

National Commission for Academic Accreditation & Assessment

Program Specifications

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	King Khalid University	Date	18-11-2015
2. College/Department	College of Applied Medical Sciences / Department of Medical Rehabilitation Sciences		
3. Dean/Department Head	<ul style="list-style-type: none">Dean: Dr. Khalid Alahmari		
4. Insert program and college administrative flowchart	Dean – Dr. Khalid Alahmari Vice Dean – Dr. Hussain Almohiy		
5. List all branches offering this program	Branch 1. Orthopaedic Physical Therapy Branch 2. Neurological Physical Therapy Branch 3. Cardio Pulmonary Physical Therapy Branch 4. Paediatrics Physical Therapy		

A. Program Identification and General Information

1. Program title and code	Physical Therapy - PTH
2. Total credit hours needed for completion of the program	128

<p>3. Award granted on completion of the program</p> <p style="text-align: center;">Bachelor of Physical Therapy</p>																				
<p>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)</p> <p style="text-align: center;">Orthopaedics, Neurology, Paediatrics and Cardio Pulmonary, Physical Therapy</p>																				
<p>5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)</p> <p style="text-align: center;">None</p>																				
<p>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)</p> <p style="text-align: center;">After completion of Bachelor of Physical Therapy they are eligible to enter Physical Therapy profession</p>																				
<p>7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/></p> <p>(b) Continuing Program <input checked="" type="checkbox"/> Year of most recent major program review <input type="text" value="None"/></p> <p style="text-align: center;">Organization involved in recent major review (eg. internal within the institution),</p> <p style="text-align: center;">Accreditation review by _____? Other _____?</p>																				
<p>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.</p> <p style="text-align: center;">Dr. Mohammed A Sallam</p>																				
<p>9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Campus Location</th> <th style="width: 33%;">Approval By</th> <th style="width: 33%;">Date</th> </tr> </thead> <tbody> <tr> <td>Main Campus:</td> <td></td> <td></td> </tr> <tr> <td>Branch 1:</td> <td></td> <td></td> </tr> <tr> <td>Branch 2:</td> <td></td> <td></td> </tr> <tr> <td>Branch 3:</td> <td></td> <td></td> </tr> <tr> <td>Branch 4:</td> <td></td> <td></td> </tr> </tbody> </table>			Campus Location	Approval By	Date	Main Campus:			Branch 1:			Branch 2:			Branch 3:			Branch 4:		
Campus Location	Approval By	Date																		
Main Campus:																				
Branch 1:																				
Branch 2:																				
Branch 3:																				
Branch 4:																				

B. Program Context

1. Explain why the program was established.	
a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.	
This program has been designed to reduce the shortage of services in the field of Physical Therapy that exists in the profession of Physical Therapy and enhance the Physical Therapist to join in the hospitals and specialized rehabilitation centres for servicing people of this country.	
b. Explain the relevance of the program to the mission and goals of the institution.	
To meet the health care needs of society and to participate in developing health policy and appropriate standards for the Physical Therapy practice in King Khalid University.	
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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, what has been 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?	
Department chairmen and course coordinator has to arrange with other specialties.	
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).	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
4. What modifications or services are you providing for special needs applicants?	
None	

