

Program Specification

For guidance on the completion of this template, please refer to Chapter 2, section 2.2 of Part 2 of this Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

Institution: Majmaah University
College/Department: College of Applied Medical Sciences / Department of Physical therapy and Health Rehabilitation

A. Program Identification and General Information

1. Program title and code: Physical Therapy Bachelor Degree Program and code is PHT
2. Total credit hours needed for completion of the program: 139 Credit hours
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) Not Applicable as only one Bachelor degree program is offered.
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) Not Applicable as only one Bachelor degree program is offered.
6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (eg diploma or associate degree) include professions or occupations at each exit point) The program of physical therapy aims to equip the graduate Physical Therapist through academic programs for the Bachelor of physiotherapy to enable them to play an effective role to work with the medical team as part of an integrated program of health and medical care. The goal of these programs is to obtain sufficient knowledge of basic medical subjects and the development of skills and techniques of therapeutic exercises, and electrical and soft tissues as well as increase knowledge of the problems of chronic

diseases and physical and mental disabilities of all age groups. These programs cover the scientific theory and applied clinical diagnosis and treatment of disease and disability. Outmost concern is taken to check whether all the course objectives are matching the program objectives.

7. (a) New Program

Planned starting date

(b) Continuing Program

Year of most recent major program review

12 / 1434

Organization involved in recent major review (eg. internal within the institution, accreditation review by **Departmental Curriculum Committee**.

Other: 1. **University curriculum and planning committee**

2. External Reviewers from **King Saud University**, Riyadh & **Jezaan University**, Jezaan

8. Name and position (eg department chair person) of faculty member managing or coordinating the program.

✚ **Dr. Fuzail Ahmad, Supervisor, Department of Physical Therapy**

✚ **Dr. Amal Abdel Baqi, Coordinator for Female Section, Department of Physical Therapy**

9. Location if not on main campus or locations if program is offered in more than one location.

The Department is Located at Main Campus of Majmaah University

B Program Context

1. Explain why the program is needed.

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

Department of Physical therapy & Health Rehabilitation was established in the year 2009 to cover the need for Physical therapy 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.

- i. To provide outstanding educational experiences to our students in order to develop expertise in movement, function and health.
- ii. Provide services in the community that promote the health and quality of life in the community like hospitals, rehabilitation centers, paediatric centers, 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.

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

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 Bachelor's Study Program of Physical Therapy can continue in postgraduate studies or Doctor of Physical Therapy Program at other universities in the Kingdom or seek for academic career in foreign universities.

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

- a. Does this program offer courses that students in other programs are required to take? Yes
No

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

- b. Does the program require students to take courses taught by other departments? Yes
No

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

The faculties of other department are requested to take courses according to requirement of our department.

3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (eg. Part time evening students, limited IT or language skills)

Yes No

If yes, what are they? **English language.**

4. What should be done in the program to respond to these special characteristics?

Special course in English for health profession.

C. Mission and Goals of the Program

1. Program Mission Statement

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 & Objectives

- ✚ 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 and rehabilitation 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.

