



## ATTACHMENT 3.

# T4. PROGRAM SPECIFICATIONS

Physical Therapy and Health Rehabilitation, RHS

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement.

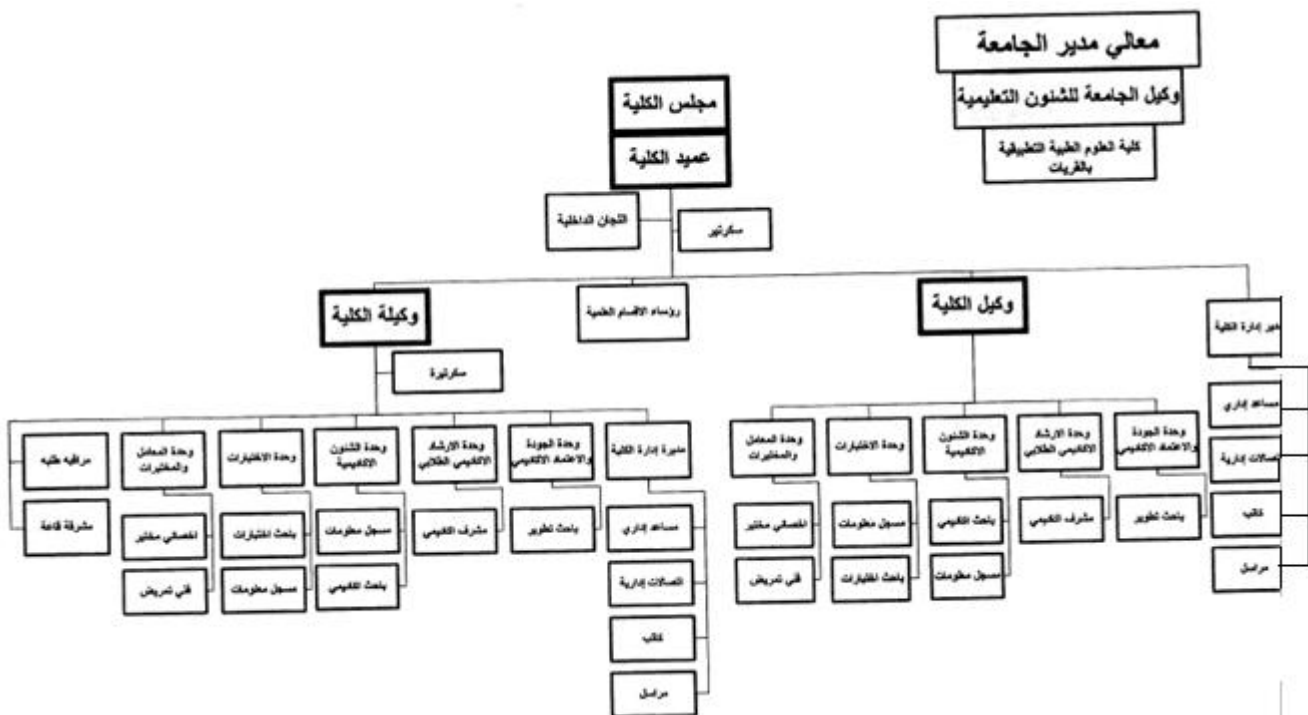
Institution: [Jouf University](#)

Date: 25/9/2018

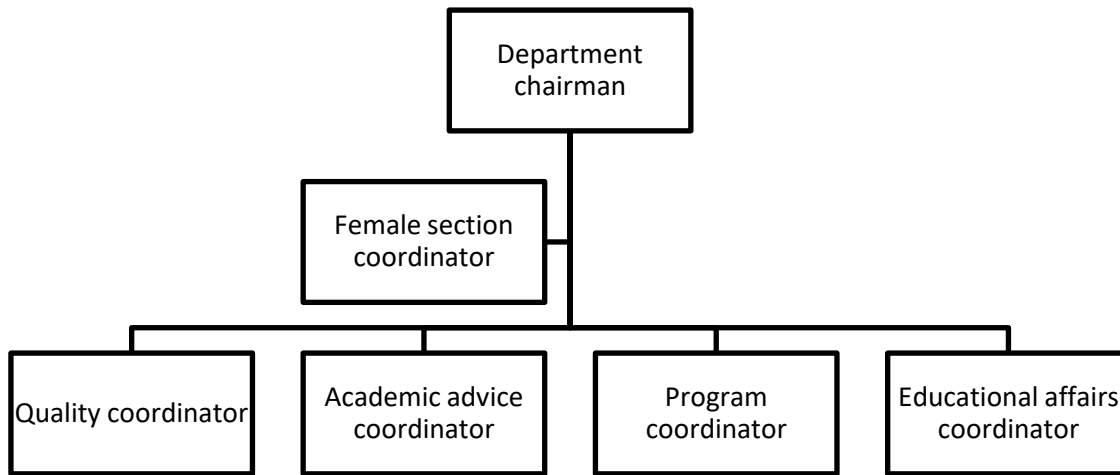
College/Department: [College of Applied Medical Sciences, Department of Physical Therapy and Health Rehabilitation, Al-Qurayyat.](#)

