



**Assessment Report**  
**of the application by the**  
**King Saud University, Riyadh,**  
**College of Applied Medical Sciences,**  
**on accreditation of**  
**Bachelor Study Program**  
**“Health Education”**  
**(Bachelor of Science)**

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This report is confidential. Disclosure to third parties without the consent of the applicant institution or the office of the AHPGS is not allowed.

In order to render the document more legible, the AHPGS utilizes the masculine form for both masculine and feminine references.

## 1. Introduction

The Accreditation Agency for Study Programs in Health and Social Sciences (AHPGS) is an interdisciplinary, multiprofessional organisation. Its mission is to accredit Bachelor and Master study programs in the fields of health and social sciences, as well as in related domains. As an international organisation, it aims at bringing a valuable contribution to the academisation of the health and social fields by accrediting Bachelor and Master study programs. By implementing accreditation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for fulfilling the quality assurance, too.

In the context of the current internationalization of higher education study programs, the AHPGS accredits international study programs and their compliance with general, internationally-acknowledged university standards. In such cases, the AHPGS also considers specific requirements formulated by the applicant higher-education institution.

In this context, the College of Applied Medical Sciences of the King Saud University, Riyadh, Saudi Arabia, has contracted the AHPGS for the accreditation of eight Bachelor study programs: "Biomedical Technology - Instruments", "Clinical Laboratory Sciences", "Clinical Nutrition", "Dental Hygiene", "Health Education", "Optometry", "Physical Therapy", and "Radiological Sciences".

At a formal level, the accreditation process follows internationally-established steps: the Application is submitted by the university, the Review of the program by experts, the On-Site Visit and the Decision of the Accreditation Commission. The Accreditation Criteria considered are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area", established by the European Association for Quality Assurance in Higher Education (ENQA).

In the Kingdom of Saudi Arabia, the national regulation in matters of higher education accreditation is established by the National Commission for Academic Accreditation & Assessment (NCAAA, [www.ncaaa.org.sa](http://www.ncaaa.org.sa)). The specifications formulated by the Commission are legally binding. Thus, every study program must undergo the NCAAA accreditation and comply with the Bachelor predetermined criteria set by the NCAAA Commission. The Accreditation process conducted by the AHPGS runs independently from the NCAAA.

The Accreditation Commission of the AHPGS resolves the decision towards accreditation of a study program on the basis of the Application documents, the On-Site Visit at the College of Applied Medical Sciences in Riyadh, and the Expert Report.

The accreditation process is carried out in four steps:

#### I. The university 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 Accreditation Criteria. The agency ensures that the international legal requirements in matters of higher education are met. As a result, the AHPGS comprises a summary (see 2.-5.), which is to be approved by the university and subsequently made available for the expert group, together with all other documentation.

#### II. The written review of the study programs

The main documents – namely the Application and the Course Descriptions – are reviewed by the expert group in order to verify their compliance with the applicable Accreditation Criteria. Consequently, the experts comprise a short summary regarding the study programs.

### III. On-Site Visit (Peer-Review)

The experts assigned by the AHPGS carry out the external, On-Site Visit at the higher education institution. During the On-Site Visit, discussions with various members of the institution take place, from university and department administration, to degree program management, lecturers 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).

After the On-Site Visit, the expert group issues the Expert Report based on the results of the visit, the written review of the study programs, and the documents submitted by the university. This Expert Report is made available to the university, in order for it to issue a Response Opinion.

### IV. The AHPGS decision regarding accreditation

For the accreditation decision, the AHPGS Accreditation Commission evaluates the university Application as well as its annexes, the Summary comprised by the AHPGS agency, the Expert Report, as well as the university Response Opinion. These documents form the grounds for the accreditation decision of the AHPGS Accreditation Commission.

## **2. General**

The application for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the Bachelor study program "Health Education" (here Application) of the King Saud University, Riyadh, College of Applied Medical Sciences

(CAMS) was submitted to the Accreditation Agency for Study Programs in Health and Social Sciences (AHPGS e.V.) on the 12.05.2011. The contract between the College of Applied Medical Sciences of the King Saud University and the AHPGS was signed on the 03.06.2011. This stipulates the review for accreditation of the following Bachelor study programs:: "Biomedical Technology", "Clinical Laboratory Sciences", "Clinical Nutrition", "Dental Hygiene", "Health Education", "Optometry", "Physical Therapy", and "Radiological Sciences".

On the 27.07.2011 the AHPGS has forwarded to the College of Applied Medical Sciences the Open Questions pertaining to the Application for accreditation submitted by the College. On the 17.08.2011 the College submitted to the AHPGS the Response to the Open Questions in electronic format.

The present summary of the Bachelor program "Health Education", prepared by the AHPGS, was approved by the Community Health Sciences departmental council on the 10.09.2011, and the Deanship of Quality at CAMS, KSU on the 11.09.2011.

The application for accreditation submitted by CAMS for the study programs follows the outline recommended by the AHPGS. Alongside the application request for verification towards accreditation of the study program "Health Education", the following additional documents are to be found in the application package (the documents submitted by the applicant are numbered in the following order for easier referencing):

The documents listed below are generally valid for all study programs submitted by CAMS for accreditation:

<b>Annex</b>	<b>Description</b>
Annex 1	Internship evaluation form
Annex 2	Credit and contact hours for all programs
Annex 3	Course Descriptions for the common courses
Annex 4	Declaration confirming the spatial, material and financial resources

Annex 5	KSU Quality management handbook
Annex 6	KSU Student guidebook

### Specific documents for the Bachelor study program "Health Education"

<b>Annex</b>	<b>Description</b>
Annex 7	Program structure (including learning outcomes)
Annex 8	Course descriptions
Annex 8a	Additionally submitted course descriptions
Annex 9	Short resumes of selected teaching members
Annex 10	Teaching matrix

The evaluation and verification procedure is carried out on the basis of the accreditation standards of the AHPGS for international reviews.

The On-Site Visit took place on 30.09-02.10.2011. The present assessment report is based on the University's application, the additional documents, the written expert reviews and the results of the On-Site Visit.