C. Mission, Goals and Objectives

<p>1. Program Mission Statement (insert). MISSION:- The Department of Medical Rehabilitation Sciences, College of Applied Medical Sciences, King Khalid University, Abha, Kingdom of Saudi Arabia, has a mission through attainment of extensive quality of education , learning and research for contribution in the building up of the society by dissemination of the knowledge for the wellbeing of community</p>
<p>List Program Goals (eg. long term, broad based initiatives for the program, if any)</p> <p>GOALS OF THE PROGRAM:-</p> <ol style="list-style-type: none"> 1. Understand and apply Islamic values and traditions in the practice of Physical therapy. 2. Ability to assess patient’s condition and diagnosis his health needs. 3. To contribute in developing, supporting, maintaining and restoring people’s optimal movement and functional abilities. 4. Direct Physical Therapeutic intervention towards individuals and groups of all ages in interaction with their environment. 5. Work in cooperation with patients and their relatives, colleagues and professionals from other disciplines. 6. Have necessary knowledge drawn from the biological, physical, and behavioral sciences. 7. Understand Medico-legal aspects, ethics of health care, professional rules, standards and policies that apply to Physical Therapy practice. 8. Appreciate continuing education and learning in order to develop their personal, professional, and post-graduate knowledge. 9. Prepare the students for the opportunities, challenges of Physical Therapy practice and understand changing patterns of health care delivery and organization and how these affect Physical Therapy practice. 10. Awareness of the role and use of information technology as a tool for research, evaluation, learning and application of IT in clinical practice and management.

2. 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.

Major Changes or Developments	Strategies	Indicators
This Physical Therapy Course will be based on Evidence-Based Practice.	Computer and internet recourses.	Students’ performance.
Highly experienced Visiting faculty will be invited in future for special fields.	Visitors of teaching experts in the field for modelling performance.	Teaching improvement.
This course will be associated with other Medical Rehabilitation courses very soon in future.	Continuous education for new areas that will enhance present performance.	Feedback of review results.
New teaching strategies will be introduced like, e-learning, web based materials.	e-learning and web based materials is on the way to introduce in this course.	Supervising faculty from King Khalid University.

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 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.

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours
Prep Year Level 1	ARAB 201	Arabic Language skills	Required	---	2 (2+0)
	IC1 (111)	The Entrance to the Islamic Culture I	Required	---	2 (2+0)
	ENG (019)	Intensive English Program for Pre- Medical	Required	---	6 (0+6)
Prep Year Level 2	CHEM(110)	General Chemistry for Health Science	Required	ENG 019	2 (1+1)
	ZOOL (105)	Zoology for Health Science	Required	ENG 019	4 (3+1)
	CHEM(111)	Organic Chemistry for Health Science	Required	ENG 019	3 (2+1)
	PHYS (102)	General Physic for Health Science	Required	ENG 019	4 (3+1)
	COMM(141)	Basic Biostatistics	Required	ENG 019	1 (1+0)
Level 3	IC2 (112)	Islamic Culture II	Required	---	2 (2+0)
	CS3 (103)	Introduction to Computer	Required	---	3 (2+1)
	ANAT 211	Introduction to Human Anatomy	Required	ZOOL 105	2 (1+1)
	PSL 223	Human Physiology	Required	ZOOL 105	3 (2+1)
	PTH 214	Introduction to Physical Therapy	Required	---	2 (2+0)
	PTH 213	Electrotherapy 1	Required	PHYS 102	2 (1+1)
	MBC 228	Introduction to Biochemistry	Required	CHEM (110)	2 (2+0)
Level 4	ARAB2 (202)	Arabic Editing	Required	---	2 (2+0)
	ANAT 214	Neuro-Musculoskelatel Anatomy	Required	ANAT 211	3 (2+1)

