



T-103  
2022

# Program Specification





T-103  
2022

## Program Specification

Program Name:	<b>Bachelor of Physical Therapy</b>
Program Code (as per Saudi university ranking):	<b>PHT</b>
Qualification Level:	<b>6</b>
Department:	Department of Physical Therapy & Health Rehabilitation
College:	<b>COLLEGE OF APPLIED MEDICAL SCIENCES</b>
Institution:	<b>MAJMAAH UNIVERSITY</b>
Program Specification:	New <input type="checkbox"/> updated* <input checked="" type="checkbox"/>
Last Review Date:	<b>14.11.1443 H</b>

\*Attach the previous version of the Program Specification.





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Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	PENG111	English (1) for the preparatory year	Required	NA	8
	PMT112	Introduction to Mathematics 1	Required	NA	2
	PCOM113	Computer Skills	Required	NA	2
	PSSC114	Learning Skills and Communication	Required	NA	2
Level 2	PENG121	English (2) for the preparatory year	Required	NA	6
	PENG122	English for Health Specialties	Required	NA	2
	PCHM124	Introduction to Chemistry	Required	NA	2
	PPHS125	Physics for Health Specialties	Required	NA	2
	PBIO126	Biology	Required	NA	3
Level 3	PHT211	Basic Anatomy	Required	NA	2
	PHT214	Human Physiology	Required	NA	2
	PHT212	Musculoskeletal Anatomy	Required	NA	3
	CAMS231	Emergency Healthcare	Required	NA	2
	PHT221	Therapeutic Modalities 1	Required	NA	3
	***	University Requirement 1	Elective	NA	2
	***	University Requirement 2	Elective	NA	2
***	College Elective-1	Elective	NA	2	
Level 4	PHT223	Measurements in Physical Therapy	Required	PHT 212	3
	PHT213	Neuroanatomy	Required	PHT 212	3
	PHT222	Therapeutic Modality 2	Required	PHT 221	3
	PHT218	Introduction to Pathology	Required	PHT 214	2
	PHT226	Introduction to Biomechanics	Required	PHT 212	2
	PHT224	Therapeutic Exercise-1	Required	PHT 226	3
	***	University Requirement-3	Elective	NA	2
Level 5	PHT325	Therapeutic Exercise-2	Required	PHT 224	3
	PHT331	Physical Therapy for Burn and Surgical Conditions	Required	PHT 325	3
	PHT315	Neurophysiology	Required	PHT 213	3
	PHT327	Human Biomechanics	Required	PHT 226	3
	***	Department Elective 1	Elective	NA	2
	***	College elective - 2	Elective	NA	2
	***	University Requirements-4	Elective	NA	2
Level	PHT361	Research Methodology	Required	NA	2





6	PHT332	Physical Therapy for Pediatrics	Required	PHT 315	4
	PHT316	Exercise Physiology	Required	PHT 315	2
	PHT319	Pharmacology	Required	PHT 218	2
	PHT333	PT for Sports & Traumatology	Required	PHT 316	2
	PHT353	Rehabilitation Psychology	Required	PHT 315	2
	***	Department Elective -2	Elective	NA	2
	***	University Requirement - 5	Elective	NA	2
Level 7	PHT435	PT for Neurological Disorders	Required	PHT 316	4
	PHT420	Advanced Physical Therapy Procedures	Required	PHT 325	3
	PHT436	PT for Orthopedics Condition	Required	PHT 333	4
	PHT419	Reading Medical Imaging	Required	PHT 436	2
	PHT441	Clinical Practice 1	Required	PHT 331 PHT 332 PHT 333	3
	PHT454	Orthotics & Prosthetics	Required	PHT 436	2
Level 8	PHT437	PT for Cardiorespiratory Disorders	Required	PHT 441	3
	PHT443	Selected Clinical Topics	Required	PHT 425 PHT 436	2
	PHT442	Clinical Practice 2	Required	PHT 437 PHT 438	3
	PHT445	Occupational Therapy	Required	PHT 420	2
	PHT456	Management & Ethics in PT	Required	PHT 441	2
	PHT438	Geriatric Rehabilitation	Required	PHT 436	2
	PHT457	Independent study	Required	PHT 361	2
	***	University Requirement - 6	Elective	NA	2

