

Ministry of Education

Test Blueprint for National Exit Examination to be held in 2015 E.C

Band: III

Program: - Bachelor of Science Degree in Physiotherapy

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1. Introduction

The ministry of Education (MoE) of Ethiopia works to enhance the quality of education. It introduced various reforms. Identification of competency focus areas and core courses for Ethiopian higher education institutions is one of them. The MoE plans to implement exit exams starting with the 2022–2023 academic year in all undergraduate programs where both public and private institutions are delivered.

The exit exam aims to improve the quality of graduates produced by higher learning institutions as it checks whether the students have acquired the required knowledge, skills and attitudes in a given program.

To implement this, it requires preparing a test blueprint based on the identified competency areas for a program. A test blueprint is a master plan or framework that outlines/specifies the goals, learning outcomes and contents necessary to set items for a test. It aligns the assessments to learning goals, outcomes and contents; and ensures a balanced representation of learning outcomes (by level) and contents in the assessment. It serves as a base for the determination of the emphasis given to contents, assessment weight, and test format.

Thus, this test blueprint is prepared to Bachelor of Science Degree in physiotherapy across universities. It outlines the objectives/significance, graduate profiles, themes and core courses, share of the Themes/Courses/Items in a test blueprint; total credit hour of the core courses, the three domains of learning outcomes, and test blueprint table.

2. Objectives/ Significance of Test Blueprint Document

2.1. Objectives of the test blueprint Document

Test blueprint preparation is generally opted to assist the preparation of a test that is representative, broadly sampled, and consisting of the complete knowledge domain expected of the Ethiopian higher education students on completion of their study program.

The test blueprint is thus intended to serve as a guide:

- For the construction of representative and balanced test items for the selected core modules/courses in accordance with the competencies identified of the Bachelor of Science degree in Physiotherapy program.
- To test developers or writers of the program to set appropriate test items.

2.2. Significance of test blueprint document

The significance of the exit exam to Bachelor of Science degree in Physiotherapy is to check the competency of graduates at least they have acquired the minimum requirements and owned the behaviours stated in the expected graduate profile. Test blueprint is a three-dimensional chart that shows the placement of each question in respect of the objective and the content area that it tests. The following shows us the significance of the test blueprint;

- Test blueprint used for examination contains the strategy of exam by an educational institution;
- A test blueprint will help us plan which questions to include in your exam and ensure that it adequately assesses the learning objectives of the course; and
- It defines the knowledge, skills and attitude you want to assess and will enable you to build purpose-driven, successful assessments.

3. Expected graduates profile

A graduate's profile is the general description of the desirable qualities of graduates in real-world work. Graduates' profile helps to determine the students’ conceptual knowledge, skills, and attitude that they possess. The following are among the BSc physiotherapy graduate profiles students are expected to:

1. Have the knowledge of human anatomy and physiology, kinematics, function and interaction of cellular components in metabolism and disorders associated with the human body in the care of patients with diverse difficulties requiring physiotherapy.
2. Perform physiotherapy related community diagnosis and provide community based rehabilitation by incorporating physical activity, functional rehabilitation and education programs for children, adults and older people with disabilities.
2. Provide and be able to perform physiotherapeutic assessment, diagnosis, treatment and rehabilitation of patients with cardiac and respiratory conditions in all ages.
3. Perform comprehensive professional clinical reasoning and physiotherapeutic clinical skills to the assessment, diagnosis, management and follow-up of all kinds of patients/clients which need physiotherapy help.
4. Have the knowledge, attitude and practice of preventive gerontology, geriatric rehabilitation, select the appropriate treatment modalities, and prescribe specific exercises for aged patients/clients.
5. Have a broad in-depth knowledge and understanding of Neuro-musculoskeletal anatomy and skill of basic anatomy to systematically locate human structure.
6. Apply professional clinical reasoning and physiotherapeutic clinical skills to the assessment, diagnosis and management of patients/clients with musculoskeletal disorders.
7. Perform examination, diagnosing and managing of sports injuries.
8. Perform physiotherapeutic assessment, treatment and rehabilitation for patients/clients with neurological problems.

