



# الطبية

مجلة دورية تصدر عن اللجنة الاعلامية  
لكلية العلوم الطبية التطبيقية

العدد (٦) السنة الثالثة محرم ١٤٣٦ هـ - نوفمبر ٢٠١٤ م



## كلية العلوم الطبية التطبيقية تواصل مشاركتها الفعالة في حملة خدمة الحاج وسام فخر لنا



كلية العلوم الطبية  
التطبيقية بالجامعة  
تنظم المعرض الطلابي  
الأول للابتكار والجودة  
للخدمات الصحية

عميد الكلية د. أحمد بن محمد عشي  
ومنسق البرنامج د. محمد ابراهيم المشرف  
على قسم العلاج الطبيعي وبمشاركة من  
أقسام الكلية المختلفة وأعضاء هيئة تدريس  
وطلاب قسم العلاج الطبيعي.

هذا وقد تم تكريم جامعة أم القرى وقد  
تسلم درع التكريم سعادة الدكتور أحمد عشي  
عميد كلية العلوم الطبية التطبيقية نيابة عن معالي  
مدير الجامعة.....(ص ٢- عدسة طبية)



افتتح صاحب السمو الملكي الأمير مشعل بن  
عبد الله أمير منطقة مكة المكرمة حملة خدمة  
الحاج وسام فخر لنا والتي تقوم بها الرئاسة  
العامية لشؤون المسجد الحرام والمسجد  
النبوي. وللعام الثاني علي التوالي تشارك  
كلية العلوم الطبية التطبيقية بجامعة ام  
القرى ببرنامج رعاية وتعزيز صحة الحجاج  
المصابين بمرض السكري والضغط  
وتأتي هذه المشاركة المباركة برعاية كريمة من سعادة



تكليف  
الدكتور علي  
عبد المنصف  
ثابت وكيلاً  
الكلية للتطوير  
الأكاديمي  
وخدمة المجتمع



معالي مدير الجامعة يفتتح المعرض الثاني  
لطلاب كلية العلوم الطبية التطبيقية  
بعنوان ( الإعجاز العلمي في العلوم الطبية )



لقاء عميد الكلية مع أعضاء  
هيئة التدريس بالكلية



## الطبية

مجلة دورية تصدر عن اللجنة الاعلامية  
لكلية العلوم الطبية التطبيقية

المشرف على المجلة

د. أحمد بن محمد عشي

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د. فراس سلطان العزة

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أ. ماجد غرم الله الزهراني

الفريق الطلابي

زياد المغربي

حسن أبو الريش

فراس الكتبي

المدير الفني

أ. خالد محمد أبونمي

# لقاء عميد الكلية مع أعضاء هيئة التدريس بالكلية



على مضاعفة الجهد والإخلاص في العمل وخلق أجواء تعليمية مناسبة للوصول إلى ما تصبوا إليه كلية العلوم الطبية التطبيقية من أهداف وتحقيق آمال وتطلعات معالي مدير الجامعة الذي لا يدخر جهداً في تذليل الصعاب أمام الكليات والأقسام خدمة لأبنائه الطلاب والطالبات.

كما ثمن سعادة العميد علي الدور البارز الذي تقوم به البرامج المختلفة بالكلية في إطار سعي الكلية للحصول على الجودة الأمانية كما وعد سعادته بتذليل جميع الصعاب والمعوقات الإدارية بهدف حصول الكلية على الاعتماد الدولي ممثلاً في اعتماد الهيئة الأمانية.

ودعا سعادة عميد الكلية أعضاء هيئة التدريس إلى تجهيز كافة مرافق الكلية من فصول دراسية وقاعات ومعامل ومختبرات ووسائل تعليمية مختلفة أمام الطلاب والطالبات في العام الدراسي الجديد ١٤٣٦ / ١٤٣٥ هـ . وحظ الجميع



في دفع عجلة التقدم التي تشهدها المملكة العربية السعودية ولا سيما في مجال العلوم الطبية التطبيقية فقد كانت ولا زالت تتميز بمستوى علمي متقدم مما جعل الكلية والجامعة تفتخر بمخرجات أقسام الكلية والله الحمد.

أستقبل سعادة عميد كلية العلوم الطبية التطبيقية كافة أعضاء هيئة التدريس بالكلية وذلك في حفل المعايدة الذي أقامته إدارة الكلية في إطار استعدادات الكلية ببدء عام دراسي جديد. حيث ألقى سعادة عميد كلية العلوم الطبية التطبيقية الدكتور أحمد بن محمد عشي كلمة هنا فيها الجميع بحلول عيد الفطر المبارك سائلاً الله العلي القدير أن يجعله عيداً سعيداً وأن يعيده على الجميع باليمن والبركات وأن يتقبل من الجميع الصيام والقيام وصالح الأعمال وأن يعيده عليهم وهم بأتم صحة وعافية.

وقدم سعادته شكره وتقديره لمعالي مدير الجامعة الدكتور بكري بن معتوق عساس على دعمه المتواصل للكلية مما مكنها بعد توفيق الله من أن تتبوأ مكانة من بين سائر كليات الجامعة حتى أصبحنا نرى مخرجات الكلية تبعد وتحصد أعلى الجوائز العالمية في المجال العلمي.

وبين سعادة عميد الكلية الدكتور أحمد بن محمد عشي أن الكلية وما تضمه من أقسام هامة تساعد

## ورشة عمل وضع الخطة الاستراتيجية لكلية العلوم الطبية التطبيقية



باستخدام الأدوات اللازمة للتحليل والمقارنة كما تعرف الحضور على كيفية تحليل الفجوة بين الوضع الحالي للكلية (من تحليل البيئة الداخلية والخارجية) وهذا يحدد "أين نحن الآن" والوضع الأمثل المرغوب الوصول إليه "أين نود أن نكون؟". كذلك يمكن تحليل الفجوة بين الكلية "في الوضع الحالي" ونظيرتها في الجامعات العالمية "القياسية".

تم عقد ورشة عمل بكلية العلوم الطبية التطبيقية والتي القاها د. وائل فتحي بالتعاون مع عمادة التطوير والجودة النوعية بجامعة أم القرى عن الخطة الاستراتيجية للبرامج بحضور أعضاء هيئة التدريس بالكلية.

قد تم مناقشة كيفية إعداد خطة استراتيجية بما يتماشى مع رؤية ورسالة وأهداف الكلية والبرامج وذلك من خلال تحليل بيئتي العمل الداخلية والخارجية

افتتحه معالي مد

# كلية العلوم الطبية التطبيقية بالجامعة تنظم المعرض



بن محمد عشي كلمة رحب فيها بمعالي مدير الجامعة الدكتور بكرى بن معتوق عساس والحضور، موضحا أن المعرض الطلابي الأول للابتكار والجودة الصحية أحد انتاجات الكلية الهادفة للارتقاء بالخدمات الصحية وتبنيها لمجهودات طلبتها وإبرازها من خلال المعارض التي تبنتها في الأعوام الماضية، مما دفعها لتبني شعار (الإبداع غايتنا).

عقب ذلك ألقى معالي مدير الجامعة كلمة الدكتور بكرى عساس وال طالبات في هذه الكلية وأدوار أعضاء هيئة التدريس في إبراز نماذج متميزة، مؤكدا أن جامعة أم القرى تحرص كل الحرص

واستمع إلى شرح مفصل من الطلاب عن الأعمال الطبية التطبيقية ودورها في الجوانب الصحية والعلاجية والغذائية السليمة.

وبدأ الحفل الخطابي الذي أعد بهذه المناسبة بآيات من القرآن الكريم .

ثم ألقى عميد كلية العلوم الطبية التطبيقية الدكتور أحمد



وريادة الأعمال الدكتور فواز أحمد سعد ووكلاء ورؤساء الأقسام وأعضاء هيئة التدريس وطلاب كلية العلوم الطبية التطبيقية وذلك بقاعة الملك عبدالعزيز التاريخية المساندة بالمدينة الجامعية بالعابدية.

وبعد أن قام معاليه بقص الشريط إيدانا بافتتاح المعرض تجول والحضور داخل أجنحته

افتتح معالي مدير جامعة أم القرى الدكتور بكرى بن معتوق عساس المعرض الطلابي الأول للابتكار والجودة للخدمات الصحية الذي نظمته كلية العلوم الطبية التطبيقية تحت شعار « كيف نرتقي بالخدمات الصحية في مستشفياتنا » بحضور وكيل الجامعة الدكتور ياسر بن سليمان شوشو ووكيل الجامعة للشئون التعليمية الدكتور عبدالعزيز سروجي ووكيل الجامعة للفروع الدكتور محمد بن واصل الحازمي وعميد كلية العلوم الطبية التطبيقية الدكتور أحمد بن محمد عشي وعميد كلية الطب الدكتور أنمار ناصر وعميد معهد الإبداع

# عرض الطلابي الأول للابتكار والجودة للخدمات الصحية



والمجتمعية وأصبحت مخرجاتها بهذا المستوى المتقدم من التفكير والإبداع وباتت مطلباً للعديد من الجهات، متمنياً معاليه التوفيق للجميع وأن تكفل جهودهم بالنجاح . وفي نهاية الحفل تسلم معاليه هدية تذكارية من عميد كلية العلوم التطبيقية وقدمت اللجنة المنظمة هدية مماثلة لعميد الكلية الدكتور احمد عشي .