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## A. Program Identification and General Information

### 1. Program's Main Location:

**Majmaah University's Main Campus, Al Majmaah, Kingdom of Saudi Arabia**

### 2. Branches Offering the Program (if any):

**NONE**

### 3. Partnerships with other parties (if any) and the nature of each:

**NONE**

### 4. Professions/jobs for which students are qualified

Our graduates have ample job prospects in Hospitals, Nursing homes, Residential homes, Rehabilitation centers, Private clinics, and academic institutions across Saudi Arabia. Additionally, our graduates with qualifications 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, more hospitals are expected to be established in the Kingdom, as there is a need for about 30000 to 35000 beds for patientcare. The growing demand in health sector paves way for job opportunities to health professionals.

### 5. Relevant occupational/ Professional sectors:

- Hospitals
- Nursing homes
- Residential homes
- Rehabilitation centers
- Private clinics
- Academic institutions



6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. None		

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

exit points/awarded degree	Credit hours
1. None	

8. Total credit hours: (137)



## B. Mission, Objectives, and Program 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 Objectives:

1. Develop creative and flexible educational approaches to provide outstanding educational experiences to our students to develop expertise in the profession of physical therapy and health rehabilitation.
2. 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.
3. Cultivate knowledge, understanding and appreciation of the social, political, and economic aspects of health to practice in an ethical and legal manner.
4. Contribute to the advancement of knowledge in physical therapy and rehabilitation through scholarly inquiry and research for assuming responsibilities in the areas of patient care, administration, and education.
5. Model leadership, professionalism, and lifelong learning through involvement in the professional development forums and community interdisciplinary collaboration.

### 3. Program Learning Outcomes\*

#### Knowledge and Understanding

K1	The student will acquire a comprehensive and well-founded knowledge in the field of Physical therapy.
K2	The student will relate appropriate theories, concepts and principles from a range of relevant disciplines to determine the nature and extent of the patient's need for intervention.





K3	The student will recognize the contemporary issues, available scientific evidence, and their impact on current physical therapy practice in order to improve quality of care.
<b>Skills</b>	
S1	The student will develop the process of critical thinking and scholarly inquiry to support clinical reasoning, and evidence-based practice.
S2	The student will integrate the results of patient examination with available scientific evidence for an appropriate physical therapy diagnosis, prognosis and plan of care.
S3	The student will evaluate the effectiveness of interventions to formulate novel, safe and effective Physical therapy management while adapting to the needs and responses of the patient.
S4	The student will demonstrate the manual dexterity skills, to perform elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner.
S5	The student will display the ability to use media and technology and utilize numerical methods to assess the suitability, accuracy and reliability of information from research and reference sources.
<b>Values, Autonomy, and Responsibility</b>	
V1	The student will consistently demonstrate to expand their knowledge and skills to maintain professional competence, and exercise leadership and innovation for proactive collaboration with others.
V2	The student will practice in an ethical manner, fulfilling an obligation to demonstrate moral responsibility and social justice that are consistent with the needs of the patient and society
V3	The students will develop the capacity to think, write and speak effectively and demonstrate respectful, positive and culturally appropriate behavior while communicating with others.