2. List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

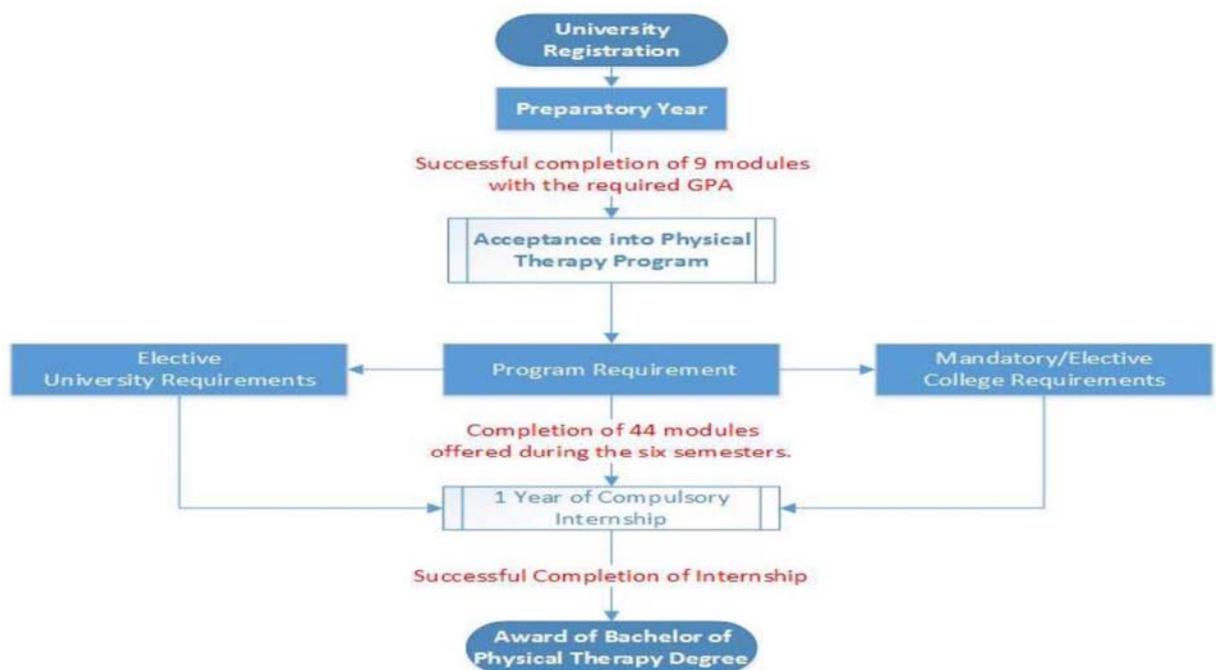
Major Changes or Developments	Strategies	Indicators
Standardization of the Program on par with national/international standards.	Getting Regular feedback from all stakeholders, including <ol style="list-style-type: none"> 1. Current Students 2. Graduated Students 3. Staff 4. Working professionals 5. Professional bodies like WCPT, SPTA 6. Employers & 7. Community 	<ol style="list-style-type: none"> 1. Improved standard of practice 2. Patient satisfaction 3. Employer satisfaction 4. Amount of contribution to the profession in terms of community service, research & innovation.
Applying for Accreditation from National/International	<ol style="list-style-type: none"> 1. Completing all the requirements of these 	<ol style="list-style-type: none"> 1. Acceptance of the program 2. Reports after applying from

agencies.	agencies. 2. Inculcation a culture of quality assurance in teaching, Learning & administrative issues. 3. Confirming to feedbacks by stake holders.	these agencies.
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D. Program Structure and Organization

1 Program Description.

The Physical therapy Program is offered as a full-time on-campus day-time program, requiring for graduation the successful completion of 137 credit hours, which are delivered in the form of lectures, tutorials, and laboratories, and ending with a non-credit but mandatory one-year internship in health institutions or companies.



Total fifty three (53) modules along with one year non-credit but mandatory, rotatory internship is required for complete the Physical Therapy Program. Out of total fifty three (53) modules forty three (43) modules are mandatory, remaining ten (10) modules are offered as elective under University, College and Program Requirements.

A mandatory one year internship consisting of a comprehensive clinical training with rotation to Intensive Care Unit (ICU), Critical Care Unit (CCU), Orthopaedic, Neurology, Cardiopulmonary, Paediatric, Burns and surgery Department is mandatory. The student shall have completed all academic requirements to qualify for internship program. The students are awarded the Bachelor degree of Applied Medical Sciences in Physical Therapy after successful completion of all clinical rotations, competencies and objectives.