9. Perform proper physiotherapeutic assessment, treatment and rehabilitation for patients/ clients with gynaecological and obstetrics conditions.
10. Perform physiotherapeutic assessment, treatment and rehabilitation of pediatric conditions.
11. Perform physiotherapeutic assessment, treatment and rehabilitation in cardiopulmonary conditions.
12. Perform assessments and apply therapeutic exercises and different electro-physical modalities such as manipulation (soft tissue and joint mobilization), electrotherapy and Cryotherapy for patients/clients.
13. Perform as a team leader or member in injury and disability prevention and management
14. Conduct research to contribute for the further development of physiotherapy and rehabilitation of common community problems within the country.
15. The skill to manage rehabilitation service projects by designing public health strategies, advocating, supervising, leading, managing, teaching and developing and implementing health policy locally, nationally and internationally.
16. The graduates will be able to work in different organizations where health promotion, prevention, treatment and rehabilitation are provided for individuals/communities. These organizations could be;

A. Community based rehabilitation programs.

B. Community settings including primary health care centres, individual homes, and field settings.

C. Education and research centres, Hospitals, Occupational health centres, Out-patient clinics, Physiotherapist private offices, practices, clinics, Rehabilitation centres and residential homes, Schools, including preschools and special schools.

D. Sports centres/clubs.

4. Competencies and learning outcomes

The BSc graduates must have the required knowledge, skill and attitude to assess and manage patients independently who demand physiotherapy service. Currently, the competency of students will be measured by national exit examination at the end of completion of physiotherapy courses with a great emphasis on students' knowledge, skill, and attitude.

The details of the competency are presented here below by categorizing knowledge, skills, and attitudes.

4.1. Knowledge

- Provide adequate information to patients to enable them to fully understand what they are consenting to and why carry out a detailed subjective and objective patient assessment.
- Analyze information to make and justify accurate clinical decisions.
- Understand the desired outcomes and personal goals of the patient.
- Establish a list of the patient's problems and prioritize based on the ICF model
- Explain the assessment findings to the patient/carers/family members.
- Explain SMART goals with the patient/carer/family members (short and long term goals).
- Plan appropriate treatment interventions, designed to meet the patient's goals.
- Identify treatment interventions relative to each agreed goal based on available evidence including education and prevention strategies in the plan.
- Plan patient referral or discharge.
- Able to know how to give advice and a self-management/prevention plan to the patient if appropriate.

- Understand and explain leadership and management in their health system

4.2 Attitude

- Respect the confidentiality, dignity, privacy and human rights of the clients/others.
- Comply with ethical and professional codes and legislation.
- Ensure patient, caregivers and colleague safety at all times.
- Ensure the patient has full understanding before consenting.
- Record the informed consent appropriately.
- Know, understand and comply with laws, policies and requirements as established by the government or employer or professional organization.
- Understand and respect the roles and responsibilities of other healthcare professionals.
- Reflect on professional performance and outcomes, using feedback from patients and colleagues and treatment outcomes.
- Identify your own learning needs and opportunities to improve professional practice.
- Take opportunities to teach patients, carers, colleagues and students.

4.3. Skill

- Good verbal and non-verbal communication with the patient, caregiver, colleagues and managers.
- Conduct a holistic physiotherapy assessment of the patient.
- Modify the assessment process throughout to match the individual and his/her response.
- Carry out a physical examination with special tests and outcome measures appropriate to the condition.
- Identify and interpret patient problems after subjective and objective examination.
- Plan appropriate intervention plans and subsequent sessions according to best outcomes, within practical limits.
- Deliver physiotherapy interventions safely and effectively

- Assess any risks involved in the interventions and take mitigating action
- Provide education about self-management and prevention of recurrence to the patient to make them independent.
- Monitor effects of intervention on the signs, symptoms and problems.
- Modify intervention, where appropriate, to ensure best possible outcomes.
- Take an active, functional, progressive rehabilitation and exercise-based approach to physiotherapy interventions.
- Select and use valid and reliable outcome measures which are appropriate to the presenting.

5. Objectives of the Program

5.1. General objectives

To prepare competent, compassionate, respectful, and caring autonomous physiotherapists that would meet the present and future priority health needs of the Ethiopian population and fulfil international standards for physiotherapy education. These behaviours have to be explained by a graduate in his duties.