Following the recommendation of the experts and of the Accreditation Commission, the AHPGS has reached a positive decision regarding the application towards accreditation of the Bachelor study program "Health Education" of the King Saud University, Riyadh, College of Applied Medical Sciences. Thus, the agency accredits the present study program without further conditions. This is valid five years, until the 15.12.2016.

### **3. Content issues**

#### **3.1 Structure of the program and professional requirements**

The final goal of the Bachelor program "Health Education" is to prepare professional personnel for the fields of public health, with further focus on health education. Students should develop competencies which would later enable

them to manage and implement health education and promotion programs, aiding thus individuals and communities with behavioral and lifestyle changes (cf. Application, A1.3, p. 4). The “Health Education” program aims at instructing healthcare professionals that can develop new health standards and strategies, prevent diseases, and contribute positively to the country’s economic welfare.

The courses of the program are taught in English and finalize with awarding the final degree of “Bachelor of Science” with the specialization in Community Health Sciences, Health Education. The study time of the program is divided among credit hours. One lecture credit hour equals one contact hour spent during classes. One practical credit hour equals three contact hours spent during practical work (cf. Application, A1.6). The program amounts to a total of 2085 credit hours – including the common Phases I and II, (see Section 3.1 Curriculum of the present Summary) and cf. Annex 2 of the Common Annexes. The program is offered only in the full-time form and has a total duration of 9 semesters, and additionally 2 semesters (50 weeks) for the internship planned after having completed the theoretical courses. This results in a total duration of 11 semesters (5.5 years). The study time equals a total number of 2850 contact hours for all levels (ibid.), not including the internship, the extra class hours, the individual study hours, and the final exams. A more detailed view on the division of the contact hours among levels and phases is available in Annex 2 of the Common Annexes. For the internship there is a total of 2000 contact hours assigned (no credit hours assigned to it). These equal a number of 40 work hours/week, the equivalent of 8 hours/day. The program is divided in 4 phases, as summarized in the following table (cf. the information offered in Annex 2 of the Common Annexes):



<b>Study Phases of the Course</b>	<b>Levels</b>	<b>Total Number of Credit Hours</b>	<b>Total Number of Contact Hours</b>
Study Phase I: Preparatory year	1 and 2	495	915
Study Phase II: CAMS core program	3	255	270
Study Phase III: Department modules	4-9	1335	1665
Study Phase IV: Internship year (full-time)	--	--	2000
	<b>Total</b>	<b>2085</b>	<b>4850</b>

Thus, the total study period in contact hours for the Bachelor study program “Health Education” amounts to a total of 4850 hours, including the internship.

The course of study is designed in order to provide students with both sound theoretical knowledge and practical experience. In this sense, they are instructed in the principles of health education and public health. At higher levels, the focus falls on practical, clinical, as well as community-related abilities necessary for professional practice (Application, A1.11, p. 8). In addition to this, during their first year of study (the Preparatory Year), students are familiarized with general-knowledge notions, such as computer operation basics, communication skills, and English language (see Table A1.3.2 Phase I, p. 4). In order to graduate, students must comprise a final project. This has assigned 3 credit hours, an equivalent of 5 contact hours (Application, A.1.6 p.7).

The earliest beginning of the Bachelor study program “Health Education” Bachelor program took place with the establishment of the College in 1978. Currently, the program is offered only to female students.

Students are admitted to the program in both semesters of the academic year – Fall and Spring. However, the Summer semester is usually unavailable for enrollment due to teaching staff holiday (Application A1.8). The number of seats planned for enrollment annually is 16 (Application A1.9). For 2010-2011, Fall and Spring semesters, 21 students were admitted. The number of students expected to graduate in 2011 is 10 (cf. Application A5.9, p. 33).

With regards to the tuition fees, the KSU regulations apply for the “Health Education” Bachelor students, namely that there are no tuition fees for the program.

According to the Application, the KSU significantly sets a significant focus on the learning resources available for its students. Aside from physical resources available in the KSU libraries, online ones such as the e-learning and Distance Education systems have been developed. The *Elluminate Live* program enables student communication with virtual classrooms and permits interactive teaching with the help of videos or other technological devices. Recently, the university has introduced the E-register and the Edugate system, which allows university members access to student evaluation results and permits an accurate track of the student’s academic progress.

The international aspects of the curriculum are described in the Application under Section A1.14. On the one hand, the curriculum of the “Health Education” program is aligned with programs available worldwide. 72.7% of the courses are similar with the equivalent undergraduate program offered at the Southeastern Louisiana University (Louisiana, United States) (Application, A.1.14).

The program accepts international students, provided that they comply with KSU regulations – currently two foreign students are enrolled in the program. CAMS also developed research partnerships with international institutions, partnerships which cover also the “Health Education” program. The latest developments in the matter include the acquisition of an international consultant from the United States, as well as promoting international study at Master and PhD level (cf. Application, A1.15).

### 3.2 Curriculum

The program is structured according to 4 phases. In order to successfully graduate, students must complete all these phases. The four phases are further divided into corresponding levels. Each level corresponds to one semester and accordingly to 15 weeks. One level corresponds to one semester. For each level, there are specific courses assigned. These courses add up to a total of 49 (cf. Application, A1.11). An overview of the program, its division upon phases and levels, as well as its courses can be found in the subsequent table (comprised after the information offered in Application, A1.3, Tables A1.3.1-3):

<b>Phase I</b>			
	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
Level 1 (15 Credit Hours)	MC 140	Communication Skills	2
	MATH 140	Introduction to Mathematics	2
	CT 140	IT Skills	3
	ENGL 140	English Language Skills 1	8
Level 2 (18 Credit Hours)	STAT 145	Biostatistics	2
	CHM 145	Introduction to Organic Chemistry	2
	PHYS 145	General Physics	3
	ZOOL 145	General Zoology	3
	ENGL 145	English for Medical Purposes	8
<b>Phase II</b>			
	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
Level 3 (17 Credit Hours)	ICL 102	Islam and Community Building	2
	ARAB 103	Expository Writing	2
	CHS 221	Advanced Biostatistics	3
	CHS 241	Professions and Care Delivery Systems	3
	CLS 221	Basic Anatomy and Physiology	4
	NUR 241	Principles of Emergency Care	3