وهذه الأفكار الإبداعية لم تكن لتظهر لولا فضل الله أولاً ثم للاهتمام والرعاية والدعم الذي تحظى به هذه الجامعة من ولاية الأمر في هذه البلاد الخيرة - وفقهم الله - وبمؤازرة ومتابعة مستمرة من معالي وزير التعليم العالي الدكتور خالد بن محمد العنقري مما جعل جامعة أم القرى تخطو هذه الخطوات المتسارعة في كافة برامجها العلمية والتعليمية

على تشجيع ودعم كل المواهب والأفكار الإبداعية التي من شأنها خدمة وطنها ومجتمعها، مستشهداً بما حققته الجامعة مؤخراً وحصولها على التصنيف العالمي بتسجيلها ١٠٠ براءة اختراع، مؤكداً أن المجال مفتوح لكل الأفكار الإبداعية التي من شأنها الإسهام في خدمة هذا الوطن ومواطنيه. وبين الدكتور عساس أن مثل هذه الإنجازات

## ركن العلاج الطبيعي المعرض الطلابي الأول للابتكار والجودة للخدمات الصحية



المختلفة والذي يشرح كيفية استخدام طرق العلاج الطبيعي المختلفة بطرق امنة للحصول على أفضل نتيجة وبدون أضرار ولا مخاطر يتعرض لها المرضى. كما احتوى الركن على كتيبات استرشادية عن سبل الوقاية والوسائل الحديثة في العلاج في الحالات المختلفة كالإلام أسفل الظهر والرقبة وخشونة المفاصل والوقاية من الحروق والاصابات الرياضية المتعددة.

شارك قسم العلاج الطبيعي بكلية العلوم الطبية التطبيقية في المعرض الطلابي الأول للابتكار والجودة للخدمات الصحية الذي نظّمته كلية العلوم الطبية التطبيقية تحت شعار « كيف نرتقي بالخدمات الصحية في مستشفياتنا ». وقد افتتح معالي مدير الجامعة ركن العلاج الطبيعي والذي كان بعنوان المخاطر والطرق الوقائية أثناء استخدام طرق العلاج الطبيعي

## عميد كلية العلوم الطبية التطبيقية يفتتح اجتماع اللجنة الخاصة بخبراء قسم التغذية الإكلينيكية



افتتح سعادة عميد كلية العلوم الطبية التطبيقية د/أحمد بن محمد العشي صباح يوم الأحد ١٩/١١/١٤٣٥هـ الجلسة الأولى للجنة الخبراء بقسم التغذية الإكلينيكية حيث رحب سعادته بأعضاء اللجنة وحثهم على العمل سوياً كشركاء في تطوير وتحسين برنامج التغذية الإكلينيكية في الكلية والخروج بتوصيات تخدم العملية التعليمية والتطويرية في القسم بحيث يكون قسم التغذية الإكلينيكية من الأقسام الرائدة في المنطقة والأقليم بما يتلائم مع رؤية ورسالة وأهداف الكلية والقسم معا وتضم اللجنة المشكلة من قبل الكلية والقسم أعضاء داخليين بالإضافة الى أعضاء من خارج الجامعة من عدة قطاعات وجهات حكومية رسمية متخصصين في مجال التغذية العلاجية حيث سيتم عقد اجتماعات دورية للجنة في رحاب الكلية في جامعة أم القرى.

## اللقاء التعريفي الخاص بالاعتماد الأكاديمي مع طلاب كلية العلوم الطبية التطبيقية



في إطار استعدادات كلية العلوم الطبية التطبيقية للاعتماد الألماني، نظمت لجنة ضمان وتوكيد الجودة مع وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع محاضرة بعنوان (تهيئة طلاب كلية العلوم الطبية التطبيقية للاعتماد الألماني). ألقى المحاضرة الأستاذ الدكتور / رأفت عبد المنعم حسنين يوسف، الأستاذ بقسم طب المختبرات، وحضرها عدد كبير من طلاب برامج الكلية المختلفة وتشمل طب المختبرات والعلاج الطبيعي والإدارة الصحية، بالإضافة إلى العديد من سعادة أعضاء هيئة التدريس بالكلية، وكان ذلك يوم الثلاثاء الموافق ٢١/١١/١٤٣٥هـ ١٦/٩/٢٠١٤م وفي تمام الساعة الثانية عشر ظهراً في القاعة المساندة ١ بقاعة الملك عبد العزيز التاريخية بجامعة أم القرى في العابدية. تركزت محاور المحاضرة التي تميزت بالتجاوب والتفاعل بين الطلاب والمحاضر وسعادة أعضاء هيئة التدريس الذين حضروا المحاضرة على المحاور التالية:

- نبذة تاريخية عن وكالة الاعتماد في

- رؤية الجامعة.
- رسالة كلية العلوم الطبية التطبيقية
- رؤية الكلية.
- أهداف الكلية.
- أسئلة متوقعة من هيئة الاعتماد للطلاب.
- هذا وقد انتهت المحاضرة في تمام الساعة الواحدة بعد الظهر من نفس اليوم
- مجال الصحة والشؤون الاجتماعية.
- الجودة في التعليم العالي والاعتماد الأكاديمي.
- أهمية الجودة للطلاب.
- دور الطالب في تطبيق نظم جودة التعليم بالجامعة.
- رسالة جامعة أم القرى.

# اجتماعات اللجنة الاستشارية بقسم العلاج الطبيعي بكلية العلوم الطبية التطبيقية



اجتمعت اللجنة الاستشارية بكلية العلوم الطبية - قسم العلاج الطبيعي بحضور كل من:

- سعادة الدكتور/ محمد محمد ابراهيم - رئيس القسم  
- سعادة الدكتور/ على عبد المنصف - الاستاذ المشارك بالقسم.

- سعادة الدكتور/ ايهاب عبد الكافي - الاستاذ المشارك بالقسم

- سعادة الدكتور/ وليد صالح باكلا - المشرف التعليمي - المستشفى التخصصي - بجده  
- سعادة الدكتور / أسامة جان - مدير مستشفى مركز مكة الطبي

- سعادة الدكتور / محمد أبو الفرج - رئيس قسم العلاج الطبيعي - مستشفى الولادة والأطفال - جدة  
- سعادة الدكتورة / رباب فهد الشريف - رئيسة قسم العلاج الطبيعي - مستشفى الولادة والأطفال - العاصمة المقدسة

هذا وقد تم مناقشة الوضع الحالي والمستقبلي للتأهيل الطبي وخاصة مهنة العلاج الطبيعي واحتياجات سوق العمل والتحديات التي تواجه المهنة في السوق المحلي والعالمي وكيفية مواجهتها وسبل الرقي بالمهنة كما تم دراسة رسالة ورؤية وأهداف القسم ومناقشتها

والانقص وسلبيات الخريجين العاملين بمجال التأهيل وخاصة العلاج الطبيعي في الوقت الحالي ومواصفات الخريج المثالي الذي يحتاجه سوق العمل والذي يساهم في رفع وتطوير الاداء للمهنة محليا واقليميا وقادرا على المنافسة والتميز مع أقرانه عالميا، والمشاركة في وضع الخطة الاستراتيجية المستقبلية للقسم وابداء مرئياتهم ومقترحاتهم لتتناسب وتتماشى مع مستقبل مهنة العلاج الطبيعي في المملكة العربية السعودية بصفة عامة والمنطقة الغربية خاصة ولتساهم في دعم وتحسين أداء الخريجين والعاملين في سوق العمل ونمو ورقى المهنة.