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





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	PENG111	English (1) for the preparatory year	Required	NA	8	College
	PMTH112	Introduction to Mathematics 1	Required	NA	2	
	PCOM113	Computer Skills	Required	NA	2	
	PSSC114	Learning Skills and Communication	Required	NA	2	
Level 2	PENG121	English (2) for the preparatory year	Required	NA	6	College
	PENG122	English for Health Specialties	Required	NA	2	
	PCHM124	Introduction to Chemistry	Required	NA	2	
	PPHS125	Physics for Health Specialties	Required	NA	2	
	PBIO126	Biology	Required	NA	3	
Level 3	PHT211	Basic Anatomy	Required	NA	2	Department
	PHT214	Human Physiology	Required	NA	2	
	PHT212	Musculoskeletal Anatomy	Required	NA	3	
	CAMS231	Emergency Healthcare	Required	NA	2	
	PHT221	Therapeutic Modalities 1	Required	NA	3	Institution
	****	University Requirement 1	Elective	NA	2	
	****	University Requirement 2	Elective	NA	2	
Level 4	****	College Elective-1	Elective	NA	2	College
	PHT223	Measurements in Physical Therapy	Required	PHT 212	3	Department
	PHT213	Neuroanatomy	Required	PHT 212	3	
	PHT222	Therapeutic Modality 2	Required	PHT 221	3	
	PHT218	Introduction to Pathology	Required	PHT 214	2	
	PHT226	Introduction to Biomechanics	Required	PHT 212	2	
	PHT224	Therapeutic Exercise-1	Required	PHT 226	3	Institution
****	University Requirement-3	Elective	NA	2		
Level 5	PHT325	Therapeutic Exercise-2	Required	PHT 224	3	Department
	PHT331	Physical Therapy for Burn and Surgical Conditions	Required	PHT 325	3	
	PHT315	Neurophysiology	Required	PHT 213	3	
	PHT327	Human Biomechanics	Required	PHT 226	3	
	****	Department Elective 1	Elective	NA	2	College
	****	College elective - 2	Elective	NA	2	
	****	University Requirements-4	Elective	NA	2	
Level	PHT361	Research Methodology	Required	NA	2	Department





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
6	PHT332	Physical Therapy for Pediatrics	Required	PHT 315	4	Institution
	PHT316	Exercise Physiology	Required	PHT 315	2	
	PHT319	Pharmacology	Required	PHT 218	2	
	PHT333	PT for Sports & Traumatology	Required	PHT 316	2	
	PHT353	Rehabilitation Psychology	Required	PHT 315	2	
	***	Department Elective -2	Elective	NA	2	
Level 7	***	University Requirement - 5	Elective	NA	2	Department
	PHT435	PT for Neurological Disorders	Required	PHT 316	4	
	PHT420	Advanced Physical Therapy Procedures	Required	PHT 325	3	
	PHT436	PT for Orthopedics Condition	Required	PHT 333	4	
	PHT419	Reading Medical Imaging	Required	PHT 436	2	
	PHT441	Clinical Practice 1	Required	PHT 331 PHT 332 PHT 333	3	
Level 8	PHT454	Orthotics & Prosthetics	Required	PHT 436	2	Department
	PHT437	PT for Cardiorespiratory Disorders	Required	PHT 441	3	
	PHT443	Selected Clinical Topics	Required	PHT 425 PHT 436	2	
	PHT442	Clinical Practice 2	Required	PHT 437 PHT 438	3	
	PHT445	Occupational Therapy	Required	PHT 420	2	
	PHT456	Management & Ethics in PT	Required	PHT 441	2	
	PHT438	Geriatric Rehabilitation	Required	PHT 436	2	
	PHT457	Independent study	Required	PHT 361	2	
***	University Requirement - 6	Elective	NA	2	University	

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	-	-	
	Elective	6	12	8.76%
College Requirements	Required	1	2	1.46%
	Elective	2	4	2.92%
Program Requirements	Required	41	113	82.48%
	Elective	2	4	2.92%
Capstone Course/Project		1	2	1.46%





Field Training/ Internship	NA			
Residency year	NA			
Others	NA			
<b>Total</b>		<b>53</b>	<b>137</b>	<b>100%</b>

\* Add a separated table for each track (if any).

## 2. Program Courses

\* Include additional levels (for three semesters option or if needed).

\*\* Add a table for the courses of each track (if any)

## 3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

[COURSE SPECIFICATION-1444 H](#)

## 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, Autonomy, and Responsibility			
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2	V3	
PENG-111										I		I
PMTH-112	I			I								
PCOM-113										I		I
PSSC-114										I		I
PENG-121										I		I
PENG-122										I		I
PCHM-124	I			I						I		I
PPHS-125	I			I								
PBIO-126	I			I								
PHT-211	I			I			I					
PHT-214	I			I			I					
PHT-212	I			I			I					
CAMS-231	I			I								
PHT-221		I			I		I		I			I
UR-1								I		I		
UR-2								I		I		
CAMS-232	I			I								
PHT-223		I			I		I		I			I
PHT-213	I			I			I					
PHT-222		I			I		I		I			I
PHT-218	I			I								