<b>Phase III</b>			
	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
Level 4 (17 Credit Hours)	CHS 212	Community health	2
	CHS 223	Computer programming in health care	2
	CHS 224	Demography	3
	CHS 261	Principles of nutrition	2
	CHS 232	Health sciences	2
	CLS 212	Medical microbiology	4
	IC 103	The Islamic Economic System	2
Level 5 (14 Credit Hours)	CHS 282	Principles of health education	2
	CHS 231	Infectious diseases	2
	CHS 311	Personal health	3
	CHS 371	Environmental health (1)	3
	CHS 382	Fundamentals of health education	2
	IC 104	Fundamentals of Islamic Political System	2
Level 6 (15 Credit Hours)	CHS 225	Computer application in health care	3
	CHS 334	Epidemiology I	3
	CHS 383	Social concept of health education	3
	CHS 384	Psychological basis of health education	3
	NUR 353	Growth and development	3
Level 7 (14 Credit Hours)	CHS 335	Epidemiology II	3
	CHS 385	Methodology of health education	4
	CHS 412	Preventing diseases of civilization	2
	CHS 436	Family planning	2
	CHS 484	Systems approach to health education	3
Level 8 (14 Credit Hours)	CHS 413	Substance abuse	2
	CHS 472	Occupational health and safety	3
	CHS 483	Dental health education	2
	CHS 485	Health education in schools	2
	CHS 486	Management of health education	2
	CHS 487	Health education in health services	3
Level 9 (15 Credit Hours)	CHS 433	Maternity and child care	3
	CHS 438	Media and its tools in health education	4
	CHS 465	Nutrition and health education	3
	CHS 488	Consumer health education	2
	CHS 496	Research in health education	3
<b>Phase IV</b>			
Internship - 1 year (2 semesters)			

The Course Descriptions of the Bachelor study program "Health Education" (Annex 8) of the College of Applied Medical Sciences of the King Saud University contains specifications regarding the *Aims and goals/skills* to be developed in each course, its *Contents* and *Evaluation*, as well as the *Language* of teaching and the exact assignment of *Credit Hours* (lecture and practical). However, this is comprised particularly with reference to the Health-Education specific courses which form the levels 4 to 9 (Phase III). For the General Modules and CAMS Modules (levels 1-3, Phases I-II) detailed information is provided in the Common Annexes, Annex 3. Their respective course descriptions follow the similar structure as for program-specific courses.

**Phase I** includes the Preparatory Year – levels 1 and 2 – and refers directly to the university requirements of the King Saud University. This phase contains general courses which all KSU students have to complete. It includes general education courses, mathematics, basic sciences and English courses. English is one of the main focuses within Phase I, as it has assigned 16 credit hours, almost half of the total amount of credit hours for the first year. Basic sciences include physics, biology and chemistry.

**Phase II** – the third level – includes College and Departmental requirements and contains the core program common for CAMS, i.e. lectures common for all CAMS students. This comprises 2 general education courses and 4 basic sciences courses.

**Phase III** includes specific Health Education courses (32) in addition to 2 university requirements courses. These courses are specific for the Bachelor program and expand over levels 4 to 9. Out of a total of 32 specific courses comprised in this phase, 7 of these are shared with other programs and 2 are taught externally from the department (see also Table A1.12.1: Number & ratio of shared courses with other programs, Application A1.12. p. 9). According to the Application, the total number of credit hours for this phase amounts to 89.

Levels 4 and 5 include the completion of 10 courses specific for the "Health Education" program, for which 31 credit hours are assigned, and 3 courses shared with other departments (8 credit hours). The rest of 57 credit hours are assigned to "Health Education" specialty courses, which have to be completed in levels 6 to 9.

The last level, level 9 covers the completion of a research report during the course (CHS 496). This represents the graduation project and is mandatory for all students who wish to successfully graduate. Its aim is to familiarize students with research methods and instruct them how to comprise a simple medical study. The faculty members present the project topics to the course coordinator. This, in turn, announces the topics to the students. The students choose three major topics from the available selection according to their preference. Subsequently, the projects are distributed to the students on the basis of their GPA. If a student's first choice has already been assigned to a student with a higher GPA, then the next topic in the order of preference will be assigned to the first student. In the end, each project is covered by a team of at least two students. The students are supervised by the teaching staff. They discuss each stage in the project, and are evaluated by that member of the staff that has supervised them. At the end of the course, students present their project to an evaluation commission and subsequently to the College by means of a poster presentation. After completing the course, they should have developed skills in undergoing research, scientific writing, data analysis and project design (cf. Responses to the Open Questions).

As a general requirement, students may not enroll in a new course without having completed the previous ones and the prerequisite one(s) for that specific course. A delineation of the inter-connection and dependency between courses can be seen in Figure A.2.2.1: *Prerequisites and co-requisites organisation diagram for CHHE study program* in Section A.2.2. of the Application, p. 20.

In order to supply for the necessary practical experience, field training and site visits are integrated within the structure of the courses. The preparation for the work-field begins with class activity (e.g. case studies) at lower levels and concludes at higher levels with firsthand hospital training. Moreover, students are familiarized with the health environment in school units, community institutions or NGOs. For this practical training, 32 credit hours are assigned, distributed over 19 courses in the program. It should be noted that this practical training does not equal the internship, and, unlike the internship, is integrated in the theoretical course of study itself (levels 4-9) (cf. Application, A1.20, p.16)

The last phase, **Phase IV**, contains the internship and its successful completion. It is a mandatory requirement for all students who wish to successfully graduate. However, this can start only after the student has completed all theoretical courses planned in the Bachelor program. The internship extends over a period of one year in which the students work full time (50 weeks, 5 days/week, 8 hours/day). The students are assigned to training facilities (hospitals, health care centers, school health services, worksite health promotion department, health education department at Ministry of Health) according to their GPA grade and their personal preference. During the internship, they rotate in the different departments of the hospital as well as in other training facilities where they have been assigned. Students are supervised at both faculty, as well as training facility, level. Within the Bachelor program, there is a faculty supervisor, as well as an internship coordinator which monitor the students' progress. At the end of the year, both students and training facility management have to complete a form pertaining to the students' experience gained from that facility in health education and promotion. Upon completing the internship, students receive a certificate that entitles them to practice the profession (Application, A1.20, p. 16). For the internship there are no credit hours assigned. However, the workload amounts to a total of 2000 hours to be added to the total workload of the Bachelor study program "Health Education". Specific information on the

internship is offered in the Annexes specific for the Bachelor (see Annex 12, Internship details).