والاساليب المتبعة في التدريس ثم مناقشتها للوصول الى المقترحات الخاصة بتطوير البرنامج من الناحية الاكاديمية والتعليمية والمهنية والتي من خلالها يستطيع البرنامج المساهمة في رفعة ورقى مهنة العلاج الطبيعي والعاملين بها وتخريج أخصائيين علاج طبيعى قادرين على الاندماج السريع في سوق العمل متمتعين بكفاءة علمية وعملية تمكنهم من الوصول لأعلى درجات الأداء وبخصائص تنافسية مع أقرانهم في الاقسام المكافئة بالمملكة ومتمتعين بقدرات مهنية مميزة تمكنهم من العمل في مجال التأهيل في أي دولة اقليمية او عالمية. كما قامت بتحديد أوجه

للتعرف على مدى تناسقها مع متطلبات سوق العمل المحلي والإقليمي والعالمي الحالية والمستقبلية، ومناقشة الخطط الدراسية الحالية التي يتم تطبيقها بالقسم والاطلاع على نماذج والمقررات التي يتم تدريسها بالقسم للتعرف على ما يتم تدريسه فعليا بالقسم وطرق التدريس المتبعة وطرق التقويم وابداء الملاحظات والمقترحات من اجل تحسين العملية التعليمية لتتناسب مع اهداف واحتياجات سوق العمل الحالية والمستقبلية التعرف على ملف توصيف البرنامج والاهداف العامة للبرنامج والنتائج المراد والمتوقع تحقيقها والحصول عليها لخريجي البرنامج (ILOs)



## معالي مدير الجامعة يفتتح المعرض الثاني لطلاب كلية الطب التطبيقية بعنوان ( الإعجاز العلمي في القرآن )

الرباني ما يثبت لكل فرد على عظمة الخالق عز وجل مشيراً إلى أن الإنسان يعجز أمام القدرة الإلهية فالحقائق العلمية المذهلة التي تكشف لنا يوماً بعد يوم نجد لها منبعاً في القرآن والسنة مؤكداً أن العالم بأسره أصبح على يقين أن وراء هذا الكون بما فيه من إبداع وما يحتويه من متناقضات خالق عظيم تنتتهي جميع المخلوقات أمام عظمته وقدرته لافتاً النظر إلى أن من فروع الإعجاز العلمي ما يتعلق بالعلوم الطبية وللكلية مجال واسع لإبراز صور من هذا الإعجاز تربط التخصص العلمي بالوحي الرباني وترسخ وتزيد من إيمان المطلع عليها بصدق هذا الكتاب وصدق الرسالة المحمدية ومن هذا المنطلق كانت هذه الفعالية الثانية والتي كان عنوانها أيضاً جزءاً من مقرر العلوم

على تعميق الحس الديني في نفوسهم وحثهم على استطلاع عظمة الخالق بكافة التجارب العلمية وإبراز تلك القدرة الإلهية التي عمت الكون وحكمت كل شيء بقدر فجعلت جميع أمور الحياة تسير معاً في تناغم وتناسق مما يجعلنا نؤمن يقيناً بأن من ورائها الخالق العظيم الذي أحكم كل شيء صنعا مقدرنا معالي مدير الجامعة رعايته لهذا المعرض .

إثر ذلك ألقى عميد الكلية الدكتور أحمد عشي كلمة بين فيها أن القرآن الكريم والسنة النبوية هما النبراس والمنهاج لكل مسلم على بقاع هذه الأرض وفيهما الإعجاز

حامداً لله عز وجل أن أتاح لطلاب كلية العلوم الطبية التطبيقية الفرصة لتعلم هذا العلم المبارك على يد أساتذة أفاضل معرباً عن شكره لعميد الكلية الدكتور أحمد عشي على دعمه للطلاب في تنظيم المعرض الذي أتاح لهم فرصة ممارسة الإبداع والإنتاج .

بعد ذلك ألقى المشرف على المعرض الدكتور نعيم قستي كلمة أوضح فيها أن الهدف من إقامة المعرض تحفيز الطلاب والطالبات

عبدالرحمن الزهراني كلمة طلاب الكلية أوضح فيها أن قضية الإعجاز القرآني من أهم مباحث علوم القرآن وأدقها وأعظمها مشيراً إلى أنه من المقرر لدى علماء التفسير أن الأصل في إعجاز القرآن هو الإعجاز البياني والبلاغي ومنه تتفرع أنواع الإعجاز إلى إعجاز تشريعي وإعجاز غيبي وإعجاز علمي لأنها من دلالات الإعجاز البياني للقرآن الكريم مؤكداً أن قضية الإعجاز العلمي في عصرنا أخذت شهرة عظيمة ورواجاً واسعاً نظراً لما يتسم به العصر الحديث من تسارع في الاكتشافات العلمية والابتكارات المذهلة

افتتح معالي مدير جامعة أم القرى الدكتور بكر بن معتوق عساس بحضور وكيل الجامعة للشئون التعليمية الدكتور عبدالعزيز بن رشاد سروجي وعميد شئون الطلاب الدكتور علي بن عبدالله الزهراني وعدد من مسؤولي الجامعة المعرض الطلابي الثاني لطلاب كلية العلوم الطبية التطبيقية بعنوان ( الإعجاز العلمي في العلوم الطبية ) وذلك بقاعة الملك عبدالعزيز التاريخية المساندة بالمدينة الجامعية بالعابدية .

وتجول معاليه والحضور على أرجاء المعرض المتضمن أعمال ومشاركات طلبة الكلية واستمع إلى شرح مفصل من قبل القائمين عليه .

ثم بدئ الحفل الخطابي المعد له المناسبة بتلاوة آيات من القرآن الكريم .

عقب ذلك ألقى الطالب





## اقامة ورشة عمل بقسم العلاج الطبيعي عن العلاج اليدوي بطريقة مولجين



انطلقت يوم الأربعاء الموافق ١٤٣٥/١١/١٥ فعاليات التطوير لقدرات أعضاء هيئة التدريس للعام الدراسي ١٤٣٥ - ١٤٣٦ هـ لقسم العلاج الطبيعي والخريجين والامتياز بورشة عمل بعنوان (العلاج اليدوي بطريقة مولجين) ألقاها سعادة الدكتور عبد الجليل علام بحضور أعضاء هيئة التدريس بقسم العلاج الطبيعي وبعض من طلبة الامتياز والخريجين وذلك بمقر القسم بالمدينة الجامعية بالعابدية. وأوضح مقدم الورشة الدكتور/ عبد الجليل علام أهمية العلاج اليدوي في علاج كثير من الاضطرابات العضلية في الجسم وكيفية علاج مثل هذه الحالات دون الحاجة لتدخل دوائي أو جراحي وبالتالي تجنب الأعراض الجانبية لمثل تلك الأنواع من الأمراض. وتأتي ورشة العمل هذه بناءً على توجيهات سعادة عميد الكلية الأستاذ الدكتور أحمد عشي من ضرورة متابعة الامتياز والخريجين والإهتمام بالتعليم المستمر لهم كي يكونوا دائماً على إطلاع دائم بكل ما هو جديد في مجال المهنة وليبقوا دائماً على اتصال دائم بالجامعة كما أن مثل تلك الورش لها دور هام في تبادل الخبرات والعلم والمعرفة بين أعضاء هيئة التدريس بالقسم.



## كلية العلوم (يوم الطبية)

الطبية في القرآن والسنة . ثم ألقى معالي مدير الجامعة الدكتور بكري عساس كلمة أكد فيها أنه من منطلق حرص جامعة أم القرى على تنمية الملكات العقلية لطلابها وترسيخ القيم الإسلامية في نفوسهم تفتتح الجامعة المعرض الثاني للإعجاز العلمي في العلوم الطبية تحت إشراف كلية العلوم الطبية التطبيقية والذي من خلاله تسعى إلى تحفيز الطلاب على التميز بمجال تخصصاتهم عن طريق التطبيق العملي لما درسوه من علوم والتوصل إلى الإعجاز العلمي الذي يتجلى بعظمة الخالق بجميع شؤون الحياة معرباً عن سروره بما شاهده من إنجازات لأبنائه الطلاب في هذا المعرض متمنياً لهم المزيد من التوفيق والسداد . عقبها كرم معاليه عدداً من مسؤولي الجامعة كما تسلم هدية تذكارية بهذه المناسبة .

## تكليف الدكتور علي عبد المنصف ثابت وكيلاً للكلية للتطوير الأكاديمي وخدمة المجتمع



ألقى سعادة عميد كلية العلوم الطبية التطبيقية الدكتور أحمد بن محمد عشي كلمة هنا فيها الدكتور علي عبد المنصف ثابت بتكليفه المشرف على وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع وذلك في حفل المعايدة الذي أقامته إدارة الكلية في إطار استعدادات الكلية ببدء عام دراسي جديد.

كما هنا قسم العلاج الطبيعي سعادة الأستاذ الدكتور/ علي عبد المنصف ثابت بمناسبة تقلده منصب المشرف على وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع سائلين المولى عز وجل له العون والتوفيق والسداد وأن يعينه على أعباء وظيفته.

كما ألقى سعادة الدكتور علي عبد المنصف محاضرة بعنوان خطوات الحصول على الجودة الألمانية للبرامج استعرض سعادته نبذة عن الاعتماد الأثمني والخطوات اللازمة لتحقيقه كما وضع سعادته جدولاً زمنياً لتطبيق هذه الخطوات للبرامج المختلفة بالكلية كما حث الجميع بالالتزام في تنفيذ المهام في مواعيدها المحددة وحضور الاجتماعات الخاصة بكل معيار من معايير الجودة لتنفيذها على أكمل وجه.

