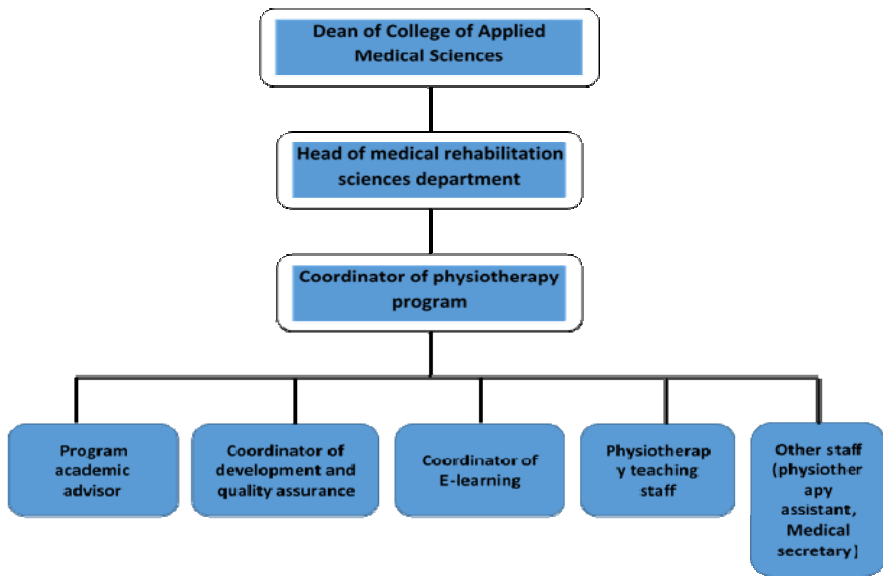


## T4. Program Specification

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

1. Institution :	<b>Najran University, KSA</b>	Date : <b>6 -1437</b>
2. College/Department	<b>College of Applied Medical Sciences; Medical rehabilitation sciences</b>	
3. Dean/ Department Head/	<b><u>Dr. Mohammed Saeed AlAyed</u></b>	
4. Insert program and college administrative flowchart :	 <pre> graph TD     A[Dean of College of Applied Medical Sciences] --&gt; B[Head of medical rehabilitation sciences department]     B --&gt; C[Coordinator of physiotherapy program]     C --&gt; D[Program academic advisor]     C --&gt; E[Coordinator of development and quality assurance]     C --&gt; F[Coordinator of E-learning]     C --&gt; G[Physiotherapy teaching staff]     C --&gt; H[Other staff (physiotherapy assistant, Medical secretary)]         </pre>	
5. List all branches offering this program /:		

Branch1(1) : **\_ Main campus of Najran University Main campus of Najran University**

Branch (2 : \_\_\_\_\_

Branch (3) : \_\_\_\_\_

Branch (4) : \_\_\_\_\_

#### A. Program Identification and General Information

1. Program title and code <sup>1</sup> : <b>Physiotherapy - PHTH Physiotherapy - PHTH</b>
2. Total credit hours needed for completion of the program: <b>153</b>
3. Award granted on completion of the program : <b>Bachelor of Applied Medical Sciences in Physiotherapy.</b>
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):  <b>NON</b>
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program):  <b>NON</b>
6. Professional occupations (licensed occupations, if any) for which graduates 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): <b>Academic jobs at Universities, hospitals, Physical Therapy centers, Rehabilitation centers, sports injury management centers.</b>

7. (a) New Program ☐ Planned starting date

(b) Continuing Program ☒

Year of most recent major program review

Organization involved in recent major review (eg. internal within the institution)

**Recent accreditation review was done by AHPGS (Accreditation Agency in Health and Social Sciences).**

**It confirms the successful completion of the international accreditation procedure of the study program – Physiotherapy – four the duration of five years till 30 September 2020. Freiburg city 21 July 2015. Prof. Dr. Jurgen v.Trosckle Manager Director.**

Accreditation review by \_\_\_\_\_

Other: \_\_\_\_\_

8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.