Dean/Department Head: [Dr. Thamer Ahmed Al Taiem](#)

Insert program and college administrative flowchart: [Faculty administrative flowchart](#)



### Department administrative flowchart



List all branches offering this program:

Branch 1. College of Applied Medical Sciences in Al-Qurayyat (Male Section), Department of Physical Therapy and Health Rehabilitation, (place: Community College, Al-Qurayyat)

Branch 2. College of Applied Medical Sciences in Al-Qurayyat (Female Section), Department of Physical Therapy and Health Rehabilitation, (place: Female Students Community Building, Al-Qurayyat)

## A. Program Identification and General Information

1. Program title and code: <b>Physical Therapy and Health Rehabilitation, RHS</b>												
2. Total credit hours needed for completion of the program: <b>139 credit hours</b>												
3. Award granted on completion of the program: <b>Bachelor of Science in physical therapy and health rehabilitation.</b>												
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) <b>N/A</b>												
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) <b>N/A</b>												
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point) <b>Specialist of physical therapy (According to the manual classification and registration of occupational health practitioners, Saudi Council of health Specialties).</b>												
7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/> (b) Continuing Program <input checked="" type="checkbox"/> Year of most recent major program review <input type="text"/>  List recent major review or accreditation contracts. 1. _____ N/A _____ 2. _____ 3. _____												
8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both. <b>Dr. Wanees Mohamed Alamir</b>												
9. Date of approval by the authorized body (MOE). <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 45%;">Campus Location</th> <th style="width: 30%;">Approval By</th> <th style="width: 25%;">Date</th> </tr> </thead> <tbody> <tr> <td>Main Campus:</td> <td></td> <td></td> </tr> <tr> <td>Branch 1:Male campus (<b>Al-Qurayyat</b>)</td> <td>High Education Committee</td> <td>10/7/1429 H</td> </tr> <tr> <td>Branch 2:Female campus(<b>Al-Qurayyat</b>)</td> <td>High Education Committee</td> <td>10/7/1429 H</td> </tr> </tbody> </table>	Campus Location	Approval By	Date	Main Campus:			Branch 1:Male campus ( <b>Al-Qurayyat</b> )	High Education Committee	10/7/1429 H	Branch 2:Female campus( <b>Al-Qurayyat</b> )	High Education Committee	10/7/1429 H
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## B. Program Context

1. Explain why the program was established.

The community is in need for the program to cover the deficit in health jobs under the policy of localization of these jobs, and to meet the requirements of the market, and the development in Saudi Arabia, and for solving the problems of the society in the field of physical therapy by conducting specialized research in this area, according to Islamic principles.

a. Summarize economic reasons, social or cultural reasons, technical development, national policy developments or other reasons:

There are many reasons for the urgent need for the program, including:

Economic Reason:

- The deficit in the health jobs of citizens in the field of physical therapy.

Technical Development

- Developing competent physical therapy practitioners who are critical thinkers, educators, and professionals.

Social or Cultural Reasons

- Committee graduates in enhancing the health, wellness function, and participation in the social and civic lives of all individuals.

- Disseminate and utilize knowledge in the best care of patients.

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

The mission of the program stems from that of the university and college, by preparing highly skilled and professional graduates in the field of physical therapy and health rehabilitation, able to compete in the labor market, keep up with scientific progress, and contribute to the development of Saudi society.

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

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

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

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

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

- Internal review committee revises the courses specifications' learning outcomes to be fit and integrated with the program learning outcomes.

- Internal review committee revises the course reports.