## اجتماعات اللجنة الاستشارية لقسم الإدارة الصحية



محاضر بقسم الادارة الصحية بكلية العلوم الطبية التطبيقية بجامعة أم القرى  
٤- الأستاذ/ مازن علي عمر الجيزاني  
مسئول التدريب بمدينة الملك عبدالله الطبية بمكة  
٥- الاستاذ / بندر سعد غالب مثنى  
رئيس قسم الملفات بمستشفى النور التخصصي بمكة  
٦- الأستاذة/ غدير أحمد الفران  
مسئول التدريب بمستشفى الملك فيصل التخصصي بجدة

تم عقد اجتماع للجنة الاستشارية بقسم الإدارة الصحية بكلية العلوم الطبية التطبيقية بالجامعة وقد تشكلت اللجنة من:  
١- الأستاذ الدكتور / عادل أبو سيف عبد المقصود  
استاذ بقسم الادارة الصحية بكلية العلوم الطبية التطبيقية بجامعة أم القرى  
٢- الدكتور / نادر فايق فتوح  
محاضر بقسم الادارة الصحية بكلية العلوم الطبية التطبيقية بجامعة أم القرى  
٣- الدكتورة / أمل جميل نوح

## ورشة عمل المقارنة المرجعية بكلية العلوم الطبية التطبيقية



سواء كانت داخلية أو خارجية لعمل مقارنة مرجعية. وفي نهاية الورشة تم علم تطبيقات عملية على الورشة

هذا وقد تم عرض المواصفات الخاصة بالهيئات والبرامج التي تصلح كنقاط مرجعية وكيف يمكن تحديد الهيئات

تم عقد ورشة عمل بكلية العلوم الطبية التطبيقية والتي القاها د. وائل فتحي بالتعاون مع عمادة التطوير والجودة النوعية بجامعة أم القرى عن المقارنة المرجعية للبرامج بحضور أعضاء هيئة التدريس بالكلية.

وفي هذه الورشة تم استعراض المؤشرات الأساسية الهامة وكذلك الفرعية للأداء والمقارنة المرجعية وكذلك تحديد البرامج المناسبة التي يمكن أخذها كنقاط مرجعية.



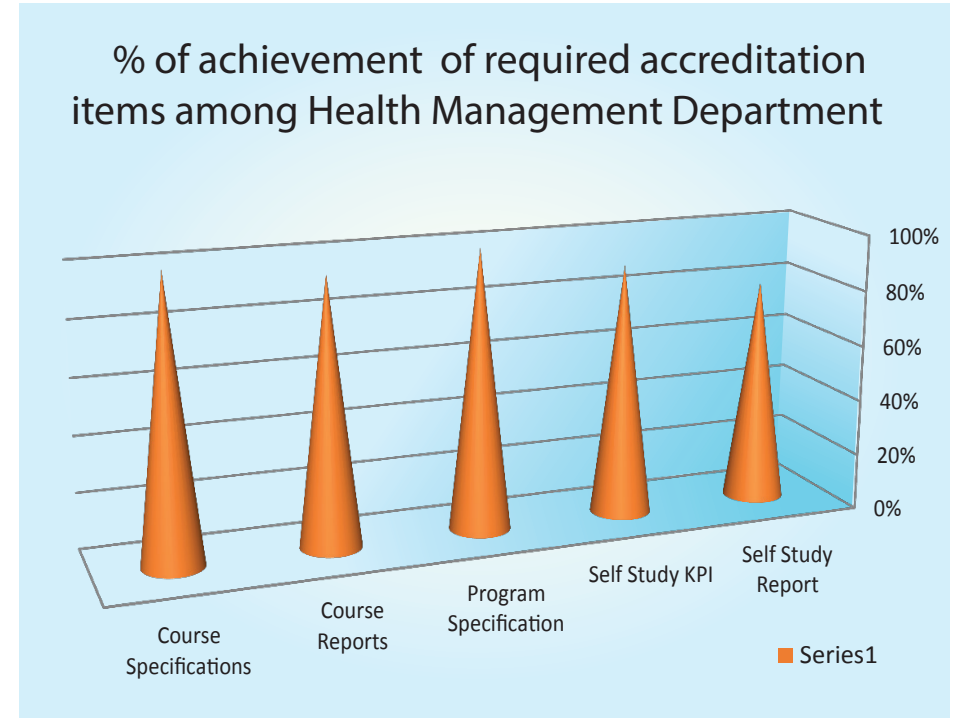
3. Have an essential core of management knowledge and skills
4. Perform basic and advanced technical management skills in diagnosing and solving health services organizations' problems.
5. Use scientific management theories, concepts, tools and techniques as a base for professional health management practice.
6. Understand the relevant correlations between management, information, finance and healthcare through interdisciplinary courses and early and continuous exposure to healthcare facilities
7. Apply relevant professional attitude, communications, basic and behavioral sciences as well as humanities in managing human interactions of patients, families, and health professionals in health care organizations.
8. Demonstrate leadership skills to enhance the quality of health care services.
9. Apply professional values and ethics into the practice of professional health management.
10. Demonstrate responsibility and accountability for lifelong learning and professional growth.

## AWARDED DEGREE

The University of Umm Al-Qura, Faculty of Applied Medical Sciences offers Health Management Program leading to a Bachelor of Medical Sciences in Health Management.

## JOB OPPORTUNITIES

The graduates of a baccalaureate degree program in Health Management work in middle management



positions at different levels, depending on the size of an organization. They can be employed in a variety of settings and assume variety of job titles depending on the work experience and place of work. Common job titles held by professionals who are trained in Health Management are Administrative Director, Management Specialist, Special Assistant, Assistant to Chief Executive, Section Head, etc.

A Health Management professional working as a middle management administrator supervises the subordinate staff, supports and assists the senior policy makers and administrators in a hospital or in other healthcare facilities to manage the healthcare delivery system effectively. With his/her knowledge in various disciplines of management and healthcare finance, he/she develops and maintains proper administrative and management systems and ensures smooth functioning of the organization. He/she undertakes analyses of various units in the organization and ensures that they function effectively and efficiently.

## ADMISSION REQUIREMENT

1. The students must hold a high school certificate or equivalent that is acquired from Saudi Arabia or any recognized school abroad, with a general rate not less than 90%.
2. The specialized subject (chemistry, physics, biology and English) rate has to be not less than 90%.
3. High school certificate must be acquired within two years, and the faculty board has the right to exclude from this condition those who hold the degree but not exceeding five years if they provide satisfactory reasons.
4. Good reputation.
5. Pass the interview that is required by the school of Applied Biomedical Sciences.
6. To be physically fit.
7. Must complete all requirements that are suggested and accepted by the faculty and university panel.



# Quality Assurance system at Health Management Department

## MISSION

The Mission of The Health Management Program, Faculty of Applied Medical Sciences, Umm Al Qura University, is to provide a continuum of well educated, knowledgeable, skilful and committed health management professionals who contribute to the advancement of the profession and collaborate effectively with the enhancement of health care services in a variety of health settings and the overall community improvement of health and wellness. The core values of the program are excellence, professionalism, student centred, innovation and respect. The program will also be a major educational, consultancy, research and technical support resource to the health care organizations and professionals in the region.

## VISION

The vision of the Health Management Program is to be the centre of excellence in health management education, training, consultation and research in the region.

The Health Management education program ensures that

upon graduation students shall have the following competencies:

- Conceptual competence: Understanding the theoretical foundations of the profession.
- Technical competence: Ability to perform skills required of the profession.
- Integrative competence: Ability to meld theory and skills in the practice setting.
- Career marketability: Becoming marketable due to acquired education and training.

## EDUCATIONAL GOALS

Upon completion of The Health Management Program the graduate will:

1. Have a broad view of illness and health and understand that there are elements other than health services organizations having a great influences on health status
2. Recognize the need to develop an integration mechanism between those agencies responsible for health.

Committee) discussed many lectures about accreditation and shared his experiences in accreditation as former head of Clinical nutrition department for 5 years and as Vice Dean of Accreditation and Community Services in Pharmacy collage.

## Preparation to Final German Visits

The quality committee finished working in the 11 standards of NCAAA and the 6 German standards for accreditation as well as in collecting all evidences and key performance indicators needed for accreditation. Even Clinical Nutrition department had the best results over other collage departments after the first visit of German accreditation at April 2014, the department members organize at least one meeting weekly for each committee. These meetings are arranged in order to complete any shortages in accreditation work and also to increase our staff and students awareness about the accreditation and quality.