**Head of Physiotherapy program**  
**Assist. Prof. Dr: Raee Alhyanii**

9. Date of approval by the authorized body (MOE)

Campus Location	Approval By	Date
Main Campus:	<b>MoHE</b>	<b>7-2006 6/1427 H</b>
Branch 1:		
Branch 2		
Branch 3:		
Branch 4:		

**B. Program Context 1. Explain why the program was established**

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

- **The low percentage of Saudi physical therapists in Saudi Arabia remains a very important pressure factor on the program to graduate more physical therapists to serve the community.**
- **Rapid advance in needs of physical therapy service.**
- **The rapid developments and new trends in the field of physical therapy.**
- **Development of new area in physical therapy fields leading to the development of more clinical branches.**

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

**The program mission agrees with the university mission in providing high quality education through graduation of qualified practitioners in physical therapy.**

<p>2. Relationship (if any) to other programs offered by the institution/college/department.</p> <p>a. Does this program offer courses that students in other programs are required to take? <span style="float: right;">?</span></p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, what has been done to make sure those courses meet the needs of students in the other programs?</p> <p>b. Does the program require students to take courses taught by other departments?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?</p> <ul style="list-style-type: none"> <li>- Supply other departments with the program specification, objectives and learning outcomes.</li> <li>- Regular revising of course contents and specification documented by courses reports.</li> <li>- Annual course report and identify the gap, weakness .....etc. that may affect the learning outcomes among this courses.</li> <li>- Action plan (if required) to improve these courses.</li> <li>- Students feedback by student courses evaluation.</li> </ul>	
<p>3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>	
<p>4. What modifications or services are you providing for special needs applicants?</p>	

### C. Mission, Goals and Objectives:

Program Mission Statement (insert) .1
<b>To graduate qualified practitioners in the field of physiotherapy.</b>
List program goals (e.g. long term, broad based initiatives for the program, if any)
<b>1-To provide students with high quality educational and learning experiences special to physiotherapy.</b> <b>2- To promote efficient clinical training</b>

3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable objectives	Measurable performance indicators	Major strategies
1- Build up the knowledge framework of basic sciences and physical therapy theories that provide the fundamental of physiotherapy practice.	<ul style="list-style-type: none"> <li>- Increasing the student satisfaction rate with modules quality to 75 %</li> <li>- Increasing the rate of student satisfaction with the quality of learning experiences in the program to 75 %</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching specialized courses of basic sciences, medicine and physiotherapy</li> <li>- Considering of scientific distribution of the staff.</li> <li>- Recruit highly qualified academic staff</li> </ul>
2- Develop a clinical capability of evaluation, treatment planning and implementations.	<ul style="list-style-type: none"> <li>- Student and staff evaluation rate of clinical training should be at least 70%.</li> <li>- Increasing the student and staff satisfaction about institutional capability to 75 %.</li> <li>- Increasing the staff to student's ratio.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide suitable clinical training and field experience opportunities for students through cooperation with hospitals and health centres.</li> <li>- Provide advanced labs.</li> <li>- Provide study room provided by a modern educational technology.</li> <li>- Recruit specialized</li> </ul>

		qualified academic staff in clinical training.
3- Implement the use of research principles, evidence based practice and autonomous learning.	<ul style="list-style-type: none"> <li>- Evaluation of beneficiaries of the digital library services should be at least 80%.</li> <li>- Rate of Student achievement rate for assignments should be at least 80%.</li> <li>- Recruiter's satisfaction of professional and personal skills of the program graduates should be at least 70%.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide effective learning resources (library, electronic library, internet access)</li> <li>- Use teaching strategies that rely on research and autonomous learning as assignments, problem solving and research project.</li> </ul>
4- Enforce the ethical manners at clinical practice	<ul style="list-style-type: none"> <li>- Recruiter's satisfaction of professional and personal skills of the program graduates should be at least 80%.</li> </ul>	<ul style="list-style-type: none"> <li>- Supervised clinical training courses and internship.</li> <li>- Conducting interactive lectures in ethics courses</li> </ul>

#### D. Program Structure and Organization

##### 1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

### Curriculum Study Plan Table

\* Prerequisite – list course code numbers that are required prior to taking this course.

