



Program Specification

Program Name: Bachelor in Physical Therapy Program (372000)

Qualification Level : 7th Level

Department: Department of Physical Therapy

College: College of Applied Medical Sciences

Institution: Taif University

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A. Program Identification and General Information

1. Program Main Location:

College of Applied Medical Sciences, King Abdul-Aziz Specialist Hospital Complex, Taif

2. Branches Offering the Program:

N/A

3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

The Bachelor of Physical Therapy program was established for the following reasons:

I. Economic reasons:

With healthcare being one of the fastest growing industries in the Kingdom of Saudi Arabia, there is a need for safer and cost-effective health services. These mandates preparing distinct professional physiotherapists having the required knowledge, skills, and values that allow them to manage different cases with movement impairment and other major specialties in physiotherapy, including the conduction of special assessment tools, tests, and physical assessment.

II. Social and cultural reasons:

- To provide a specialized community services within the field of physiotherapy
- To develop the local environment on a scientific base according to the national trends in the field of physiotherapy.
- Emphasize high principles of character, a sense of civic and moral responsibility, and a commitment to basic values of human life and Islamic rules.

III. Technical reasons:

- To integrate the modern technology with application of the most recent techniques of physiotherapy for various disorders in a safe and effective way to keep up to date with the global development.

IV. National development reasons:

- To keep abreast of national development and strategic trends of the Human Capability Development Program the vision of Kingdom of Saudi Arabia 2030 in the field physiotherapy.

V. Professional and research reasons:

- Enrich and update the students' knowledge and skills through a self-learning to cope with the fast change and development of knowledge.
- Conduct research to share in the building and development of the profession.
- Endorsing partnerships with other health professionals to try to promote health and well-being of the society.

4. Total Credit Hours for Completing the Program: (171 hours)

The Physical Therapy program is composed of 141 credit hours (4-year study), in addition to 30 credit hour (internship year for clinical practice at hospitals) with a total of 171 credit hours which are distributed as follows:

- Institution requirements (22 hours)
- College requirements (21 hours)
- Program requirements (128 hours)

5. Learning Hours: (6000 hours)

The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)

There are 12 semesters in physical therapy program, distributed over a 4-year study plan, in addition to internship year (3 semesters). The total number of courses is 59, with various characteristics; "theoretical courses-A" (n=30), "mixed theoretical and practical courses-B" (n=27), and "clinical practice courses-C" (n=2), in addition to internship year. Assuming each semester takes about 500 hours (including the traditional lectures and practical sessions, in addition to other learning hours) from the student to complete the activities required for learning outcomes achievement, the following table shows the main activities for each type of courses (A, B, and C):

Theo = 1(A)	Theo+Prac= 2 (B)	Cl. Prac=1 (C)
Assignment /activities	Assignment /activities	Assignment /activities
Midterm theoretical	Midterm theoretical	
	Midterm practical	Midterm practical
Final theoretical	Final theoretical	Presentation
	Final practical	Final practical

Theo: Theoretical, Prac: Practical, Cl. Prac: Clinical Practice.

Estimated learning hours (per semester) for each level [10 weeks /semester]			
Level	A courses	B courses	C courses
1st level	83	167	-
2nd level	83	167	-
3rd level	100	200	-
4th level	71	142	-
5th level	55	111	-
6th level	62	124	-
7th level	71	142	-
8th level	56	112	-
9th level	62	124	-
10th level	83	167	83
11 th level	71	142	71
12 th level	71	142	-

A: theoretical, B: theoretical and practical, C: Clinical practice.

(For further details regarding each course's learning hours, refer to course specification)

6. Professional Occupations/Jobs:

- Hospitals
- Rehabilitation centers
- Medical clinics and offices.
- Orthopedics clinics.
- Medical units in schools and Universities.
- Medical care centers.
- Nursing and elderly homes.
- Pediatric clinics
- Sports and fitness clubs.
- Teaching staff in universities

7. Major Tracks/Pathways (if any):		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. N/A (no major tracks or pathways within the program)	N/A	N/A
8. Intermediate Exit Points/Awarded Degree (if any):		
Intermediate exit points/awarded degree	Credit hours	
1. NA - (No intermediate exit points and awards within the program)	N/A	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

To prepare competent physical therapists contributing in health services and scientific research for the purpose of community development.

2. Program Goals:

1. Introducing a high -quality education in the field of physical therapy within an attractive academic environment.
2. Providing the essential knowledge, skills, and values for long-life professional development in physical therapy.
3. Promoting basic research skills contributing to the creativity in the practice of physical therapy profession.
4. Generating effective partnership with the community within different physical therapy disciplines enhancing the social awareness of the profession.

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

The Physical Therapy program mission is aligned with Taif University mission (as shown in the mapping matrix, table 1), and aligned with College of Applied Medical Sciences mission (as shown in the mapping matrix, table 2).

Table 1: Alignment of Program Mission with Taif University Mission

		Taif University Mission		
		To develop nationally competitive competencies (EDUCATION)	that contribute to the production of knowledge (RESEARCH)	and its transformation into an engine for development (COMMUNITY SERVICE)
Program Mission	Program Mission Component 1	√		
	Program Mission Component 2	√		
	Program Mission Component 3		√	
	Program Mission Component 4			√

Program Mission:

To prepare competent physical therapists contributing in health services and scientific research for the purpose of community development.

Taif University Mission:

Developing locally competitive competencies that contribute to the production and transformation of knowledge into a drive for development.

Table 2: Alignment of Program Mission with College Mission

		College of Applied Medical Sciences Mission		
		qualified students in health field (EDUCATION)	with research contribution (RESEARCH)	to community development. (COMMUNITY SERVICE)
Program Mission	Program Mission Component 1	√		
	Program Mission Component 2	√		
	Program Mission Component 3		√	
	Program Mission Component 4			√

Program Mission:

To prepare competent physical therapists contributing in health services and scientific research for the purpose of community development.

College Mission:

Preparing qualified students in health field with research contribution to community development.

The Physical Therapy program goals are aligned with Taif University strategic objectives (as shown in the mapping matrix, table 3), and aligned with College of Applied Medical Sciences goals (as shown in the mapping matrix, table 4).

Table 3: Alignment of Program Goals with TU Strategic Objectives

	TU Strategic Objective 1	TU Strategic Objective 2	TU Strategic Objective 3	TU Strategic Objective 4	TU Strategic Objective 5	TU Strategic Objective 6
Program Goal 1	√					
Program Goal 2	√		√			
Program Goal 3		√	√			
Program Goal 4			√			

Program Goals:

1. Introducing a high-quality education in the field of physical therapy within an attractive academic environment.
2. Providing the essential knowledge, skills, and values for long-life professional development in physical therapy.
3. Promoting basic research skills contributing to the creativity in the practice of physical therapy profession.
4. Generating effective partnership with the community within different physical therapy disciplines enhancing the social awareness of the profession.

Taif University Strategic Objectives:

1. Improving the quality and outcomes of education
2. Effective participation of scientific research in community development
3. Effective participation in the provision and development of community services
4. Raising the efficiency of the administrative system
5. Raising the efficiency of human resources and infrastructure.
6. Raising financial efficiency and development of self-resources

Table 4: Alignment of Program Goals with College of Applied Medical Sciences goals

	College of Applied Medical Sciences goals			
	Goal 1	Goal 2	Goal 3	Goal 4
Program Goal 1	√			
Program Goal 2	√			
Program Goal 3		√	√	
Program Goal 4			√	

Program Goals:

1. Introducing a high-quality education in the field of physical therapy within an attractive academic environment.
2. Providing the essential knowledge, skills, and values for long-life professional development in physical therapy.
3. Promoting basic research skills contributing to the creativity in the practice of physical therapy profession.
4. Generating effective partnership with the community within different physical therapy disciplines enhancing the social awareness of the profession.

