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Program Specifications
(Postgraduate Degree)

Program Name: Master of Musculoskeletal Physical Therapy	
Qualification Level: 7th Level	
Department: Department of Physical Therapy	
College: College of Applied Medical Sciences	
Institution: Taif University	

Content

A. Program Identification and General Information

1. Program Main Location:
College of Applied Medical Sciences at King Abdul-Aziz Specialist Hospital Complex, Taif

2. Branches Offering the Program:
NA

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

The healthcare became one of the fastest growing industries in the Kingdom of Saudi Arabia. There is a need for safer and cost-effective health services. This mandates preparing distinct professional physiotherapists having the required knowledge and skills.

National needs and development
- Managing different cases with musculoskeletal impairment.
- Conducting the most recent techniques of physiotherapy for musculoskeletal disorders.
- Applying different therapeutic modalities and dealing safely and effectively with patients using the most recent and advanced equipment.
- Enriching and updating the graduates' knowledge and skills through self-learning to cope with the fast change and development of knowledge in musculoskeletal and sport injuries rehabilitation.
- Conducting research to share in the building and development of the musculoskeletal rehabilitation.

Social and cultural
- Emphasizing high principles of character, sense of civic and moral responsibility, and commitment to basic values of human life.
- Contributing to community service through distinguished research in the fields of orthopedic rehabilitation and sports medicine.

Economic
- This program serves to create a job market for its nationals in several locations especially in hospitals, clinics, public health facilities and sport injuries rehabilitation centers.
- Keeping pace with the requirements of health development to bridge the gap between the requirements of the labor market and graduates of the Master's program.

4. System of Study
□ Coursework & Thesis ■ Coursework

5. Mode of Study
■ On Campus □ Distance Education □ Others

6. Educational and Research Partnerships (if any)

- Partnership Arrangement: NA
- Type of Partnership: NA
- Duration of Partnership: NA

7. Total Credit Hours for Completing the Program: (45 credit hours)

8. Professional Occupations/Jobs:

- Musculoskeletal rehabilitation centers
- Sports rehabilitation centers
- Teaching staff in the universities
- Physical Therapy departments in hospitals

9. Major Tracks/Pathways (if any):

Major Track/Pathway	Credit Hours	Professional Occupations/Jobs

	(For each track)	(For each track)
1. NA		

10. Intermediate Exit Points/Awarded Degree (if any)**:**

Intermediate Exit Points/Awarded Degree	Credit Hours
1. NA	
2.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

To qualify musculoskeletal physical therapists to contribute to scientific research and community development

2. Program Goals:

The Master of Musculoskeletal Physical Therapy Program aims at:

1. Qualifying physical therapists with advanced knowledge to manage musculoskeletal disorders.
2. Developing the capabilities of physical therapists to conduct distinct scientific research work in musculoskeletal field.
3. Qualifying physical therapists to participate in developing the community services and raising awareness in the musculoskeletal field.

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

The Master of Musculoskeletal Physical Therapy Program at the College of Applied Medical Science is consistent with and supports the mission and goals of Taif University, College of Applied Medical Sciences, and the Department of Physical Therapy with the ultimate purpose of preserving, promoting, and improving the health and well-being of populations, communities, and individuals.

Matrix of Consistency between Program Mission and University Mission (TU-PG-04-A)

University Mission Program Mission	TU Mission		
	Keyword 1	Keyword 2	Keyword 3
Keyword 1	✔		
Keyword 2		✔	
Keyword 3			✔

TU Mission:
"To develop nationally competitive competencies that contribute to the production of knowledge and its transformation into an engine for development."
Keywords of the TU Mission
Keyword-1: Develop nationally competitive competencies (Education)
Keyword-2: Production of knowledge (Scientific Research)
Keyword-3: Transformation into an engine for development (Community Service)

Program Mission:
" To qualify musculoskeletal physical therapists to contribute to scientific research and community development "
Keyword-1: qualify musculoskeletal physical therapists (Education)
Keyword-2: contribute to scientific research (Scientific Research)

Keyword-3: community development (Community Service)

Matrix of Consistency between Program Mission and College Mission (TU-PG-04-B)