- Students' evaluations for the quality of these courses.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes  No

- Students with special needs are not permitted enroll in the program.
- Students with GPA in preparatory year equal to 3.6 (male) and 4 (female) are enrolled
- Students are obligated to attend full time classes.
- Excellent English skills are essential.
- Good posture and physical characteristics (body build, height and clothes) of the students are recommended.

4. What modifications or services are you providing for special needs applicants?

N/A

### C. Mission, Goals and Objectives

1. Program Mission Statement (insert).

The program of physical therapy and health rehabilitation that is offered by the Department of physical therapy and health rehabilitation, Faculty of Applied Medical Sciences in Qurayat seeks to supply the health sector with qualified physical therapy specialists, equipped with knowledge and skills that enable them to play an active role in the field of health care.

2. List Program Goals (eg. long term, broad based initiatives for the program, if any)

- a. Recognize the necessary knowledge in the specialty derived from medical, natural, and behavioral biomedical sciences.
- b. Use assessment, planning and treatment skills in dealing with various medical conditions.
- c. Use effective communication skills in dealing with patients and their families.
- d. Collaborate and communicate in a professional and professional manner with members of the medical team.
- e. Appraise the process of design and methods of scientific research.
- f. Demonstrate and apply the values and ethics of the physiotherapy profession.
- g. Professional safe handling of the profession of physical therapy.
- h. Keep up with continuous education and training; to develop scientific and professional aspects to meet the needs of society.
- i. Implement strategies and programs that conform to national standards, quality standards and academic accreditation.

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

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1- Recognize ethics and professional responsibilities of specialization.	Results of course reports - the student's file.	Instill moral values and take responsibility for professional specialization through lectures, discussions and brainstorming.
2- The ability to work in teamwork and self-development, and communicate effectively with the medical team and patients.	<ul style="list-style-type: none"> <li>• Results of reports- homeworks.</li> <li>• Teamwork reports - Notes of supervisor.</li> <li>• Satisfaction of employers for the graduate level (questionnaire).</li> <li>• Discussion - records of visits and trips - reports - the student's file.</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures and discussions.</li> <li>• Individual and collective assignments</li> <li>• Search and survey</li> <li>• Working Groups</li> <li>• Conduct diverse student activities.</li> <li>• The use of cooperative learning strategies and collective projects.</li> <li>• Students' participation in seminars and workshops on effective communication.</li> <li>• The use of modern technologies in communication.</li> <li>• Scientific trips and field visits.</li> </ul>

### D. Program Structure and Organization

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

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

### Curriculum Study Plan Table

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

Level	Course Code	Course Title	Required or Elective	*Prerequisite Courses	Credit Hours	University, College or Department
Prep Year	ENGL 101	English language	Required	-	2	Deanship of Preparatory Year
	COMM 101	Communication skills	Required	-	2	
	MATH 101	Mathematic	Required	-	2	
	IT 103	Information Technology	Required	-	2	
	PE 101	Physical Education	Required	-	1	
	NS 101	Natural Sciences	Required	-	2	
	PYP 103	Skills undergraduate studies	Required	-	2	
	MATH 102	Mathematic	Required	-	2	
	IT 102	Information technology	Required	-	2	
	PE 102	Physical Education	Required	-	1	
Level 1	NS 102	Natural Sciences	Required	-	2	Arts and science College in AlQurayyat
	ENGL 102	English language	Required	-	2	
	ARAB101	Language skills	Required	-	2	
	CHEM 105	General chemistry	Required	-	2	
	CSC 101	Introduction to computer and programming	Required	-	4	
	ENGL 101	Introduction to academic discourse	Required	-	3	
Level 2	MATH 101	Mathematics	Required	-	3	Arts and science College in AlQurayyat
	PHYS 101	Physics	Required	-	4	
	BMTE 227	Computer applications for health sciences	Required	CSC 101	2	
	CHEM 106	Organic chemistry	Required	CHEM 105	2	
	CHSE 221	Biostatistics	Required	MATH 101	2	
	ENGL 102	Introduction to report writing	Required	ENGL 101	3	
	ENGL 125	Medical Terms	Required	-	2	
Level 3	IC101	Islamic culture	Required	-	2	Community College
	ZOOL 106	Zoology	Required	-	4	Clinical laboratory depart.
	ARAB 103	Arabic	Required	-	2	Community College
	CHSE 241	Occupations and health care systems	Required	CHEM 105 CHEM 106 ZOOL 106	2	Nursing depart.
Level 3	CLS 221	Anatomy and physiology	Required	CHEM 105 CHEM 106 ZOOL 106	4	Clinical laboratory depart.
	RHS 221	Introduction to Physical Therapy Procedures	Required	-	3	Physical therapy depart.