Dr. Hassan Bukhary (Head of Quality and Academic Ac-

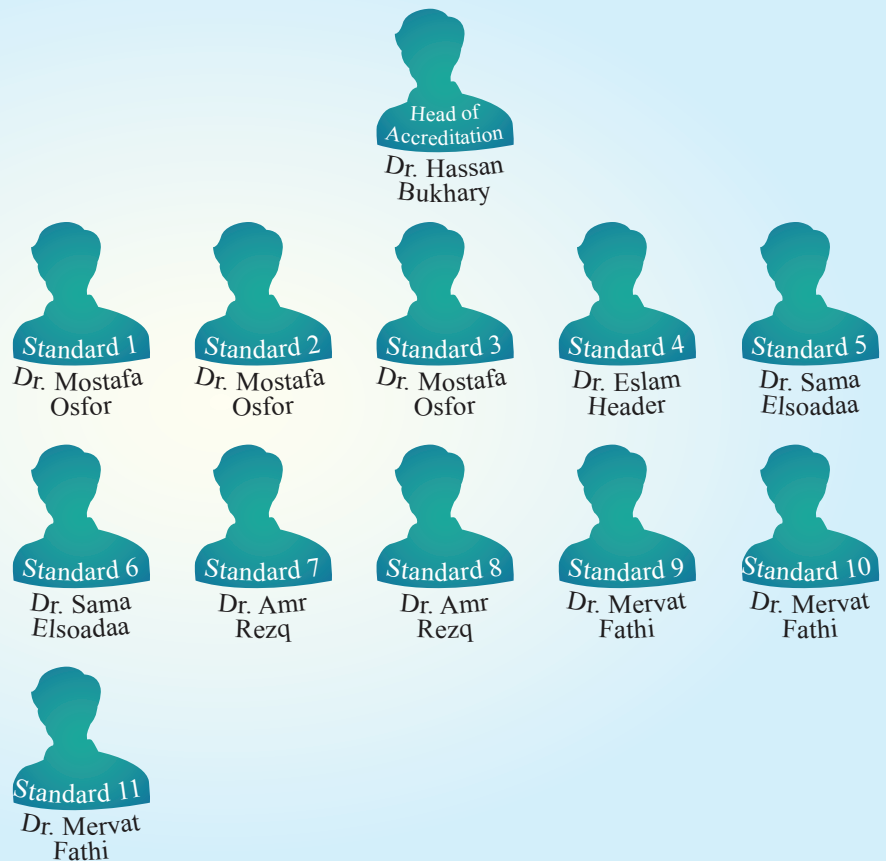


creditation Committee) works with all committees and prepared 2 meetings every week with all committee's chairmans. Before final visit, the department members do their best for accreditation and also the department want to be superior in accreditation process that could be in future a leader in accreditation for all other Clinical Nutrition departments all over the country.

The standards are:

- Standard 1. Mission Goals and Objectives
- Standard 2. Program Administration, Standard 3. Management of Program Quality Assurance
- Standard 4. Learning and Teaching, Standard 5. Student Administration and Support Services
- Standard 6. Learning Resources, Standard 7. Facilities and Equipment, Standard 8. Financial Planning and Management
- Standard 9. Faculty and Staff Employment Processes
- Standard 10 Research
- Standard 11 Institutional Relationships with the Community.

## Department Committees



or specialize hospitals. The training will cover different wards or sections of the establishment that the student will be enrolled in. This will allow them to have a wide and in depth training in all the fields of nutrition services. Two supervisors will be assigned to the students. One from the university department and the other is from the assign hospital. At the end of the year the student should show a satisfaction progress and profession that will be assessed by the two supervisors. The assessment will also include a written thesis that should be admitted to the clinical nutrition department.

### COMMITTEES OF CLINICAL NUTRITION DEPARTMENT

1. Quality and Academic Accreditation Committee
2. Program Development Committee
3. Undergraduate Research Projects Committee
4. Academic guide Committee
5. Hospital Training and Internship Committee
6. Exams Committee
7. Laboratories Committee
8. Advertising Committee
9. Student Activities and Community Committee
10. Administrative and Regulatory Committee
11. Graduates Committee

### COMMITTEES OF CLINICAL NUTRITION DEPARTMENT

1. Clinical nutrition department started quality and accreditation from about 6 years, when faculty members worked in local accreditation (NCAAA). All documents in the department were prepared according to NCAAA as course specification, program specification, course report, annual report ...etc.
2. Furthermore, the department contacted Dr. Nancy Hudson (program and accreditation coordinator – Clinical Nutrition Department – Davis University – USA) before 3 years as external evaluator for the accreditation work, that the department had the idea of international accreditation. She was working with the staff for 3 days in revision all documents as well as teaching process, assessment, internship, 4th year training, 2 hospital visit, and meeting with students. A final



report was prepared after one week of the visit from Dr. Hudson that contained all limitations and strengths points in the department.

3. Vice Dean and Vice Dean of Accreditation and Community Services of Faculty of Applied Medical Sciences visited Faculty of Applied Medical Sciences in King Saud University, which had the accreditation by the German Accreditation Agency in Health and Social Science, to know their experiences in quality and accreditation work. Then both vice deans presented many lectures about their visit and accreditation work in King Saud University.
4. To fulfil accreditation and quality work in Clinical Nutrition department, 11 committees were constructed that are: Quality and Academic Accreditation Committee, Program Development Committee, Undergraduate Research Projects Committee, Academic guide Committee, Hospital Training and Internship Committee, Exams Committee, Laboratories Committee, Advertising Committee, Student Activities and Community Committee, Graduates Committee and Administrative and Regulatory Committee. These committees are working for the 11 standards of NCAAA and the 6 German standards for accreditation as well as in collecting the evidences and key performance indicators needed for accreditation.
5. At 2013, the department started working in German accreditation, which all committees were finished their tasks. Also, Dr. Hassan Bukhary (Head of Quality and Academic Accreditation

These essential skills will allow the student to complete three important parts of the program:

**Summer training:** It will be two weeks training in one of the governmental Hospital under supervision from the Clinical nutrition team in the Hospital. A Report should be handled at the end from the student that should include a check list provided by the department.

**The research Project:** This will be a during fourth year (4 credit units). The students will be provided with a list of projects titles to choose from after agreement with supervisors in the departments. The student will also be required to present a seminar from the project at the end of the year within the department, this will be also combined with a written report.

**The Internship:** this is a full year professional training applied in one of the governmental general

## NUMBERS OF FACULTY AND STUDENTS

Staff Academic Degree (1434-1435) (2013-2014)

Academic Degree	Number
Professor	2
Associate Professor	3
Assistant Professor	13
Lecturer	6
Demonstrator	19
Technician	4
Employee	4
Total of Staff	24
Total	51

## Number of Students during Academic Year

Academic Year	Academic Year	Second Year Students	Third Year Students	Fourth Year Students	Intern Students	Total
1428-1429	2007-2008	42	None	None	None	42
1429-1430	2008-2009	69	41	None	None	110
1430-1431	2009-2010	103	70	41	None	214
1431-1432	2010-2011	68	100	66	41	275
1432-1433	2011-2012	60	65	95	66	286
1433-1434	2012-2013	49	59	68	95	271
1434-1435	2013-2014	78	49	59	64	250

## Percent of Total Numbers of Students to Staff Members

Academic Year	Academic Year	Total Number of Students	Total Number of Staff Members	Percent of Students to Staff Members
1428-1429	2007-2008	42	4	1:11
1429-1430	2008-2009	110	6	1:18
1430-1431	2009-2010	214	10	1:21
1431-1432	2010-2011	275	11	1:25
1432-1433	2011-2012	286	18	1:16
1433-1434	2012-2013	272	23	1:12
1434-1435	2013-2014	251	24	1:10

# Quality Assurance system at Clinical Nutrition



## MISSION

Our mission is to provide program of excellence; to prepare students for the practice of clinical nutrition in a variety of settings; to contribute to the advancement of health care in general, diagnostic and therapeutic nutrition in particular; and to collaborate with the community for the enhancement of health care services and nutritional situation.

## VISION

The vision of the clinical nutrition program at the Faculty of Applied Medical Science is to develop clinical nutrition practitioners who are competent to provide medical nutrition therapy to individuals and groups within a variety of settings, and to be an excellent and competitive research facility in the area of nutrition in the region. This vision would be achieved by an excellent teaching staff, a wide variety of nutritional courses and finally by well established practical nutritional laboratory.

## EDUCATIONAL OBJECTIVES

Upon completion of the clinical nutrition program our graduate will be:

1. Acquired a broad basis of clinical nutrition knowledge, understanding and skills, as well as in depth in the areas of specialization.