College Mission / Program Mission	Keyword 1	Keyword 2	Keyword 3
Keyword 1	✔		
Keyword 2		✔	
Keyword 3			✔

The college mission:
"Preparing qualified cadres in the health field and research contribution to community development**"**
Keyword-1: Preparing qualified cadres in the health field (Education)
Keyword-2: research contribution (Scientific Research)
Keyword-3: community development (Community Service)

Program Mission:
" To qualify musculoskeletal physical therapists to contribute to scientific research and community development"
Keyword-1: qualify musculoskeletal physical therapists (Education)
Keyword-2: contribute to scientific research (Scientific Research)
Keyword-3: community development (Community Service)

Matrix of Consistency between Program Mission and Program Goals (TU-PG-04-C)

Program Mission / Program Goals	Keyword 1	Keyword 2	Keyword 3
Goal 1	✔		
Goal 2		✔	
Goal 3			✔

Matrix of Consistency between Program Goals and University Goals (TU-PG-04-D)

University Goals / Program Goals	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Goal 1	✔					
Goal 2		✔				
Goal 3			✔			

Matrix of Consistency between Program Goals and Program Learning Outcomes (TU-PG-04-E)

Program Learning Outcomes		Goal 1	Goal 2	Goal 3
Knowledge and understanding	K1	✔		
	K2	✔		
	K3		✔	
Skills	S1	✔		
	S2		✔	✔
	S3		✔	
	S4			
Values	V1			✔
	V2			✔
	V3			✔

Matrix of Consistency between Program Graduate Attributes and Program Learning Outcomes (TU-PG-04-F)

Program Learning Outcomes		PGA 1	PGA 2	PGA 3	PGA 4
Knowledge and Understanding	K1	✔			
	K2		✔		
	K3				✔
Skills	S1	✔			
	S2		✔		
	S3		✔		✔
	S4				✔
Values	V1		✔	✔	
	V2				✔
	V3		✔	✔	

4. Graduate Attributes:

1. Ability to analyze the musculoskeletal movement disabilities.
2. Having skills to evaluate, critique and design the best musculoskeletal physical therapy programs guided by evidence-based practice.
3. Demonstrating effective communication and leadership skills for a future career in health and academic institutions.
4. Conducting a valuable research work in the field of musculoskeletal physical therapy for community health and awareness.

Matrix of Consistency between Program Graduate Attributes and Taif University Graduate Attributes (TUGA) (TU-PG-04-G)

TU Graduate Attributes (TUGA)		Program Graduate Attributes	PGA 1	PGA 2	PGA 3	PGA 4
Learning and innovation	1-1	Creativity and innovation.				✔
	1-2	Critical thinking and problem solving	✔			
	1-3	Collaboration and Communication Skills			✔	
Information, media and	2-1	Information Technology Proficiency Skills			✔	
	2-2	Efficiency and Media Coverage Skills				
	2-3	Information and Communication Skills			✔	
Life and professional skills	3-1	Flexibility and Adaptation Skills			✔	
	3-2	Initiative and Self-direction Skills		✔		
	3-3	Social Skills and Multicultural Skills			✔	
	3-4	Skills of Productivity and Accountability				✔
	3-5	Leadership and Responsibility Skills			✔	

5. Program Learning Outcomes*

Knowledge and Understanding

K1	Recognize the biomechanical principles, neural control and pathological aspects of human movement and functions.
K2	Identify clinical reasoning approaches in the selection, justification and review of appropriate evaluation and treatment of musculoskeletal disorders.
K3	Recognize the role of biostatistics and research methodology in the improvement of the musculoskeletal physical therapy.

Skills

S1	Analyze the evaluation and treatment outcomes in relation to the presented goals for advanced clinical decision making.
S2	Perform advanced practical procedures to manage different musculoskeletal disorders.
S3	Apply specialized research techniques in the creative analysis of complex issues relevant to the musculoskeletal field.
S4	Employ advanced digital modalities to improve diagnosis, treatment, and research outcomes in the musculoskeletal field.