PHT-226		I			I		I		I		I
PHT-224		I			I		I		I		I
UR-3								P		P	
PHT-325		P			P		P		P		P
PHT-331			P			P	P	P		P	
PHT-315	P			P			P				
PHT-327		P			P		P		P		P
PHT-328		P			P		P		P		P
PHT-329		P			P		P		P		P
CAMS-233											
UR-4								P		P	
PHT-361			P			P		P		P	
PHT-332			P			P	P	P		P	
PHT-316	P			P			P				
PHT-319	M			M							
PHT-333			P			P	P	P		P	
PHT-353	M			M							
PHT-334		M			M						
PHT-352		M			M						
UR-5									M		M
PHT-435			M			M	M	M		M	
PHT-420			M			M	M	M		M	
PHT-436			M			M	M	M		M	
PHT-419	M			M							
PHT-441			M			M	M	M		M	
PHT-454	M			M		M	M	M		M	
PHT-437			M			M	M	M		M	
PHT-443			M			M	M	M		M	
PHT-442			M			M	M	M		M	
PHT-445		M			M		M		M		M
PHT-456			M			M				M	
PHT-438			M			M	M	M		M	
PHT-457			M			M		M		M	
UR-6									M		M

\* Add a separated table for each track (if any).

## 5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

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.

## 6. Assessment Methods for program learning outcomes.

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

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees)

All the modules of the 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.

**Table: Direct and Indirect assessment methods for evaluating the program outcomes**

Domains of Learning	ASSESSMENT METHODS	
	INDIRECT	DIRECT
<b>Knowledge and Understanding</b>		
<b>K1:</b> The student will acquire a comprehensive and well-founded knowledge in the field of Physical therapy.	Written & Oral exams, quizzes etc.	Feedback & Surveys.
<b>K2:</b> The student will relate appropriate theories, concepts and principles from a range of relevant disciplines to determine the nature and extent of the patient's need for intervention.		
<b>K3:</b> The student will recognize the contemporary issues, available scientific evidence, and their impact on current physical therapy practice in order to improve quality of care.		
<b>Skills</b>		
<b>S1:</b> The student will develop the process of critical thinking and scholarly inquiry to support clinical reasoning, and evidence-based practice.	Exams, long and short essays, logbooks, analytical reports, case studies, video analysis, group reports, lab reports, peer evaluations, videos, graphs, viva etc.	Feedback & Surveys.
<b>S2:</b> The student will integrate the results of patient examination with available scientific evidence for an appropriate physical therapy diagnosis, prognosis and plan of care.		



<b>S3:</b> The student will evaluate the effectiveness of interventions to formulate novel, safe and effective Physical therapy management while adapting to the needs and responses of the patient.		
<b>S4:</b> The student will demonstrate the manual dexterity skills, to perform elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner.	Case presentation, logbooks, analytical reports, case studies, video analysis, group reports etc.	Feedback & Surveys.
<b>S5:</b> The student will display the ability to use media and technology and utilize numerical methods to assess the suitability, accuracy and reliability of information from research and reference sources	Case presentation, assignments, project report, interviews etc.	Feedback & Surveys, GPA, Enrolment & Graduation Stats, Professional Exams, employment rate etc.
<b>Values, Autonomy, and Responsibility</b>		
<b>V1:</b> The student will consistently demonstrate to expand their knowledge and skills to maintain professional competence, and exercise leadership and innovation for proactive collaboration with others.	Case presentation, peer evaluations, attitudes & value assessed through various rubrics, extracurricular activity reports, interviews etc	Feedback & Surveys, GPA, Enrolment & Graduation Stats, Professional Exams, employment rate etc.
<b>V2:</b> The student will practice in an ethical manner, fulfilling an obligation to demonstrate moral responsibility and social justice that are consistent with the needs of the patient and society.		
<b>V3:</b> The students will develop the capacity to think, write and speak effectively and demonstrate respectful, positive and culturally appropriate behavior while communicating with others.	Case presentation, assignments, project report, interviews etc.	Feedback & Surveys, GPA, Enrolment & Graduation Stats, Professional Exams, employment rate etc.