College of Applied Medical Sciences goals:

1. Ensure and improve the quality of learning outcomes
2. Activating the research aspect and graduate studies to meet the needs of society
3. To provide distinguished services and companies
4. Developing human resources and infrastructure for the college.

Program mission is aligned with its objectives (as shown in the mapping matrix, table 5)

		Program goals			
		Goal 1	Goal 2	Goal 3	Goal 4
Program Mission	Program Mission Component 1	√			
	Program Mission Component 2		√		
	Program Mission Component 3			√	
	Program Mission Component 4				√

4. Graduate Attributes:

Program graduate attributes:

1. Have the ability to analyze human movement and differentiate between healthy and physically impaired subjects.
2. Able to recognize the legal and ethical basis of safe practicing for physical therapy profession.
3. Have the ability to evaluate, critique and design the best physical therapy programs based on evidence-based practice.
4. Have the ability to communicate clearly and confidently with patients and health team members.
5. Have the ability to collect data, to design and conduct innovative research; and to interpret the results effectively.
6. Have leadership and management skills for future career in health and academic institutions.

Physical Therapy program graduate attributes are aligned with the TU graduate attributes (as shown in table 6), and with the program learning outcomes (as shown in table 7).

Table 6: Alignment of Program Graduate Attributes with TU Graduate Attributes

Taif University Graduate Attributes		Program Graduate Attributes
1. Learning and innovation Skills.	1.1 Creativity and innovation.	3,5
	1.2 Critical Thinking and Problem Solving.	1,2,3
	1.3 Collaboration and Communication Skills.	4,6
2. Information Technology, Media and Technical Skills.	2.1 Information Technology Proficiency Skills.	-
	2.2 Efficiency and Media Coverage Skills.	-
	2.3 Information and Communication Skills.	3,4,5
3. Life and Professional Skills.	3.1 Flexibility and Adaptation Skills.	3,4,6
	3.2 Initiative and Self-direction Skills.	3,4,5,6
	3.3 Social Skills and Multicultural Skills.	4,5,6
	3.4 Skills of Productivity and Accountability.	3,4,5
	3.5 Leadership and Responsibility Skills.	6

Table 7: Alignment of Program Graduate Attributes with Program Learning Outcomes

Program Graduate Attributes	Program Learning Outcomes												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Have the ability to analyze human movement and differentiate between healthy and physically impaired subjects.	√	√			√	√			√				
2. Able to recognize the legal and ethical basis of safe practicing for physical therapy profession.	√	√			√	√			√				
3. Have the ability to evaluate, critique and design the best physical therapy programs based on evidence-based practice.			√				√	√					√
4. Have the ability to communicate clearly and confidently with patients and health team members.										√		√	
5. Have the ability to collect data, to design and conduct innovative research; and to interpret the results effectively.				√							√	√	
6. Have leadership and management skills for future career in health and academic institutions.								√		√			

5.Program learning Outcomes*	
Knowledge	
K1	Identify anatomical, physiological, mechanical, psychological and developmental basis of human movement.
K2	Recognize the pathology, pathomechanics and the signs and symptoms of various disorders that require physical therapy.
K3	Explain the principles, concepts, and processes of physical therapy methods of treatment.
K4	Describe principles of scientific research in physical therapy.
Skills	
S1	Differentiate between normal and abnormal human movement based on patient assessment.
S2	Evaluate the functional problems of patients using all available assessment methods.
S3	Design a proper physical therapy program based on detected problems, disease nature, medications, and stage of disease/healing.
S4	Develop critical thinking and problem-solving skills.
Competence	
C1	Use the Islamic, social, ethical standards and administrative aspect in all physical therapy practice.
C2	Demonstrate effective communication with patients, colleagues and members of health team in responsive and responsible manners.
C3	Use self-learning to increase the body of knowledge and promote skills.
C4	Perform all practical tasks correctly, safely and independently
C5	Prepare assignments and projects based on evidence-based practice using library and internet.

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	10	20	11.7%
	Elective	1	2	1.2%
College Requirements	Required	6	21	12.3%
	Elective	0	0	0
Program Requirements	Required	39	88	51.5%
	Elective	0	0	0
Capstone Course/Project	Required	1	4	2.3%
Field Experience/ Internship	Required	5	36	21%
Others		N/A	N/A	N/A
Total		62	171	100%

* Add a table for each track (if any)