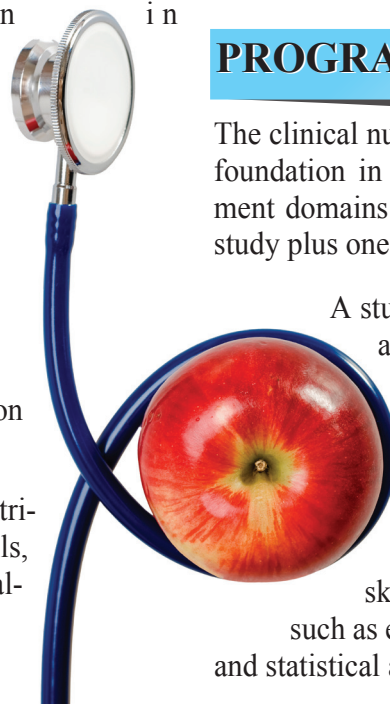
2. Identify the various components of nutrition and principles of diet planning in health and disease.
3. Apply proper nutritional management of patients suffering from various nutritional related disorders.
4. Apply recent methods and techniques for nutritional assessment of patients.
5. Identify the importance of integrating nutrition/ health components into national and community socioeconomic developments plans.
6. Plan and conduct community field surveys using different qualitative and quantitative methods.
7. Use communication and training skills for effective nutrition and health program purposes.
8. Apply skills in planning and conducting communication activities essential for nutrition and health programs.

## PROGRAM DESCRIPTION

The clinical nutrition program gives the students a strong foundation in clinical, teaching, research, and management domains. It takes a total of four years of full time study plus one year of clinical training (internship).

A student enrol in this program must complete a total of 140 credit units which are distributed as 21 credit units University requirements, 29 credits units of college requirements and 90 credit units of the program requirements.

In addition, students will have the training skills to support their career and development such as essay and report writing, presentation skills and statistical analysis.







ity of the teaching strategies and assessment methods conducted for achieving these ILOs .

- Develop a plan for benchmarking with similar national or international programs in order to determine the extent of the program level with programs that preceded us in accreditation.
- Organization of regular meeting with beneficiaries in the labor market for determining of graduate specifications and attributes in the light of national and international updates and challenges in the field of specialization. Then, performing detailed study and analysis for this requirement to be reviewed by the internal program development and quality assurance committee to consider them and make changes in the program courses' learning outcomes within the available and allowable limit.
- Student surveys and their opinions and satisfaction about the program.
- Graduate surveys and their opinions and satisfaction about the program.
- Employer surveys and their opinions and satisfaction about the outcomes of the program.
- Stakeholder surveys and their opinions and satisfaction about the outcomes of the program.

## Program Structure and Organization

### Program Description.

- **Program:** Laboratory Medicine
- **Degree:** Bachelor degree of Applied Medical Sciences in Laboratory Medicine speciality.
- **Course Duration:** Four years courses plus one year internship (Hospital Laboratory-Based Training)

The program gives students a strong foundation in practical, teaching, research, and management domains. The program takes a total of four years of full time study plus one year

of clinical training (internship). A student undertaking this program must complete a total of 132 credit units which are distributed as 20 credit units University requirements, 29 credits units of college requirements and 83 credit units of the program requirements. In addition, students will have the training skills to support their career and development such as essay and report writing, presentation skills and statistical know-how to enhance performance and professionalism of the students. These essential skills will allow the student to complete two important parts of the program:

**The research Project:** This will be a project, which will be given to the fourth year student at the second semester of the academic year (10 credit units). The students will be provided with a list of projects titles to choose from after agreement with supervisors in the departments.

It is expected that the students will apply the skills and knowledge that gathered such as sampling collection, statistical analysis and data presentation. The students will also be required to present a seminar from the project after submitting their thesis

**The Internship:** this is a full year professional training applied in one of the governmental common hospital lab. During this year, the student will have a wide deep training in all the section of hospital's laboratory. Two supervisors will be assigned to the students, one from the university department and the other in the work place. At the end of the year the student should show a satisfaction progress and profession that will be assessed by the two supervisors. The assessment will also include a written thesis that should be admitted to the Laboratory Medicine department.

**Procedures are followed for ensuring the appropriateness of learning outcomes and the extent to which they are achieved, gathered from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers. Evidences included:**

about course requirements in advance through course specifications and the academic guide booklet distributed for students at the beginning of each semester.

- Textbooks and reference material are up to date and incorporate the latest developments in the field of laboratory medicine, evidenced by reports of the curriculum and courses development committee in the program which revise the textbooks and reference recommended for each course to make sure that these teaching materials are advanced, recent and up to date.
- Student feedbacks about the quality of teaching are to be obtained regularly and send secretly to the University unit for statistical analysis and generation of the final reports that sent back to the department for correction actions.

### Evidences about the effectiveness and quality of monitoring teaching quality are based on:-

- \* Regular reviewing reports of the curriculum and courses development committee in the program to ensure the effectiveness of different planned teaching strategies in achieving learning outcomes in different domains of learning for the different taught courses and teaching methods that are used to teach these courses.
- \* Reviewing of course coordinator response to this evaluation and the taken corrective and action plan for improvement quality of teaching for the next semester.

- \* A comprehensive program report is prepared by the curriculum and course development committee at the end of each academic year that include contents of each course and topics that have not been taught and the reasons for this , difficulties and problems encountered during teaching various courses and the recommended corrective and action plan for future improvement.
- \* The report is submitted to the department and college administrative board to review, take corrective measures and set up the appropriate plans and mechanisms to overcome these problems and difficulties in the following academic years.

### Evaluation of the relevance of the study program in professional practice:

- The Program intended learning outcomes (ILOs) are consistent with professional and occupational employment requirements as indicated by expert advices or requirements of professional bodies or relevant accrediting agencies as NCAAA and the National Qualifications Framework.
- The ILOs of the program and related courses have been guided, formulated and drafted in the five domains of learning proved by The National Commission for Academic Accreditation & Assessment (NCAAA) named (Knowledge, Cognitive Skills, Interpersonal skills & responsibility, Analytic & Communication skills and Psychomotor Skills).



- Programs and courses are evaluated and reported annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved, evidenced by course reports and program reports.
- Feedbacks of stakeholders and professional supervisors in clinical laboratories of hospitals are regularly obtained about the level of basic knowledge and skills of our internship students and graduates and the compatibility of the program learning outputs to fulfill the needs of the labour market in terms of interpersonal, communication, psychomotor analytic responsibility & cognitive skills and basic knowledge of the physical therapy field.
- Planning to establish a consultation committee in the department whose members include academic personnel (equivalent departments) and professionals (experts from the Saudi commission for health specialties , Saudi clinical laboratory association at Ministry of Health) as well as international experts from similar regional and international universities and programs for annual reviewing of program specifications , course specifications , the learning outcomes of the program and all included courses (ILOs) verifying the suitability

## Evaluation methods of teaching:

Quality of teaching is maintained through appointment of teaching staff with appropriate levels of knowledge and skills for the programs to be taught, and thorough orientations so the necessary strategies for development of the range of learning outcomes and methods of assessment of those outcomes are understood.

- Continuous evaluation of teaching quality is assured via conducting a series of seriously and transparent measures that assess the quality of performance in (teaching & learning) based on appropriate forms and supporting evidences.
- These include student questionnaires about teaching effectiveness, peer assessment of teaching, questionnaires for graduates and employers, and external assessments of the quality of students' performance on tests and assignments.
- A specific QA committee (Student and stakeholders feedback committee) is responsible for conducting the evaluation process providing the appropriate evidences and indicators.

## QA measures for evaluation of teaching quality:

- Each course coordinator is responsible for preparing course specification (description) at the beginning of the semester and make it available for students. The description includes course



identification and general information about it, requirement of the course, course objectives and ILOs, course contents, teaching strategies to be used to develop ILOs, methods of assessment, schedule of assessment tasks for students during the semester, arrangements for availability of teaching staff for individual student consultations and academic advice, learning resources and recommended books and reference material, facilities required and finally course evaluation and improvement processes. The evaluation process for the courses includes strategies for obtaining student feedback on effectiveness of teaching, processes for improvement of teaching, processes for verifying standards of student achievement and the planning arrangements for periodically reviewing course effectiveness and planning for improvement.



- At the end of the semester course report is to be prepared by the course coordinator. The report includes summary of course delivery, the topics covered, topics not fully covered and the reason and consequence of this matter, summary about the effectiveness of planned teaching strategies for intended learning outcomes set out in the course specification and difficulties experienced in using the strategy and suggested action to deal with those difficulties. It also involves number of students starting & completing the course, distribution of their grades, any factor affecting the results, variations from planned student assessment processes, verification of standards of achievement, difficulties experienced for student learning in the course and their consequences and organizational or administrative difficulties encountered and their consequences. Furthermore, the report includes the course evaluation, student evaluation of the course, list of the most important criticisms and strengths, response of the instructor or course team to this evaluation and the proposed corrective and action plan for improvement.
- Students are fully informed



## Quality Assurance Unit of Laboratory Medicine Program:

The Laboratory Medicine program as a part of the college of the Applied Medical sciences, Umm Al-Qura University adhere to the national requirements of accreditation according to the National commission for Accreditation & Assessment (NCAAA), Saudi Arabia.