	PSL 242	Neuro Physiology	Required	PSL 223	2 (1+1)
	PTH 211	Therapeutic Exercises	Required	PSL 223	3 (2+1)
	PTH 222	Electrotherapy 2	Required	PTH 213	2 (1+1)
	PATH 236	Pathology	Required	ANAT 211	2 (2+0)
	PHARM 325	Pharmacology	Required	-----	2 (2+0)
Level 5	IC3 (113)	Islamic Culture 3	Required	-----	2 (2+0)
	PTH 317	Biomechanics & Kinesiology	Required	-----	3 (2+1)
	PTH 212	Physical Therapy Test and Measurement	Required	-----	2 (1+1)
	PTH 318	Physical Therapy Practice & Procedures	Required	PTH 211	2 (1+1)
	PTH 319	Physical Therapy in Internal Medicine & Geriatrics Disorders	Required	PATH 236	3 (2+1)
	PTH 302	Physical Therapy in Cardiopulmonary Disorders	Required	-----	3 (2+1)
	PTH 303	Physical Therapy Clinical Training 1	Required	-----	3 (1+2)
Level 6	IC4 (114)	Islamic Culture 4	Required	-----	2 (2+0)
	SUR 322	Orthopedics & Traumatology	Required	-----	2 (2+0)
	PTH 224	Physical Therapy Orthopedic & Traumatology Disorders	Required	-----	3 (2+1)
	PTH 323	Radiology for Physical Therapy	Required	-----	2 (2+0)
	PTH 324	Physical Therapy in Sports Injuries	Required	PTH 317	2 (1+1)
	PTH 325	Prosthetic & Orthotics	Required	-----	2 (2+0)
	PTH 326	Physical Therapy Clinical Training 2	Required	PTH 303	3 (1+2)
	PTH 327	Physical Therapy in Psychiatric Disorders	Required	-----	2 (2+0)
Level 7	MED 441	Clinical Neurology	Required	-----	2 (2+0)
	PTH 411	Physical Therapy in Neurological Disorders	Required	-----	3 (1+2)
	PTH 412	Physical Therapy in Pediatrics Disorders	Required	-----	3 (2+1)
	PTH 413	Physical Therapy Clinical Training 3	Required	PTH 326	3 (1+2)
	PTH 414	Physical Therapy in Burn & Plastic Surgery Disorders	Required	-----	2 (1+1)
	COM 472	Research Methodology	Required	-----	2 (1+1)
	PTH 221	Applied Exercise Physiology	Required	-----	3 (2+1)
Level	PTH 421	Professional Ethics	Required	-----	2 (2+0)
	PTH 422	Physical Therapy in Obstetrics & Gynecological	Required	-----	3 (2+1)

8		Disorders			
	PTH 423	Evidenced-Based Physical Therapy	Required	-----	4 (2+2)
	PTH 424	Research Project	Required	-----	2 (1+1)
	PTH 425	Physical Rehabilitation & Medical Administration	Required	-----	3 (2+1)
	PTH 426	Physical Therapy Clinical Training 4	Required	PTH 413	4 (2+2)

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

<p>a. Brief description of field experience activity</p> <ul style="list-style-type: none"> • It is one year of clinical practice in affiliated hospitals, clinics, and health centers. During the internship year, the students undertake supervised clinical practice, gain experience related to decision-making, and manage patients in variety of settings. • The main goals of this training year are to: <ol style="list-style-type: none"> 1. Enhance the clinical skills of the graduates and prepare them to be competent in the practice of Physical Therapy. 2. Expand the graduates' necessary knowledge for the practice. 3. Develop the graduates' professional attitudes and ethics. 4. Motivate the graduates on continuing education and learning in order to develop their personal and professional knowledge.
<p>b. List the major intended learning outcomes for the program to be developed through the field experience</p> <ul style="list-style-type: none"> • Knowledge Skills • Cognitive Skills • Communication Skills • Interpersonal Skills
<p>c. At what stage or stages in the program does the field experience occur? (e.g. year, semester)</p> <ul style="list-style-type: none"> • Third, Fourth and Fifth Academic year, i.e. Level-5, 6, 7, 8 and Internship
<p>d. Time allocation and scheduling arrangement. (Eg. 3 days per week for 4 weeks, full time for one semester)</p> <ul style="list-style-type: none"> • 6 hours/day – 5 days/ week – 48 weeks. For internship • 4 hours/day – 1 days/ week – 24 weeks. Level-5 • 4 hours/day – 1 days/ week – 24 weeks. Level-6 • 4 hours/day – 1 days/ week – 24 weeks. Level-7 • 4 hours/day – 1 days/ week – 24 weeks. Level-8
<p>e. Number of credit hours:</p> <ul style="list-style-type: none"> • 12 credits up to internship