2. Program Study Plan (trimester)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Contact Hours	Type of requirements (Institution, College, or Department)
Level 1	370111-4	Medical Biology (1)	Required	--	4	6	College
	370112-3	Medical Chemistry (1)	Required	--	3	5	College
	990311-2	University Study Skills	Required	--	2	2	Institution
	999805-2	Intensive English (1)	Required	--	2	12	Institution
Level 2	370211-4	Medical Biology (2)	Required	370111-4	4	6	College
	370212-4	Medical Chemistry (2)	Required	370112-3	4	6	College
	2004112-2	Islamic culture (morals and values)	Required	--	2	2	Institution
	999806-2	Intensive English (2)	Required	999805-2	2	12	Institution
Level 3	370213-3	Medical Physics	Required	--	3	5	College
	370113-3	Medical Statistics	Required	--	3	4	College
	990211-2	Arabic Language Skills	Required	--	2	2	Institution
	999817-2	English for Health Sciences	Required	--	2	3	Institution
Level 4	372110-4	Anatomy for physical therapy	Required	370111-4 370211-4	4	6	Department
	372111-4	Physiology for physical therapy	Required	370111-4 370211-4	4	6	Department
	372112-2	Cytology for physical therapy	Required	370111-4 370211-4	2	3	Department
	372114-2	Electrotherapy and hydrotherapy (1)	Required	370213-3	2	4	Department
Level 5	372121-3	Therapeutic exercise (1)	Required	372110-4	3	5	Department
	372113-3	Basic biomechanics	Required	370213-3	3	5	Department
	372123-2	Axial anatomy	Required	372110-4	2	4	Department
	372115-1	Ethics and laws	Required	--	1	2	--
	105115-2	History of the Kingdom	Required	--	2	2	Institution
	999814-2	IELTS Preparation	Elective	999817-2	2	3	Institution
Level 6	372120-2	Pathology for physical therapy	Required	372112-2	2	3	Department
	372125-3	Motion analysis	Required	372113-3	3	5	Department
	372124-2	Electrotherapy and hydrotherapy (2)	Required	372114-2	2	4	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Contact Hours	Type of requirements (Institution, College, or Department)
	372122-4	Tests and measurement	Required	372110-4	4	6	Department
	2004111-2	Fundamentals of Islamic Culture	Required	--	2	2	Institution
Level 7	372315-4	Biomechanics of musculoskeletal system	Required	372125-3	4	6	Department
	372316-1	Traumatology and orthopedic diseases	Required	--	1	2	Department
	372317-4	Physical therapy for traumatology and orthopedic diseases	Required	372315-4 (Co.) 372316-1 (Co.)	4	6	Department
	372334-1	Healthcare management system	Required	--	1	2	Department
	2004313-2	Islamic culture (Medical Jurisprudence)	Required	--	2	2	Institution
Level 8	372318-2	Exercise Physiology	Required	372111-4	2	3	Department
	372329-2	Neuroanatomy	Required	--	2	4	Department
	372335-2	Physical Therapy for sports injuries	Required	372317-4	2	4	Department
	372336-2	Neurophysiology	Required	372111-4	2	3	Department
	372319-2	Therapeutic exercise 2	Required	372121-3	2	4	Department
	2004414-2	Islamic culture (Human Rights)	Required	--	2	2	Institution
Level 9	372337-1	Burns and general surgery	Required	372120-2	1	2	Department
	372338-4	Physical therapy for burns and general surgery	Required	372337-1 (Co.)	4	6	Department
	372339-1	Cardiopulmonary diseases	Required	372318-2	1	2	Department
	372342-3	Physical therapy for cardiopulmonary diseases	Required	372339-1 (Co.)	3	5	Department
	372343-1	Orthotics and prosthetics	Required	--	1	2	Department
	372344-2	Radiology for physical therapy	Required	372110-4	2	3	Department
Level 10	372410-2	Growth and developmental disorders	Required	372336-2	2	3	Department
	372411-4	Physical therapy for Growth and developmental disorders	Required	372410-2 (Co.)	4	6	Department
	372412-2	Research in health sciences	Required	--	2	3	Department
	372414-1	Rehabilitation of psychiatric disorders	Required	--	1	2	Department
	372416-3	Clinical practice 1	Required	372317-4 372342-3 372411-4 (Co.)	3	6	Department
Level 11	372420-1	Neurological diseases and its surgery	Required	372336-2	1	2	Department
	372421-4	Physical therapy for neurological diseases and its surgery	Required	372420-1 (Co.)	4	6	Department
	372422-1	Internal medicine and geriatrics diseases	Required	372318-2	1	2	Department
	372423-3	Physical therapy for Internal medicine and geriatrics diseases	Required	372422-1	3	5	Department
	372426-3	Clinical practice 2	Required	372338-4	3	6	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Contact Hours	Type of requirements (Institution, College, or Department)
				372421-4 372423-3 (Co.)			
Level 12	372424-1	Principles of occupational therapy	Required	372411-4	1	2	Department
	372415-2	Pharmacology for physical therapy	Required	372111-4 372120-2	2	3	Department
	372425-1	Ergonomics	Required	372315-4	1	2	Department
	372429-4	Graduation Research Project	Required	372412-2	4	7	Department
	372413-2	Physical Therapy for Obstetrics and gynecology	Required	372319-2	2	4	Department
	3725921-10	Internship (1)	Required	-	10	Internship (4)	Department
	3725922-10	Internship (2)	Required	-	10	Internship (4)	Department
	3725923-10	Internship (3)	Required	-	10	Internship (4)	Department

* Include additional levels if needed

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

Program Study Plan (2 semesters)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	370111-4	Medical Biology (1)	Required		3T, 1P	College
	370112-3	Medical Chemistry (1)	Required		2T, 1P	College
	370113-3	Medical Statistics	Required		3T	College
	990211-2	Arabic Language Skills	Required		2T	Institution
	990311-2	University Study Skills	Required		2T	Institution
	999805-2	Intensive English (1)	Required		2T	Institution
Level 2	370211-4	Medical Biology (2)	Required	370111-4	3T, 1P	College
	370212-4	Medical Chemistry (2)	Required	370112-3	3T, 1P	College
	370213-3	Medical Physics	Required		2T, 1P	College
	2004111-2	Fundamentals of Islamic Culture	Required		2T	Institution
	999806-2	Intensive English (2)	Required		2T	Institution
	999817-2	English for Health Sciences	Required		2T	Institution
Level 3	372110-4	Anatomy for Physical Therapy	Required	370111-4 370211-4	3T, 1P	Department
	372111-4	Physiology for Physical Therapy	Required	370111-4 370211-4	3T, 1P	Department
	372112-2	Cytology for Physical Therapy	Required	370111-4 370211-4	2T	Department
	372113-3	Basic Biomechanics	Required	370213-3	2T, 1P	Department
	372114-2	Electrotherapy & Hydrotherapy (1)	Required	370213-3	1T, 1P	Department
	372115-1	Ethics and Laws	Required		1T	Department
	2004112-2	Islamic Culture (Morals and Values)	Required		2T	Institution
	372120-2	Pathology for Physical Therapy	Required	372112-2	2T	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 4	372121-3	Therapeutic Exercise (1)	Required	372110-4	2T, 1P	Department
	372122-4	Tests and Measurement	Required	372110-4	3T, 1P	Department
	372123-2	Axial Anatomy	Required	372110-4	1T, 1P	Department
	372124-2	Electrotherapy & Hydrotherapy (2)	Required	372114-2	1T, 1P	Department
	372125-3	Motion Analysis	Required	372113-3	2T, 1P	Department
	105115-2	History of the Kingdom	Required		2T	Institution
Level 5	372315-4	Biomechanics of Musculoskeletal System	Required	372125-3	3T, 1P	Department
	372316-1	Traumatology and Orthopedic Diseases	Required		1T	Department
	372317-4	Physical Therapy for Traumatology and Orthopedic Diseases	Required	372315-4 372316-1	3T, 1P	Department
	372318-2	Exercise Physiology	Required	372111-4	2T	Department
	372319-2	Therapeutic Exercise (2)	Required	372121-3	1T, 1P	Department
	372329-2	Neuroanatomy	Required		1T, 1P	Department
	372334-1	Healthcare Management Systems	Required		1T	Department
999809-2	English Course (Elective 1)	Elective		2T	Institution	
Level 6	372335-2	Physical Therapy for Sports Injuries	Required	372317-4	1T, 1P	Department
	372336-2	Neurophysiology	Required	372111-4	2T	Department
	372337-1	Burns and General Surgery	Required	372120-2	1T	Department
	372338-4	Physical Therapy for Burns and General Surgery	Required	372337-1	3T, 1P	Department
	372339-1	Cardiopulmonary Diseases	Required	372318-2	1T	Department
	372342-3	Physical Therapy for Cardiopulmonary Diseases	Required	372339-1	2T, 1P	Department
	372343-1	Orthotics and Prosthetics	Required		1T	Department
	372344-2	Radiology for Physical Therapy	Required	372110-4	2T	Department
2004313-2	Islamic Culture (Medical jurisprudence)	Required		2T	Institution	
Level 7	372410-2	Growth and Developmental Disorders	Required	372336-2	2T	Department
	372411-4	Physical Therapy for Growth and Developmental Disorders	Required	372410-2	3T, 1P	Department
	372412-2	Research in Health Sciences	Required		2T	Department
	372413-2	Physical Therapy for Obstetrics and Gynecology	Required	372319-2	2	Department
	372414-1	Rehabilitation of Psychiatric Diseases	Required		1T	Department
	372415-2	Pharmacology for Physical Therapy	Required	372111-4 372120-2	2T	Department
	372416-3	Clinical Practice (1)	Required	372317-4 372342-3 372411-4	3P	Department
	2004414-2	Islamic Culture (Human Rights)	Required		2T	Institution
Level 8	372420-1	Neurological Disease and its Surgery	Required	372336-2	1T	Department
	372421-4	Physical therapy for Neurological Disease and its Surgery	Required	372420-1	3T, 1P	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	372422-1	Internal Medicine and Geriatrics	Required	372318-2	1T	Department
	372423-3	Physical Therapy for Internal Medicine and Geriatrics	Required	372422-1	2T, 1P	Department
	372424-1	Principles of Occupational Therapy	Required	372411-4	1T	Department
	372425-1	Ergonomics	Required	372315-4	1T	Department
	372426-3	Clinical Practice (2)	Required	372338-4 372421-4 372423-3	3P	Department
	372429-4	Graduation Research Project	Required	372412-2	2T, 2P	Department
Level 9	3725931-15	Internship (1)	Required		15P	Department
Level 10	3725932-15	Internship (2)	Required		15P	Department