Values

V1	Demonstrate ethical principles within professional practice when addressing musculoskeletal issues.
V2	Adopt professional planning for continuous learning and making fundamental decisions in the work environment.
V3	Collaborate effectively with research and professional teamwork for the profession and community development.

* Add a table for each track or Exit Points/Awarded Degree (if any)

C. Curriculum
1. Study Plan Structure

Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	12	30	66.67%
	Elective	0	0	0%
Graduation Project (if any)		1	6	13.33%
Thesis (if any)		NA	NA	NA
Field Experience (if any)		3	9	20%
Others (.....)		NA	NA	NA
Total		16	45	100%

* Add a table for each track (if any)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	3721111-2	Research methods in physical therapy	Required	----------	2
	3721112-2	Advanced biostatistics	Required	----------	2
	3721114-3	Analysis of gait and posture	Required	----------	3
	3721113-3	Medical screening & differential diagnosis	Required	----------	3
Level 2	3721123-3	Advanced musculoskeletal biomechanics	Required	Level 1	3
	3721122-1	Evidence based practice in physical therapy	Required	Level 1	1
	3721121-2	Motor control	Required	Level 1	2
	3721124-3	Orthopedic physical therapy for lower extremity	Required	Level 1	3
	3721125-3	Clinical practice (1)	Required	Level 1	3
Level 3	3721231-3	Essentials of musculoskeletal imaging	Required	Level 2	3
	3721232-3	Orthopedic physical therapy for upper extremity	Required	Level 2	3
	3721233-3	Clinical practice (2)	Required	Level 2	3
	3721234-2	Pain management	Required	Level 2	2
Level 4	3721241-3	Orthopedic physical therapy for spine	Required	Level 3	3
	3721242-3	Clinical practice (3)	Required	Level 3	3
	3721243-6	Graduation research project	Required	Level 3	6

2. Program Courses:

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

1st Level:
https://taifedusa-my.sharepoint.com/:f:/g/personal/post-gq_tu_edu_sa/ElAo2AShlcJLmh-TjdhxZtABhWaFvFqEwdWNlEw2rIF-ag?e=UkcrBI

2nd Level:
https://taifedusa-my.sharepoint.com/:f:/g/personal/post-gq_tu_edu_sa/EnjmeoIHF-1Du-qH_LwesEsBzocFpDepNhfaRVUjbrnmtg?e=ZgWaaP

3rd Level:
https://taifedusa-my.sharepoint.com/:f:/g/personal/post-gq_tu_edu_sa/EkEd-wTQsCJCpnHQ2-x0gSEBPjSCKpeBcw_UpLwvOBNBww?e=NzlqI2

4th Level:
https://taifedusa-my.sharepoint.com/:f:/g/personal/post-gq_tu_edu_sa/EuWSmiar2FxArNlSKIVg3wwBORCMOBtWs-LunNlE6PHfSg?e=RNz2SW

4. Program learning Outcomes Mapping Matrix

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

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
3721113-3: Medical screening & differential diagnosis		I		I	I				I	
3721234-2: Pain management	I	I		I						
3721111-2: Research methods in physical therapy			I			I				
3721112-2: Advanced biostatistics			P			P				
3721231-3: Essentials of musculoskeletal imaging		P		P						
3721114-3: Analysis of gait and posture	I			P	P				P	
3721121-2: Motor control	P	P		P		P				
3721122-1: Evidence based practice in physical therapy		M	M			M	I			
3721123-3: Advanced musculoskeletal biomechanics	P			M			P			
3721124-3: Orthopedic physical therapy for lower extremity	M	M			M	M	P	I	M	
3721232-3: Orthopedic physical therapy for upper extremity	M	M			M	M	M	P	M	
3721241-3: Orthopedic physical therapy for spine	M	M			M	M	M	P	M	
3721125-3: Clinical practice (1)				M	M			M	M	M
3721233-3: Clinical practice (2)				M	M			M	M	M
3721242-3: Clinical practice (3)				M	M			M	M	M
3721243-6: Graduation research project						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.

a. Attendance.
- All students are required to be punctual and regular in attending their lectures. A minimum of 80% of lectures should be attended for the student to be permitted to attend the final exam.
- Students are not allowed to be late or leave early except in situations of emergency, and they need to produce an authentic notification for these situations.

b. Progression from year to year.
- In order to progress from one year to the other and to be able to take all the courses in the subsequent year, the students need to pass all courses of the previous semester.

c. Program completion or graduation requirements.
- Two years (45 credit hours) with completion of research project.