2. Development of Special Student Characteristics or Attributes

<p>List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. Eg. Graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.</p>	
<p>Special Attributes</p>	<p>Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes</p>
<p>With regard to scientific or artistic qualification,</p>	<p>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. 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.</p>
<p>Qualification to engage in a qualified occupation,</p>	<p>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.</p>
<p>Qualification for social responsibility</p>	<p>The curriculum is designed to Cultivate knowledge, understanding and appreciation of the social, political and economic aspects of health. It emphasis the student to become a responsible Physical Therapist who practice in an ethical and legal manner. The methods and treatment procedures in community health are taught to the students as a part of education in the Physical Therapy courses.</p>
<p>Personality development</p>	<p>Model leadership, professionalism, and lifelong learning through involvement in the professional development forums and community interdisciplinary collaboration.</p>

3. Required Field Experience Component (if any) (Eg. internship, cooperative program, work experience)

**Summary of practical, clinical or internship component required in the program.
Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program.**

a. Brief description of field experience activity

Internship primarily provides opportunities for the student to integrate didactic concepts of physical program with professional skills in the clinical environment. Entry-level physical therapy practice encompasses safe and appropriate physical therapy care delivered across a continuum that includes a culturally, medically, educationally, economically and demographically diverse body of clients. The Internship program focuses on providing each student with supervised practice opportunities in a variety of clinical environments, representative of this continuum.

Students utilize the information gained early in the curriculum (e.g. basic sciences and basic clinical skills) as a foundation for the development of analytical skills. As the students' theoretical base of knowledge expands, students will use problem-solving skills to gather data, identify problems, and choose among alternatives for successful resolution. Students are challenged throughout the professional curriculum by a wide variety of problem-solving activities to analyze realistic situations and develop strategies for examination, evaluation, diagnosis, prognosis, intervention, and outcomes analysis. Clinical experiences interspersed throughout the professional curriculum serve to reinforce knowledge and skills acquired in the classroom and laboratory.

The Department designate an Internship Coordinator coordinate with the Clinical Instructor (CI) and the students at the clinical setting. At the beginning of the Internship the CI is provided with the Internship Module description and students assessment rubrics. The CI supervise the students and observe their clinical and professional practice during the internship period and provide periodic and continuous report to the Internship Coordinator at the department.

The specific content of the clinical internship varies with the clinical site to which the student is assigned. As the student is not yet a licensed professional, the student performs under the supervision of the CI(s). Students will participate in activities and duties normally carried out by the physical therapist(s) in that facility, including but not limited to patient care, documentation, rounds and/or patient care conferences, communication with other individuals involved in patient care.

b. List the major intended learning outcomes for the program to be developed through the field

experience

1. Practice in a safe, ethical and effective manner within the hospital based or outpatient setting.
2. Demonstrate effective written and verbal communication in the care of their patients.
3. With direct supervision, perform initial examinations inclusive of history, systems review, tests and measures, goals and plans of care within their assigned rotation(s).
4. With direct supervision, demonstrate competency with basic Physical Therapy interventions.
5. Demonstrate ethical and cultural competency as evidenced by their interaction with patients/caregivers from diverse backgrounds.
6. Practice family-centered care by incorporating the patient and caregivers into the Physical Therapy goals and plans of care.
7. Utilize evidence to support their clinical decision making.

c. At what stage or stages in the program does the field experience occur? (eg. year, semester)

From the semester – 06 onwards – clinical postings till semester - 08

After the end of semester – 08 – Compulsory internship training at the affiliated hospitals for 1 year.

d. Time allocation and scheduling arrangement. (Eg. 3 days per week for 4 weeks, full time for one semester)

For clinical postings – 5 days per week for 12-14 weeks – (3 hours/day)

For compulsory internship training – 5/6 days per week full time for 1 whole year (Subject to change depend on the respective hospital setting)

e. Number of credit hours

For clinical postings – 1 / 2 credit hour depend on the course

For compulsory internship training – 0 credit hour

4. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
<p>a. Brief description</p> <p>At Majmaah University, research is an integral part of the all the study programs. These principal and practice of research in incorporate din the Physical Therapy program to promote Evidence Based physical therapy Practice. The process of studies of research embraces elaboration of theoretical knowledge of students, practical application of investigation methods and preparation the research work. There are two modules PHT 361 in level six and PHT 457 in the eighth semester, which direct deals with research methods and research study.</p> <p>The College conducts Scientific day every year to motivate the Research activities of the Faculty and Students. The Research committee will announce the notification to submit the research studies in the form of scientific posters and Oral presentations. The expert committe will judge the studies on scientific day and the best papers are awarded with prizes and certificates. The student who excel are given special oppurtunities to participate in the scientific conferences held in the other parts of the kingdom.</p> <p><u>The program does not require a mandatory project work or submission of thesis.</u></p>
<p>b. List the major intended learning outcomes of the project or research task.</p> <p>NA</p>
<p>c. At what stage or stages in the program is the project or research undertaken? (eg. year, semester)</p> <p>NA</p>
<p>d. Number of credit hours</p> <p>NA</p>
<p>e. Summary description of provisions for student academic advising and support.</p> <p>NA</p>
<p>f. Description of assessment procedures (including mechanism for verification of standards)</p> <p>NA</p>

5. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program;
- The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);
- The methods of student assessment to be used in courses in the program to evaluate learning outcomes in the domain concerned.

A. KNOWLEDGE

(i) Summary description of the knowledge to be acquired

1. Physical therapy is a dynamic profession, which incorporates a well-established theoretical base and widespread clinical application in the preservation, development, and restoration of physical function. It also offers a unique synthesis of biological and behavioural theories and examines the interplay of physical and psychological factors on human motion.
2. It primarily focuses on the preservation, development, and restoration of optimal function. Physical therapists provide evaluative, rehabilitative, and preventive health care services designed to alleviate pain; prevent the onset and progression of impairment, functional limitation, disability resulting from injury, disease, or other causes; and restore, maintain and promote overall fitness, health and optimal quality of life. Physical therapists work with individuals of all ages who demonstrate movement dysfunction, or the potential for such dysfunction, of the neurological, musculoskeletal, integumentary, and cardiopulmonary systems.
3. Basic knowledge in dealing through the promotion of optimal human health and function through the application of scientific principles to prevent, examine, evaluate and intervene in order to alleviate acute or prolonged movement dysfunction through evidence-based practice.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures using power point presentations, self-demonstration, smart board, Models & illustrative schematic diagrams.
2. Encouraging students to think as well as lateral thinking, acquire knowledge, discuss and to share knowledge and views.
3. Handout of lecture topics. (Includes updated information of treatment strategies and other related information as per each course)

(iii) Methods of assessment of knowledge acquired

1. Continuous feedback oral.
2. Assignment & quizzes.
3. Presentations
4. Mid - term and final exam (Theory & Practical)
5. Problem solving, self-studies, and initiatives: Home-works

B. COGNITIVE SKILLS

(i) Cognitive skills to be developed and level of performance expected

1. Each student or group of students is expected to prepare a topic related to each course and present it for the whole class.
2. Frequent assignments during the term.

(ii) Teaching strategies to be used to develop these cognitive skills

1. Topics are to be selected by the respective lecturer/course coordinator, then to be distributed to students and each student/group of students is to prepare the material by discussing with the course coordinator for each topic and to present it for the whole class.
2. Assignment topics are also selected by the respective lecturer/course coordinator & distributed to the students.

(iii) Methods of assessment of students cognitive skills

1. Evaluation of the topics prepared by student/group of students according to the content, arrangement, and covering of the topic.
2. Evaluation of the student preparations/presentation by a standardized check list/tool.

C. INTERPERSONAL SKILLS AND RESPONSIBILITY

(i) Description of the level of interpersonal skills and capacity to carry responsibility to be developed

1. Students are expected to develop certain team work activities regarding the theoretical part like small group teaching method.
2. The students should also know about the basic ethics & bed side manners, when dealing in the practical classes.
3. They should also work in harmony & ready to take up the responsibility when the need arise.

(ii) Teaching strategies to be used to develop these skills and abilities

1. Part of some lectures will be specified for group discussions. The students will be distributed into groups.
2. Students will be given practice as groups as well as individual in the lab demonstrating the basic techniques/ methods.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Case presentations in lab & in department
2. Seminar presentations
3. Class discussions
4. By observing & monitoring each & every student interactions in the class room as well as in the practical lab.

D. COMMUNICATION, INFORMATION TECHNOLOGY AND NUMERICAL SKILLS

(i) Description of the communication, IT and numerical skills to be developed

Encouraging the students to use the same medical terminology in English, verbally.