5.2. Specific objectives

As stated in the program curriculum and identified competency, prospective graduates of the Bachelor of Science degree in Physiotherapy program are expected to:

- To prepare physiotherapists equipped with solid knowledge of basic, clinical, behavioral, social and public health sciences.

- To prepare physiotherapists as clinicians who provide patient-centered care in the spirit of inter-professional collaboration and teamwork.
- To prepare physiotherapists who address health priority needs of Ethiopian population and its health system challenges.
- To prepare physiotherapists who promote and protect the health of individuals and populations.
- To prepare physiotherapists who act according to ethical and legal principles.
- To prepare physiotherapists who are leaders, problem-solvers, communicators and educators.
- To prepare physiotherapists who embrace critical thinking, evidence-based practice and research.
- To inculcate in physiotherapists the ability for lifelong learning
- To produce physiotherapists meeting global standards.

6. Themes and modules/courses to be included in the exit exam

The National Exit Examination in physiotherapy program for undergraduate students' competency has six themes. These are basics of Physiotherapy; musculoskeletal physiotherapy, orthopedics and trauma in physiotherapy, pediatrics physiotherapy, neurological physiotherapy, and cardiopulmonary Physiotherapy. The selected themes and core modules/courses in the Bachelor of Science degree in Physiotherapy program are presented in **Table 1**.

Table 1. Selected themes and identified core module/courses to the program

No	Theme	module /course	Cr,hr	Total cr.hr/theme
1	Basics of physiotherapy	Introduction to physiotherapy	2	29
		Fundamental of physiotherapy	8	
		Scientific foundation of physiotherapy I	13	
		Disability, Inclusion and Community Rehabilitation	1	
		Scientific foundation of physiotherapy II	5	
2	Musculoskeletal physiotherapy	Musculoskeletal physiotherapy I	8	22
		Musculoskeletal physiotherapy II	10	
		Kinesiology	4	
3	Paediatrics physiotherapy	Paediatrics rehabilitation	11	11
4	Orthopaedics and trauma physiotherapy	Physiotherapy in Trauma and Orthopedics	5	7
		Advanced physiotherapy care	2	
5	Neurological physiotherapy	Neurological rehabilitation	10	10
6	Cardiopulmonary physiotherapy	Cardiopulmonary Rehabilitation	6	6
Total Credit hours of the core module/courses			**85**	**85**

7. Share of the Themes/Courses/Items in Percentage (%)

On the identified competency focus areas and core module/ courses document, the following six major themes (musculoskeletal Physiotherapy, orthopedics and trauma in Physiotherapy, Pediatrics Physiotherapy, Neurological Physiotherapy, and Cardiopulmonary Physiotherapy) that correspond to the expected minimum competency level of graduates were identified considering the major tasks of graduate in Physiotherapy. Weights are assigned to each major theme based on their significance to the perspective of the health system. Thus, the proportion of exit exam questions should follow the weight given to the themes in **Table 2**.

Table 2.Weight or share of the themes (in %) from the overall weight of items

No	Theme and module/ course	Proportion/ weight (%)
1	Basics of physiotherapy (Introduction to physiotherapy, Fundamental of physiotherapy, Scientific foundation of physiotherapy I, Disability, Inclusion and Community Rehabilitation and Scientific foundation of physiotherapy II)	34
2	Musculoskeletal Physiotherapy (Musculoskeletal physiotherapy I, Musculoskeletal Physiotherapy II and kinesiology)	26
3	Paediatrics Physiotherapy (Paediatrics rehabilitation)	13
4	Orthopaedics and trauma Physiotherapy (Physiotherapy in Trauma and Orthopedics and Advanced Physiotherapy care)	8
5	Neurological Physiotherapy (neurological rehabilitation)	12
6	Cardiopulmonary Physiotherapy (Cardiopulmonary Rehabilitation)	7

The shares of each course from the weight or share of the theme (%), the share of items per course and the share of items per competency (KSAs-Knowledge, Skill and Attitude items) are calculated as follows and the results are presented in ***Table 3***.