The aim of the internship is to prepare students for entering the healthcare-related work-field. The theoretical knowledge gained throughout the courses of the program is thus enhanced and gains practical relevance. Students become able to design and implement health education programs, as well as participate actively in the educational and promotional processes. In this sense, they hold workshops and seminars, prepare relevant scientific and scholarly articles, and participate in research work. More detailed information on the students' tasks, as well as outline of the program, can be seen in Application, A1.20, p. 17-18.

At the end of the internship, students should – among other thing – be able to:

- Critically analyze, assess and diagnose patients and their educational needs;
- Develop, prepare and coordinate health education programs;
- Fit educational strategies for a comprehensive school health education program;
- Design educational materials;
- Accurately evaluate teaching/learning activities in specific settings;
- Define standards for patient and family education;
- Adopt the role and responsibilities of the health education specialist;
- Demonstrate professional leadership based upon the specific requirements of the Saudi Community in the various health education fields (see also Application A1.20, p. 16).

With regards to the examination system, Application A1.13. provides more details. According to it, this follows the general regulations at the KSU: out of the total grade, the midterms, practical and class activities weigh 60%, whereas the final exam weighs 40%. According to the type of course, there are various assessment methods employed (see also Application, A1.3, p. 10). Students are



assessed according to the GPA scale<sup>1</sup>, and must pass all courses with a minimum grade of 2.0 out of 5.0. Moreover, students must maintain a cumulative GPA (average grade) of 2.0 throughout the course of study. This is calculated by taking into account all the methods by which the student has been evaluated during the course. The precise evaluation scale, as well as further details, can be found in the Application, Section A1.13, p. 10-11. Internships are evaluated with the help of reports and continuous examination.

According to the University Application, the Bachelor program in Health Education has a particular character at the KSU: it is the only program of its type in Saudi Arabia and in the Middle East Region (cf. Application A1.19, p. 14). Its graduates are able to work as “specialists in clinical and community health education and promotion” (ibid.). However, due to the nature of the program, the Community Health Department is in permanent contact with organizations and institutions that necessitate expertise in the field. Moreover, collaborations at course-level are established with other health-related programs at the KSU, such as Clinical Nutrition (BA), Dental Hygiene (BA), or Nursing (BA). In this sense, 7 courses in the Bachelor program “Health Education” are shared with other departments, while the Community Health Department provides 10 courses which are offered to other departments (for more exact information, see Application, Tables A1.19.1 and A1.19.2, p. 15).

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<sup>1</sup> A student's Grade Point Average (GPA) is determined by dividing the cumulative point value of all the attended courses over the number of units in the student's semester schedule. In all categories of courses, the students are assessed by a grade according to the following scale:

Grade	Numerical	Average Point
A +	95-100	5.0
A	90-94	4.75
B +	85-89	4.5
B	80-84	4.0
C +	75-79	3.5
C	70-74	3.0
D +	65-69	2.5
D	60-64	2.0
F	≤59	1.0

The cumulative GPA can be translated as following:

4.50 ≤	Excellent
3.75 – 4.50	Very Good
2.75 – 3.75	Good
2.00 – 2.75	Pass
≤2.00	Fail

### 3.3 Educational objectives

At the end of the Bachelor program Health Education, a graduate should be skilled in designing “educational programs which help individuals and communities through behavioral changes to play outstanding roles in health promotion” (Application, A.1.3, p. 4). By instructing healthcare professionals, the program aims to bring a long-term contribution towards behavioral and lifestyle changes. The students are prepared in a competent manner in order to be able to bring a valuable contribution to the healthcare system, improve its standards and prevent diseases (Application A2.1 p. 18).

Thus, students are both instructed in the healthcare field, as well as encouraged to develop their personal skills and competencies. They become able to apply theoretical knowledge on practical health-related matters. Moreover, they should be able to take on an active role in society by increasing health awareness (cf. Application A2.3).

According to the Application, the following specific educational objectives are intended for a student to have developed by the end of the Bachelor program:

- “- Exhibit the skills and competencies grounded in the responsibility areas of health education professional practice;
- Take initiative in identifying health education & promotion problems and design innovative and practical [...];
- Apply the acquired theoretical insights, and methods of inquiry from various content areas of health education, social and behavioral sciences [...];
- Utilize efficiently multiple methods in the delivery of health education and promotion programs; [...]
- Develop basic research knowledge and skills to enhance lifelong learning for personal and professional development;
- Participate in community service [...];

- Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments” (Application, A2.3, p. 20).

### **3.4 Labour market situation and employment opportunities**

The “Health Education” program was initiated in order to supply the need for proficient personnel in the fields of healthcare and social care in Saudi Arabia. The expansion of healthcare institutions, as well as the increase in diseases make necessary raising population’s awareness in preventing illnesses at all levels: primary, secondary and tertiary. Students may choose whether to work in the public or private sector. Moreover, by completing the Bachelor program, they gain the opportunity to pursue further graduate studies at international level, such as Master or doctoral (PhD) programs.

Graduates can be employed in hospitals or other health-related institutions (e.g. health centers, Ministries, medical services) as Community Health Education Specialist, School Health Education, Patient Educator, Public Health Specialist, or Health Promoter (cf. Application A3.1 p. 23-24). Table A3.2.1 *Place of Employment of CHHE Graduates* in Section A3.2 of the Application offers a statistic with regards to graduate employment and their current workplace. Overall, less than 20% of the total of 54 students are currently unemployed. Moreover, 21 of the Bachelor graduates are currently enrolled in postgraduate studies, either in Saudi Arabia or in foreign countries.

### **3.5 Access and admission requirements**

For the Bachelor program there are two types of common criteria applying for prospective students: the General Admission Requirements and the College of

Applied Medical Sciences Admission Requirements. In addition to this, there are specific requirements for each program.