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>Prep Year</b>					
1	ENG-140	English Language: Reading skills	Required	2	Preparatory year
2	ENG-141	English Language: Writing skills	Required	2	Preparatory year
3	ENG-142	English Language: Listening and Conversation Skills	Required	2	Preparatory year
4	ENG-143	English Language: Grammars	Required	2	Preparatory year
5	MATH-140	Introduction to Mathematics	Required	2	Preparatory year
6	ETHC-140	Ideation and Thinking Skills	Required	2	Preparatory year
7	TECH-140	Computer Skills	Required	3	Preparatory year
8	ENG-150	General English Language	Required	3	Preparatory year
9	ENG-151	Writing Reports	Required	2	Preparatory year
10	ETHC-150	Professional Ethics	Required	1	Preparatory year
11	SCI-150	Communication Skills	Required	2	Preparatory year
12	MATH-150	Algebraic Sciences	Required	4	Preparatory year
<b>1<sup>st</sup> Year Semester 1</b>					
13	ANATp-201	Human Anatomy (Limbs)	Required	3	Medicine/anatomy
14	PHYSp-223	Human Physiology	Required	2	Medicine/physiology



15	BICHp-207	Introduction to Biochemistry	Required	2	Medicine/biochemistry
16	PHSTp-204	Introduction to Physics	Required	1	Applied medical sciences/radiological sciences
17	ARB-201	Arab Writing Skills1	Required	2	Science and arts
18	TECHp-250	Computer Application for Health Sciences	Required	2	computer science and information systems
19	RESHp-241	Biostatistics	Required	2	Applied medical sciences
20	ISLM-111	Islamic Culture 1	Required	2	Sharia and Fundamentals of Religion
21	HISTp-231	Basic Histology	Required	2	Medicine/histology
<b>1<sup>st</sup> Year Semester 2</b>					
22	ANAT-202	Neuroanatomy	Required	3	Medicine/anatomy
23	ISLM-112	Islamic Culture 2	Required	2	Sharia and Fundamentals of Religion
24	BICH-208	Biochemistry	Required	2	Medicine/biochemistry
25	PHYS-224	Neurophysiology	Required	3	Medicine/physiology
26	PHTH-201	Electrotherapy 1	Required	2	Applied medical sciences/physical therapy
27	PHTH-202	Test and Measurements	Required	3	Applied medical sciences/physical therapy

28	PHTH-203	Biomechanics and Kinesiology 1	Required	3	Applied medical sciences/ physical therapy
<b>2<sup>nd</sup> Year Semester 1</b>					
29	ANAT-310	Thorax and Abdomen Anatomy	Required	3	Medicine/anatomy
30	PHYS-311	Principles of Exercise Physiology	Required	2	Medicine/physiology
31	PHTH-301	Therapeutic Exercises	Required	2	Applied medical sciences/ physical therapy
32	PHTH-302	Electrotherapy 2	Required	3	Applied medical sciences/ physical therapy
33	PHTH-303	Hydrotherapy	Required	2	Applied medical sciences/ physical therapy
34	PHTH-304	Biomechanics and Kinesiology 2	Required	3	Applied medical sciences/ physical therapy
35	MPHY-312	Medical physics	Required	1	Applied medical sciences/ radiological sciences
36	ISLM-113	Islamic Culture 3	Required	2	Sharia and Fundamentals of Religion
<b>2<sup>nd</sup> Year Semester 2</b>					
37	ORTH-312	Principles of Musculoskeletal Disorders and it's Surgery	Required	2	Medicine/orthopedic

38	PHTH-305	Physiotherapy of Musculoskeletal Disorders and it's Surgery (Limbs and Spine )	Required	4	Applied medical sciences/ physical therapy
39	PHTH-306	Rehabilitation for Sports Injuries	Required	2	Applied medical sciences/ physical therapy
40	PHTH-308	Prosthetics and Orthotics	Required	2	Applied medical sciences/ physical therapy
41	PHTH-307	Clinical Practice 1	Required	4	Applied medical sciences/ physical therapy
42	PATH-312	Pathology	Required	2	Medicine/ pathology
43	ISLM-114	Islamic Culture 4		2	Sharia and Fundamentals of Religion
<b>3<sup>rd</sup> Year Semester 1</b>					
44	CARD-410	Principles of Cardiac Disorders and it's Surgery	Required	2	Medicine/p hysiology
45	PHTH-401	Physiotherapy for Cardiac Disorders and it's Surgery	Required	3	Applied medical sciences/ physical therapy
46	INTM-411	Principles of Internal Medicine and Geriatric Diseases	Required	2	Medicine/p hysiology
47	PHTH-402	Physiotherapy for Internal Medicine and Geriatric Diseases	Required	4	Applied medical sciences/ physical therapy
48	PHTH-403	Pulmonary Rehabilitation	Required	3	Applied medical