- The share of each course per theme (%) = $\frac{credit\,hours\,of\,the\,courses}{credit\,hours\,of\,the\,theme} \times 100$
- The share of items per course (%) = Share of the course in a theme X share of the Theme
- Share of items per competency (KSAs-Knowledge, Skill and Attitude items) is the sum of the ratio or proportion of items dedicated for cognitive, psychomotor and affective which are added as knowledge, skill and attitude, respectively.

Table 3. Shares of each course per theme, items per course and share of items per competency

Theme	**Course name**	**Cr. hr**	**Weight of course or proportion**	**No of test item from each course**	**Cognitive**						****	****	**Total**
					Remember.	**Understanding**	**Apply**	**Analyze**	**Evaluate**	**Create**	**Affective**	**Psychomotor**	
Basics of physiotherapy share 34 % from the total	Introduction to physiotherapy	2	2/29=0.07	0.07*34=2.38	-	1.43	0.475	-	-	-	-	0.475	2.38
	Fundamentals of Physiotherapy	8	8/29=0.28	0.28*34=9.52	-	2.5	3	1.5	-	-	1	1.52	9.52
	Scientific foundation of physiotherapy I	13	13/29=0.445	0.445*34=15.13	-	7.5	6	1.63	-	-	-	-	15.13
	Disability, Inclusion and Community Rehabilitation	1	1/29=0.035	0.035*34=1.19	-	0.5	0.35	-	-	-	0.15	0.19	1.19
	Scientific foundation of physiotherapy II	5	5/29= 0.17	0.17*34=5.78	-	2	1.5	0.28	-	-	1	1	5.78
Theme 1 total credit		**29**											
Musculoskeletal physiotherapy Share 26 % from	Musculoskeletal physiotherapy I	8	8/22=0.36	0.36*26=9.36	-	2	2	1	1	1	1	1.36	9.36
	Musculoskeletal physiotherapy II	10	10/22=0.45	0.45*26=11.82	-	3	3	1	1	1	1	1.82	11.82

the total	Kinesiology	4	4/22=0.18	0.18*22=4.82	-	3	1.82	-	-	-	-	-	4.82
Theme 2 total credit		**22**											
Paediatrics physiotherapy shares 13% from the total	Paediatrics rehabilitation	11	11/11=1	1*13=13	-	3.5	2.5	2	1	1	1	2	13
Theme 3 total credit		**11**											
Orthopaedics and trauma physiotherapy shares 8% from the total	Physiotherapy in Trauma and Orthopedics	5	5/7=0.71	0.71*8=5.6	-	2	1	0.5	0.5	0.5	0.5	0.6	5.6
	Advanced physiotherapy care	2	2/7=0.3	0.3*8=2.4	-	1	0.75	-	0.2	-	0.2	0.25	2.4
Theme 4 total credit		**7**											
Neurological physiotherapy Share 12% from the total	Neurological rehabilitation	10	10/10=1	1*12=12	-	4	3	1	1	1	1	1	12
Theme 5 total credit		**10**											
Cardiopulmonary physiotherapy	Cardiopulmonary Rehabilitation	6	6/6=1	1*7=7	-	2	2	1	0.5	0.5	0.5	0.5	7

shares 7% from the total													
Theme 6 total credit		**6**											

Table 4: The shares of each course from the weight or share of the theme (%), the share of items per course summarized.

S. N	Core Module/Courses	**Share of Courses/theme (%)**	**Share of items per course (I) (100%)**
1	Introduction to physiotherapy	7	2.38
2	Fundamentals of Physiotherapy	28	9.52
3	Scientific foundation of physiotherapy I	44.5	15.13
4	Disability, Inclusion and Community Rehabilitation	3.5	1.19
5	Scientific foundation of physiotherapy III	17	5.78
6	Musculoskeletal physiotherapy I	36.37	9.36
7	Musculoskeletal physiotherapy II	45.45	11.82
8	Kinesiology	18.18	4.82
9	Paediatrics rehabilitation	100	13
10	Physiotherapy in Trauma and Orthopedics	71.5	5.6
11	Advanced physiotherapy care	28.5	2.4
12	Neurological rehabilitation	100	12
13	Cardiopulmonary Rehabilitation	100	7

8. Learning outcomes in terms of the three domains

The learning outcomes are categorized into the three domains (Cognitive, Affective and Psychomotor) and displayed in table of specification in Table 4.