	RHS 333	Clinical practice I	Required	-	1	
	IC 102	Islam and community	Required	-	2	Community College
	NURSE 241	Basics of emergency care	Required	CHEM 105 CHEM 106 ZOO 106	3	Nursing depart.
Level 4	RHS 241	Human Anatomy	Required	CLS 221	3	Physical therapy depart.
	RHS 243	Clinical Physiology	Required	CLS 221	2	
	RHS 321	Physical Therapy Procedures I	Required	-	3	
	RHS 322	Physical Therapy Procedures II	Required	-	3	
	RHS 325	Electrotherapy	Required	-	3	
	RHS 341	Therapeutic Exercises	Required	-	3	
	IC 103	Economic system in Islam	Required	-	2	Community College
Level 5	CLSE 323	Pathology and physiology	Required	RHS 243	3	Clinical laboratory depart.
	IC 105	Human rights principles	Required	-	2	Community College in Alqurayyat
	RHS 231	Introduction to Clinical Studies	Required	RHS 341	2	Physical therapy depart.
	RHS 244	Neuroanatomy	Required	-	3	
	RHS 327	Hydrotherapy	Required	-	3	
	RHS 346	Neurophysiology for physiotherapist	Required	RHS 243	3	
	RHS 366	Pharmacology	Required	-	2	
Level 6	BMTE 228	Introduction to Biomechanics	Required	-	2	Physical therapy depart.
	PSY 372	Rehabilitation psychology	Required	-	2	Community College in Alqurayyat
	RHS 326	Physical therapy for pediatrics	Required	CLSE 323	3	Physical therapy depart.
	RHS 331	Clinical Studies I	Required	RHS 231	4	
	RHS 336	Clinical practice in physiotherapy.	Required	RHS 322	2	
	RHS 422	Rehabilitation Procedures	Required	RHS 341	2	
	RHS 424	Geriatric rehabilitation.	Required	-	2	
Level 7	BMTE 438	Orthopaedics and rehabilitation technology	Required	-	2	Physical therapy depart.
	IC 104	Political system in Islam	Required	-	2	Community College in Alqurayyat
	RHS 323	Physical Therapy Procedures III	Required	RHS 346	3	Physical therapy depart.
	RHS 332	Clinical Studies II	Required	RHS 244 RHS 346	4	
	RHS 421	Advanced Physical Therapy Procedures	Required	CLSE 323	2	



	RHS 425	Occupational therapy	Required	-	2	
	RHS 481	Independent Study I	Required	-	2	
<b>Level 8</b>	RHS 423	Management of Physical Therapy Services	Required	-	2	Physical therapy depart.
	RHS 431	Clinical Studies III	Required	RHS 421	3	
	RHS 433	Clinical Practice III	Required	-	3	
	RHS 434	Selected clinical topics I	Required	RHS 326 RHS 331	2	
	RHS 442	Medical Aspects of Disabling Conditions.	Required	RHS 422	3	
	RHS 463	Radiology	Required	-	3	
Include additional levels if needed (i.e. summer courses).						

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

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification		
a. Brief description of field experience activity		
Activity nature	Performance evaluation	Training place
1- RHS 336 Clinical practice in physiotherapy. The course is designed to prepare physical therapist to appraise the medical information concerning major pediatric disabilities and to provide an understanding of major management processes.	Each course requiring field experience has at least one evaluation that mentor teachers should complete. Final Evaluations will be used for a grade (weighted based on the level of field experience)	Governate Hospitals
2- RHS 433 Clinical Practice III The course aims at applying clinically the principles and therapeutic skills to patients with different problems (orthopedic, neurology, cardiovascular, chest, pediatric, gynecology and obstetrics, burn and surgery disorders) how to work in team effectively.		
b. At what stage or stages in the program does the field experience occur? (eg. year, semester) In 6 <sup>th</sup> and 8 <sup>th</sup> semesters, and intern-ship (12 months)		
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) 10 hours per week for one semester		
d. Number of credit hours (if any) 1- RHS 336 Clinical practice in physiotherapy (2 Cr. Hrs), RHS 433 Clinical Practice III (3 Cr. Hrs)		