The Master of Musculoskeletal Physical Therapy Program applies the Taif University guides for learning and teaching strategies (Guide to education, learning and evaluation strategies at Taif University) including; lecturing, discussion, presentation, case studies, problem-solving, role play, projects, practical sessions, and clinical training (as shown in the following table).

Alignment of teaching strategies with program learning outcomes

N.	Learning Domain	PLOs	Teaching strategies							
			Lecturing	Discussion	E-learning	Problem-solving	Role play	Projects-based learning	Practical sessions	Clinical Training
1	Knowledge	K1	√		√					
2		K2	√	√	√					
3		K3	√	√						
1	Skills	S1		√		√		√		
2		S2				√	√		√	√
3		S3		√	√	√		√		
4		S4		√	√			√	√	√
1	Value	V1					√	√	√	√
2		V2			√	√		√		√
3		V3				√	√	√	√	√

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 Master of Musculoskeletal Physical Therapy Program learning outcomes are assessed through direct and indirect methods.

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

N.	Learning Domain	PLOs	Assessment methods									
			Written exams	Assignment	Quiz	Reports	Presentation	Oral exams	Project evaluation	Practical exams	OSPE/OSCE	Rubric
1	Knowledge	K1	√	√	√							
2		K2	√	√		√						
3		K3	√	√	√	√						
1	Skills	S1	√	√					√			
2		S2						√		√	√	√
3		S3	√	√		√						
4		S4		√		√	√		√	√		
1	Values	V1						√	√	√	√	√
2		V2						√	√			√
3		V3					√	√	√			√

Alignment of assessment methods with program learning outcomes

D. Thesis and Its Requirements (if any)

1. Registration of the thesis:
(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)
- The program was designed to include graduation research project.

2. Scientific Supervision:
(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/ mechanisms of the scientific supervision and follow-up)
- N/A

3. Thesis Defense/Examination:
(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)
- N/A

E. Student Admission and Support:

1. Student Admission and Transfer Requirements, and Courses Equivalency

- Applicant must be a Saudi citizen or, if non-Saudi, on an official scholarship.
- Applicant must have a BSc in Physical Therapy from Taif University or from other university which is accredited by the Saudi Ministry of Higher Education with a minimum grade of B (Very Good), more than 4 out of 5 or 3 out of 4.
- Applicant must have a record of good conduct and be medically fit.
- Applicant must submit two letters of recommendation.
- Applicant, if an employee, must provide an employer's approval for studying.
- Other requirements include:
  - One year of full-time clinical experience (Internship) in a recognized hospital, center or an academic institution.
  - A minimum IELTS Score of 4.5 or its equivalent.
  - Valid certificate of Saudi commission for health specialties.
  - The Department of Physical Therapy reserves the right to add other conditions/requirements.

2. Student Counseling Services
(academic, career, psychological and social)

- Student meets with advisor either in the group or individually at least six times throughout the semester. The advisor will not have more than 5 students to advice for the independent study.
- The advisor supports high-level scientific research - development of research skills, and production and publishing of scientific results.
- The advisor helps the student in development of scientific thinking and the development of his/her identity as a researcher, and the integration of the researcher in to national and international research communities.
- The comprehensive handbook for academic advising is the reference guidance for the program academic advising.

3. Special Support
(low achievers, disabled, gifted and talented)

For low achievers and disabled students, the academic advisors provide a 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 to participate in department activities.

For talented 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.
- Direct them to the available job opportunities or appropriate programs for doctoral degree.
- Giving excellent students the priority of active participation in the University's internal and external events.

