concerned College Board.
- The lists of the debarred students shall be announced before the beginning of the final examinations.

- The College Board or whoever it delegates may, exceptionally, forward the debarred students lists and allow the students for entering the examination, provided he will give an acceptable excuse to the board. The University Council will determine the percentage of absence, provided it shall not be less than (50%) of the lectures for the course.

Progression from year to year.

The student must commit to attending the classes from the first day for the beginning of the semester in accordance with the university academic calendar.

- Registration: The student is availed the courses he wishes to study or drop according to the following:
 - The student may add the courses he wishes to study a week before the beginning of the academic year and ends by the end of the first week.
 - The student may drop the courses he does not wish to study until the end of the second week from the beginning of the academic year.
 - Registration must not exceed the maximum credit hours and not be less than the minimum as shall be mentioned in the fourth paragraph of this regulation.
 - The process of the registration of the courses for the student is done in consultation with his academic supervisor. The student bears the responsibility of any deficiency or errors caused by ignorance of the instructions.
 - The student must complete the procedures of registration by himself, he is not entitled to assign this responsibility to his representative at all.
 - The registration process can be performed automatically for students at a certain college or level if necessary.
 - If the student does not register for any course during the regular registration period, he shall be considered as leaving study.
- Academic Load:
 - Academic load refers to the total credit hours for the courses the student registers for in the semester. It is determined in accordance to the following regulations:
 - The minimum academic load is 12 credit hours or the total credits for a semester, whichever is lower.
 - The maximum academic load is 20 credit hours per semester and 10 credit hours for the summer semester.
 - The student who has an academic probation shall not be allowed to increase his academic load to more than 14 credit hours.
 - The student who has a Pass Grade shall not be allowed to increase his academic load to more than 16 credit hours.
 - The student on the threshold of graduation is allowed to exceed the maximum, the increase being not more than three credit hours.
- Academic Probation
 - The student shall be given an academic probation if his CGPA becomes less than 2.00 out of 5.00.

Program completion

- Minimum duration for completing the program would be 2 years.

- The student graduates after completing the requirements of graduation successfully, according to the syllabus, provided that his Cumulative Average is not less than the rate determined by the concerned university council for each specialization. In all cases it should not be less than the Pass grade.
- According to the recommendation of the concerned Department Board, the College Board may require the student to repeat, based on his Cumulative Average, in case of his success in the courses and failure in Cumulative Average, according to the following rules:
- A condition for eliminating any grade for a course the student had studied is that he repeats and passes it.
- The total credit hours for the courses eliminated from the Cumulative Average should not be more than 15% of the total credit hours of the syllabus.
- In re-calculating the Cumulative Average, only the following grades may be eliminated: Fail (F), Debarred (D), Withdrawal because of failure (WF).

The student shall not be considered a graduate until the issuance of approval of the University Council, awarding him the degree.

Examination / Verification of standards:

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the Master of Science in Physical Therapy program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

The department council time to time lays down various rules and regulation for verifying standards of achievement, which are implemented and audited through various departmental and college committees.

Student Appeals:

A decision reached by a Student Conduct Administrator may be appealed by the respondent(s) or the complainant(s) to the Dean of Student Affairs within five (5) business days of the decision. Appeals must be made in writing and state the reason(s) for the appeal. The decision at each level is based on the written information provided by the Student Conduct Administrator/appeal officer, the respondent, and the complainant (if applicable) for the appeal. Appeals must be delivered in person to the Office of the Dean of Student Affairs. If the Dean of Student Affairs was the Student Conduct Administrator in a given case the appeal will be considered by the Vice Rector for Academic

Affairs. Failure to submit an appeal, meeting the above requirements will result in the decision of the Student Conduct Administrator being final. The bases for appeals are limited to the following:

- A procedural error or omission occurred that significantly impacted the outcome.
- The presentation of new information, that was previously unknown, or other relevant facts unknown or unavailable during the hearing that could sufficiently alter the decision. A summary of this new information and its potential impact upon the outcome must be included in the appeal. Failure to participate in the hearing may not be used as a basis for filing an appeal under this action.
- Sanctions imposed are substantially disproportionate to the severity of the violation.