## 3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description Selected clinical topics (1) (RHS 434): In this course, the student selects a clinical case as a research project. The student starts by conducting a literature review about the methods of evaluation and treatment in such cases. Finally, a presentation has to be made at the end of the semester to colleagues in a seminar format.

b. List the major intended learning outcomes of the project or research task. <ol style="list-style-type: none"> <li>1. An individual research will develop the students to enhance their ethical standards, interpersonal career, and their practical knowledge.</li> <li>2. Ability to gather, analyzes, and interprets data.</li> <li>3. Communicate the outcomes of the research to concerned authorities.</li> </ol>
c. At what stage or stages in the program is the project or research undertaken? (eg. level) <ul style="list-style-type: none"> <li>• In the 8<sup>th</sup> level.</li> </ul>
d. Number of credit hours (if any) <ul style="list-style-type: none"> <li>• 2 hours.</li> </ul>
e. Description of academic advising and support mechanisms provided for students to complete the project. <ul style="list-style-type: none"> <li>• Instructor explains methodology for student and supervises the achievement step by step weekly.</li> </ul>
f. Description of assessment procedures (including mechanism for verification of standards) A rubric will be used as to make dependable judgments about the quality of their own work for the introduced proposal and at the end of the project.

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

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

The *National Qualification Framework* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

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

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

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe the basic knowledge with critical awareness of current research relating to human, medical and physical therapy sciences including general principles of patient management and how these may be modified over time in response to changing circumstances.	<ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Periodical quizzes</li> <li>• Practical exam</li> </ul>
1.2	Identify the health care systems related to either the physical therapy or other disciplines taking into account the physical therapy ethics and laws.	<ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Periodical quizzes</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Evaluates data from the patient examination, utilizing clinical reasoning and critical analysis skills.	<ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Group discussions.</li> <li>• Brain storming</li> <li>• Problem solving strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Periodical quizzes</li> <li>• Practical exam</li> <li>• Clinical exam</li> </ul>
2.2	Formulate realistic and achievable goals taking into account the underlying pathological mechanisms and socioeconomic	<ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Group discussions.</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Periodical quizzes</li> <li>• Practical exam</li> </ul>

	considerations.	<ul style="list-style-type: none"> <li>• Problem solving strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical exam</li> </ul>
2.3	Plan specific therapeutic interventions for different cases with integration of best evidence based practices.	<ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Group discussions.</li> <li>• Brain storming</li> <li>• Problem solving strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Periodical quizzes</li> <li>• Practical exam</li> <li>• Clinical exam</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Use the evidence based practice initiatively to solve problems in accordance with the analyzed data in the field of physical therapy either individually or in team situations.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Lab work</li> <li>• Field training</li> <li>• Group research.</li> <li>• Self learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Presentation</li> <li>• Practical exam</li> <li>• OSPE (Objective Structured Practical Examinations)</li> <li>• Clinical exam</li> </ul>
3.2	Demonstrate ethical and professional behavior in a good manner.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Lab work</li> <li>• Field training</li> <li>• Group research.</li> <li>• Self learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Presentation</li> <li>• Practical exam</li> <li>• OSPE (Objective Structured Practical Examinations)</li> <li>• Clinical exam</li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use of computer based technology and internet as a source of information, knowledge processing, interpreting information and effective communications.	<ul style="list-style-type: none"> <li>• Blackboard utilization</li> <li>• Group research.</li> </ul>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Presentation</li> </ul>
4.2	Communicate in written or spoken words effectively using appropriate presentation.	<ul style="list-style-type: none"> <li>• Blackboard utilization</li> <li>• Group research</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical exam</li> <li>• OSPE (Objective Structured Practical Examinations)</li> <li>• Clinical exam</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Demonstrate correct biomechanical and ergonomic posture during the application of the various assessment and treatment techniques	<ul style="list-style-type: none"> <li>• Hand-on demonstration</li> <li>• Practical training</li> <li>• Field training</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exam</li> <li>• OSPE</li> </ul>
5.2	Manipulate examination and intervention equipments safely and accurately with minimum risk to the patient, him/herself or others.	<ul style="list-style-type: none"> <li>• Hand-on demonstration</li> <li>• Practical training</li> <li>• Field training</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exam</li> <li>• OSPE</li> </ul>



1440/2/2 11-10-2018 3/40/7177



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Education Evaluation Commission

### Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced (see help icon)

