RASHID LATIF KHAN UNIVERSITY

35 KM Ferozepur Road, Lahore
A chartered University

Office of the Quality Enhancement Cell

Assessment Team – Findings

Program – Doctor of Physical Therapy

1. The list of permanent to visiting faculty must be separated.

2. The objectives should be SMART.

3. The program should be documented with the learning outcome.

4. The feedback should be impactful and responsive.

5. The timetable must be with a slot for student counselling.

6. The main stakeholder student must be part of decision making.

7. Must define the mechanism of student feedback on clinical placements.

8. Course improvement criteria must have objective.

9. Student evaluations must be locked with measurable actions.

10. No visibility of noticeboards or any communication measures seen.

11. The credit transfer policy must be implemented.

12. While hiring the JD was missing.

13. Library needs to be updated specially Reference book portion.

14. More research journals should be added to the collection.

15. The proportionate number of students' faculty rooms were found to have insufficient facilities/ (in terms of facilities).

16. Infrastructure needs to be increased for potential students.

17. Female students and male students should have separate common rooms.

The program **Doctor of Physical Terapy, APPROVED** with **CONDITIONS** under **Judgement**

framework for **PREE**

Dr Danish Hassan

Associate Professor
In-charge PG & Research
Riphah International University

RASHID LATIF KHAN UNIVERSITY – LAHORE

Office of the Quality Enhancement

RUBRIC FOR PREE- AT

DOCTOR OF PHYSICAL THERAPY

Standard 1 – Program Mission, Objectives and Outcomes	Weight = 0.05	Weightage Standard 1
EOIs	Score 1-5	
1. Does the program have documented measurable objectives that support the institution mission statements?	5	
2. Does the Program have documented outcomes for graduating students?	5	
3. Do these outcomes support the Program objectives?	5	
4. Are the graduating students capable of performing these outcomes?	5	5.00
5. Does the department assess its overall performance periodically using quantifiable measures?	5	
6. Does the department take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience?	5	
Total Score Standard - 1	30	
Standard 2 – Curriculum Design and Organization	**Weight = 0.20**	**Weightage Standard 2**
EOIS	Score 1-5	
1. Is the curriculum consistent?	4	
2. Does the curriculum support the program's documented objectives?	4	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	4	
4. Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies	4	17.50
5. Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective /accreditation bodies / councils?	5	
6. Is the information technology component integrated throughout the program?	4	
7. Are oral and written skills of the students developed and applied in the program?	5	
8. Does university conduct feedback surveys each semester for each course from students and faculty?	5	
Total Score Standard - 2	35	
Standard 3 – Subject-specific facilities	**Weight = 0.10**	**Weightage Standard 3**
EOIS	Score 1-5	
1. Are Laboratory manuals/documentation/instructions for experiments are available and readily accessible to department and students? / MOOT ROOMS	4	8.00
2. Are there adequate number of support personnel for instruction and maintaining the laboratories? / MOOT ROOMS	4	

3. Are the the institution's computing infrastructure and facilities are adequate to support the program's objectives?	4	
Total Score Standard - 3	12	
Standard 4 – Student advising and counselling	Weight = 0.10	Weightage Standard 4
EOIS	Score 1-5	
1. Are the modules are offered with sufficient frequency and number for students to complete the program in a timely manner?	4	
2. Are the modules in the major area of study are structured to ensure effective interaction between students, department and teaching assistants?	4	8.00
3. Does the guidance on how to complete the program are available to all students and access to academic advising must be available to make module decisions and career choices ?	4	
Total Score Standard - 4	12	
Standard – 5 Teaching faculty/staff	Weight = 0.20	Weightage Standard 5
EOIS	Score 1-5	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	4	
2. Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	4	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	4	14.29
4. Do the majority of faculty members hold a PhD degree in their discipline?	4	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	3	
6. Are there mechanisms in place for faculty development?	2	
7. Are faculty members motivated and satisfied so as to excel in their profession?	4	
Total Score Standard - 5	25	
Standard 6: Institutional policies and process control	Weight = 0.15	Weightage Standard 6
EOIS	Score 1-5	
1. Is the process by which students are admitted to the program are based on quantitative and qualitative criteria and clearly documented?	4	
2. Is the process by which students are registered on the program and monitoring of students' progress to ensure timely completion of the program are documented and this process is periodically evaluated to ensure that it is meeting its objectives?	5	
3. Is the process of recruiting and retaining highly qualified department members are in place and clearly documented? Also, processes and procedures for department evaluation, and promotion must be consistent with the institution mission statement. These processes must be periodically evaluated to ensure that they are meeting with their objectives	4	
4. Is the process and procedures used to ensure that teaching and delivery of module material to the students emphasises active learning and that module learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.	4	13.88