Options for Appeal:

Level I: Decisions of the Student Conduct Administrator maybe appealed to the Dean of Student Affairs. The appeal officer may affirm reverse or modify the original decision regarding the violations and/or sanctions imposed. The original finding and sanction(s) will stand if the appeal is not timely or is not based on the grounds listed above. For conduct cases involving a complainant other than the University, when one party requests an appeal, the other party (parties) will be notified and given up to five business days to respond. After those five business days, or upon receiving appeal requests from all parties involved, a decision will be rendered within ten business days. Appeals for findings involving the Discrimination, Harassment, and Misconduct Policy start at Level II.

Level II: Decisions of the Dean of Student Affairs may be appealed to the Vice Rector for Academic Affairs, within five business days following the above outlined procedures. The Vice Rector for Academic Affairs or designee will render a decision within ten business days. Decisions of the Vice Rector for Academic Affairs are final from the perspective of the University.

Level III: A respondent or complainant may request a discretionary review of the Level II appeal decision by the University Rector. The Rector has discretionary authority to grant or deny the request to review the decision. When the Rector decides to review the Level II appeal, the Rector's decision becomes the final decision of the University

Faculty Recruitment:

In spite, most faculty and staff employment processes are centrally managed by the Deanship of Faculty and Staff Affairs, which is located at the main campus in Majmaah university, there is a special unit following the vice dean of postgraduates and scientific research called “Recruitment and hiring of faculty members”. The functions of the unit are:

Appointment of Saudi faculty:

- Communicate with the departments of the college to confine required candidates
- Receiving the requests based on the terms of the university, college and department on e-mail.
- Choose applicants who met the conditions to meet the technical committee headed by the department head and external members.
- Personal interviews for anyone who has supported in the Committee of the interview committee appointment.
- Lifting who passed the interview to the College Board.
- Communicate with university departments to see the march of the papers presented.
- Notification of completed procedures for direct action.

- Save and classification of applicants' files.

Hiring of non-Saudi faculty:

- Communicate with the departments of the college to confine required candidates.
- Communicate with the Saudi Arabian Cultural Mission and send them requests specializations and experience required.
- Order flight schedules and contract proposal committees of each country for submission to the committee appointment.
- Communicate with the Saudi cultural attaché to send resumes to departments for study.
- Coordination with the Deanship of faculty affairs attaché to work interviews members.
- Lifting the names of the committee accepted the appointment from each country to the Dean of Faculty Affairs request visas.
- Follow the progress of contractors' papers procedures and communicate with them until they start.

I. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

[MSc PT-Program Quality assurance Manual 2022.pdf](#)

2. Program Quality Monitoring Procedures

At the beginning of each semester,

- The module coordinators are decided and provided with the approved module specification to be taught.
- This module specification along with assessment rubrics and any other relevant information are provided to all the students taking that module.
- One of the main responsibilities of the module coordinator is to ensure the timely and uniform delivery/assessment of the module at all the sections it is being taught in that semester.
- The module coordinator after consultation with all the teachers send recommendations in the course report regarding revision of the module learning outcome, revision of the assessment mode, modification of course content, requirements for special tools/equipment for implementing the module objectives or any other difficulty faced during that semester.
- This course report is then deliberated upon by the Academic Advisory Committee, Quality Assurance Committee, and the Department council.
- If required, an internal/external expert committee is constituted for module evaluation.
- Annually as part of indirect assessment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders, including, the student, faculty, employers, administrators, and the community.
- Based on these recommendations if required the department council sends a request for modification in the aforesaid module to the College/University Council.
- The students are providing details of the module objectives and specification at the beginning of the semester.
- The students provide their feedback, suggestions and opinions in various surveys conducted by the quality assurance unit.

- The feedback is also obtained from students during the Final exams to receive the opinions about the Question papers after the completion of respective exams

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

NA

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

The Kingdom of Saudi Arabia has a separate-but-equal approach to educating women and men. The administrative structure of the female sector at Physical Therapy department is composed of two units; one academic and the other administrative. The academic unit is fully integrated with the corresponding unit in the male sector and Female coordinator will reports to the department head. The administrative unit is limited and merely run by a vice dean of the female sector who directly reports to the dean.