Table 4. Test Blueprint (Table of Specification) for Exit Exam to Bachelor of Science degree in Physiotherapy program

Themes and Share of the themes in %	**Name and Share of the Courses in %**	**Cr. Hrs.**	**General objective/Competency**	**Specific objectives /learning outcomes**	Learning outcomes								**No. of items (%)**
					Cognitive						Affective	psychomotor	
					Remember	**Understanding**	Application	Analysis	Evaluation	Creation			
Basics of physiotherapy **(34)**	Introduction to physiotherapy **(2.38)**	2	★ Able to introduce the students to their profession, patient safety, and professional practice.	★ Explain concepts of professionalism and ethical practice in terms of professional, ethical standards and competencies. ★ Explain key principles involved in the protection and provide community rehabilitation of vulnerable people. ★ Demonstrate effective verbal, non-verbal, written and electronic communication including conflict resolution. ★ Explain principles of patient assessment and treatment in physiotherapy.	-	1.43	0.475	-	-	-	-	0.475	2.38
	Fundamental of physiotherapy **(9.52)**	8	★ Enable the student to understand how core physiotherapy approaches relating to	★ Apply the physiology of exercise to exercise prescription and progression ★ Demonstrate safe and effective exercise therapy techniques, including those involved in increasing physical fitness. ★ Explain the theoretical background,	-	2.5	3	1.5	-	-	1	1.52	9.52

			exercise therapy, manual therapy and other modalities are used in clinical practice.	indications, cautions and contraindications for key physiotherapy interventions. ★ Demonstrate safe and effective modalities including manual therapies, electrotherapeutic agents and exercise therapy.									
	Scientific foundation of physiotherapy I **(15.13)**	13	★ Enables the student to the clinical practice of physiotherapy by exploring issues such as basic physiotherapy assessment techniques, measurement in physiotherapy, and revisiting and enhancing understanding of Neuromuscular anatomy.	★ Describe concepts, terminologies & principles of human anatomy, physiology, human pathology and biochemistry. ★ Apply knowledge of physiological mechanisms and processes of the muscle, skeletal, nervous, endocrine, respiratory, renal, cardiovascular & lymphatic systems in analyzing clinical problems. ★ Analyze important determinants and risk factors of common muscle, skeletal, nervous, endocrine, respiratory, renal, cardiovascular & lymphatic systems in analysing clinical problems. ★ Apply knowledge of pharmacology, mechanisms and reactions of drugs on muscle, skeletal, nervous, endocrine, respiratory, renal, cardiovascular & lymphatic systems in analysing clinical problems	-	7.5	6	1.56	-	-	-	-	15.13
	Disability, Inclusion and Community Rehabilitation **(1.19)**	1	★ Ables to understand the multifactorial nature of disability, its range and challenges.	★ Discuss the causes and preventative factors in disability. ★ Discuss the physical, psychological, social, economic and community effects of disability. ★ Identify key features of effective community-based rehabilitation programmes. ★ Prescribe and teach the use of assistive	-	0.5	0.35	-	-	-	0.15	0.19	1.19

				devices safely and effectively.									
	Scientific foundation of physiotherapy II **(5.78)**	5	★ Exploring issues such as basic physiotherapy assessment techniques, measurement in physiotherapy, and revisiting and enhancing understanding of Neuromuscular anatomy. Concepts of evidence-based practice are introduced.	★ Explain essential biomechanical principles including axes, planes, joint movement and balance. ★ Explain and demonstrate principles of effective observation and measurement of posture, limb length, joint range, muscle length, walking speed. ★ Demonstrate respectful palpation of anatomical structures with accurate verbal explanation. ★ Explain and demonstrate motor development, motor control and learning techniques. ★ Explain and use the concept of evidence-based practice.	-	2	1.5	0.28	-	-	1	1	5.78
Musculoskeletal physiotherapy **(26)**	Musculoskeletal physiotherapy I **(9.36)**	8	★ Enable students to develop competence in the physiotherapeutic assessment, differential diagnosis and management of musculoskeletal conditions of the upper extremity, pelvic girdle and lower extremity,	★ Critically discuss the role of physiotherapy in the management of people with acute and degenerative conditions and diseases which affect the extremities and pelvic girdle. ★ Analyse the functional limitations resulting from acute and degenerative conditions and diseases which affect extremities and pelvic girdle, using the ICF. ★ Plan and implement intervention programmes to optimise function, independence and social participation in individuals with acute and degenerative conditions and diseases which affect the extremities and pelvic girdle.	-	2	2	1	1	1	1	1.36	9.36