* Include additional levels if needed T: theoretical, P: practical

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

[Course specification](#)

4. Program learning Outcomes Mapping Matrix

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

Course code & No.		Program Learning Outcomes												
		Knowledge				Skills				Competence				
		K.1	K.2	K.3	K.4	S.1	S.2	S.3	S.4	C.1	C.2	C.3	C.4	C.5
Medical Biology (1) 370111-4		I				I								
Medical Chemistry (1) 370112-3		I												
Medical Statistics 370113-3					I				I					
Arabic Language Skills 990211-2										I	I			
University Study Skills 990311-2									I		I			I
Intensive English (1) 999805-2					I						I			I
Medical Biology (2) 370211-4		I				I								
Medical Chemistry (2) 370212-4		I												
Medical Physics 370213-3		I		I										
Fundamentals of Islamic Culture 2004111-2										I				
Intensive English (2) 999806-2					I						I			I
English for Health Sciences 999817-2					I						I			I
Anatomy for Physical Therapy 372110-4		I							I			I		
Physiology for Physical Therapy 372111-4		I					I		I				I	I
Cytology for Physical Therapy 372112-2		I										I		
Basic Biomechanics 372113-3		I		I		I	I				P		P	
Electrotherapy & Hydrotherapy (1) 372114-2		I		I				I	I		P	I	P	
Ethics and Laws 372115-1										P	P	I		
Islamic Culture (Morals and Values) 2004112-2										P				
Pathology for Physical Therapy 372120-2			I			I						I		
Therapeutic Exercise (1) 372121-3				I		I		I			P	I	P	
Tests and Measurement 372122-4		I	I			I			I			I	P	P
Axial Anatomy 372123-2		I							I			I		
Electrotherapy & Hydrotherapy (2) 372124-2				P				I	I			I	P	P
Motion Analysis 372125-3		P	P			I	I					I	P	
History of the Kingdom 105115-2										P				
Biomechanics of Musculoskeletal System 372315-4		P	P			I		I					P	
Traumatology and Orthopedic Diseases 372316-1		P	P	P		I	P					P		
Physical Therapy for Traumatology and Orthopedic Diseases 372317-4			P	P			P	P				P	P	
Exercise Physiology 372318-2		P		P		I	P		I			P		P

Course code & No.	Program Learning Outcomes												
	Knowledge				Skills				Competence				
	K.1	K.2	K.3	K.4	S.1	S.2	S.3	S.4	C.1	C.2	C.3	C.4	C.5
Therapeutic Exercise (2) 372319-2			P			P	P	I			P	P	P
Neuroanatomy 372329-2	P							I					P
Healthcare Management Systems 372334-1				I				I	P				
IELTS Preparation 999814-2				P						P			P
Physical Therapy for Sports Injuries 372335-2		P	P			P	P				P	M	
Neurophysiology 372336-2	P				I			I			P		P
Burns and General Surgery 372337-1		P	P			P							P
Physical Therapy for Burns and General Surgery 372338-4		P	P			P	P			P	P	M	
Cardiopulmonary Diseases 372339-1		P				P		P					P
Physical Therapy for Cardiopulmonary Diseases 372342-3		P	P			P	P					M	P
Orthotics and Prosthetics 372343-1			P			P					P		
Radiology for Physical Therapy 372344-2		P				P					P		
Islamic Culture (Medical Jurisprudence) 2004313-2									P				
Growth and Developmental Disorders 372410-2	M	M				P		P			M		
Physical Therapy for Growth and Developmental Disorders 372411-4	M	M	P			P		P			M	M	
Research in Health Sciences 372412-2				M				P	P		M		
Physical Therapy for Obstetrics and Gynecology 372413-2	M		P		P		P					M	
Rehabilitation of Psychiatric Diseases 372414-1	M		P		P	P							
Pharmacology for Physical Therapy 372415-2			P				P						
Islamic Culture (Human Rights) 2004414-2									P				
Clinical Practice (1) 372416-3						P	P			M	M	M	
Neurological Disease and its Surgery 372420-1		M			P	P					M		P
Physical Therapy for Neurological Disease and its Surgery 372421-4		M	M			P		P			M	M	M
Internal Medicine and Geriatrics 372422-1	M	M			P	P		P			M		
Physical Therapy for Internal Medicine and Geriatrics 372423-3		M	M			P	P					M	M
Principles of Occupational Therapy 372424-1	M	M				P	P				M		

Course code & No.	Program Learning Outcomes												
	Knowledge				Skills				Competence				
	K.1	K.2	K.3	K.4	S.1	S.2	S.3	S.4	C.1	C.2	C.3	C.4	C.5
Ergonomics 372425-1	M		M		P		P	P			M		
Clinical Practice (2) 372426-3						P	P			M	M	M	
Graduation Research Project 372429-4				M			M	M		M	M	M	
Internship (1) 3725921-10					M	M	M	M	M	M	M	M	M
Internship (2) 3725922-10					M	M	M	M	M	M	M	M	M
Internship (3) 3725923-10					M	M	M	M	M	M	M	M	M

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

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

Students joining the program are oriented with the rules, regulations and policies of the program, college and the university including the mission, vision and objectives.

Attendance: All students are required to be punctual and regular in attending their lectures. They are not allowed to be late or leave early except in situations of emergency, and they need to produce an authentic notification for these emergency situations.

Progression from year to year: In order to progress from one year to the other and to be able to take all the majors in the subsequent year, the student needs to pass all the prerequisites.

Program completion or graduation requirements: All students are required to successfully complete 4 years (141 hours) in addition to the internship year with a minimum required GPA score and to fulfill all university, college and program requirements.

Students at all levels are frequently involved in extracurricular activities and events that are carried out under the patronage of the college at a higher level and the program itself. These enhance the academics by giving an impetus to the overall goals and objectives of the program and act as catalysts in diversifying their learning experience. The aim of these activities is to develop new useful abilities among students that can top-up their graduate attributes positively. It will also enhance their social and inter-personal skills as well as promote sense of cultural harmony and values among them.

The Physical Therapy program applies the Taif University guides for learning and teaching strategies (Teaching, Learning, and Assessment Strategies guide at Taif University) including; lecturing, Discussion, presentation, case studies, problem-solving, role play, projects, practical sessions, clinical training, and intern training (as shown in mapping matrix, table 8). Advanced technology is used in teaching through the Learning Management System (blackboard portal) at Taif University.

Table 8: Alignment between program learning outcomes and teaching strategies.