					sciences/ physical therapy
49	PHTH-404	Clinical Practice 2	Required	4	Applied medical sciences/ physical therapy
<b>3<sup>rd</sup> Year Semester 2</b>					
50	NEUR- 411	Principles of Neuromuscular Disorders and it's Surgery	Required	2	Medicine/n eurology
51	PHTH- 405	Physiotherapy for Neuromuscular Disorders and it's Surgery	Required	4	Applied medical sciences/ physical therapy
52	PSYC- 412	Psychology	Required	1	
53	ARB- 202	Arab writing Skills2	Required	2	Science and arts
54	PHTH- 407	Clinical Practice 3	Required	4	Applied medical sciences/ physical therapy
55	PHTH- 409	Evidence-Based Practice	Required	2	Applied medical sciences/ physical therapy
56	PHCL- 413	Pharmacology	Required	1	Pharmacy/p harmacolog y
57	RESH- 414	Research Methodology 1	Required	2	Applied medical sciences/ physical therapy
<b>4<sup>th</sup> Year Semester 1</b>					
58	PED-510	Principles of Pediatrics Disorders and its Surgery	Required	2	Medicine/ pediatrics
59	PHTH-501	Physiotherapy for Pediatric Disorders and its	Required	4	Applied medical

		Surgery			sciences/ physical therapy
60	PHTH-502	Burn Rehabilitation	Required	2	Applied medical sciences/ physical therapy
61	PHTH-503	Clinical Practice 4	Required	4	Applied medical sciences/ physical therapy
62	PHTH-504	Principles of Occupational Therapy	Required	2	Applied medical sciences/ physical therapy
63	RESH-511	Research Methodology 2	Required	2	Applied medical sciences/ physical therapy
64	RAD-512	Radiology	Required	2	Applied medical sciences/ radiological sciences
<b>Final internship (6 months)</b>					
Include additional years if needed.					

**2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).**

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification.
<p>a. Brief description of field experience activity :</p> <ul style="list-style-type: none"> <li>- The courses provide the students to demonstrate professional behavior with an understanding of the fundamental legal and ethical boundaries of professional practice.</li> <li>-Apply clinical reasoning skills to the process of assessment with reference to current professional</li> </ul>

<p>knowledge and relevant research produce appropriate physiotherapeutic management plans</p> <ul style="list-style-type: none"> <li>- Demonstrate skills in communicating information and advice to colleagues and patient.</li> <li>- Implement and evaluate appropriate, safe and effective physiotherapeutic skills in the management of patient.</li> </ul>
<p>b. At what stage or stages in the program does the field experience occur? (eg. year, semester)</p> <p><b>The final stage of the program that starts following level 9 is 6 months of internship period.</b></p>
<p>c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester)</p> <p><b>Full time for 6 months</b></p>
<p>d. Number of credit hours (if any): ---</p>

### 3. Project or Research Requirements (if any) ) Not applied

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (e.g. level)
d. Number of credit hours (if any) ( ) :
e. Description of academic advising and support mechanisms provided for students to complete the project.
f. Description of assessment procedures. (including mechanism for verification of standards)

#### 4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize the basic and foundational medical, behavioral, social, sciences related to physiotherapy.	Lecture Discussion	Written exams Assignment Quizzes
1.2	Recognize the connection between the science and clinical practice as well as the significance of this connection.		
1.3	Outline the basic principles and criteria for evaluation and treatment.		
1.4	Describe different physical therapy modalities, effects, and usage		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Justify the relationship between theory and clinical application.	Lecture Discussion Demonstration Clinical practice Problem solving	Written exams Assignment Quizzes Practical Objective Structured Clinical Exam
2.2	Appraise appropriate treatment plane according to patients' medical and physical problems.		
2.3	Explain physical therapy interventions and procedures based on professional practice.		
2.4	Integrate the best evidence of practice from sources of		