At the program level, all our students from different branches share the same facilities but with segregation between males and females. The curriculum, student support services, assessment guidelines, clinical training, internship training is the same for both genders. Available jobs are equal in male and female sections also the equipment's are available after transferring to the new building. The female staff needs training on the lab equipment's Present strategic planning ensures equitable distribution of resources and facilities. Members of the female sector are fully integrated in all institutional activities including governance, planning and executions. Male and female sectors share common meetings through distance E-meetings. There is also strong evidence that the female staff is represented in all department and college councils' meetings. Both male and female sectors are represented in the membership of committees especially in curriculum development and accreditation committees. Some are involved in major college plans such as strategic plan, postgraduate programs, appointments and joint supervision while the majority are engaged in procedures such as voting, course requirement, course design and specification, and revision of some rules and regulations. At the top of this the various constituents of both sectors can easily communicate with the currently and widely available electronic media communicating systems.

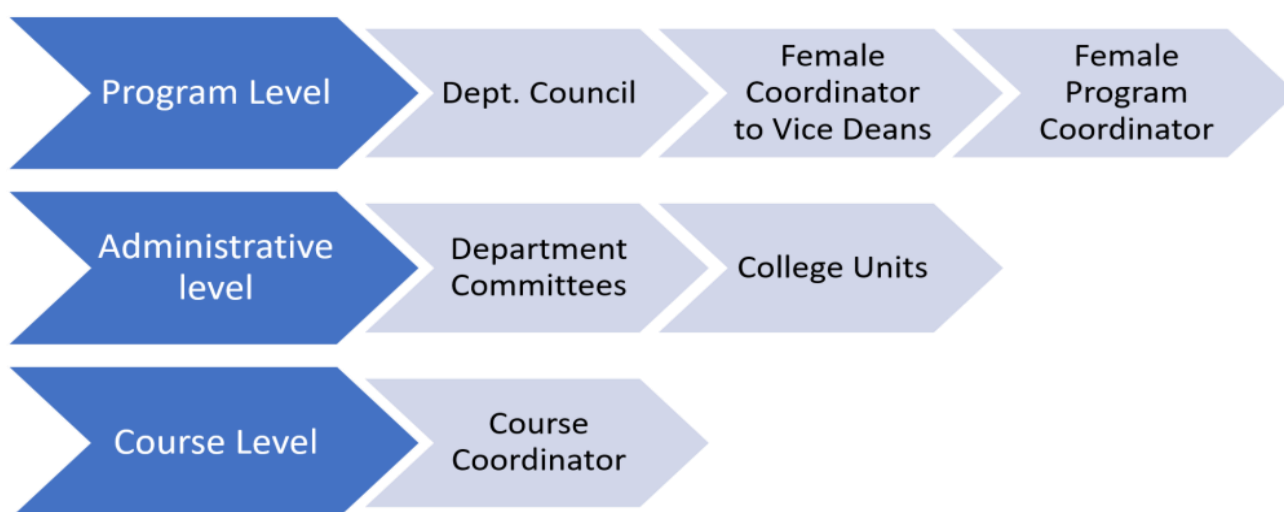


Fig: Coordination between the section.

This coordination is executed at all the level in the college and the program.

- i) Female Program Coordinator is responsible for all the academic and administrative responsibility at the section and directly communicates with the department head. She is informed and consulted for all the matters related to female section.
 - ii) Both male and female faculty members are part of the department council, where all academic and administrative decision are taken with consensus.
 - iii) All Vice Deans have a female coordinator who coordinates at the level of college and all the units under the vice deanship has female members.
 - iv) All department committees have members from both male and female section who participate equally in all activities.
 - v) For implementing the uniform teaching and learning experience a course coordinator is appointed at the beginning of the academic year who coordinates with the course team and supervise the course related teaching and assessment activities.
- In case of shortage specialized faculty in either male or female section a faculty from either section can take classes for male and female students separately.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

NA

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

Based on the mission and objectives of the program the program learning outcomes were developed. All the course was then aligned to these program learning outcomes, for each outcome appropriate performance indicators were decided which became the basis for all teaching and assessment activities.