## D. Student Admission and Support:

### 1. Student Admission Requirements

The initial enrolment for the program is done once a year at the beginning of each academic year. The enrolment in the program is completely online, 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 different colleges and departments. Total 60 students are accepted in Physical Therapy program every year; maximum 30 students can be admitted at male or female section.

General Requirements for Admission: Majmaah University (MU) has central policies and procedures for admitting and following up the progress of all students throughout the university. The following are admission requirements stipulated for the admission of the new student:



- An applicant for admission must have a Saudi Secondary School Certificate - Science Section
  - (SSSCSS) or its equivalent. The secondary school certificate should not be more than five years old, and the Rector of the University may give exemption from this condition.
- Must have an Aptitude Test Certificate (ATC) administered by the National Center for
- Assessment in Higher Education.
- The minimum qualifying scores in SSSCSS & ATC tests are:(a) A total equivalent percentage of
  - 75% (based on 30% from the SSSCSS + 30% from the ATC + 40% from cumulative basic Science of SSSCSS).
- Must not have been dismissed from another university for disciplinary reasons. When applicants exceed availability, priority is given to the students with higher grades.

## 2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

Induction and career development programs at the College/Department provide students with opportunities to build productive and satisfying careers while contributing to the achievement of the College/Department mission. The Vice Deanship for student affairs unit along with the department prepares Induction seminars for newly joined students. It also identifies the student needs and set strategies to meet those needs.

## 3. Student Counseling Services

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

The process of advising at the Department of Physical Therapy students 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 Physical therapy 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.

The student's workload is assigned based on his cumulative GPA every semester. The students with GPA of 2.0 are eligible to register up to 14 credit hours, while those of 4.5 GPA or above are eligible for up to 20 credits as a maximum. Students are allowed to take the maximum credit of 23 if he is in final level





of graduation. In special cases students are allowed to take up to 25 credits provided the Department council approves the case.

#### 4. Special Support

(Low achievers, disabled, gifted, and talented students).

The Physical therapy program prepare graduates for an applied profession which demands that all enrolled students are physically and mentally fit for the purpose of safe practice. Physical therapy program does not accept applicants with disabilities that prevent them from achieving such purpose.

### E. Faculty 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	Physical Therapy	Orthopedics		1	1	2
		Neurology		1	1	2
		Cardiopulmonary		1	1	2
		Pediatrics		1	1	2
		Women's Health		0	1	1
		Sports & Biomechanics		1	1	2
Associate Professors	Physical Therapy	Orthopedics		1	1	2
		Neurology		1	1	2
		Cardiopulmonary		1	1	2
		Pediatrics		1	1	2
		Women's Health		0	1	1
		Sports & Biomechanics		1	1	2
	Physical Therapy	Orthopedics		2	2	4



<b>Assistant Professors</b>		<b>Neurology</b>		2	2	4
		<b>Cardiopulmonary</b>		2	2	4
		<b>Pediatrics</b>		2	2	4
		<b>Biomechanics</b>		2	2	4
		<b>Burns &amp; Surgical</b>		2	2	4
		<b>Women's Health</b>		0	2	4
<b>Lecturers</b>	<b>Physical Therapy</b>	<b>Physical Therapy</b>		2	2	4
<b>Teaching Assistants</b>	<b>Physical Therapy</b>	<b>Physical Therapy</b>		2	2	4
<b>Technicians and Laboratory Assistants</b>	<b>Physical Therapy</b>	<b>Physical Therapy</b>		2	2	4
<b>Administrative and Supportive Staff</b>	<b>Bachelor's degree</b>	<b>Bachelor's degree</b>		2	2	4
<b>Others (specify)</b>	<b>None</b>					

## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources 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.

### 2. Facilities and Equipment

(Library, laboratories, 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.