3. Project or Research Requirements (if any)

<p>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>
<p>a. Brief description:</p> <ul style="list-style-type: none"> • This course presents the purpose and characteristics of research, basic principles of scientific methods, and interpretation of professional literature. The students will participate in clinical research activities, and critically analyse the current and new concept in Physical Therapy. Project will be a clinical assignment on

<p>given topic or condition. This may be done in the form of a literature review. This will give the student a background on research methods and recent advances.</p> <ul style="list-style-type: none"> It can be done individually or in groups, and the result should be a written document corresponding to 25 standard pages for individual projects and 35 for group projects. This course involves students planning and conducting a research project under the supervision of academic staff in the King Khalid University. Students will be required to perform all aspects of research required for completion of the project, which may include gaining ethics approval, patient recruitment, data collection and statistical analysis.
<p>b. List the major intended learning outcomes of the project or research task.</p> <ul style="list-style-type: none"> Knowledge Skills Cognitive Skills Communication Skills Interpersonal Skills <p>The aim of the Bachelor project is for students to acquire skills within the field of Physical Therapy development work. That is to say, to acquire the knowledge and skills necessary to use relevant scientific methods with respect to documentation, quality assurance and communication in the field of Physical Therapy. The Bachelor project also provides the basis for further studies in theory and clinical practice.</p>
<p>c. At what stage or stages in the program is the project or research undertaken? (eg. year, semester)</p> <ul style="list-style-type: none"> 4th year in the 8th semester.
<p>c. Number of credit hours:</p> <ul style="list-style-type: none"> 2 Credit Hours.
<p>e. Summary description of provisions for student academic advising and support.</p> <ul style="list-style-type: none"> Arrangements for availability of the faculty for individual student consultation and academic advice: - Consultation- 2 hours/ week and Academic advice: 2 Hours/ week.
<p>f. Description of assessment procedures (including mechanism for verification of standards)</p> <ul style="list-style-type: none"> Continuous Assessment 50 % Final Assessment 50 %

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

<p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> 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 assessment for students to be used in courses and the program to evaluate learning outcomes in the domain concerned.
<p>a. Knowledge :</p>
<p>(i) Summary description of the knowledge to be acquired:</p> <ul style="list-style-type: none"> A comprehensive and well-founded knowledge in the field of study. An understanding of how other disciplines relate to the field of study. An international perspective on the field of study. Have knowledge about problem related to different specialities managed through Physical Therapy.

<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> • Lectures/small group discussion to present main themes and concepts of Physical Therapy subjects. • Brain storming to illustrate the differences in the core concepts related to theories of Physical Therapy subjects. • Reading assignment to integrate concepts of theories with actual practice in Physical Therapy subjects. • Journal club to enhance and update the knowledge of evidence based practice in Physical Therapy subjects.
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> • Multiple choice questions (MCQ) (to recognize main concepts of Physical Therapy subjects). • Matching (to acknowledge the Physical Therapy subjects interpretation according to patients conditions). • Short essay (to provide the meaning of different Physical Therapy interaction and physical Therapy diagnosis).
<p>b. Cognitive Skills:</p>
<p>(i) Cognitive skills to be developed and level of performance expected</p> <ul style="list-style-type: none"> • Demonstrate the therapeutic abilities by self. • Demonstrate the utmost interpersonal relationship with colleagues, clients, and teachers. • Develop a therapist client relationship with clients who are suffering from various diseases. • Demonstrate knowledgeable skills performance in carrying out specific Physical Therapy procedures. • The ability to define and analyze problems. • The ability to apply critical reasoning to issues through independent thought and informed judgment. • The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> • Role-plays to simulate different behaviors, general symptomatology of client, interaction as well as the appropriate intervention related to diseases. • Seminars to insure the appropriate application of different clinical concepts. • Case study to develop rationales for Physical Therapy assessment, diagnosis, and planning of treatment. • Attending rounds to acquire multidisciplinary professional approach to care in response to different multidimensional patient's problems as well as applications of group dynamics skills. • Scenarios to critique and propose Physical Therapy interventions and long term goals as well as means of evaluation of cases.
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> a. MCQ (to assess and recognize the different Physical Therapy interactions). b. Scenarios or real-life simulation (to interpret/apply psychodynamic of Physical Therapy in the context of health care).
<p>(i) Description of the level of interpersonal skills and capacity to carry out the responsibility to be developed</p> <ol style="list-style-type: none"> a. Develop awareness into one's own attitude towards effective way of delivering lectures in Physical Therapy subjects. b. Value one's own health practice as a professional Physical Therapist. c. Early identification of recourses for patient care. d. Develop awareness into one's own attitude to know about the value of multi-disciplinary approach in health care setting.
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> • A student centered approach to learning, balanced with assess to appropriate sources of support and guidance. • Time within program and the provision of appropriate tools and support to reflect on their learning. • Teaching and learning approaches that facilitate the development of high level cognitive skills (particularly relating to problem-solving, clinical reasoning and the exercise of professional judgment). • Learning facilitate through a range of activities and media (including computer-assisted learning). • Video taping of actual students interactions in group or one to one student patient interaction (or role plays) to teach dynamics of interaction.