The General Admission Requirements demand that a prospective student fulfils the following conditions:

- has obtained a secondary school certificate recognizable in Saudi Arabia within the past five years up to the time of enrollment;
- holds an advanced knowledge of English;
- successfully passes the interview conducted by the Senate, and fulfils any additional requirements;
- has not been eliminated from any other university on disciplinary or educational grounds;
- makes proof of proper conduct and is medically fit;
- if the case, he has obtained the written approval of the employer for enrolling in the Bachelor course. (cf. Application, A4.1, p. 18).

If all the above conditions are fulfilled, the Senate makes its decision on the basis of the school marks and the personal interview conducted with the prospective students.

Specific requirements for the Bachelor in "Health Education" demand that the applicant presents an interest in the health education field, mass media and patient care. Moreover, students have to hold good communication skills, basic IT and language competencies, as well as basic medical sciences knowledge.

### **3.6 Quality assurance**

Quality assurance is among the main goals of the King Saud University when developing its programs. In this sense, a Quality Management System has been established and institutionalized. The Quality Management System (QMS) at the KSU is based on two main components: Internal Quality Assurance (IQA) and External Quality Assurance (EQA). In this sense, the criteria which apply for EQA

represent the standpoint for IQA. In shaping the IQA standards and criteria, the university has based itself on the National Commission for Academic Accreditation and Assessment (NCAAA) requirements for quality assurance. This has resulted in the outline of 11 Standards and 58 Criteria valid for the assessment methodology.

The Quality Assurance criteria considered when designing Bachelor programs are detailed in the KSU Quality Management Handbook (Annex 5). The Handbook proposes the methodology by which the IQA can comply with NCAAA and international standards. The document is constructed by following the indications presented in the following documents of the NCAAA: *Standards for Quality Assurance and Accreditation of Higher Education Institutions* (Version: November 2009 for institutions) and *Standards for Quality Assurance and Accreditation of Higher Education Programs* (Version: November 2009 for programs).

The KSU Quality Management System (QMS) is overarching, referring thus to all the institutions at the University. Likewise, the Handbook, offers general guidelines in designing and planning Bachelor programs. Furthermore, the Handbook also regards Quality Management at a broader level, namely at department, faculty or college level.

Within the CAMS Quality Management System there are four main committees involved in ensuring the compliance with the afore-mentioned standards and criteria: the quality and accreditation committee, the research and community service committee, the curriculums committee and academic strategic planning committee. These are supported at smaller levels by other assemblies. In implementing quality assurance, faculty members and teaching personnel play a key role by comprising course and program reports, program specifications and pursuing constant quality evaluations. The academic staff prepares the course specifications, in which the learning outcomes are stated. At the end of the

course, a report is comprised verifying whether the goals have been met. Its results are summarized in the annual self-report, which is available for all faculty staff in both written and electronic form.

Application, Section A5.3 offers details about student assistance within the program. The undergraduate student handbook contains specification pertaining to the „Health Education“ study program itself, as well as to overarching aspects of CAMS and KSU. A Student Counseling and Guidance unit is open to all students, as is the KSU’s Psychology and Social Counseling Unit. These aid students in both personal and academic matters. CAMS orientation programs are conducted for students in order to assist them with the curriculum and career choice. The teaching members are available through their office hours (minimum 6 hours/week).

Application, Section A5.5 offers details regarding students’ own assessment of the program and its sufficiency beyond the academic spectrum. At the end of each semester course, students complete an evaluation form and evaluate the course. A more elaborate study in this sense was conducted in 2009-2010, evaluating the student experience with the program. According to the Application, the overall impression was positive – however, no exact numbers are offered (cf. Application A5.5 p. 31). A similar survey was conducted recently among a total 10 graduate students. For the year 2010-2011, this showed that 70% of the students were strongly satisfied or satisfied with their learning experiences within the course of study.

Pertaining to the training of the teaching personnel, the KSU encourages the continual instruction of its lecturers and professors. These are advised in matters of teaching planning, curriculum and timetable. All teaching personnel is required to attend orientation programs and professional development programs. The KSU has developed a Deanship of Skills Development, which provides support in terms of workshops, courses, seminars, or conferences. Moreover, the office of

Deanship of E-learning and Distance Education provides training in electronic form. A notable development within the CAMS program is the Unit for Development, an initiative awarding excellence in teaching.

Section A5.10 of the Application offers information about the special support for students with disabilities. The University supports disabled students and meets the spatial demands for the participation of such students. Disabled students benefit from an allowance from the Deanship of Student Affairs at KSU. Students with disabilities are divided into two major groups: students with severe disabilities, and students with moderate disabilities. However, due to the nature of the "Health Education" Bachelor program one of the enrollment conditions is for the applicant to be physically and mentally fit.

#### **4. Personnel and spatial equipment**

##### **4.1 Teaching Personnel**

Annex 3 of the annexes for the Bachelor program provides an overview of the teaching personnel. The teaching staff amounts to a total of 21, out of whom 19 employed on a full-time basis, and 2 on a part-time one. Out of these, 4 are Professors, 5 Assistant Professors and 5 Lecturers. The student : teaching faculty (PhD holders) ratio is of 6.3:1; the student : tutor (PhD holders, lecturers & demonstrators) ratio is of 2.7:1.

With regards to the selection of the teaching personnel, the recruitment committee established by the Community Health Sciences department council revises the applications submitted and appoints the personnel based on the teaching and department needs (cf. Application, A5.7, p. 23).

## **4.2 Equipment for Teaching and Research**

According to the University application, the spatial facilities are both advanced and up to date. This refers to both lecture rooms and laboratories. The Community Health Sciences Department is situated in the female Oleisha campus. There are 2 classrooms equipped with smartboards and Electronic-podiums, alongside additional rooms and a Health Education store. Moreover, a laboratory has been planned for construction. (cf. Application, B3.1).

The KSU university library has access to the latest publications and international journals in numerous fields, including health education. It has access to both physical and electronic resources, such as digital libraries or E-learning services. Table B3.2.2 *CAMS Library Holdings* lists the documentation CAMS has available for its students. Moreover, all the libraries have available computer workspaces equipped with Internet connection. The students also have access at the intranet network of the university, including the Edugate system.