N.	Learning Domain	PLOs	Teaching strategies									
			Lecturing	Discussion	Presentation	Case studies	Problem-solving	Role play	Projects	Practical sessions	Clinical Training	Intern training
1	Knowledge	K1	√	√	√							
2		K2	√	√	√							
3		K3	√	√	√							
4		K4	√	√	√							
1	Skills	S1	√			√	√	√	√	√		
2		S2	√			√	√	√	√	√		
3		S3	√			√	√	√	√	√		
4		S4	√			√	√	√	√	√		
1	Competency	C1	√							√	√	
2		C2				√		√		√	√	√
3		C3							√			
4		C4								√	√	√
5		C5			√				√			

6. Assessment Methods for program learning outcomes.

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

The Physical Therapy program learning outcomes are assessed through direct and indirect methods. Electronic examinations and assignments are also available through the blackboard portal.

- Direct methods: summarized in the table below (table 9).
- Indirect methods: such as:
 1. Course evaluation surveys
 2. Program evaluation survey
 3. Field training survey
 4. Alumni survey.

Table 9: Alignment between program learning outcomes and assessment methods

N.	Learning Domain	PLOs	Assessment methods									
			Written exams	Practical exams	Assignment	Quiz	Reports	Oral exams	Presentatio n	Project evaluation	OSPE	Peer evaluation
1	Knowledge	K1	√		√	√	√					
2		K2	√		√	√	√					
3		K3	√		√	√	√					
4		K4	√		√	√	√					
1	Skills	S1	√	√	√		√				√	
2		S2	√	√	√		√				√	
3		S3	√	√	√		√				√	
4		S4	√	√	√		√				√	
1	Competency	C1	√	√								
2		C2		√			√					√
3		C3		√						√		√
4		C4		√							√	
5		C5					√		√	√		

Table 10: Alignment between learning outcomes, teaching strategies and assessment methods

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment methods
Knowledge			
K1	Identify anatomical, physiological, mechanical, psychological and developmental basis of human movement.	Lecturing Discussion Presentation	Written exams Assignment Quiz Research report
K2	Recognize the pathology, pathomechanics and the signs and symptoms of various disorders that require physical therapy.		
K3	Explain the principles, concepts, and processes of physical therapy methods of treatment.		
K4	Describe principles of scientific research in physical therapy.		
Skills			
S1	Differentiate between normal and abnormal human movement based on patient assessment.	Lecturing Case study Problem-solving Role play Research project Practical sessions	Written exams Practical exams Assignment Research report OSPE
S2	Evaluate the functional problems of patients based on all available assessment methods.		
S3	Design a proper physical therapy program based on detected problems, disease nature, medications, and stage of disease/healing.		

S4	Develop critical thinking and problem-solving skills.		
Competence			
C1	Use the Islamic, social, ethical standards and administrative aspect in all physical therapy practice.	Lecturing Practical sessions Clinical training	Written exams Practical exams
C2	Demonstrate effective communication with patients, colleagues and members of health team both orally and in writing.	Practical sessions Role play Case study Clinical training Intern training	Practical exams Research reports Peer evaluation
C3	Use self-learning to increase the body of knowledge and promote skills.	Project	Practical exams. Project evaluation Peer evaluation
C4	Perform all practical tasks correctly, safely and independently	Practical sessions Clinical training Intern training	Practical exam OSPE
C5	Prepare assignments and projects based on evidence-based practice using library and internet.	Project Presentation	Research reports Presentation Project evaluation

D. Student Admission and Support:

1. Student Admission Requirements

- The Deanship of admissions and registration in Taif University determines the required score to enter the College of Applied Medical Sciences from the students who hold the secondary school certificate. The score of enrolment of students is then determined by each program of the College of Applied Medical Sciences, including the Physical Therapy Program. The manual of Admission and registration at Taif University webpage is: [link](#)
- Students apply on the university webpage through the link: [\(link\)](#)
- The program follows the academic electronic system (ATS) for managing the admission and registration process through the university web site.
- The program follows Taif university transfer regulations.
- All the guidelines, manuals and implementing regulations for admission and registration are available on the university web site through the following links:
 - 1- Study and exams regulations at Taif University [\(link\)](#)
 - 2- Academic guide [\(link\)](#)
 - 3- Students' guide [\(link\)](#)

2. Guidance and Orientation Programs for New Students

- **University Orientation Program**

Taif University conducts an orientation week at the beginning of each academic year for new male and female students to introduce students to the University's culture, regulations, programs, facilities and services, students' rights and responsibilities and

TU ethical code.

The orientation program includes familiarizing students with the services provided to them, such as providing a vision of the mechanism of admission and registration and introducing students to their rights and regulations and any related matter in how to advance their academic progression.

Many presentations are conducted to; (1) offer help on how to use Central Library and the facilities available there for learning; (2) introduce a range of available activities for students and (3) offer academic support and academic counseling services.

- **Department Orientation Program**

Physical Therapy department provides comprehensive orientation day for new male and female students, ensuring their full understanding of the types of services and facilities available to them at the beginning of each academic year, as well as, to inform students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures.

Students are familiarized with the specialty of Physiotherapy, the study plan, the teaching staff, job opportunities and future plans of the department. A student's guide booklet is prepared to be available as handout. Orientation and advising is continuous throughout the year regarding activities, learning resources, exams, etc.

The orientation program includes information and instructions regarding:

- learning resources such as the library, and the digital knowledge databases.
- Safety rules and regulation
- Studies and exam regulation
- Students' academic counseling
- Participating in community services and voluntary works
- Participating in students' activities.

For details: the student guide:

- Physical Therapy program Handbook: ([Physical therapy program handbook.](#))

3. Student Counseling Services

(academic, career, psychological and social)

- At the University level, the TU guidance administration provides general advising services: ([link](#))
- The department has a committee for students' academic counseling. It works under the supervision of Students' Advisory Office, which is administratively and organizationally affiliated with the University's Vice Presidency for Academic Affairs & Development. The office is concerned with providing student support and academic, psychological and professional advising.
- At the beginning of each academic year, students are distributed to academic advisors in the department. The academic advisors work as consultants; to know what their students face and to help them overcome their educational, psychological and social hurdles.
- The students are closely monitored and advised by their advisors whenever they need (for

instance in situations where the candidates show poor performance).

- Each staff member has his office hours, which are clearly declared for the students.

Academic counseling services includes:

- Deleting or adding courses and determine which optional courses are best for students,
- Modifying schedules and offering advice concerning academic support.
- Solving students' issues with their instructors,
- Transferring students,
- Discovering their talents,
- Advising students on issues related to failure and working towards offering opportunities for their success.

Student Advisory Board at the department provides various services to the students represented by the head students from both male and female sections.[\(link\)](#)

Virtual University counseling

It provides Synchronous and asynchronous communication between faculty and students through the Blackboard portal. Academic office hours are determined and utilized to advise and guide students where the usual academic advising is difficult.

For more details, the following guides are available through the links:

- Students' guide at the deanship of student affairs: [\(link\)](#)

4.Support for Special Need Students

(low achievers, disabled, gifted and talented)

The following programs are provided at the university level (Deanship of student affairs):

- Low-achieving student program
- Low-achieving student program
- Gifted and talented student program

The Deanship of Admission and Registration divides students' GPAs into categories that are color coded to create a competitive atmosphere that encourages students to do their very best. Each category represents five domains based on students' cumulative GPA and the minimum requirement for graduation as follows: Distinction, excellence, diligence, warning and failure.