<ul style="list-style-type: none"> • Direct interaction with client (real-life simulation) to apply and critique interpersonal skills. • Conviction mirror to reflect behavior during role-plays assisting in self-awareness.
d. Communication, Information Technology and Numerical Skills
(i) Description of the communication, IT and numerical skills to be developed <ul style="list-style-type: none"> • Use of web based material related to provide advanced evidence based Physical Therapy management.
(iii) Methods of assessment of students numerical and communication skills <ul style="list-style-type: none"> • Assignments to present recent different topic related to Physical Therapy management.

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required 7. Not applicable
(ii) Teaching strategies to be used to develop these skills <ul style="list-style-type: none"> • Note applicable
(iii) Methods of assessment of students psychomotor skills <ul style="list-style-type: none"> • Note applicable

Program Learning Outcomes 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)

Course Offerings		NQF Learning Domains and Learning Outcomes														
		ARAB 201	IC1 (111)	ENG (019)	CHEM (110)	ZOOL (105)	CHEM (111)	PHYS (102)	COMM (141)	IC2 (112)	CS3 (103)	ANAT 211	PSL 223	PTH 214	PTH 213	MBC 228
1.0	Knowledge															
1.1	Facts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2	Concepts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3	Theories	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4	Procedures	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.0	Cognitive Skills															
2.1	Apply skills when asked	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2	Creative thinking	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3	Problem solving	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.0	Interpersonal Skills & Responsibility															
3.1	Responsibility for own learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2	Group participation and leadership	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3	Act responsibly	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4	Ethical standards of behaviour	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.0	Communication, Information Technology, Numerical															
4.1	Oral and written communication	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.2	Use of IT	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.3	Basic maths and statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5.0	Psychomotor Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Course Offerings		NQF Learning Domains and Learning Outcomes														
		ARAB2 (202)	ANAT 214	PSL 242	PTH 211	PTH 222	PATH 236	PHARM 325	IC3 (113)	PTH 317	PTH 212	PTH 318	PTH 302	PTH 303	PTH319	IC4 (114)
1.0	Knowledge															
1.1	Facts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2	Concepts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3	Theories	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4	Procedures	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.0	Cognitive Skills															
2.1	Apply skills when asked	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2	Creative thinking	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3	Problem solving	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.0	Interpersonal Skills & Responsibility															
3.1	Responsibility for own learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2	Group participation and leadership	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3	Act responsibly	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4	Ethical standards of behaviour	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.0	Communication, Information Technology, Numerical															
4.1	Oral and written communication	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.2	Use of IT	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.3	Basic maths and statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5.0	Psychomotor Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Course Offerings		SUR 322	PTH 224	PTH 323	PTH 324	PTH 325	PTH 326	PTH 327	MED 441	PTH 411	PTH 412	PTH 413	PTH 414	COM 472	PTH 221	PTH 421
NQF Learning Domains and Learning Outcomes																
1.0	Knowledge															
1.1	Facts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2	Concepts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3	Theories	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4	Procedures	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.0	Cognitive Skills															