## **5. Institutional Environment and Structural Conditions**

King Saud University has been established in November 1957 – a fact which deems it the first university in both the Kingdom of Saudi Arabia and the Gulf Region. Currently, it is among the top 400 world universities, as listed by the 2010 Shanghai Jiao Tong Academic Ranking of World Universities. Currently, the university has 53 colleges and 250 undergraduate, graduate, and postgraduate programs. In these are enrolled a total of 61.115 students, 35.893 male and 25.222 female. The University is continuously developing by establishing new Deanships and, research programs, or science parks.

The University also sets great emphasis on the research possibilities and attempts at making these available for all its members. In this sense, numerous



Research Chairs, Centers for Excellence, and Research Institutes have been established. A noticeable result is the increase in high-quality publications and the participation in team research work. The PhD and Master's programs available at the University also strongly encourage research. For supporting this type of activity, the university has started developing a corresponding infrastructure, ensuring the physical, technological and spatial needs for laboratories, libraries and classrooms. Section C1.2 of the Application offers extensive information on the current research developments present at both KSU and CAMS.

Alongside the KSU, the College is also continuously developing, setting new goals in matters of accreditation, quality standards, curriculum design and electronic learning.

The College of Applied Medical Sciences has been established in 1977, under the name of College of Nursing. It thus become the first college of its kind in Saudi Arabia. In 1978 the present CAMS separated from the College of Nursing under the name of College of Allied Health Sciences. In 1986 it became the College of Applied Medical Sciences. The College has seven departments. Overall, CAMS offers 16 programs at both graduate (4 Master programs) and undergraduate levels (12 Bachelor programs).

The following table lists the CAMS Departments, the study programs each offers, as well as whether these are available for female and/or male students:

<b>Department</b>	<b>Study Program</b>		<b>Availability</b>
<b>Biomedical Technology</b>	Bachelor	Biomedical Technology - Instruments	Male students
<b>Community Health Sciences</b>	Bachelor	Clinical Nutrition	Male and Female students
		Health Education	Female students
	Master	Clinical Nutrition	Male and Female students
<b>Clinical Laboratory Sciences</b>	Bachelor	Clinical Laboratory Sciences	Male and Female students
	Master	Clinical Laboratory Sciences	Male and Female students

<b>Dental Health</b>	Bachelor	Dental Health	Male and Female students
		Dental Technology	Male students
<b>Optometry</b>	Bachelor	Optometry	Male and Female students
	Master	Optometry	Male and Female students
<b>Radiological Sciences</b>	Bachelor	Radiological Sciences	Male and Female students
<b>Rehabilitation Sciences</b>	Bachelor	Physical Therapy	Male and Female students
		Speech and Hearing Disorder	Male and Female students
		Respiratory Therapy	Male students
		Occupational Therapy	Male and Female students
	Master	Physical Therapy	Male and Female students

The Community Health Sciences Department (CHS) is among the oldest in CAMS. Through time, it has made it its goal to achieve high standards in research and education. It has currently developed two Bachelor programs: "Clinical Nutrition" and "Health Education", and one Master program in "Clinical Nutrition". For the year 2009-2010, there were 204 students were enrolled in the department in the Bachelor programs (at levels 4-9). Out of these, 53 graduated in 2010. The department also aims at implementing a Master program in Health education and promotion in collaboration with Faculty of Medicine. Research activities also play a major role in attaining a higher academic standard. Current developments are: the establishment of two research chairs (Application C2.1, p. 43). The department also encourages publications and attendance at conferences and symposia from the part of the staff at both national and international level.

## **6. Expert Report**

### **I. Preliminary remarks**

The accreditation of the Bachelor study programs "Biomedical Technology - Instruments", "Clinical Laboratory Sciences", "Clinical Nutrition", "Dental Hygiene", "Health Education", "Optometry", "Physical Therapy" and "Radiological Sciences" of the King Saud University, Riyadh, College of Applied Medical Sciences was carried out following a structured procedure:

1. During the first step, the King Saud University submitted the Application documents to the AHPGS. The AHPGS subsequently prepared the documents in order for the expert group to examine them and verify their compliance to international accreditation standards.

2. During the second step, the members of the expert group formulated their appraisals and observations in the form of written reports. The written reports submitted by the expert group consisted the basis for the Open Questions forwarded to the College.

After the College had submitted the Responses to the Open Questions, the AHPGS processed these and the Application documents, as well as a Summary of the Application for each study program. These documents were forwarded to the members of the On-Site expert group as basis for the upcoming On-Site Visit.

3. During the third step the On-Site Visit of the King Saud University, Riyadh, College of Applied Medical Science was carried out.

4. The fourth step involves the final accreditation decision of the AHPGS Accreditation Commission. In making its decision, the Commission evaluates the University's Application and its annexes, the Summary comprised by the AHPGS, the Expert Report, as well as the University Response Opinion.

The following experts were appointed by the AHPGS Accreditation Commission for the accreditation of the eight study programs at the College of Applied Medical Sciences of the King Saud University, Riyadh<sup>2</sup>:

- *Prof. Dr. Torsten Albers; German University of Applied Sciences for Prevention and Health Management, Saarbrücken, Germany*
- *Prof. Dr. Thomas Bals; University of Osnabrück, Germany, Faculty of Cultural and Educational Sciences*

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<sup>2</sup> The On-Site Visit was carried out by the hereinafter mentioned Experts, written in italics; chairperson of panel: Dr. Rolf Heusser.