Encourage the students to refer the text book as well as internet web sites for their more information.

(ii) Teaching strategies to be used to develop these skills

1. The students are encouraged to sum up briefly about the topics covered in each lecture at the end of each lecture. (Stressing to repeat in English)
2. The students are expected to present at least one seminar each & more number of assignments pertaining to certain topics, which will be selected by course coordinator & given to the students.

(iii) Methods of assessment of students numerical and communication skills

1. By using the check list for seminar & observing the way of presenting their assignments.
2. Documentation of various data's
3. Assessing the use of assessment skills requiring numerical calculation & their clinical interpretations.

E. PSYCHOMOTOR SKILLS (IF APPLICABLE)

(i) Description of the psychomotor skills to be developed and the level of performance required

1. The students are expected to know the respective skills specifically for each course as demanding.
2. Knowledge and understanding of various physiotherapeutic techniques.
3. Evaluation & Interpretation of assessment findings & judicious selection of treatments.

(ii) Teaching strategies to be used to develop these skills

1. Demonstration & practice
2. Hands on skills training on models & colleagues
3. All skills that are required from the student will be performed for the student & by the student in the lab by each course coordinator.
4. Each student will have the equal opportunity to perform each skill in the lab and will be given feedback for his practice by each course coordinator.

(iii) Methods of assessment of students psychomotor skills

1. There will be continuous moderation in the practical lab by each course coordinator.
2. Demonstration by students during lab session.
3. Case presentation of specific condition in the hospital msetup.
4. Part of the final evaluation will be performed by the course coordinator (Mid - term & Final Practical Exams)

6. Admission Requirements for the program

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.

7. Attendance and Completion Requirements

a. Attendance.

1. The regular student must attend the 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).
2. 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.
3. 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).
4. The lists of the debarred students shall be approved by the concerned College Board.
5. The lists of the debarred students shall be announced before the beginning of the final examinations.
6. 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.

b. 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.

1. Registration:
 - i. The student is availed the courses he wishes to study or drop according to the following:
 - ii. 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.
 - iii. 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.
 - iv. 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.
 - v. 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.
 - vi. The student must complete the procedures of registration by himself, he is not entitled to assigned this responsibility to his representative at all.
 - vii. The registration process can be performed automatically for students of a certain college or

level if necessary.

- viii. If the student does not register for any course during the regular registration period, he shall be considered as leaving study.

2. Academic Load:

- i. 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:
- ii. The minimum academic load is 12 credit hours for a semester.
- iii. The maximum academic load is 20 credit hours per semester and 10 credit hours for the summer semester.
- iv. The student who has an academic probation shall not be allowed to increase his academic load to more than 14 credit hours.
- v. The student who has a Pass Grade shall not be allowed to increase his academic load to more than 16 credit hours.
- vi. The student on the threshold of graduation is allowed to exceed the maximum, the increase being not more than three credit hours.

3. Academic Probation

- i. The student shall be given an academic probation if his CGPA becomes less than 2.00 out of 5.00.

c. Program completion

- 1. 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.
- 2. 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. A condition for eliminating any grade for a course the student had studied is that he repeats and passes it.
 - b. 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.
 - c. In re-calculating the Cumulative Average, only the following grades may be eliminated: Fail (F), (Debarred (D), Withdrawal because of failure (WF).
- 3. The student shall not be considered a graduate until the issuance of approval of the University Council, awarding him the degree.

E. Regulations for Student Assessment and Verification of Standards

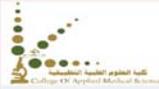
The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match 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 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 combinations of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

1. Regulations or policies for allocation and distribution of grades

The academic grade is a statement of a student's academic progress that includes all the courses he studies in each semester with their codes, numbers, credit hours, the obtained grades, the values and the codes of those grades. The record also shows the Grade Point Average (GPA) and the Cumulative Grade Point Average and statement of the general grade in addition to the courses a transferred student has been exempted from.