Program Learning Outcomes Mapping Matrix	RHS 221	RHS 333	RHS 241	RHS 243	RHS 321	RHS 322	RHS 325	RHS 341	RHS 231	RHS 244	RHS 327	RHS 346	RHS 366	BMTE 228	RHS 326	RHS 331	RHS 336	RHS 422	RHS 424	BMTE 438	RHS 323	RHS 332	RHS 421	RHS 425	RHS 481	RHS 423	RHS 431	RHS 433	RHS 434	RHS 442	RHS 463	
1.1	I	I	I	I	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	A	A	A
1.2	I						P					P					A									P		A	A	A		
2.1	I		I	I	P			P	P		P	P		P	P	P	A		P	P	P	P	P	P	P		P	A	A	A	A	
2.2								P	P	P		P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	A	A	A	A
2.3						P	P		P		P		P	P	P	P	A	P	P	P	P	P	P	P	P		P	A	A	A	A	
3.1	I	I	I	I	P	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	A	A	A	A
3.2	I	I	I	I			P	P			P	P	P													P	P	A	A	A		
4.1			I	I	P		P		P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	A	A	A	A	
4.2	I		I			P	P	P				P	P		P		A				P	P	P	P	P	P	P	A	A	A	A	
5.1	I	I	I	I		P	P				P	P	P		P	P	A				P	P	P	P				A	A		A	
5.2	I	I		I	P	P	P	P		P	P	P	P		P	P	A	P			P	P	P	P				A	A		A	

## 5. Admission Requirements for the program

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

## 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance: **75% of the total number of hours schedule during the semester should be attended.**
- b. Progression from year to year: **It depends on success from level to the next one.**
- c. Program completion or graduation requirements: **The student should complete the number of credit hours required, and get a rate of at least 2 of 5.**

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

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

Different measures are applied to ensure the achievement, including the revisions of all marks by reviewers then confirmation is done by the examinations committee.

### 1. Evaluation

#### a. The evaluation of courses (Not including practical part):

- Midterm written exam = 25
- Semester work ( homework, presentations and research...etc) = 15
- Final exam = 60
- Total mark = 100

#### b. The evaluation of courses (including practical part):

- Midterm written exam = 10
- Semester work ( homework, presentations and research...etc) = 10
- Midterm Practical assessment = 10
- Final written exam = 50
- Final practical exam =20
- Total mark = 100

#### c. The evaluation of courses (including only practical part):

- First monthly exam = 20
- Second monthly exam = 20
- Participation (practical attitude-blackboard activity-research-assignments...etc.) = 10
- Final practical exam =50
- Total mark = 100

### 2. Grading Scale:

Percentages	Letter grade
95 - 100 %	A+
90 - < 95 %	A
85 - < 90 %	B+
80 - < 85 %	B

75 - < 80 %	C+
70 - < 75 %	C
65 - < 70 %	D+
60 - < 65 %	D
Less than 65%	E

## F. Student Administration and Support

### 1. Student Academic Counseling

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

1. An academic supervisor is determined for each group of students to supervise the registration and follow-up of educational attainment and the problems and difficulties faced by students in the educational process, as well as follow-up of students defaulting.
2. General guidance, such as guidance and advice in the selection of subjects and career planning.
3. Communication with the supervisor in the department if there are problems or difficulties in the educational process.
4. Determination of office hours for faculty members.
5. Complaining box for students, and head/coordinator deals with received complaints in secret.
6. Questionnaires are designed for students regarding courses and faculty members after each semester.
7. Consultations between individual students and professors during office hours scheduled.
8. Description of mechanisms taken by the program to make sure that these arrangements for the guidance of academic progress are effective and useful to students.
9. Develop a guiding program for new students.
10. Questionnaires for students on satisfaction of the counseling and guidance department in the department.

### 2. Student Appeals

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

## G. Learning Resources, Facilities and Equipment

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

1. Each faculty member prepares a list of the books needed for the course(s) he/she teaches.
2. The lists of all members of the department are gathered to make one list.
3. The list of books is admitted for the faculty deanship.
4. After approval taken from the dean the admission to the university will be allowed.
5. The use of the university digital library and training students to visit the library website.

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

Staff members ask for their requirements. A meeting of department members is held. Then the final form of requirements will be decided, then, the dean and the faculty council approve the order, and, finally, it goes to the university administration for the next steps.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks,

reference and other resource provisions?

Questionnaire for teaching staff to find out the appropriate books and references in terms of the number and specialization.

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

Questionnaire for students to find out the appropriate books and references in terms of specialization. Also, these issues are discussed in their counseling committee.