- Distinction domain for students with 3.75 to 4 GPA
- Excellence domain for students with 3.50 to 3.74 GPA
- Diligence domain for students with 2.75 to 3.74 GPA
- Warning domain for students with 2.74 to the minimum requirement for graduation.
- Failure domain for students who their performance below the set GPA for graduation.

The students' academic advising committee in the department determines the domain of each student and shows the requirement for improving student's performance, based on its cumulative GPA.

The academic advisors provide in turn their executive plan on how to:

- raise the level of the failing and low achiever students and facilitate meetings of those

students with the staff members in charge of teaching the course and allows struggling students sufficient time to prepare for the test and/or nominates struggling students to study in the summer course.

- motivate the distinguished students.

Academic Counseling Committee continuously follows the underachieving and outstanding students through one-to-one meetings and group counseling meetings. However, for more precise and regular follow up, the committee suggested to improve their work through follow-up reports on the semester average and cumulative average for underachieving and outstanding students.

The Physical Therapy department, in cooperation with Excellent Student Unit in the Deanship of Student Affairs, makes a database of excellent students to communicate with them, to give them the priority in sharing and participating in all academic and research developments within the University and to advise and direct them to the available job opportunities or appropriate programs for postgraduate studies and giving excellent students the priority of active participation in the University's internal and external events.

For details:

The special need students' guide: [link](#)

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills	Required Numbers		
	General	Specific		M	F	T
Professors	Physical Therapy	Basic Sciences		1		1
		Biomechanics		1		1
		Pediatrics			1	1
		Neurology			1	1
		Orthopedic			1	1
		Burn and surgery		1		1
		Cardiopulmonary			1	1
Associate Professors	Physical Therapy	Basic Sciences		1		1
		Burn and surgery		1		1
Assistant Professors						
Lecturers						
Teaching Assistants		Biomechanics			1	1
		Burn and surgery			1	1
Technicians and Laboratory Assistants	Physical Therapy	Basic science lab.		2	2	4
		Motion analysis lab.		1	1	2
		GRAIL lab.		1		1
		Cardiopulmonary lab.		1	1	2
		Orthopedic and sports injuries lab		1	1	2
		Neurological lab.		1	1	2
		Pediatric lab		1	1	2
		Research lab.		1	1	2

Academic Rank	Specialty		Special Requirements / Skills	Required Numbers		
	General	Specific		M	F	T
Administrative and Supportive Staff	I.T			1	1	2
	Secretary			1	1	2
Others (specify)	Clinical instructor			2	2	4
	Biostatistics			1	1	2

2. Professional Development

2.1 Orientation of New Teaching Staff

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

University Orientation Program:

- At the beginning of each academic year, the Deanship of University Development organizes a three-day orientation program for all new faculty. The program is organized by the Deanship of University Development in coordination with other relevant deanships, centers, and administrative departments in the University. The program's schedule includes the following:
 - Facilitate the new faculty adjustment to the University and local community.
 - Build enthusiasm for, and identification with, the University.
 - Giving a general overview of the University, its history, mission, vision, values, culture, strategic goals, and major development projects.
 - Informing new faculty members of their rights, obligations, and clarifying the University's expectations of faculty and their related roles.
 - Giving new faculty members an opportunity to network with their peers and supervisors and promoting collegiality and community spirit.
 - Informing new faculty members about the services provided to faculty including health care and administrative support.
 - Give information about learning resources such as the library, and the digital knowledge databases.
 - Informing new faculty members about research opportunities, including existing research teams.
 - Training the new faculty members on effective teaching skills, student assessment skills, classroom management, academic advising, and use of the university's Learning Management System.

Department orientation program:

- The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.
- The department orientation program includes giving an instructions and information about:
 - College and department regulations.

- Studies and exams regulations.
- Safety rules and regulations.
- Writing course specification and course report.
- Using blackboard.
- Participating in community services and voluntary works
- Job description and committee work.
- For more details about the program orientation program: [\(link\)](#)

2.2 Professional Development for Teaching Staff

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

University professional development for teaching staff:

- The vice deanship of professional development of Taif University sets a plan for developing the professional skills of staff members including workshops and courses at the beginning of each academic semester and announces that on their website.
- Maharat platform provides a variety of courses and workshops in all the academic improvement fields.
- The Professional Record assists in managing and recording the academic improvement activities of the university faculty.

Department professional development for teaching staff:

The Physical Therapy department provides professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.

At the end of each academic year, the department assesses and identifies the needed professional skills to improve the academic staff and sent their requirement of courses and workshops for accreditation and development units of College of Applied Medical sciences for arrangements.

For more details, the following links help:

- [Maharat portal: link](#)
- [Professional record: link](#)

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

Learning resources:

The Library Affairs Deanship, responsible for the management and provision of learning resources to all students and staff at the University.

- Central library services booklet: [link](#)
- Internal directives of the deanship of library affairs: [link](#)
- Deanship of library affairs final rules: [link](#)
- Proposed procedural guide for deanship of library affairs: [link](#)
- The college of applied medical sciences and Central Libraries are run and managed by the Library Affairs Deanship, that offer students and staff access to learning resources, including textbooks and academic sources, based on the needs of their academic

programs.

- All students and staff can use the Central Library daily from 8 am till 8 pm, with library staff working at these times to provide students and staff with any assistance and support needed while the library of college of applied medical sciences from 8 am till 2:30 am.
- The University Central and college of applied medical sciences libraries provide enough copies of all books and has regulations governing the use of its learning resources to ensure their availability when needed.
- To update our learning resources and to ensure their quality, the Academic Affairs Deanship requests our department needs of books and learning resources annually.
- The Library Affairs Deanship has also designed a form for books suggestions, where students and academic staff can fill in the form and submit it electronically or in person. In addition, the Library Affairs Deanship has formed an internal committee for books procurement, with members for each academic college, to ensure meeting the academic colleges' needs of books.
- The library services have a robust electronic search system (SirsiDynix Symphony) which can be used by all its beneficiaries, to search its learning resources database. The library database includes all its hard copy learning resources, such as books and theses. In addition, all users of the Libraries, including the department's students and faculty staff, have full access to the Saudi Digital Library ([link](#)), which contains a large number of online databases giving access to numerous books, conference proceedings, theses and scholarly journals. All staff and faculty can access the Saudi Digital Library from within or outside the university.

At the end of each semester, and to ensure unbiased results, the Assessment and Evaluation Centre at the University requests all students and faculty to fill in an online survey to evaluate the College of Applied Medical Sciences College and Central Library's services, facilities and learning resources, and then sends the results of the evaluation to the Library Affairs Deanship for development. Based on the results of the evaluation, the Library Affairs Deanship devises a development plan.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

-Classrooms:

Number of classrooms is about 30 within the college. The department has the suitable classrooms equipped with data show projectors, white boards and chairs. Administration of academic support of the University has set barcode signs on each classroom to scan and send support if any defect was encountered.

-Library:

There are two libraries available for students and staff, college of applied medical sciences library and central library in the main campus.

The department implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes. The library has a sufficient number of various resources that are easily accessible and

appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections. In addition, specialized electronic resources, and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.

-Laboratories:

Number of laboratories is: 6 laboratories (electrotherapy and hydrotherapy lab, two general exercises labs., motion analysis lab., visual reality –GRAIL- lab., and research la.)