F. Teaching and Administrative Staff
1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Physical Therapy	Basic Sciences	--	1	1	2
		Biomechanics		1	1	2
		Orthopedic		1	1	2
Associate Professors	Physical Therapy	Orthopedic	--	1	1	2
Assistant Professors	--	--	--	--	--	--
Technicians and Laboratory Assistants	--	--	--	--	--	--
Administrative and Supportive Staff	IT	--	--	1	--	1
Others (specify)	Biostatistics	--	--	1	--	1

2. Professional Development

2.1 Orientation for 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 works.

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.

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.

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

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

https://www.tu.edu.sa/Attachments/5e3e0c4f-0079-4924-8d5a-48d577698fe9_.pdf

https://www.tu.edu.sa/Attachments/1326d98c-fb28-43e1-b6b0-ea85bd8bcfcd_.pdf

- 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 library 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 has 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 (http://apps.tu.edu.sa/sdl/default.aspx), 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 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

Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

1. Classrooms

- Number of classrooms is about 30 within the college. The department has 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.

2. 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.

3. 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.

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

- 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 for 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.
- Directory of Polices and Guidelines Followed in the Lab (https://drive.google.com/file/d/1SBnufukSB68IJAyHBPDLTkQwH1dkOIGs/view)

H. Program Management and Regulations

1. Program Management
1.1 Program Structure
(including boards, councils, units, committees, etc.)
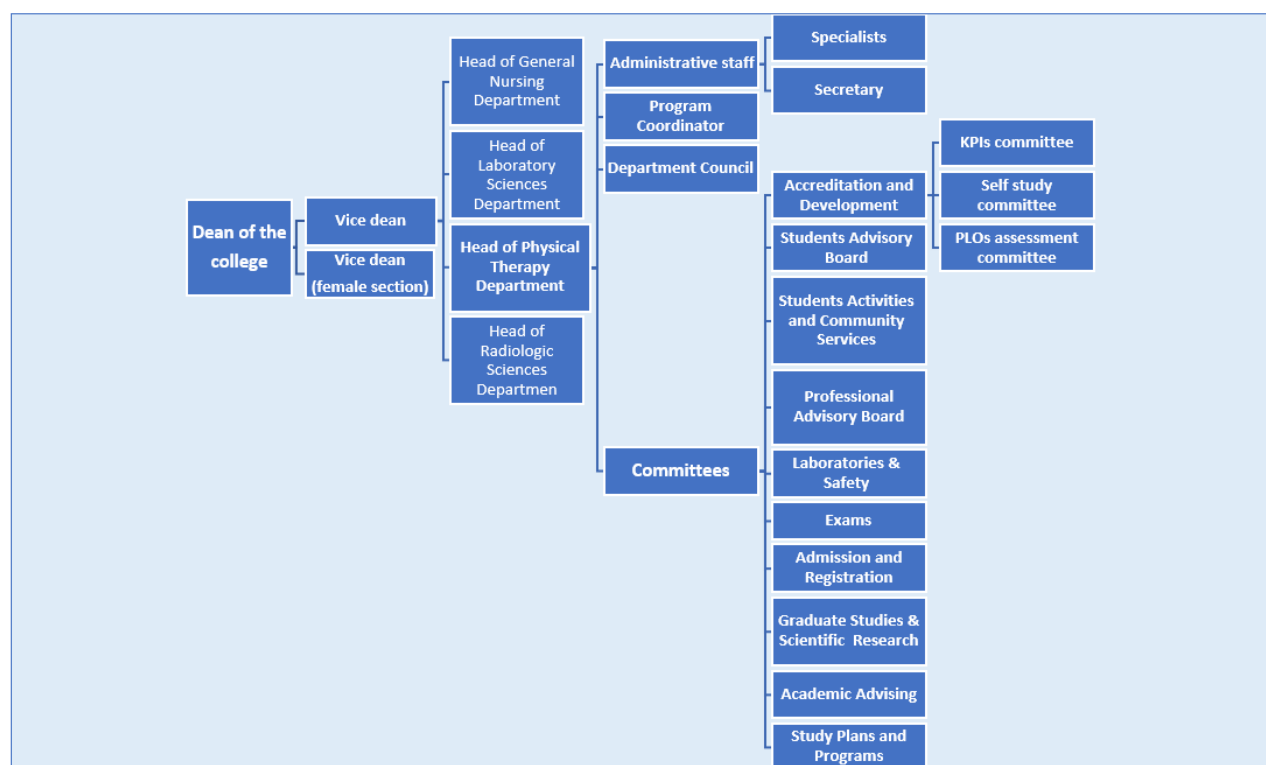
1.2 Stakeholders' Involvement
Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

Professional advisory council:

- The professional advisory council 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.