	information with clinical judgment to determine the best care for a patient.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers on a base of social and context of physical therapy.	Lecture Discussion Laboratory class	Assignment Objective Structured Clinical Exam
3.2	Use self directed learning related to physical therapy profession		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Operate in the design and the implementation of best clinical practice with communication to medical and health care providers	Discussion Presentation	Assignment Objective Structured Clinical Exam
4.2	Illustrate the evidence of practice by using communication technology		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Operate as independent practice in a field of physiotherapy.	Clinical practice Laboratory class Practical classes Tutorial	Assignment Practical Objective Structured Clinical Exam
5.2	Perform and manage a plan of care that is consistent with legal, ethical, and professional obligations, and administrative policies and procedures of the practice environment		



### Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes.

Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels:

I = Introduction

P = Proficient

A = Advanced

(see help icon)

	Courses	Code	ILO's													
			Knowledge				Cognitive				Interpersonal		Communication		Psychomotor	
			K1	K2	K3	K4	C1	C2	C3	C4	I1	I2	M1	M2	P1	P2
1	Human Anatomy (Limbs)	ANATp-201	A		P		A	P		P		P		P		
2	Human Physiology	PHYS p-223	A		P		A	P		A		P		P		
3	Introduction to Biochemistry	BICH p-207	A		P		A	P		P		P		P		
4	Introduction to Physics	PHST p-204	A		P		A	P		P		P		P		
5	Arab Writing Skills 1	ARB-201									A		P			
6	Computer Application for Health Sciences	TECH p-250						P						A		
7	Biostatistics	RESH p-241	A	A										A		
8	Islamic Culture 1	ISLM-111									A		P			
9	Basic Histology	HISTp-231	A		P		A	P		P		P		P		
10	Neuroanatomy	ANAT 202	A		P		A	P		P		P		P		
11	Islamic Culture 2	ISLM 112									A		P			
12	Biochemistry	BICH 208	A		P		A	P		P		P		P		
1	Neurophysiology	PHYS 224	A		P		A	P		A		P		P		

	Courses	Code	ILO's													
			Knowledge				Cognitive				Interpersonal		Communication		Psychomotor	
			K1	K2	K3	K4	C1	C2	C3	C4	I1	I2	M1	M2	P1	P2
3	siology															
14	Electrotherapy 1	PHTH 201		A	P		A					P		P	P	
15	Test and Measurements	PHTH 202		A	P		A		P			P		P	A	
16	Biomechanics and Kinesiology 1	PHTH 203			A		A			P		P		P		
17	Thorax and Abdomen Anatomy	ANAT 310	A		P		A	P		P		P		P		
18	Principles of Exercise Physiology	PHYS 311	A		P		A	P		A		P		P		
19	Therapeutic Exercises	PHTH 301		A	A	A	A	P				P		P	P	
20	Electrotherapy 2	PHTH 302	P	A	A	A	P					P		P	P	
21	Hydrotherapy	PHTH 303	P	A	A	A	P					P		P	P	
22	Biomechanics and Kinesiology 2	PHTH 304			A		A			P		A		P	P	
23	Medical Physics	MPHY 312	A		P		A	P		P		P		P		
24	Islamic Culture 3	ISLM 113									A		P			

	Courses	Code	ILO's													
			Knowledge				Cognitive				Interpersonal		Communication		Psychomotor	
			K1	K2	K3	K4	C1	C2	C3	C4	I1	I2	M1	M2	P1	P2
25	Principles of Musculoskeletal Disorders	ORTH 312	A	A	A		A	A		P			P		P	
26	Physiotherapy of Musculoskeletal Disorders (Limbs and spine)	PHTH 305	P	P	A	A	P	A	A	P		P		P	A	
27	Rehabilitation for Sports Injuries	PHTH 306			A	P		A				P		P		A
28	Prosthetics and Orthotics	PHTH 308				A			A			P		P		P
29	Clinical Practice 1	PHTH 307		P		P		P			A		A		A	A
30	Pathology	PATH 312	A		P		A	P		P						
31	Islamic Culture 4	ISLM 114									A		P			
32	Principles of Cardiac Disorders	CARD 410	A	A	A		A	A		P			P		P	
33	Physiotherapy for Cardiac Disorders	PHTH 401	P	P	A	A	P	A	A	P		P		P	A	
34	Principles of Internal	INTM 411	A	A	A		A	A		P			P		P	