			including sports injuries.	★ Demonstrate assessment, clinical reasoning and safe and effective interventions for sports injuries. ★ Discuss the prevention of sports injuries and other problems affecting extremities and pelvic.									
	Musculoskeletal physiotherapy II **(11.82)**	10	★ Enables to assess, diagnose and treat patients with conditions affecting the cervical, thoracic and lumbosacral spine, head, face conditions and major gynecological and obstetric conditions.	★ Discuss the mechanisms involved in common urogynaecological conditions, including incontinence, labour and childbirth. ★ Critically discuss the role of physiotherapy in the management of people with acute and degenerative conditions and diseases which affect the spine, head and face. ★ Plan and implement intervention programmes for individuals with acute and degenerative conditions and diseases which affect the spine, head and face. ★ Plan and implement intervention programmes to women with urogynaecological conditions, and in the pre and post-natal period.	-	3	3	1	1	1	1	1.82	11.82
	Kinesiology **(4.82)**	4	★ Enables students to develop fundamental skills (Observation, measurement, recording and moving	★ Explain essential biomechanical principles, including axes, planes, joint movement and balance. ★ Explain and Demonstrate effective observation and measurement of posture, limb length, joint range, muscle length, walking speed. ★ Explain the principles of ergonomics and	-	3	1.82	-	-	-	-	-	4.82

			and handling) required for the practise of physiotherapy.	safe and effective moving and handling of clients. ★ Explain and demonstrate motor development, motor control and learning techniques.									
Paediatrics physiotherapy(13)	Paediatrics rehabilitation **(13)**	11	★ Perform safe and effective physiotherapy assessment and treatment for paediatrics conditions and prepare graduate physiotherapists who are competent providers of management, consultancy and education role in the promotion, prevention and rehabilitation of physical disabilities in the	★ Identify paediatrics conditions through appropriate assessment procedure. ★ Design an appropriate Treatment plan to the patient by incorporating other team workers, the family and patient based on the finding of the assessment made. ★ Perform Safe and effective application of appropriate physiotherapy assessment and treatment and use related outcome measures to evaluate their progress. ★ Evaluate therapeutic interventions designed to optimise functional ability of children with physical disability health status, ★ Provide promotion services for people with disabilities in the community ★ Provide prevention measures for diseases, injuries, impairments and disabilities ★ Offer physiotherapeutic management for acute conditions that can cause physical impairments in the community.	-	3.5	2.5	2	1	1	1	2	13

			community.										
Orthopaedics and trauma physiotherapy(8)	Physiotherapy in Trauma and Orthopedics (**5.6)**	5	★ Enables to identify the pathology, mechanisms of trauma, medical/surgical management and physiotherapy in trauma and orthopaedics.	★ Describe mechanisms of trauma commonly encountered. ★ Explain common orthopaedic surgical procedures – indications, types, risks and complications ★ Demonstrate a simple subjective and objective assessment for a patient with a lower and upper limb orthopaedic problem ★ Demonstrate skills of measurements in orthopaedic physiotherapy ★ Prescribe and measure assistive devices and teach the patient in their safe use. ★ Demonstrate basic first aid procedures including resuscitation. ★ Explain the indications and techniques of amputation. ★ Plan physiotherapy interventions for a patient who has undergone limb amputation	-	2	1	0.5	0.5	0.5	0.5	0.6	5.6
	Advanced physiotherapy care **(2.24)**	2	★ Enables the students to apply physical therapy to mental health conditions, spinal injury, burns, chronic fatigue, long	★ Critically discuss the issues faced by the physiotherapist in situations of multi pathology and different ages. ★ Critically discuss how the physiotherapy process will be modified to challenging situations ★ Interpret assessment findings to plan physiotherapy interventions in complex situations. ★ Demonstrate clinical reasoning in complex	-	1	0.75	-	0.2	-	0.2	0.25	2.4