- *Prof. Dr. Bernhard Borgetto; University of Applied Sciences and Arts, Hildesheim, Germany, Faculty of Social Work and Health*
- Prof. Dr. Marie-Luise Dierks; Hanover Medical School, Germany
- Prof. Dr. Holger Dietze; Beuth University of Applied Science, Berlin, Germany, Department of Optometry
- *Prof. Dr. Dr. Bernd Domres; Eberhard Karls University Tübingen, Germany, German Institute for Disaster Medicine and Emergency Medicine and Foundation of the German Institute for Disaster Medicine*
- Prof. Dr. Peter Franzkowiak; University of Applied Sciences Koblenz, Germany, Department of Social Work, Health Sciences and Social Medicine
- Tina Hartmann; German Association for Technical Assistants in Medicine (dvta), technical instructor for medical-technical radiology assistants at the UKSH Academy of the University Medical Center Schleswig-Holstein, Germany, Department of Medical-Technical Radiology Assistancy
- *Dr. Rolf Heusser; Chairman European Consortium for Accreditation (ECA), NICER (Swiss National Institute for Cancer Epidemiology)*
- Prof. Dr. Dr. Friedrich Hofmann; University of Wuppertal, Germany, Department of Work Physiology, Occupational Medicine and Infectiology; Ministry of Health, Germany, member of the Permanent Commission on Vaccination
- Prof. Dr. Sylvia Kaap; University of Applied Sciences Wiener Neustadt, Austria, Faculty of Healthcare, study program "Biomedical Analytics"
- *Amalia Kalinca; Master student at the Albert-Ludwigs-University, Freiburg, Germany*
- Prof. Dr. Kathrin Kohlenberg-Müller; University of Applied Sciences Fulda, Germany, Professorship for Nutrition
- Christoph Koltermann; student at the Beuth University of Applied Science, Berlin, Germany
- Prof. Dr. Stephan Lehnart; University of Göttingen, Germany. Heart Research Center Göttingen, Dept. of Cardiology & Pulmonology,

University Medical Center Göttingen, Germany, and University of Maryland Biotechnology Institute, USA

- Dr. mult. Ulrich Longerich; Managing Director of Prognath, a device for orthodontics, maxillofacial surgery and plastic surgery
- Beate Methke; Institute for Medical Microbiology and Hygiene, University Clinic, Freiburg, Germany, Department Immunology, Research and Diagnostic
- Dr. Werner Reiche; Clinical Centre of the city of Ludwigshafen gGmbH, Senior Doctor and Head of Neuroradiology and Vascular Intervention
- Sabrina Rose; student at the Beuth University of Applied Science, Berlin, Germany
- Martin Thiel; German Professional Group for Orthopedic Manual Therapy (Deutsche Fachgruppe für Orthopädisch Manuelle Therapie - DFOMT e.V)
- *Prof. Dr. Jürgen v. Troschke; Albert-Ludwigs-University Freiburg, Germany, Professorship for medical sociology, former member of the Executive Committee of the Association of the Scientific Medical Societies in Germany (AWMF)*
- Prof. Dr. Ursula Walkenhorst; University of Health Sciences, Bochum, Germany, College of Health

The standards and criteria (hereon Accreditation Criteria) applicable in the case of international accreditation were developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area", established by the European Association for Quality Assurance in Higher Education (ENQA). In this sense, the responsibility of the experts during the accreditation process consists in evaluating the study program concept and the plausibility of its intended realisation at the higher education institution. These aspects pertain to the following areas in particular: "program aims and learning outcomes", "curriculum

design", "staff", "facilities and learning resources", "study process and student assessment", and "program management".

## **II. The study program to be accredited**

The study program "Health Education" is designed as a full-time program with an intended duration of eleven semesters. The total study time amounts to 4850 hours. This is divided into 2850 contact hours for the theoretical part of the study program, and 2000 hours assigned for the internship. Accordingly, the theoretical part comprises a total of 49 courses distributed over the 9 levels. The study program finalises with awarding the degree of "Bachelor of Science". The admission requirements demand from prospective students that they have obtained a secondary-school leaving certificate and that they hold an advanced knowledge of the English language. In addition to this, they must successfully pass the admission interview conducted by the University Senate and must fulfill the program-specific admission requirements. Students were first admitted to the program in 1978. The program is available for female students. The main goal of the study program is to prepare students in the field of public health and to instruct them in managing and implementing health education and promotion programs, in order to ultimately be able to improve the existing health standards. After graduation, students can be employed in the public or private sectors, in hospitals, or healthcare centres, or in other community-related institutions.

## **III. Accreditation Criteria**

The Accreditation Criteria considered are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality

Assurance in the European Higher Education Area", established by the European Association for Quality Assurance in Higher Education (ENQA).

These Criteria cover the following six main domains:

- (1) Program aims and learning outcomes
- (2) Curriculum design
- (3) Personnel
- (4) Facilities and learning resources
- (5) Study process and student assessment
- (6) Program management

The Criteria were made available to the expert group at the beginning of the accreditation process. Accordingly, the written evaluations submitted by the experts are grounded on these criteria.

#### **IV. Report of the expert group**

On 30.05.2011 the Application documents submitted by the university were made available to the expert group for written evaluation and verification of compliance with the Accreditation Criteria (as mentioned in III. Accreditation Criteria see above). The last submission date for the written evaluation by the experts to the AHPGS was the 15.09.2011. Their results subsequently served as part of the basis for the On-Site Visit.

Prior to the On-Site Visit, a preliminary meeting among the expert group took place. During this meeting, issues pertaining to the submitted Application documents, the results of the written evaluation, as well as any resulting questions or queries were discussed. In addition to this, the schedule for the On-Site Visit at the higher education institution was arranged.

The On-Site Visit took place from 30.09.2011 to 02.10.2011 according to the specified schedule. The expert group was accompanied by AHPGS representatives.

The experts conducted talks with University management, the quality assurance management at the College, representatives of the College and of the departments, program directors and teaching staff, as well as with students. In addition to this, the expert group evaluated during the On-Site Visit the facilities and spatial resources available in the female and male campuses, including the King Saud University Library.

The present Expert Report is constructed following the above mentioned Accreditation Criteria. These criteria will be discussed in a comprehensive manner in what follows. References to individual study programs will be indicated accordingly.

#### **(1) Program aims and learning outcomes**

Concerning the development of the Bachelor study programs submitted for accreditation, several aspects were taken into consideration. Overall, these pertain to the current national demographic phenomenon (the considerable increase of the young population), as well as to the economic development recently taking place, and its subsequent cultural implications. Both the discussion with College management, as well as with the study programs representatives, pointed to the high demand for qualified personnel in the technical and medical fields. At national level, this need is most immediately present in the applied medical sciences fields. The establishment of internationally recognized study programs in the above-mentioned fields is a necessity in the context of the national demographic developments in Saudi Arabia. An effective health care system may only be implemented by offering the young Saudi population a high-quality education in the field of medical



sciences. The members of the expert group believe that the accreditation of the study programs covered by the present report is contributing to the above-mentioned goals.