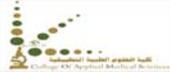
In all categories of courses, the students are assessed by a grade according to the following scale:

 MAJMAAH UNIVERSITY COLLEGE OF APPLIED MEDICAL SCIENCES BACHELOR OF PHYSICAL THERAPY ACADEMIC GRADE 			
Code	Score	Points	Meaning
A+	95-100	5	Exceptional
A	90 less than 95	4.75	Excellent
B+	85 less than 90	4.5	Superior
B	80 less than 85	4	Very Good
C+	75 less than 80	3.5	Above Average
C	70 less than 75	3	Good
D+	65 less than 70	2.5	High Pass
D	60 less than 65	2	Pass
F	less than 60	0	Fail

University grading system used for evaluating the progress of the students of the Physical Therapy Program.

The academic grade is a statement of a student's academic progress that includes all the

courses he studies in each semester with their codes, numbers, credit hours, the obtained grades, the values and the codes of those grades. The record also shows the Grade Point Average (GPA) and the Cumulative Grade Point Average and statement of the general grade in addition to the courses a transferred student has been exempted from.

 MAJMAAH UNIVERSITY COLLEGE OF APPLIED MEDICAL SCIENCES BACHELOR OF PHYSICAL THERAPY GRADE POINT AVERAGE (GPA) 					
Course	Credit	Grade %	Grade code	Grade weight	Number of points
PHT223	2	85	B+	4.5	9
PHT213	3	70	C	3	9
PHT222	3	92	A	3.75	14.25
PHT218	4	80	B	4	16
Total	13				48.25

The first semester grade point average = Total Grades/Total Credit
 = 48.25/13
 = 3.7 GPA

Cumulative GPA = (GPA Sem¹+GPA Sem²+GPA Semⁿ) / Number of Semester

2. What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments)? Independent assessment by faculty from another institution)

The departments emphasize Interactive lectures in which topics and concepts are explained and explored interactively, constantly referring to relevant literature. The Students also undergo question answer session, in which they exchange information, ask questions and discuss the subject matter and the assignment(s) of the course.

The required psychomotor skills and attitudes are taught mastered during the laboratory and Clinical training sessions. First these skills are explained and demonstrated to the students through the Pictures, Videos and Role Playing. Then they are encouraged to practice them on models and then on patients under supervision till they master the techniques.

The students are also provided coaching sessions during the faculty office hours to explore the topics directly related to their assignment or course work.

The students have access to the EDUGATE system through the deanship of admission and

registration, which provides them details about their, academic requirements; in terms of number of credit taken/left, the complete academic plan and their attendance. The edugate also helps the students in automatic selection of modules, adding and dropping of modules, managing their schedules and information about examination ant their grades and cumulative GPA.

The examination process conducted by the college Examination committee follows a transparent procedures right from fixing the schedule without any clashes between the courses for students who have opted subjects in different level. The rules and regulations are announced to the students and Faculty well in advance. A common Exam hall is arranged for the conduction of exam and Teachers from various departments are deputed for the invigilation duties. The grievance from the student's side are recorded in the website and the compensation measures are ordered after the perusal of Department council.

F Student Administration and Support

1. Student Academic Counselling

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 has 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.

2. Student Appeals

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

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?

1. A list of textbooks and reference books is submitted to the HOD for acquisition of hard & soft copy and some of the books are available in the departmental library which is in the HOD office.
2. Each course coordinator provides related text and reference books as a soft copy to the students to make use of it during the course.

2. What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?

Stock verification, stock maintenance, procuring new books list from the faculty and submitting it to the HOD for purchase.

H. Faculty and other Teaching Staff

1. Appointments

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

Based on the annual Improvement plan every year the department request for the desired number of vacancies. Decisions and recommendations are then reported to the university-wide Deanship of Faculty and Staff Affairs through the Dean of the College. Positions are publicly advertised at local newspapers, University website, as well as in international newspapers and job portals.

Based on the requirements the interviews are conducted at the department; if the desired qualified individual is not available, then through the Saudi Cultural Attaches the interviews are conducted at international locations.

Administrative and technical staff are recruited by the University based on the College nomination. Currently, the College has 29 administrative staff, 8 technicians and 88 teaching assistants and lecturers. These are considered adequate to support the College academic programs.