Laboratories are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them.

The physical therapy department periodically prepares a list of required equipment, facilities and materials (consumables and non-consumables) for conducting tutorials and practical sections in various physical therapy laboratories at the end of each academic year based on the suggestions of all staff members to be submitted to the Department Chair. It is further forwarded to the main committee responsible for procurement of these learning resources.

For more details:

-The link for the central library at Taif University: ([link](#))

-Guide for policy and management of laboratories at Taif university: ([link](#))

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

-Security administration at Taif university is the responsible for providing safety procedures and facilities necessary for safe education and training environment.

-Security policy in the central administration of the university security for 2018: [link](#)

-Security administration plan for risk and emergencies: [link](#)

-Medical services center at Taif university provides the medical care for all the university staff and students ([Medical Services Center \(tu.edu.sa\)](#)).

-Laboratories and safety committee of the department is responsible for ensuring health and general professional safety requirements are available in the facilities, equipment, and the educational and research activities. in the buildings and facilities as well as to manage any potential risks in cooperation with Operation and Maintenance and Professional Safety and Health Departments.

-All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.

-In order to provide a healthy, safe, sustainable and supportive environment, the Operation and Maintenance Department of the university has contracted with a cleaning company responsible for the daily cleaning of offices, classrooms,

laboratories, corridors, stairs, restrooms, and college courtyards. The company also takes care of waste disposal, and gardening and landscaping.

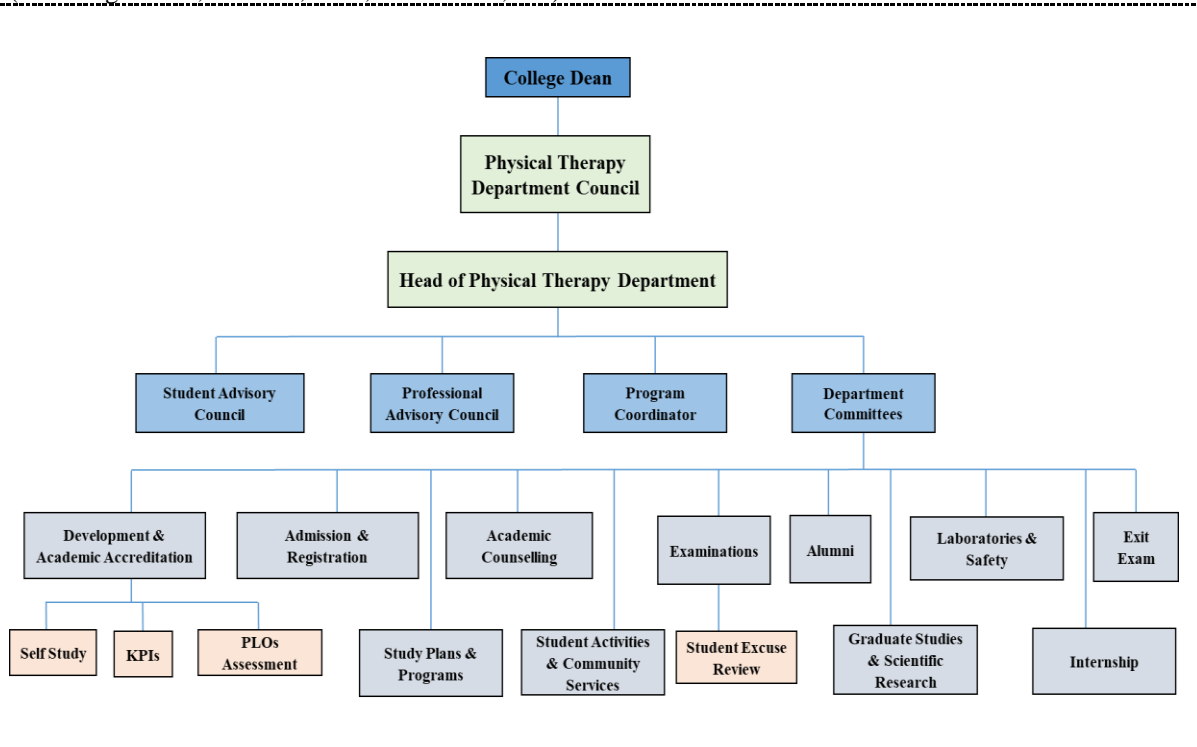
- Periodic maintenance is scheduled for electric power sources, electric connections, water sources, lighting, cameras, sewage, potential sources of infection, pollution and other processes. College of Applied Medical Sciences locations are designated as smoke-free areas.
- College of Applied Medical Sciences in cooperation with Professional Safety and Health Department conducts several training courses about safety for academic staff and technician.
- Also, the Laboratories and safety committee ensure the existence of safety instructions (using plates on walls), marking of exit doors, and appropriate guidance to assembly points in the event of danger.
- Standards hazardous waste disposal are applied efficiently and effectively. The University has signed a contract with a specialized company to dispose of hazardous waste.
- Special arrangements were made regarding voltage adjustment in selected physical therapy laboratories (e.g., electrotherapy lab., motion analysis lab., GRAIL lab., and research lab.) which require safety procedures for proper working.
- Security and safety deanship of scientific research: ([link](#))

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

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



1.2 Stakeholders Involvement

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

Professional advisory board:

The professional advisory board is made up of individuals who are experienced and knowledgeable in the professional field serving the academic program. The board consists of a group of employers, employees and alumni who provide advice and consultancy to departments members at the college to design, develop, implement, evaluate, improve and revise the academic program at department. The board works according to a pre-defined plan aimed at the promotion and improvement of the existing academic programs at the department, which contributes to the success of students in their career prospects.

- Guide for professional advisory structure: [link](#)

Student advisory board:

Students are involved in the planning and development of the program through effective participation in "the Student Advisory Board". It includes male and female students from all levels, in addition to the head and the vice-head of the department.

Participation of stakeholders varies from being surveyed for the vision, mission, and graduate attributes, to respond to questionnaires regarding various aspects of the teaching process and College facilities. They also share in assessment of students during Internship in hospitals.

-Organizational statutes for the student advisory board: [link](#)

2. Program Regulations

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

1. University faculty regulation: [link](#)
2. Study and exam regulation: [link](#)
3. Exams technical regulation: [link](#)
4. Student advisory board regulation: [link](#)
5. Student housing regulation at Taif university: [link](#)
6. Student Disciplinary Policy: [link](#)
7. Student boxes regulation: [link](#)
8. Student club's establishment regulation: [link](#)
9. Research Ethics Taif University Executive Bylaws: [link](#)
10. Graduate studies regulation: [link](#)
11. Academic program design and development manual: [link](#)
12. Quality management system manual: [link](#)
13. Teaching, learning and assessment manual: [link](#)

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

The details of the quality assurance structure and activities in the program are explained in a special manual that follows the same regulations mentioned in the Taif University quality management system guide.

-Taif University QMS link: ([Taif University QMS](#))

-Program QMS manual: ([Program QMS guide](#))

2.Program Quality Monitoring Procedures

- 1) The program management implements an effective quality assurance and management system that is consistent with the Taif University quality system ([Taif University QMS](#)). The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.
- 2) The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.
- 3) The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.

The program conducts a periodic, comprehensive evaluation annually and every five years and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.