			covid, chronic pain syndromes and palliative care.	situations and justify decisions made.									
Neurological physiotherapy(12)	Neurological rehabilitation (12)	10		★ Discuss the applied anatomy and pathophysiology of the central and peripheral nervous systems. ★ Discuss the role of Physiotherapy in the management of people with acute, degenerative and infective conditions of the nervous system. ★ Analyse the functional limitations resulting from acute, degenerative and infective conditions of the nervous system using the ICF. ★ Plan and implement intervention programmes to optimise function, independence and social participation in individuals with acute, degenerative and infective conditions of the nervous system. ★ Perform assessment, clinical reasoning, safe and effective prevention of disability and physiotherapy interventions with older people and people with cancer.	-	4	3	1	1	1	1	1	12
Cardiopulmonary physiotherapy **(7)**	Cardiopulmonary Rehabilitation **(7)**	6		★ Explain the pathophysiology of infective, surgical and obstructive respiratory and common cardiac conditions ★ Discuss the medical and surgical management of infective, surgical and obstructive respiratory and common cardiac conditions.	-	2	2	1	0.5	0.5	0.5	0.5	7

				★ Interpret assessment findings to plan physiotherapy interventions in infective, surgical and obstructive respiratory conditions. ★ Demonstrate a critical understanding of the patient's problems and use it to inform accurate clinical decision-making. ★ Demonstrate and evaluate safe and effective physiotherapy assessment and interventions								

9. Test blueprint Table (Table of Specification)

The learning outcomes as Cognitive, Affective and Psychomotor are compiled into competencies and indicated for measurement as knowledge, skill and attitude. Table 5.Summary to Share of Competencies (KSA- Knowledge, Skill and Attitude) per Courses

S.N	Theme	Course name	cr. hr	Share of course (%)	Share of competencies in (%)			Remarks
					Knowledge	skill	Attitude	
1	Basics of physiotherapy	Introduction to physiotherapy	2	2.38	1.905	0.475	-	
		Fundamental of physiotherapy	8	9.52	7	1.52	1	
		Scientific foundation of physiotherapy I	13	15.13	15.13	-	-	
		Disability, Inclusion and Community Rehabilitation	1	1.19	0.85	0.19	0.15	

		Scientific foundation of physiotherapy II	5	5.78	3.78	1	1	
2		Musculoskeletal physiotherapy I	8	9.36	7	1.36	1	
		Musculoskeletal physiotherapy II	10	11.82	9	1.82	1	
		Kinesiology	4	4.82	4.82	-	-	
3	Paediatrics physiotherapy	Paediatrics rehabilitation	11	13	10	2	1	
4	Orthopaedics and trauma physiotherapy	Physiotherapy in Trauma and Orthopedics	5	5.6	4.5	0.5	0.6	
		Advanced physiotherapy care	2	2.4	1.95	0.25	0.2	
5	Neurological physiotherapy	Neurological rehabilitation	10	12	10	1	1	
6	Cardiopulmonary physiotherapy	Cardiopulmonary Rehabilitation	6	7	6	0.5	0.5	
	Total		**85**	**100.00**				

9. Conclusion

Exit examination can have a vital role in producing knowledgeable, skillful and attitudinally matured graduates. It contributes to preparing competent graduates as it can serve as a quality check for effectiveness. It also helps in improving academic programs quality and effectiveness. Furthermore, it can create the platform for cooperation among academic programs at different universities to work jointly to improve the program's quality.

In view of this, this document is produced to assist the setting of the exit examinations for Physiotherapy program, which is being delivered by the Ministry of Education. To meet the graduation profile, competency and learning outcome, exit exam competency selection and identifying core course was done for 2015 E. C graduating students. As a result, preparing a test blueprint is necessary to prepare fairly distributed items based on the above criteria.