2. Participation in Program Planning, Monitoring and Review

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

At the beginning of the each semester,

- The module coordinators are decided and provided with the approved module specification to be taught.
- This module specification along with assesment rubrics and any other relevent information are provided to all the studnts taking that module.
- One of the main responsibility 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 perticular semester.
- The module coordinator after consultation with all the teachers send recomendations in the course report regardin revision of the module learning outcome, revision of the assesment mode, modification of course content, requirements for special tools/equipment for implementiong 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 Committe and the Department council.
- If required an internal/external expert committe is constituted for module evaluation.
- Annually as part of indirect assesment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders; including, the student, facult, employers, administrators and the community.
- Based on these recomendation if required the department council sends a request for modification in the aforesaid module to the College/University Council.
- The students are provide details of the module objectives and specification at the begining of the semester.
- The students provide their feedback, suggestions and opinions in various surveys conducted by the quality assurance unit.
- The feedback are also obtained from students during the Final exams to recieve the opinions about the Question papers after the completion of respective exams.

3. Professional; Development

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

(a) Improvement of skills in teaching?

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 other national and international institutions. The College has a policy to reward outstanding academic, technical and administrative performance. Such rewards include recognition of their merit by announcing on the website the name of the employee of the month in recognition of his/her outstanding 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.

Moreover, career and personal development programs at the University provide faculty with opportunities to build productive and satisfying careers while contributing to the achievement of the University's mission. The University has established a Deanship for Quality & Skills Development which plays a major role not only in organizing the workshops and seminars, but also in identifying the staff needs and setting strategies to meet those needs.

(b) Other professional development including knowledge of research and developments in their field of teaching?

The Physical therapy department is housed within the College of Applied Medical Sciences building and shares some common facilities with other departments. The labs and classrooms are spacious, easily accessible and are located on the ground and first floor of the college building. The faculty offices are reasonably spacious, well-equipped, and comfortable for their professional needs and responsibilities.

Classrooms are adequately equipped with educational electronic media and suitable seating. Laboratories are well equipped for practical training of students according to the course requirements. Certified technicians are available for laboratory management and

course tutoring. All the laboratories follow college safety instructions that ensure the safety of students and equipment. A large room at the college is equipped with the latest personal computers connected to the internet, and is available to all students at the college. The students can access internet anywhere on campus.

The department has five classrooms (~80m²each) exclusively available for teaching the Physical therapy courses. All five rooms are equipped with e-podium with internet access, active board, white board, data show, projector, and document camera. Each classroom has suitable seating for at least thirty to forty students. The classrooms and the associated equipment are suitable and provide an excellent environment to students and faculty in order to achieve the program educational objectives and student outcomes.