2.1	Apply skills when asked	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2	Creative thinking	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3	Problem solving	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.0	Interpersonal Skills & Responsibility															
3.1	Responsibility for own learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2	Group participation and leadership	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3	Act responsibly	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4	Ethical standards of behaviour	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.0	Communication, Information Technology, Numerical															
4.1	Oral and written communication	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.2	Use of IT	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4.3	Basic maths and statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5.0	Psychomotor Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Course Offerings		PTH 422	PTH 423	PTH 424	PTH 425	PTH 426										
NQF Learning Domains and Learning Outcomes																
1.0	Knowledge															
1.1	Facts	√	√	√	√	√										
1.2	Concepts	√	√	√	√	√										
1.3	Theories	√	√	√	√	√										
1.4	Procedures	√	√	√	√	√										
2.0	Cognitive Skills															
2.1	Apply skills when asked	√	√	√	√	√										
2.2	Creative thinking	√	√	√	√	√										
2.3	Problem solving	√	√	√	√	√										
3.0	Interpersonal Skills & Responsibility															
3.1	Responsibility for own learning	√	√	√	√	√										
3.2	Group participation and leadership	√	√	√	√	√										
3.3	Act responsibly	√	√	√	√	√										
3.4	Ethical standards of behaviour	√	√	√	√	√										
4.0	Communication, Information Technology, Numerical															
4.1	Oral and written communication	√	√	√	√	√										
4.2	Use of IT	√	√	√	√	√										
4.3	Basic maths and statistics	√	√	√	√	√										
5.0	Psychomotor Skills	X	X	X	X	X										

5. Admission Requirements for the program

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

- To be a citizen of the Kingdom of Saudi Arabia.
- Fulfill King Khalid University Requirements.
- Pass the entrance written examination.
- Pass the medical fitness checkup.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

a. Attendance:

- Students are expected to attend all classes in order to perform quality work for Physical Therapy course. Information provided during class time will be critical to successful completion of all assignments. Absence pre-approved by the Dean of faculty will be honoured.

b. Progression from year to year:

- After completion of all required courses in one semester student will go to next semester.

c. Program completion:

- After successfully completion of four and one Academic Years, Eight Semesters (128 Credit Units) and one complete year of clinical Internship, student shall be awarded Bachelor Physical Therapy, (B.P.T.) from the Faculty of Applied Medical Sciences, Department of Medical Rehabilitation Sciences, King Khalid University.

E. Regulations for Student Assessment and Verification of Standards

- Regulations or policies for allocation and distribution of grades

If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of students grades state the policy or regulation, or attach a copy.

- Physical Therapy program will follow “King Khalid University Grading Rules, Regulation and Policies”.

2. What processes will be used for verifying standards of achievement (e.g. check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- Departmental committee to revise sample of randomly selected exams.
- Departmental revision of exam report (grade, maximum, minimum, average, and median).
- Periodic exchange and remarking of a sample of assignment with a faculty member in another institution.
- Clinical examination of independent Physical Therapy faculty member.
- Co-evaluation of student’s performance including course teacher and clinical preceptor.

F Student Administration and Support

1. Student Academic Counselling

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

- General advice on course selection.
- General advice on career planning.
- Individual consultations between instructors and students in courses during scheduled office hours.
- Arrangements for availability of the faculty for individual student consultation and academic advice: - Consultation- 2 hours/ week and Academic advice: 2 Hours/ week.

2. Student Appeals

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

- The appeals regulations are laid down by Ministry of Higher Education, King Khalid University.