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5. Is the process that ensures that graduates have completed the requirements of the programme are based on standards, and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.	5	
6. Are Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy?	5	
7. Are Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy?	5	
8. Are Programmes are managed to high ethical standards when dealing with faculty, staff, students and other stakeholders?	5	
Total Score Standard - 6	37	
Standard – 7 Institutional support and facilities	Weight = 0.10	Weightage Standard 7
EOIS	Score 1-5	
1. The institution have the infrastructure to support new trends such as e-learning?	4	
2. Does the library contain technical collection relevant to the program and is it adequately staffed?	4	7.33
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	3	
Total Score Standard - 7	11	
Standard 8 – Institutional general requirements	Weight = 0.10	Weightage Standard 8
EOIS	Score 1-5	
1. Is the institution ensures that research degrees are awarded in a research environment that provides secure academic Precepts, standards and international best practices for doing research and learning about research approaches, methods, procedures and protocols, and which takes account of social and industrial needs?	5	10.00
2. Is this environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.	5	
Total Score Standard - 8	10	

OVERALL ASSESSMENT SCORE	83.99

Conclusion :

The Doctor of Physical Therapy is a new program with having only three semster intake is doing well, generally the parameters and allied support is avaialable, with need to focus more on provisioning. **Chapter 8 score is generalised as this is under level 7 degree program.**

Recommendation:

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4. The feedback should be impactful and responsive.

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5. The timetable must be a slot for student counselling.
6. The main stakeholder student must be part of decision making.
7. Must define the mechanism of student feedback on clinical placements.
8. Course improvement criteria must have objective.
9. Student evaluations must be locked with measurable actions.
10. No visibility of noticeboards or any communication measures seen.
11. The credit transfer policy must be implemented.
12. While hiring the JD was missing.
13. Library needs to be updated specially Reference book portion.
14. More research journals should be added to the collection.
15. The proportionate number of students' faculty rooms were found to have insufficient facilities/ (in terms of facilities).
16. Infrastructure needs to be increased for potential students.
17. Female students and male students should have separate common rooms.

_____
HoD/Incharge Program

_____
AT Reviewer

NOTE:
Score = (Total value/total question x max weight 5)x 100 x weightage

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IMPLEMENTATION PLAN IQA

PROGRAM DOCTOR OF PHYSICAL THERAPY

Implementation Plan Summary

AT Findings & Recommendations	Intended Corrective Actions	Intended Implementation Period	Responsible Body	Resources Needed
The list of permanent to visiting faculty must be separated.	Clearly state that all faculty are permanent in official documents.	Implemented	HR Department	Documentation updated
The objectives should be SMART.	objectives are already SMART	Not applicable	Curriculum Committee	None
The program should be documented with the learning outcome.	learning outcomes are already documented with the program.	Not applicable	Academic Council	None
The feedback should be impactful and responsive.	Enhance existing CMS-based feedback system by integrating action-tracking	1–2 months	IT Support	CMS upgrades, feedback analytics

	and responsiveness features.			
The timetable must be with a slot for student counselling.	Integrate weekly student counselling sessions into timetable.	Immediate – within next semester	Academic Office / Student Counsellor	Counselling staff, scheduling system
The main stakeholder student must be part of decision making.	Form a student representative council to be included in key meetings.	2 months	Student Affairs	Student training, administrative support
Must define the mechanism of student feedback on clinical placements.	No action required — CMS is being used and students already submit questionnaires.	Not applicable	Clinical Coordinator / QEC Department	None
Course improvement criteria must have objective.	Define measurable KPIs for evaluating and improving courses.	2 months	Curriculum Committee / QEC Department	Training on educational KPIs, data tools

Student evaluations must be locked with measurable actions.	Use CMS data to create and track follow-up actions based on evaluation results.	3 months	QEC Department / Academic Council	CMS data reports, faculty meetings
No visibility of noticeboards or any communication measures seen.	Noticeboards are installed for communication.	Implemented	Administration	Noticeboards
The credit transfer policy must be implemented.	Enforce and monitor the existing credit transfer policy	2 months	Registrar Office / Academic Council	Policy documentation, training sessions
While hiring the JD was missing.	Ensure job descriptions (JDs) are defined and shared for all new hires.	Immediate	HR Department	HR policy documentation, templates
Library needs to be updated specially Reference book portion.	Update reference books according to latest syllabi.	4–6 months	Library Committee	Budget for books, vendor contacts
More research journals should be added to the collection.	Subscribe to more research databases and printed journals.	6 months	Library Department / Research	Subscription funds, digital access tools

			Committee	
The proportionate number of students' faculty rooms were found to have insufficient facilities/ (in terms of facilities).	Assess needs and equip rooms with necessary furniture and internet.	3–4 months	Facilities Management	Furniture, networking, budget
Infrastructure needs to be increased for potential students.	Expand classrooms, laboratories, and other physical spaces.	6–12 months	Administration	Construction budget, architectural plans
Female students and male students should have separate common rooms.	Designate and furnish separate common rooms for male and female students.	2 months	Facilities Management	Furniture, interior setup, designated spaces

Chairman's Comment
Name and Signature

Dean's Comment;- All recommendations have been reviewed, and appropriate corrective
Name and Signature action with timelines have been proposed to ensure continuous quality improvement.

Prof. Dr. Rehana Niazi

QEC Office Comment

Name and Signature

" GOOD EFFORTS "

Director
Quality Enhancement Cell
Rashid Latif Khan University, Lahore.

ALI RAZA QURESHI.

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