4. Preparation of New Teaching Staff

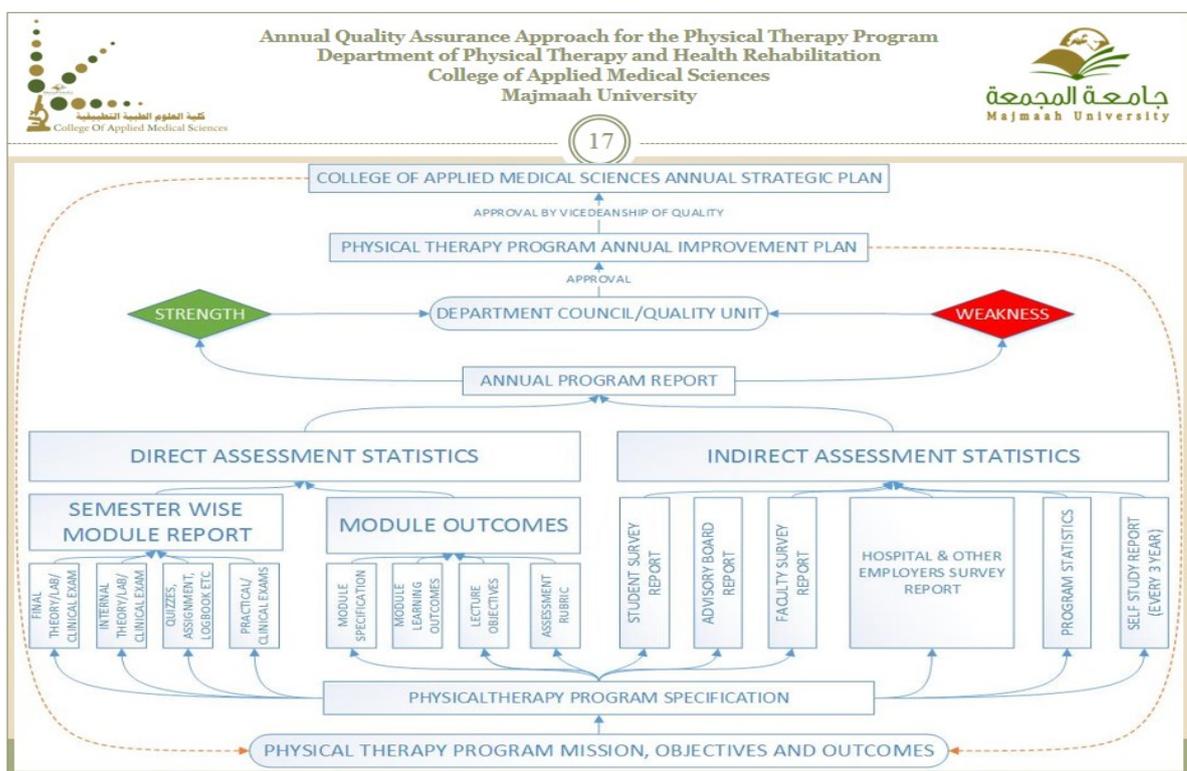
Describe the process used for orientation and/or induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

-  Oral discussion and with providing sample copies of the existing system to the new staff.
-  Providing assistance in their initial preparation as a new teaching staff.

5. Part Time and Visiting Teaching Staff

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

NA



Annual Quality Assurance approaches for the Physical Therapy Program

At the beginning of the each semester,

- The module coordinators are decided and provided with the approved module specification to be taught.
- This module specification along with assesment rubrics and any other relevent information are provided to all the studnts taking that module.
- One of the main responsibility 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 perticular semester.
- The module coordinator after consultation with all the teachers send recomendations in the course report regardin revision of the module learning outcome, revision of the assesment mode, modification of course content, requirements for special tools/equipment for implementiong 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 Committe and the Department council.

<ul style="list-style-type: none"> - 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 provided 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.
<p>b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?</p> <ul style="list-style-type: none"> ✚ A standardized assessment/evaluation format will be used by the HOD for evaluating the skills of teaching staff.

2. Overall Program Evaluation

<p>a. What strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:</p> <ul style="list-style-type: none"> ✚ Review of achievements key performance indicators on regular basis ✚ Review of achievements outcomes regular basis ✚ Reformulation time bound strategies to overcome the deficiencies found after every review
<p>(i) from current students and graduates of the program?</p> <ul style="list-style-type: none"> ✚ A standardized feedback form is used. ✚ Quality committee review during the course.
<p>(ii) from independent advisors and/or evaluator(s)?.</p> <p style="text-align: center;">NA</p>
<p>(iii) from employers and/or other stakeholders.</p> <p style="text-align: center;">NA</p>
<p>b. What key performance indicators will be used to monitor and report annually on the quality of the program?</p> <ul style="list-style-type: none"> ✚ Students' academic achievements in terms of getting acceptance for higher education in prestigious national & international universities. ✚ Student's professional achievements in terms of getting key clinical administrative positions in prestigious hospitals. ✚ Student's achievements in the field of research & innovation in Physical therapy

- ✚ Notable community participation for the betterment of the society by our graduates.
- ✚ Appreciation/accolades by professional bodies for the graduates.

c. What processes will be followed for reviewing these assessments and planning action to improve the program?

- ✚ The quality committee will analyse and review the assessments and will come up with plan of action to improve the program.
- ✚ The department HOD should play a key role in assisting with the quality committee of the university during the entire process.