The program implemented QA measures through one main QA committee from which 12 subcommittees originate and work in different aspects of accreditation requirements. Those are:

1. Academic guidance committee and student support.
2. Course specification and course development committee.
3. Student feedback committee.
4. Educational regulations, training, internship and hospital affairs.
5. Student research and conferences committee.
6. Educational facilities, laboratories and libraries committee
7. Broadcasting committee.
8. Non-academic student activities and community service committee.
9. Development of staff member's skills committee.
10. Organization of exams committee.
11. Graduate affairs and requirements of job market committee.
12. Administrative and organization activities committee.

## Part of the job description of these committees is to work on the national accreditation requirements for the NCAAA.

These requirements, which have been completed in the department of Laboratory Medicine, according to the template proved by NCAAA, are as follow

- 1- Mission, vision, objectives and values of the program.
2. Program specification
3. Course specification (module description) for all courses (modules) that have been taught in the program
4. Course reports for all courses that have been taught in the program.
5. Self Evaluation Scales for the following standards:-
  - I. Mission Goals and Objectives
  - II. Program Administration
  - III. Management of Program Quality Assurance
  - IV. Learning and Teaching
  - V. Student Administration and Support Services
  - VI. Learning Resources
  - VII. Facilities and Equipment
  - VIII. Financial Planning and Management
  - IX. College and Staff Employment Processes
  - X. Research
  - XI. Relationships with the Community.
6. Self study report for the 4th standard (Learning and Teaching) and the following sub-standards:
  - 6.1 Student Learning Outcomes.
  - 6.2 Program Development Processes.
  - 6.3 Program Evaluation and Review Processes.
  - 6.4 Student Assessment.
  - 6.5 Educational Assistance for Students.
  - 6.6 Quality of Teaching.
  - 6.7 Supports for Improvements in Quality of Teaching.
  - 6.8 Qualifications and Experience of Teaching Staff.
  - 6.9 Field Experience Activities.
  - 6.10 Partnership Arrangements with Other Institutions.

# Quality Assurance system at Laboratory Medicine program

## The quality assurance concept in collage of Applied Medical Sciences:

In order to achieve high standards of comprehensive quality, an integrated entity for quality in the college of Applied Medical Sciences has been established. It included:

**First:** quality management committee within the college.

**Secondly:** a system of quality.

**Third:** a mechanism for quality control and monitoring.

**Finally:** plans for following-up quality assurance and accreditation.

In order to achieve quality, the college administrative board has taken the following actions and measures:

1. Establishing the college mission, vision, objectives and values in consistence with those of the umm Al Qura University.
2. Establishing the Quality management unit and committee in the college under the chairmanship of the college dean and the supervision of the vice-dean for development and quality with membership of departments' heads and the coordinators of quality assurance committee in each program who are experienced staff in the process of quality assurance and accreditation process.
3. Formation of internal quality assurance committee in each program responsible for all issues related

to quality assurance and accreditation, dividing into a sub-committee including working groups to prepare quality requirements.

4. The process of quality assurance in each program has been controlled and monitored by the college administrative board, quality assurance committee and Heads of each program.
5. All quality assurance and accreditation activities in the college have been run under the umbrella and supervision of deanship of University Development and Quality and vice director for academic development and community services.



Consequently several different sources of evidence are often used, with interpretations of the evidence verified by an independent person.

In order to be granted accreditation it was necessary for the program to provide evidence of good quality performance in relation to most of standards. In our program, making assessments and judgments about quality of performance in different standards were not based on general impressions but appropriate forms of supporting evidences were considered.

To guard against be unreliable interpretations of obtained evidences, the team that perform evaluations took into account with great respect and consideration the participation and the opinion of students ,graduates, beneficiaries from the program, employer, stakeholder, labor market , distinct professionals in the field of rehabilitation . As a further safeguard against be unreliable interpretations, the final judgments were reviewed and an independent opinion was given by someone who has not been involved in the initial evaluation as a check on whether the interpretations seem reasonable in the light of the evidence provided.



A wide range of kinds of evidences and indicators were considered especially those identified by NCAAA as a basic key performance indicators on which information should collected in all institutions. Also many additional indicators and evidences were involved in the self study evaluation either those suggested from NCAAA or those selected by ourselves as a team which were relate to the program mission ,objectives and priorities for improvement. The performance indicators were specified in advance and data gathered and considered as part



of continuing monitoring processes. Performance evaluation was assessed by using starring system allocating grades from zero to five stars in accordance with the quality of practice and performance whether high quality performance, good performance or the requirement for improving performance.

### The process of evaluation related to:

- The extent and consistency with which good practicing was followed,
- The quality of the service or activity as assessed through systematic evaluations,
- The effectiveness of what was done in achieving intended outcomes,
- In order to achieve the verification and preparation of report on the quality of performance in different standards, several organizational and administrative procedures and measures were followed. A committee in the program titled. The quality assurance and national academic accreditation committee was formulated and its subcommittees (for conducting the self-assessment process for the program and get the appropriate evidences and indicators.
- The self-study report (SSR) for all standards has been prepared accurately and carefully and have included indicators used as evidence of performance ,changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.



The quality of learning and teaching should be central to the program's planning and quality assurance processes. The focus should be on quality of learning outcomes, which must cover a range of kinds of learning, with knowledge, skills and patterns of behaviour that are assessed within the program, and continue to be reflected in personal and professional lives after graduation.

Different types of learning require different ways of teaching and different forms of student assessment. Consequently teaching strategies and methods of assessment that are appropriate for different kinds of learning should be planned and described in program and course specifications. Generic skills such as group participation, capacity for self directed learning, commitment to sound moral and ethical principles, and the effective use of numerical and communication skills should be reinforced and built upon in all courses.

Quality of teaching is vital, and this involves appointment of teaching staff with appropriate levels of knowledge and skill for the programs to be taught, and thorough orientations so the necessary strategies for development of the range of learning outcomes and methods of assessment of those outcomes are understood. The standard for learning and teaching is the most important consideration in a program self-study. So that verifications and check of the quality of performance for this standard should be firmly, seriously, transparently and realistically conducted.

In Physical Therapy department, we investigate whether these good practices are carried out and how well this is done. The team carrying out the self evaluation scales within the program specially for standard of teaching and learning evaluated whether the particular practices were followed, and rated the quality of these practices in the department on a five



point rating scale. Their judgments of quality were based on appropriate evidence and indicators.

These include such things as student questionnaires about teaching effectiveness, observations of teaching by "critical friends", questionnaires for graduates and employers, and external check assessments of the quality of students' performance on tests and assignments. In most cases these sources of evidence must be interpreted since many factors could influence ratings on surveys and evaluative judgments.



### objectives of the program

1. Achievement of national and international academic accreditation.
2. Graduation of outstanding physiotherapist who is knowledgeable, skilled, professional and who demonstrate excellence in creative thinking, prevention and management of handicap.
3. Preparation of graduates for not only perform their professional role in patient care, but also to provide leadership for the profession, contribute to the growth of the profession, and contribute to the health care needs of society.
4. Engagement in lifelong academic and professional development through self-assessment, reflection, education, and feedback from others.
5. Demonstration of social and professional responsibility through mentoring, participation in professional and community organizations activities, and provision of pro bono services and consultations
6. Serving the community through enhancing specialized projects, which share in solving national health problems.
7. Promoting collaborative research activities with other national and international universities and labs.
8. Promoting applied research and promote international publication in the physical therapy field.