### 3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)



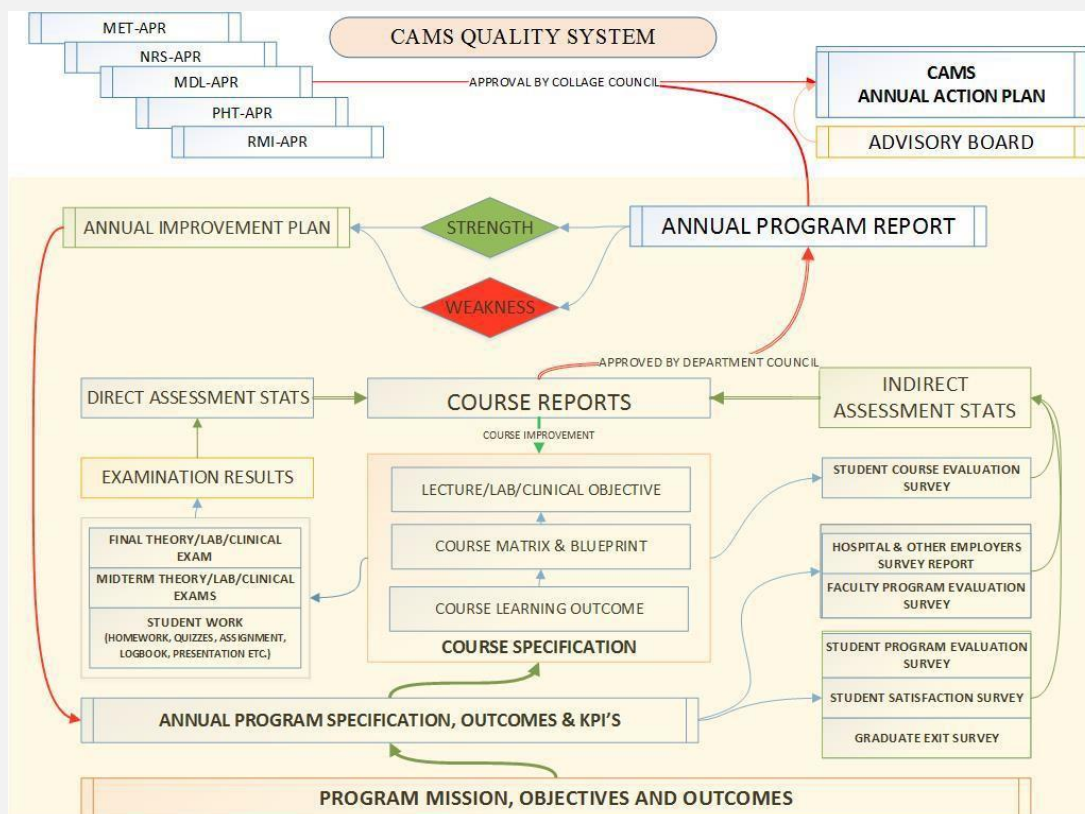


The College confirms to the guidelines of department of health and other local and national regulatory authorities for health and safety measure. Annual inspection by the relevant authorities is conducted for auditing the CAMS facilities. After audit the college is certified by OHSAS.



## G. Program Quality Assurance: 1. Program Quality Assurance System

Provide a link to quality assurance manual.



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 particular 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.

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

## 2. Procedures to Monitor Quality of Courses Taught by other Departments

In case unavailability of a specialist for a program the department sends the recommendations along with the course requirements in terms of Course Specification, Course Blueprint and matrix etc. to the concerned vice deanship which communicate either with another Department/College of hire an expert on part-time basis.

The Students at Physical Therapy program need to take, Preparatory year Course, University Requirements courses & College elective courses. These courses are offered by Deanship of Preparatory Year, CAMS Vice Deanship, other colleges, and departments. To ensure the course confirms to the program needs, the following steps are taken/proposed.

1. Preparation & review of Course Specification in consultation with the program coordinators. (Proposed)
2. Approval of Course report & Evaluation by department coordinator. (Proposed)
3. Scheduled meeting with the course instructor and the respective departments for effective implementation of the course each semester. (Existing)

## 3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

To ensure the uniformity the program assigns a course coordinator at beginning of each semester. The coordinator along with the course team in all the sections prepares the course specifications, assessment schedule and study materials, including blueprint and lecture objectives, lab/clinical objectives, to ensure uniform delivery & assessment of course in all the section. 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 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.