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?

- Internet
- Membership in web based Physical Therapy
- Membership in evidence-based Physical Therapy
- Membership in Electronic materials like- Medicare web sites, EBSCO web sites, PubMed, Midline, and APTA.org

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

- Searching the best available text books in the field of profession by search in the net and reviewing the book lists in various publishing groups

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

- Feedback from faculty members.
- Feedback from students.
- Advanced Research Based material and abstracts.

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

By regular follow-up and meeting with the students

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

We will follow the policy of university for acquiring the books

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.

We conduct high quality interview process to recruit the faculty members

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.

- Update course syllabus to meet changing patient needs in the Saudi community.
- Provide or enhance appropriate resources needed to teach the course.
- Provide course instructors with feedback of review results to propose improvement strategies.
- Provide course instructors with required training.
- Provide clinical preceptors at the training institutes with review results to propose improvement

strategies.

- Mutual planning of the course with clinical preceptors.
- b. Explain the process of the Advisory Committee (if applicable)

3. Professional; Development

What arrangements are made for professional development of faculty for:

(a) Improvement of skills in teaching?

- Academic development of staff.
- Continuous education for new areas that will enhance present performance.
- Visitors of teaching experts in the field for modelling performance.
- Clinical preceptor training.
- Peer evaluation of teaching faculty.

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

- Review and analyse collective summary of students' performance of all teaching sections of the course every year.
- Acquire feedback regarding planning for improvement of transferable skills and level of retention of required knowledge from faculty teaching courses that demand this course.
- Benchmark student's performance with other similar programs of teaching similar course.

4. Preparation of New Faculty

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

- They will be guided by the HOD and other faculty members.

5. Part Time and Visiting Faculty

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

- None

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (e.g. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of faculty in using different strategies)

- Students/teachers focus groups.
- Student's personal written reflections.
- Students teaching appraisal questionnaire.
- Students' clinical training appraisal questionnaire.

b. What processes will be used for evaluating the skills of faculty in using the planned strategies?

Course report

- Analysis of students' performance progress through factor analysis of written periodical exams.
- Criteria analysis of students' performance progress for practice and interpersonal skills by the department.
- Peer evaluation of the instructor.
- Feedback to/from clinical preceptors.

2. Overall Program Evaluation

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:

(i) From current students and graduates of the program?

- Survey responses from students about to complete the program.
- Surveys of graduates from the program using a standard form distributed six months after graduation.
- Review and analyse collective summary of students' performance of all teaching sections of the course every year.
- Acquire feedback regarding planning for improvement of transferable skills and level of retention of required knowledge from faculty teaching courses that demand this course.
- Benchmark student's performance with other similar programs of teaching similar course.

(ii) From independent advisors and/or evaluator(s)?.

- Departmental/program review.
- Analysis and advice from visiting faculty.
- Independent assessment by independent faculty familiar with the program of the programs consistency with the National Qualifications Framework.
- Analysis of students' performance progress through factor analysis of written periodical exams.
- Criteria analysis of students' performance progress for practice and interpersonal skills by the evaluators.
- Peer evaluation of the instructor.
- Feedback to/from clinical preceptors.

b. What key performance indicators will be used to monitor and report annually on the quality of the program?

- Completion rate of students in every semester.
- Program completion rates in minimum time.
- Student grading ratings.
- Employment rates of graduates.
- Participation of faculty in professional development activities.

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

- Update course syllabus to meet changing patient needs in the Saudi community.
- Provide or enhance appropriate resources needed to teach the course.
- Provide course instructors with feedback of review results to propose improvement strategies.
- Provide course instructors with required training.
- Faculty invited to comment on responses to course and program evaluations (confidentiality of individual responses preserved).
- Program report prepared at end of each semester including summaries of evaluation responses.
- Reviewed by program evaluation committee which advises on amendments required.
- Completion of self-evaluation scales from Standards of Good Practice every year.