### The values of the program:

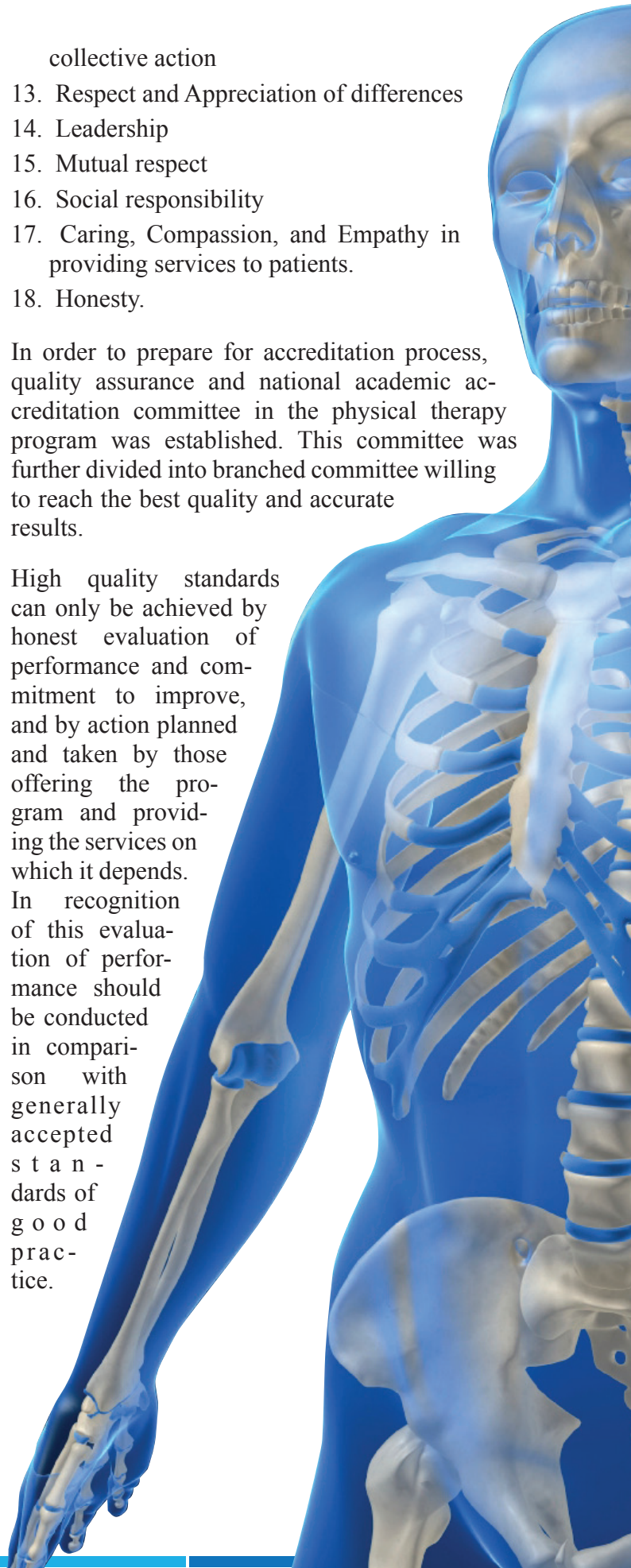
1. Commitment to high standard of professionalism and ethics commended by Islam
2. Excellence in Learning, Practice and research
3. Quality, excellence and continuous improvement of performance
4. Life-Long Learning
5. Serious to handle,
6. Control,
7. System,
8. Commitment,
9. Transparency,
10. Justice,
11. Credibility
12. Work in a spirit of teamwork and foster a culture of

collective action

13. Respect and Appreciation of differences
14. Leadership
15. Mutual respect
16. Social responsibility
17. Caring, Compassion, and Empathy in providing services to patients.
18. Honesty.

In order to prepare for accreditation process, quality assurance and national academic accreditation committee in the physical therapy program was established. This committee was further divided into branched committee willing to reach the best quality and accurate results.

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken by those offering the program and providing the services on which it depends. In recognition of this evaluation of performance should be conducted in comparison with generally accepted standards of good practice.







## Quality Assurance in Physical Therapy Department

The physical therapy program is regarded as an integrated package of courses and activities in field of rehabilitation leading to a qualification titled bachelor of physical therapy. The program includes all of the courses a student is required to take to be physical therapy practitioner.

The program concentrates on the clinical application of physical therapy courses required for physical therapy practitioner. The student should complete one hundred thirty six credit units (136 C.U) over four studying years in addition to an internship year consisted of twelve months and include the following:

Physical Therapy Program	
Graduation requirements	Number of units
University requirement	20
Faculty requirement	32
physical therapy practitioner requirement	84
<b>Total</b>	<b>136</b>

As the following details:

### University requirement (20 C.U):

- Four levels of the Holy Quran (8 C.U).
- Four levels of the Islamic Culture (8 C.U)
- Arabic language (2 C.U)
- Prophet Sera (2 C.U)

### Faculty requirement

- Entrance of Medical Sciences (8 C.U).
- Biophysics (3 C.U)
- Computer science (2 C.U)
- Learning skills (2 C.U)
- Ethics (2 C.U)
- Biostatistics (3 C.U)

### Mission Statement of the Program

Our mission is “to provide a high intellectual challenging physiotherapy education, that based on utilizing appropriate, modern and advanced methods of teaching and learning for providing knowledgeable, competent and skilled physiotherapist, who able to apply a new advanced methods of prevention, assessments and rehabilitation for different physical disabilities to meet the current and future society needs and advance the profession through excellence in research based on Islamic values and believes”.

### Vision of the physical therapy program

Our vision is “to be a distinct and competent academic and research physical therapy center, nationally as well as regionally and classified internationally, in the medical rehabilitation field”.

## Introduction into the accreditation procedure



### I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the application and its corresponding annexes. These are to fulfill the assessment spheres, as well as the AHPGS standards. As a result, the AHPGS produces a summary

(see below), which is to be approved by the University, and subsequently made available for the expert group, together with all other documentation.



### II. Written review regarding the content of the programs

Parallel to the first step, the main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable ac-

creditation criteria set by NCAAA. Consequently, the experts comprise a short summary regarding the study programs.



### III. On-site visit (Peer-review)

The experts carry out the external on-site visit at the University. During this, discussions with members of the University take place, from University and department administration to program management, teachers and students. This offers the expert group details about the degree program beyond the written documents. The task of the experts during the on-site visit is the verification and evaluation of the objectives of the program and its projected study results, its structure, staff, material resources, course of studies and methods of assessment (selection of students, assessment of achievements, students' support), as well as of the program management (program administration, external assurance of study quality).

Following the on-site visit, the expert group issues the expert report for each study program. This is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. The expert reports are made available to the University, in order for it to issue a response opinion.

The expert report, as well as the University's response opinion – together with the submitted documents – is submitted to the accreditation commission of the AHPGS for the final decision regarding accreditation, accreditation with conditions or denial of accreditation.



### IV. The AHPGS decision regarding accreditation

The accreditation commission of the AHPGS examines the documentation made available, namely the University's application, its annexes, the summary comprised by the AHPGS, the expert report, as well as the University's response opinion. These documents represent the basis of the commission's decision regarding the recommendation for

accreditation of the study programs. Consequently, this decision – together with all other documentation – is forwarded to the Saudi Arabian National Commission for Academic Accreditation & Assessment (NCAAA) in order for it to reach a decision regarding the accreditation of the study programs.



## Introduction into the accreditation procedure

In order for the external assessment to be implemented, the University has commissioned the Accreditation Agency in Health and Social Science (further referred as AHPGS).

The AHPGS is listed in the European Quality Assurance Register (EQAR), Full Member of the International Net-

work for Quality Assurance Agencies in Higher Education (INQAAHE), the European Association for Quality Assurance in Higher Education (ENQA) as well as accredited by the German Accreditation Council (currently until 2019).

Study programs of Umm Al-Qura Uni-



versity, Makkah, Kingdom of Saudi Arabia, are required by the decision of the University to be accredited by an international accreditation agency.

The decision regarding the accreditation of each of the study programs of Umm Al-Qura University, Makkah, Kingdom of Saudi Arabia, is carried out by the Accreditation Commission of AHPGS.

The accreditation criteria approved by the National Commission for Academic Accreditation

& Assessment (further referred as the NCAAA), authorized by the Saudi Arabian Higher Council of Education, are taken as the basis for the accreditation procedure. Furthermore, the standards and procedures for international surveys of the AHPGS are applied.

▶ The accreditation procedure is carried out in four steps:



01

The University's application



02

The Written review regarding the content of the programs



03

On-site visit (Peer-review)



04

The AHPGS decision regarding accreditation



### University Vision is:

Pioneering in Education, scientific research and the service of the local and global society.



### University mission is:

That the University of Umm Al-Qura, with what it has from qualified human resources, advanced infrastructure, scientific programs, research priorities, and managerial and financial systems, will become:

- 1- Trusted by the community and is its first choice.
- 2- A world authority in accreditation for Islamic studies (Sharia) and Arabic language.
- 3- House of expertise and official reference in the issue of developing the environment of Makkah and holy places.
- 4- An environment that facilitate innovation in knowledge and science, according to the established world criteria.



### College vision is:

To be a beacon for medical knowledge in the region, a comprehensive institution keeping abreast of scientific and technological developments



### College mission is:

01

To strive to be the premier medical sciences faculty for teaching, learning and training to produce highly qualified cadre.

02

To advance scientific medical research and to encourage research ingenuity.

03

To foster an academic university environment that inspires creative thinking, learning and research.

04

To be a potent tool for our community's prosperity.