#### 4. Assessment Plan for Program Learning Outcomes (PLOs),

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 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.

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.

#### 5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
1. Achievement of Mission and Goals	Students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers	Surveys, DATA & KPI's	Every three year
2. Governance & Administration	Students, graduates, alumni, faculty, program leaders, administrative		End of academic year





Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
	staff, employers, independent reviewers	Surveys, Interview, visit, DATA & KPI's	
3. Management of Quality Assurance and Improvement	Students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers	Surveys, DATA, KPI's & Outcome evaluation	End of academic year
4. Effectiveness of teaching & assessment	Students, graduates, alumni, faculty, employers, independent reviewers	Surveys, DATA & KPI's	End of academic year
5. Learning resources, facility & equipment's	Students, graduates, alumni, faculty	Surveys, DATA & KPI's	End of academic year
6. Program evaluation	Students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers	Surveys, Interview, visit, DATA & KPI's	End of academic year
7. Curriculum evaluation	Students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers	Surveys, Interview, visit, DATA & KPI's	End of five-year cycle.
8. Student Administration and Support Services	Students, graduates, alumni, faculty	Surveys, DATA & KPI's	End of academic year
9. Faculty and Staff Employment Processes	Faculty, program leaders, Advisory board etc	Surveys, Interview, DATA & KPI's	End of academic year
10. Research & Community Service	Students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers	Surveys, Interview, visit, DATA & KPI's	End of academic year

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

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

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

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

## 6. Program KPIs\*

The period to achieve the target (\_\_\_\_) year(s).

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1.	KPI-P01	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators	96%	Data	End of the academic year





		targeted for these objectives in the same 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	4.6	Survey	End of the academic year
3.	KPI-P02	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	4.5	Survey	End of the academic year
4.	KPI-P03	Average students overall rating for the quality of courses on a five-point scale in an annual survey	4.2	Survey	End of the academic year
5.	KPI-P04	Proportion of undergraduate students who completed the program in minimum time in each cohort	85%	Data	End of the academic year
6.	KPI-P05	The percentage of students in the first year of the program who continue in the program for the following year to the total number of students for the first year of the same year.	100%	Data	End of the academic year
7.	KPI-P06	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	-	-	-
8.	KPI-P07	Percentage of graduates from the program who within a year of graduation were:	60%	Data	End of the academic year
		a. employed			
		b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year	25%	Data	End of the academic year
9.	KPI-P08	Average number of students per class (in each teaching session/activity: Lecture, (small group, tutorial)	30	Data	End of the academic year
		Laboratory	8	Data	End of the academic year
		clinical session	5	Data	End of the academic year
10.	KPI-P09	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	4.6	Survey	End of the academic year
11.	KPI-P10	Average of students' satisfaction rate with the various services offered by the program	4.5	Survey	End of the academic year







		(restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey			
12.	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	End of the academic year
13.	MU-P3	The percentage of students who were denied entry to the final examination of the course for exceeding the legally permitted percentage of the total number of students in the program.	0%	Data	End of the academic year
14.	MU-P4	The number of student papers that have been published or presented in scientific conferences during the past year.	-	Data	End of the academic year
15.	KPI-P-11	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program	5:1	Data	End of the academic year
16.	KPI-P-12	Percentage of teaching staff distribution based on: a. Gender / b. Branches (MALE TO FEMALE)	50%-50%	Data	End of the academic year
		c. Academic Ranking – PhD	50%	Data	End of the academic year
		c. Academic Ranking – Others	50%	Data	End of the academic year
17.	KPI-P-13	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	3%	Data	End of the academic year
18.	KPI-P-14	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.	80%	Data	End of the academic year
19	KPI-P-15	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	2	Data	End of the academic year
20	KPI-P-16	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)	15	Data	End of the academic year



21	MU-P-05	The percentage of full-time faculty members who provided professional development activities inside or outside the university during the year to the total teaching staff in the program	50%	Data	End of the academic year
22	KPI-P-17	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.	4.4	Data	End of the academic year

\*including KPIs required by NCAAA

## H. Specification Approval Data:

COUNCIL / COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	31
DATE	18.06.2023