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

The scientific committee in the department and the Librarian will check the texts and resources after their receptions and revise them in correspondence of the original list and prepare report for the department chairman to follow this process.

## H. Faculty and other Teaching Staff

### 1. Appointments

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

The division identifies the required specialties and nominates members according to the following conditions:

- Employment history and previous teaching experiences.
- Scientific research published in the area of specialization.
- Total of scientific activity.
- Degree.
- Personal interview.
- Proficiency in the language of instruction in the program.
- Practical experiences.
- Appropriateness of specialization to the program.
- Previous reports and recommendations.

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

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

1. Holding regular meetings to discuss quality issues.
2. Encouraging attendance of conferences, seminars, workshops and training courses.
3. The composition of the advisory committee of faculty members to provide advice to the department faculty members, especially, the new ones.
4. Inviting specialists to spread the culture of quality among faculty members.
5. The establishment of workshops on Quality.
6. Identifying and distributing leaflets about the quality of education.
7. Presentation of successful experiences in similar divisions and programs.
8. Continuous monitoring of the quality of the program.
9. Identifying external audit of the program.
10. Preparing the annual report of the program to find out the strengths and weaknesses and develop plans for improvement.

b. Explain the process of the Advisory Committee (if applicable)

The regulations including the vision, mission and goals of the advisory committee process are in progress.

### 3. Professional Development

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

- a. Improvement of skills in teaching and student assessment?
1. Attending conferences, workshops, seminars and lectures that focus on the process of teaching and creativity in it.
  2. Knowledge and application of all that is new in internet technology and educational programs that serve the educational process.
  3. Sharing in workshops and trainings related to methods of teaching.
  4. Internal and external revision of the performance of teaching staff and strengthen weaknesses, if any.
  5. Raising incentives and rewards.
- b. Other professional development including knowledge of research and developments in their field of teaching specialty?
- Encouraging faculty members to attend training courses and workshops in the field of scientific research according to their specialties.
  - Encouraging faculty members to attend conferences and seminars.
  - Encouraging scientific communication through visits and visiting professors.
  - Encouraging scientific meetings and distributing pamphlets and circulars concerning the development of skills.
  - Encouraging faculty members to attend continuing education programs and E-learning.

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

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

- Design a program for the reception and the creation of new faculty members at the beginning of each semester.
- Informing the new members about the program requirements and administrative system.
- Defining the message, goals and the philosophy of the program.
- Explaining the achievements of the department and its members.
- Explaining available equipments and facilities.
- Informing the new members about their rights and duties in the educational institution.
- Explaining available opportunities of development and how to contribute in it.

#### 5. Part Time and Visiting Faculty and Teaching Staff

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

N/A

## I. Program Evaluation and Improvement Processes

### 1. Effectiveness of Teaching

a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

1. Revision of employers' assessments on the performance of graduates.
2. Evaluation by specialized institutions or academic experts.
3. Internal audit (self-assessment).
4. Regular revision of student assessment.
5. Reviewing program graduates.



6. Taking advantage of the feedback from the students and take advantage of the members' evaluation of the courses.
7. External review of decisions and program.
8. Raising the efficiency of faculty members and enroll them in training courses and workshops to provide them with the necessary teaching skills.
9. Taking comments and opinions of faculty members into consideration.

- b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?
- Evaluation of subjects.
  - Evaluation of the program.
  - The external auditor.
  - Students' assessments of subjects being studied and academic program.
  - Internal Audit (self-assessment).

## 2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

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

- Designing questionnaires for students who are going to graduate to get feedback on the courses and the program in general.
- Personal interview with a representative group of graduates to get their point of view about the courses and the program in general.

(ii) from independent advisors and/or evaluator(s)?

- The recommendations of the visiting professors about courses and program.
- Periodic review of the program by the external auditors.
- Compliance with the standards of international accreditation institutions.

(iii) from employers, Advisory Committee, and/or other stakeholders.

- Organizing regular meetings for employers and members of the civil society that benefit from the program.
- Questionnaires are distributed to employers and other relevant social groups to inform them about the targets of the program.

### Attachments:

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

**Authorized Signatures**

<b>Dean/Chair</b>	<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
<b>Program Dean or Program Chair Main Campus</b>	Dr. Wanees Mohamed Alamir	Assistant Professor	<i>Wanees Alamir</i>	25/9/2018
<b>Program Chair Branch 1</b>				