	Courses	Code	ILO's													
			Knowledge				Cognitive				Interpersonal		Communication		Psychomotor	
			K1	K2	K3	K4	C1	C2	C3	C4	I1	I2	M1	M2	P1	P2
	Medicine and Geriatrics															
35	Physical Therapy for Internal Medicine and Geriatrics	PHTH 402	P	P	A	A	P	A	A	P		P		P	A	
36	Pulmonary Rehabilitation	PHTH 403	P	P	A	A	P	A	A	P		P		P	A	
37	Clinical Practice 2	PHTH 404		P		P		P			A		A		A	A
38	Principles of Neuromuscular Disorders and its Surgery	NEUR 411	A	A	A		A	A		P			P		P	
39	Physiotherapy for Neuromuscular Disorders	PHTH 405	P	P	A	A	P	A	A	P		P		P	A	
40	Psychology	PSYC 412	A		P		A				P	P		P		
41	Arab Writing Skills 2	ARB 202									A		P			
42	Clinical Practice 3	PHTH 407		P		P		P			A		A		A	A

	Courses	Code	ILO's													
			Knowledge				Cognitive				Interpersonal		Communication		Psychomotor	
			K1	K2	K3	K4	C1	C2	C3	C4	I1	I2	M1	M2	P1	P2
43	Evidence-Based Practice	PHTH 409		A			A	A	A	A		A	P	A		
44	Pharmacology	PHCL 413	A		P		A	P		A						
45	Research Methodology 1	RESH p414		A						A		A		A		
46	Principles of Paediatrics Disorders	PED 510	A	A	A		A	A		P			P			
47	Physiotherapy for Paediatrics Disorders	PHTH 501	P	P	A	A	P	A	A	P		P		P	A	
48	Burn Rehabilitation	PHTH 502	P	P	A		P	A	A	P					A	
49	Clinical Practice 4	PHTH 503		P		P		P			A		A		A	A
50	Principles of Occupational Therapy	PHTH 504	A		P		A	P				P		P	P	
51	Research Methodology 2	RESH 511		A						A		A		A		
52	Radiology	RAD 512	A		A		P	P				P		P		

#### 1- Knowledge

- K1: Recognize the basic and foundational medical, behavioral, social, sciences related to physiotherapy.**
- K2 Recognize the connection between the science and clinical practice as well as the significance of this connection.**
- K3: Outline the basic principles and criteria for evaluation and treatment.**
- K4: Describe different physical therapy modalities, effects, and usage.**

## **2- Cognitive Skills**

- C1: Justify the relationship between theory and clinical application.**
- C2: Appraise appropriate treatment plane according to patients' medical and physical problems.**
- C3: Explain physical therapy interventions and procedures based on professional practice.**
- C4: Integrate the best evidence of practice from sources of information with clinical judgment to determine the best care for a patient**

## **3- Interpersonal Skills**

- I1: Demonstrate professional behavior in all interactions with patients, family members, caregivers, other health care providers on a base of social and context of physical therapy.**
- I2: Use self-directed learning related to physical therapy profession.**

## **4- Communication, IT, and Numerical Skills**

- M1: Operate in the design and the implementation of best clinical practice with communication to medical and health care providers.**
- M2: Illustrate the evidence of practice by using communication technology.**

## **5- Psychomotor Skills**

- P1: Operate as independent practice in a field of physical therapy.**
- P2: Perform and manage a plan of care that is consistent with legal, ethical, and professional obligations, and administrative policies and procedures of the practice environment.**

## 5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

**- In accordance with the university regulations concerning undergraduate tuition and examinations issued by the high education council decision number (5/2) taken in its session**

**(second) of the High Education Council on 11/06/1416.**

**The students awarded The Saudi Secondary School Certificate (science section) or its equivalent and passed Aptitude Exam (provided by National Centre for Assessment in Higher Education,). The priority of acceptance for admission has been given to those applicants with the highest equivalent percentage (70% of the secondary school grade + 30% of aptitude exam grade). Applications submitted electronically to the Deanship of Admission and Registration in the specified periods for each semester.**

## 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for :

- a. Attendance.
- b. Progression from year to year .
- c. Program completion or graduation requirements .