Student advisory council:

- Students are involved in the planning and development of the program through effective participation in "the Student Advisory council". 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.

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.)

Academic program design and development manual

https://www.tu.edu.sa/Attachments/6f70d890-c4dd-41c2-a554-1cd2ca4e4fd5_.pdf

Quality management system manual

https://www.tu.edu.sa/Attachments/97203199-8efc-440b-a497-ebf2c3e05b06_.pdf

Teaching, learning and assessment manual

https://www.tu.edu.sa/Attachments/f2ac36ba-261c-41f4-99f7-8ad8dc248850_.pdf

Student Disciplinary Policy

https://www.tu.edu.sa/Attachments/e0fd2d34-12a1-48d8-af46-e0eef24eec5b_.pdf

Colleges and Deanships Organizational Handbook

Studies and exams regulations

https://taifedusa-my.sharepoint.com/:f:/g/personal/post-gq_tu_edu_sa/EuWSmiar2FxArNlSKIVg3wwBORCMOBtWs-LunNlE6PHfSg?e=RNz2SW

I. 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.

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.
   https://www.tu.edu.sa/Attachments/97203199-8efc-440b-a497-ebf2c3e05b06_.pdf
2) The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.
3) The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.
4) 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.
5) The program conducts a periodic, comprehensive evaluation annually and every two 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 administration of departm ent arranges a meeting with all academic staff who teach courses from other departments 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 assigns 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 types 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. The program plan for assessment of PLOs is attached through the following link:

  PLOs Assessment Plan-Physical therapy

7. Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program Leadership	Staff members/ administrative staff	Surveys/ Interviews	At the end of each academic year
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	• Final grades • Performance in professional and licensure exams	• Exam statistics • Number of students passed professional and licensure exams	At the end of each semester
Students Activities	• Community services	• Interviews • Beneficiary surveys	All through the semester
Qualification of Teaching Faculty	• Teaching quality • Involvement in research • Number of doctorates	• Students course 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 (**2**) years.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan objectives	80	Percent	Annually
2	KPI-PG-2	Students' evaluation of quality of learning experience in the program	4.5	Average of 5 points	Annually
3	KPI-PG-3	Students' evaluation of the quality of the courses	4.5	Average of 5 points	Annually
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	4.5	Average of 5 points	Annually
5	KPI-PG-5	Average time for students' graduation	4 semesters	number	Every 2 years
6	KPI-PG-6	Rate of students dropping out of the program	0	Percent	Annually
7	KPI-PG-7	Graduates' employability	80	Percent	Every 2 years
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	4.5	Average of 5 points	Every 2 years
9	KPI-PG-9	Students' satisfaction with the provided services	4.5	Average of 5 points	Annually

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
10	KPI-PG-10	Ratio of students to faculty members	2:1	Ratio	Annually
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	Professors 50% Associate Professors 30% Assistant Professors 20%	Percent	Annually
12	KPI-PG-12	Proportion of faculty members leaving the program	0	Percent	Annually
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	4.5	Average of 5 points	Annually
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	4.5	Average of 5 points	Annually
15	KPI-PG-15	Percentage of publications of faculty members	60%	Percent	Annually
16	KPI-PG-16	Rate of published research per faculty member	2:1	Ratio	Annually
17	KPI-PG-17	Citations rate in refereed journals per faculty member	10:1	Ratio	Annually
18	KPI-PG-18	Percentage of students' publication	10%	Percent	Every 2 years
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	1	number	Every 2 years

* including KPIs required by NCAAA

j. Specification Approval Authority

Council / Committee	Physical Therapy Department Council/Plans and Programs Committee
Reference No.	4th Meeting of Physical Therapy Department Council
Date	Wednesday 2/12/2020