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

At the end of each academic year these performance indicators are measured, and their overall consistence is evaluated. Based on the result of this process recommendation for improvement is prepared which are made part of next year's improvement plan.

7. Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	All faculty	Surveys	End of academic year
Effectiveness of Teaching	All students	Surveys	End of semesters

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of assessment	All students	Course Coordinator physical verification	End of semesters
Learning Resources	students, graduates, alumni, faculty	Surveys	End of academic year
Program Outcome	All graduates	Surveys	End of academic year
Employer Survey	Employers	Surveys	End of academic year
Program SSR	Independent reviewers	Physical verification	Whenever required
Faculty Satisfaction	All faculty	Surveys	End of academic year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (1442-43 H) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of performance indicators of the operational plan objectives of the program that have achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year.	91%	Data	End of the academic year
2	MU-P-01	Average rating of beneficiaries' satisfaction with the community services provided by the program on a five-level scale in an annual survey	4.7	Survey	Throughout the academic year
3	KPI-PG-2	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	4.6	Survey	End of the academic year
4	KPI- PG-3	Average students' overall rating of the quality of courses on a five- point scale in an annual survey.	4.3	Survey	End of the academic year
5	KPI-PG-4	Average students' overall rating of the quality of scientific supervision on a five-point scale in an annual survey.	4.5	Survey	End of the academic year
6	KPI-PG-5	Average time (in semesters) spent by students to graduate from the program.	2 years	Data	End of the academic year
7	KPI-PG-6	Rate of students dropping out of the program.	0%	Data	End of the academic year
8	KPI-PG-7	Percentage of graduates from the program who within a year of graduation were employed to the total number of graduates in the same year.	80%	Data	End of the academic year
9	KPI-PG-8	Average of overall rating of employers for the competency of the	4.6	Survey	End of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		program graduates on a five-point scale in an annual survey.			
10	KPI-PG-9	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sport facilities, academic advising, ...) on a five-point scale in an annual survey.	4.5	Survey	End of the academic year
11	MU-P2	The percentage of students who received a warning or more in the program to the total number of students in the program.	0%	Data	Biannual
12	MU-P3	The % of students who were denied entry to the final examination.	0%	Data	Biannual
13	MU-P4	The number of student papers that have been published or presented in scientific conferences during the past year.	3	Data	End of the academic year
14	KPI-PG-10	Ratio of the total number of students to the total number of full-time and fulltime equivalent faculty members participating in the program.	5:1	Data	End of the academic year
15	KPI-PG-11	Percentage distribution of faculty members participating in the program based on academic ranking.	75%	Data	During the academic year
		a. Assistant Professor			
		b. Associate Professor	15%	Data	During the academic year
		c. Professor	10%	Data	During the academic year
16	KPI-PG-12	Proportion of faculty members leaving the program annually for reasons other than age retirement to the total number of faculty members.	3%	Data	End of the academic year
17	KPI-PG-13	Average of beneficiaries' satisfaction rate with learning resources on a five-point scale in an annual survey in terms of:	4.6	Survey	End of the academic year
18	KPI-PG-14	Average of beneficiaries' satisfaction rate with research facilities and equipment (depending on the nature of the program) on a five-point scale in an annual survey.	4.5	Survey	End of the academic year
19	KPI-PG-15	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.	100%	Data	End of the academic year
20	KPI-PG-16	The average number of refereed and/or published research per each	1:5	Data	End of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		faculty member participating in the program during the year (total number of refereed and/or published research to the total number of faculty members during the year)			
21	KPI-PG-17	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research)	35	Data	End of the academic year
22	KPI-PG-18	Percentage of students' publication	25%	Data	End of the academic year
23	KPI-PG-19	Number of patents, innovative products, and awards of excellence	2	Data Data	End of the academic year

* including KPIs required by NCAAA

j. Specification Approval Authority

Council / Committee	DEPARTMENT COUCIL
Reference No.	M/62017/42/1 & Minutes No: 21
Date	14.11.2021