**A- Attendance.**

In accordance with the university regulations concerning undergraduate tuition and examinations issued by the high education council decision number (5/2) taken in its session (Second) of the High Education Council on 11/06/1416.

b. Progression from year to year.

- The student may advance to the next level if the student successfully passes all the requirements of the course at a particular level.
- The student is considered struggling if the student fails to succeed in completing the requirements of a particular course level; and the student shall remain in the same level until it is successfully completed.
- The student may register up to two levels from their current registered level. .
- The student is registered to the next levels and the academic burden of the student is related to their cumulative grade, ensuring that the number of registered credit hours is not less than



the minimum number of credits allowed.

c. Program completion or graduation requirements.

Successful completion of the total of 153 units for all course work.

Successful completion of the internship year.

#### E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (e.g. verify grading samples of test or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- **Committee for practical evaluation.**

- **Committee for revision of written exam.**

In the program, we rely on scheduled external audits, such as the visit of the External Auditor of the Program and the review of the accreditation teams to verify the appropriateness of the student assessment methods

#### F Student Administration and Support

##### 1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- **Academic guidance and supervision.**

- **The allocation by the academic staff members of office hours for students' support.**

- **The formation of students' committees to give consultations to students.**

**Physical Therapy academic advisor. his duties are the following:**

(a) **Resource Agent**—one who provides accurate and timely information about the curriculum, co-curriculum, college policies, and administrative procedures. (b) **Interpreter**—one who helps students make sense of, and develop appreciation for the college mission, curricular requirements (e.g., the meaning, value, and purpose of general education), and co-curricular experiences (e.g., the importance of out-of-class experiences for student learning and development). (c) **Liaison/Referral Agent**—one who connects students with key academic support and student development services. (d) **Teacher/Educator**—one who helps students gain self-insight into their interests, aptitudes, and values; who enables students to see the “connection” between their academic experience and their future life plans; and who promotes students' cognitive skills in problem-solving, decision-making, and critical thinking with respect to present and future

educational choice.

## 2. Student Appeals

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

**Students' appeals are dealt with according to the academic regulations of the university which was issued by the high education council decision number (5/2), taken in its session (second) of the High Education Council on 11/06/1416.**

## G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

**- The academic staff members determine the references, textbooks, websites that are relevant to the courses and write them in course specification and course report.**

**- A list of the required textbooks and references submitted to the college administration to provide it**

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

**The academic staff members have to determine the references, textbooks, websites, laboratory devices and class rooms resources**

**- A list of the required resources submitted to the college administration to provide them.**

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

**Formation of academic committees to evaluate the suitability of the various references and textbooks to the needs of the program.**

**- Review the results of the students' questionnaire about adequacy of learning resources.**

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

**- Student evaluation questionnaires that conducted every semester.**

4. What processes are followed for textbook acquisition and approval?

**- The requests from the teaching staff for providing the textbooks are submitted for approval to the head of the department, then to the dean of the college of applied medical sciences and finally to the deanship of the libraries.**

## H. Faculty and other Teaching Staff 1. Appointments

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

**Develop a screening and interview process that provides multiple avenues for mutual learning between the hiring team and the candidate. The hiring process may include: the candidate's curriculum vitae, interviews, classroom observations, other faculty-life observations, sample lessons, providing the University and community information, international Publication.**

## 2. Participation in Program Planning, Monitoring and Review

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

**- Annual review and planning for improvement, write a course report, revising the exam result**

b. Explain the process of the Advisory Committee (if applicable)  
central advisory committee monitor the program and write comments and direction. Regular meetings are performed.

## 3. Professional Development

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

a. Improvement of skills in teaching and student assessment.

**- Regular attendance of the academic staff members of development and quality oriented seminars and workshops.**

**- The presentation of successful experiences in teaching.**

b. Other professional development including knowledge of research?

**- Stimulating and encouraging the academic staff members to attend scientific conferences and seminars.**

**- Holding scientific meetings of the academic staff members on a regular basis.**

#### 4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and 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.

- The department guide.
- Passing teaching experience to newly appointed academic staff members from other experienced academic staff members.
- Field visits.