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

To monitor quality of courses taught by other department, the following are included:

1. Development and accreditation committee at the college.
 2. Academic program committee at the department.
 3. Study course coordinators
 4. Study course specifications
 5. Study course reports
 6. Student evaluation for course quality.
- The administration of department arranges a meeting with all academic staff teach courses from other department to inform them the rules and regulation and communication ways with the department.
 - Plans and programs committee inspects all course specifications at the beginning of each academic semester. In addition, the committee make sure that all academic staff who teach courses from other department provide students with course specification including information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course through first lecture in the academic semester and blackboard.

The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them. Plans and programs committee raises any recommendation to include in the program annual report.

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

To Ensure the Consistency between male and female sections:

- The program detects a coordinator for each course for the male and female sections who coordinates with all teachers of the same course and writes a unified report about the course including suggestions and priorities for improvement, if any.
- The program unifies application of its study plan as well as the program, the course specifications, and assessments (activities, midterm exams and final exams) offered at male and female sections.
- All committees in department represented with academics from the male and female sections.
- The students' advisory committee consists of male and female class representative and regular meetings are held to discuss issues raised by students.

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

- Memorandum of understanding (MOU) between Taif University and Department of Health Affairs Directorate in Taif region.
- Memorandum of understanding (MOU) between Taif University and Armed Forces Hospitals in Taif.

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

Program learning outcomes (PLOs) are measured *directly* using different kinds of exams including written exams, project reports, oral presentations, field training reports and *indirectly* using questionnaires such as course evaluation surveys, employer surveys and alumni surveys. The results are compared to target values and used for developing areas of weakness in the program. Example for assessment plan of PLOs is shown below.

The program plan for assessment of PLOs is attached through the following link:

[PLOs Assessment Plan-Physical therapy](#)

The BScPT program greatly appreciates extracurricular activities as a part of student teaching and learning policies and strategies which helps to achieve the PLOs targeted in the program.

PLOs Code	PLOs	Assessment Time	Assessor	Assessment Method	Target
K1	Identify anatomical, physiological, mechanical, psychological and developmental basis of human movement.	Annually	Courses instructors	Direct: Written exam, Quiz, Assignments, Exit exam and Electronic exams. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
K2	Recognize the pathology, pathomechanics and the signs and symptoms of various disorders that require physical therapy.	Annually	Courses instructors	Direct: Written exam, Quiz, Assignments, Exit exam and Electronic exams. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOS	75%

K3	Explain the principles, concepts, and processes of physical therapy methods of treatment.	Annually	Courses instructors	Direct: Written exam, Quiz, Assignments, Exit exam and Electronic exams. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
K4	Describe principles of scientific research in physical therapy.	Annually	Courses instructors	Direct: Written exam, Quiz, Assignments, Exit exam and Electronic exams. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
S1	Differentiate between normal and abnormal human movement based on patient assessment.	Annually	Courses instructors	Direct: Written exam, Quiz, Assignments, Exit exam, Electronic exams, practical exams, Case study, OSPE/OSCE, Project evaluation, Oral exams, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
S2	Evaluate the functional problems of patients using all available assessment methods.	Annually	Courses instructors	Direct: Written exam, Assignments, Exit exam, Electronic exams, practical exams, Case study, OSPE/OSCE, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
S3	Design a proper physical therapy program based on detected problems, disease nature, medications, and stage of disease/healing.	Annually	Courses instructors	Direct: Written exam, Exit exam, Electronic exams, Case study, OSPE/OSCE, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
S4	Develop critical thinking and problem-solving skills.	Annually	Courses instructors	Direct: practical exams, OSPE/OSCE, Rubrics, Oral exams, and Field training Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
C1	Use the Islamic, social, ethical standards and administrative aspect in all physical therapy practice.	Annually	Courses instructors	Direct: Practical exams, OSPE/OSCE, Project evaluation, Oral exams, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
C2	Demonstrate effective communication with patients, colleagues and members of health team in responsive and responsible manners.	Annually	Courses instructors	Direct: Practical exams, OSPE/OSCE, Project evaluation, Oral exams, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
C3	Use self-learning to increase the body of knowledge and promote skills.	Annually	Courses instructors	Direct: Assignments, Project evaluation, Oral exams, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%

C4	Perform all practical tasks correctly, safely and independently	Annually	Courses instructors	Direct: Assignments, Oral exams, and Field training. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%
C5	Prepare assignments and projects based on evidence-based practice using library and internet.	Annually	Courses instructors	Direct: Assignments, Oral exams. Indirect: Student evaluations of the course, Students questionnaire about the achievement level of CLOs	75%

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment strategies	Students/ independent evaluator	Surveys/ Reports	At the end of each semester
Learning Resources	Students/ Staff members	Surveys/ Interviews	At the end of each semester
Research and Publications of Staff on an Annual Basis	Number of publications in refereed journals	Publication of staff members in peer-reviewed journals	All through the semester
Students Performance in Exams	<ul style="list-style-type: none"> • Final grades • Performance in professional and licensure exams 	<ul style="list-style-type: none"> • Exam statistics • Number of students passed professional and licensure exams 	At the end of each semester
Students Activities	<ul style="list-style-type: none"> • Community services 	<ul style="list-style-type: none"> • Interviews • Beneficiary surveys 	All through the semester

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

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

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

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

8. Program KPIs*

The period to achieve the target (5) years.

No	KPIs Code	KPIs	Target		Measurement Methods	Measurement Time
			Unit of measurement	Target value		
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Percentage (%)	75%	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year.	Annual
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	Score out of 5	4	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	Annual
3	KPI-P-03	Students' evaluation of the quality of the courses	Score out of 5	4.5	Average students overall rating for the quality of courses on a five-point scale in an annual survey.	Annual
4	KPI-P-04	Completion rate	Percentage (%)	80%	Proportion of undergraduate students who completed the program in minimum time in each cohort	Annual
5	KPI-P-05	First-year students' retention rate	Percentage (%)	97	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Annual
6	KPI-P-06	Students' performance in the professional and/or national examinations (SDLE)	Percentage (%)	60%	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	Annual
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Percentage (%)	60%	Percentage of graduates from the program who within a year of graduation were - a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year	Annual
8	KPI-P-08	Average number of students in the class	Students number	15	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory, or clinical session)	Annual
9	KPI-P-09	Employers' evaluation of the program graduates' proficiency	Score out of 5	4.5	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.	Annual

10	KPI-P-10	Students' satisfaction with the offered services	Score out of 5	4	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Annual
11	KPI-P-11	Ratio of students to teaching staff	Ratio (:)	15:1	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program	Annual
12	KPI-P-12	Percentage of teaching staff distribution	Percentage (%)	10% prof., 15 associate p., 60% assist. p., 15% lecturer.	Percentage of teaching staff distribution based on- a. Gender b. Academic Ranking	At the start of the year
13	KPI-P-13	Proportion of teaching staff leaving the program	Percentage (%)	0%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	Annual
14	KPI-P-14	Percentage of publications of faculty members	Percentage (%)	75%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.	Annual
15	KPI-P-15	Rate of published research per faculty member	Ratio (:)	4:1	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year).	Annual
16	KPI-P-16	Citations rate in refereed journals per faculty member	Ratio (:)	3:1	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from	Annual

					published research for full-time or equivalent faculty members to the total research published).	
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Score out of 5	4	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.	Annual

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Physical Therapy Department Council
Reference No.	9 TH
Date	18/5/2022