#### 5. Part Time and Visiting Faculty and Teaching Staff<sup>1</sup>

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

N/a

### I. Program Evaluation and Improvement Processes

#### 1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?

- Learning outcomes were built and updated through brain storming sessions for program members considering the following
- revision of program mission.
- revision of program goals and objectives.
- correlation with personnel of physiotherapy graduates.
- recruit's questionnaire.
- Directions of NCAAA.

After formulation of program learning outcomes it was reviewed by quality consultant.

- Assessing learning outcomes:

Learning outcomes were assessed indirectly through student questionnaire, analysis of exams results, measurement of learning outcomes of courses.

Learning outcomes were assessed directly through special software.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- Student questionnaire
- evaluation by head of department.

## 2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:
<p>(i) From current students and graduates of the program</p> <p><b>For current students</b></p> <ul style="list-style-type: none"> <li>- Questionnaire of course evaluation.</li> <li>- Questionnaire of learning experience (students of 9<sup>th</sup> level).</li> <li>- Questionnaire for student stratification for academic guidance.</li> <li>- Questionnaire for student's satisfaction rate for classrooms and laboratories.</li> </ul> <p><b>For graduates of the program</b></p> <ul style="list-style-type: none"> <li>- Questionnaire of program evaluation by graduates.</li> <li>- Measurement of program learning outcomes.</li> </ul>
<p>(ii) From independent advisors and/or evaluator(s):</p> <p>External audit (done every five years):</p> <ul style="list-style-type: none"> <li>- The program is evaluated externally by a corresponding professor from outside the university and be distinct and experienced and has knowledge about the sciences and management of physical therapy. <ul style="list-style-type: none"> <li>• The department board nominates one external auditor to the Dean for approval.</li> <li>• The external auditor must at least have Degree of associate professor in the same area of specialization.</li> <li>• The external arbitrator must be chosen from outside the university (from inside Saudi Arabia or abroad).</li> <li>• The premium of external auditor determined according to rewards program available in the Deanship of Development and Quality in Najran University.</li> <li>• The external auditor shall fill out the form prepared by the Development and Quality in Najran University.</li> <li>• The program is review externally every five years</li> </ul> </li> <li>- <b>Advisory Committee for Health Colleges are involved in external audit of the program regularly.</b></li> <li>- <b>Committee from deanship of quality and development review the quality of the program process and outcomes.</b></li> </ul>
<p>(iii) From employers and/or other stakeholders</p> <p><b>The feedback from the directors of physical therapy health care facilities (hospitals, healthcare centres, etc).</b></p> <ul style="list-style-type: none"> <li>- <b>Questionnaires for stakeholders that reflect</b> recruiters satisfaction of professional and personal skills of the program graduates</li> </ul>

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**Attachments:**

1. Copies of regulations and other documents referred to template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

### Authorized Signatures

Dean / Chair /	Name	Title	Signature	Date
Program Dean or program chair Main Campus	<b>Raee Alhyani</b>	Head of the medical rehabilitation program	<i>Raee Alhyani</i>	:6 -1437
Branch 1				
Branch 2				
Branch 3				
Branch 4				

### Internal audit committee:

<u>1</u>	<u>Dr. Raee Alhyani</u>	<i>Raee Alhyani</i>
<u>2</u>	<u>Dr. Mohammed eid</u>	<i>Mohammed eid</i>
<u>3</u>	<u>Dr. Sobhy Mahmoud</u>	<i>Sobhy Mahmoud</i>
<u>4</u>	<u>Dr. Amr bayomy</u>	<i>Amr bayomy</i>
<u>5</u>	<u>Dr. Mohamed sami</u>	<i>Mohamed sami</i>
<u>6</u>	<u>Dr. Emad Taha</u>	<i>Emad Taha</i>
<u>7</u>	<u>Dr. Adel alshhranii</u>	<i>Adel alshhranii</i>
<u>8</u>	<u>Mr. Mohammed Jrar</u>	<i>Mohammed Jrar</i>
<u>9</u>	<u>Mr. Alaa Abosri</u>	<i>Alaa Abosri</i>