The expert group appreciates positively the fact that the majority of the graduates from the study programs has found employment in the respective field shortly after completing their study. On the one hand, this shows the high demand for qualified personnel. On the other hand, this indicates that the learning outcomes are clearly oriented towards the needs of the labour market. Moreover, this corroborates the need for the study programs submitted for accreditation, as some are unique in the Kingdom of Saudi Arabia, or even in the entire Gulf Region. The Vision and Mission of the College and the University are in this sense clearly formulated and transparently presented. Moreover, each study program submitted for accreditation responds to this general mission statement of the University with a comprehensible concept in which its particular Vision, Mission and Goals partake. The expert group rated this distinctive approach as above-standard in international context.

With these particularities in mind, and in relation to German and European standpoints, several queries arise. Study-program-specific questions arise, such as, for example, whether a recognized occupation requiring formal training is necessary for students prior to enrolment in the program. Such is the case in Europe in the field of dental hygiene, for example: the completion of an internship stage as a dental medical assistant is mandatory for gaining a qualification in the field. In this sense, the individual study program management provide more insight details to the expert group with regards to the Saudi educational system and its structure. The majority of the high-school graduates enrolls immediately at the University. This fact invariably causes difficulties at a structural level. The manner in which the University handles this aspect and the solutions it has developed are detailed under Criterion 2 - Curriculum Design.

In the context of the high educational standard aimed at by the University, questions arise, too. These pertain to a great degree to the contents, as well as the levels of the study programs. As the majority of the young Saudi population enrolls in universities, it becomes a challenge to maintain the present excellence standard by Bachelor programs only. As both a medium- and long-term option, the expert group recommends the initiation of Master and PhD programs in the respective fields. These shall not only maintain but also enhance the distinctive, high-standard intended by the University. Moreover, such programs can secure research-related aspects in a more extensive manner than possible at undergraduate level.

The study programs submitted for accreditation are structured according to the following plan: the Preparatory Year (semesters 1 and 2 are common for all University students), the Core Courses (semester 3, common for all the students enrolled at the College of Applied Medical Sciences), the study-program specific courses (semesters 4 to 9) and the internship (semesters 10 and 11). The present expert report and the recommendations contained in it follow this structure accordingly.

The expert group endorsed the importance of the Preparatory Year and of the Core Courses (3rd Semester) specific at the College of Applied Medical Sciences. The clear goal of the first study year is to prepare young high-school graduates for the academic environment. In these initial stages students have the possibility to become familiar with particular contents related to the different study programs. At the end of the 3rd semester, according to their preferences and interests, students may decide upon one of the study programs available at the College. With regard to the contents of the Preparatory Year, it has been noticed that the 2nd semester contains subjects pertaining to organic chemistry. In this sense, the recommendation of the expert group would be to introduce at this level subjects pertaining to inorganic chemistry, as this is a prerequisite for

routine clinical work and can be considered relevant for all study programs submitted in the present accreditation process.

The program-specific suggestions (semesters 4 to 9) of the expert group can be summarised as follows:

The Bachelor study program “Health Education” is a comprehensive, scientifically well-based study program. In the view of the expert group, the design and execution of the program are competently effected. Thus, the program qualifies in an excellent manner for Bachelor-Level-Qualification in the field of Community Health Sciences and Health Education. The program complies with current international standards valid in health education. Its particularities deem it unique among health(-education)-related Bachelor-programs in the entire Middle East Region. Its contents encompass all the field-relevant topics and settings; moreover, adequate focus is set on methods, skills and management trainings. The assessment methods also respond to the intended purpose of the study program. The course descriptions conform to established scientific and academic standards. The didactical strategies are adequate and refer to each study phase in a competent manner (from teaching basic sciences to training in practical, clinical and community skills, and to the supervision of the consecutive practical year). Epidemiological, social, and medical foundations are to be found adequately within courses and in the study progress. Nonetheless, the expert group recommends the expansion of the courses covering health-education related research methods and competencies. The course available in the pre-graduation semester seems as a rather small contingent. As an overall recommendation, the description of the program, its contents and aims could be at least equally appropriate with the longer and more precise title of “Community Health Sciences and Health Education (CHHE)”.

Overall – and pertaining to all Bachelor study programs submitted for accreditation – the expert group recommends initiating student-patient contact

earlier in the study process. However, this should take place only under supervision of professional teaching and medical personnel. In this context, the exceptional spatial and technical facilities available in the laboratories of the Departments (see Criterion 4) make possible performing advanced clinical and medical tasks.

## **(2) Curriculum design**

The general structure of the Bachelor study programs consists in the four previously-mentioned phases (see also (1) Program aims and learning outcomes): the "Preparatory year"(semesters 1 and 2), Core Courses of the College of Applied Medical Science (3rd Semester), the study-program specific courses (semesters 4 to 9) and the internship (semesters 10 and 11). The expert group regards this structure as extremely beneficial and well-oriented. Highly appreciated have been the Preparatory Year, and the later possibility to opt for the desired study program. The structure not only responds to the prerequisites of the Saudi educational system (and the high enrolment rate), but also enables students to make legitimate decisions with regards to their professional training, based on personal competencies and interests.

The study programs are designed as following: All Bachelor study programs are offered as full-time programs. They are divided in different courses, each comprising a different amount of credit hours (contact time). All study programs finalize with the awarding of the academic degree of "Bachelor of Science", irrespective of their focus. The expert group regards the Bachelor study programs as well structured and comprehensible. In this sense, they are comparable with similar study programs at international level in the specific fields. In addition to this, they provide the possibility to select different specialisations when pursuing higher education at graduate level and enrolling in Master study programs.

With regards to the curriculum, the expert group formulated a small number of recommendations. Their role is to assist the study programs in the enhancement and further development of the high-quality standard. These concern overarching educational aspects. In turn, these will enhance the efficiency of each study program.

As mentioned in the discussion with the student representatives, and meeting the opinion of the expert group, optional modules may gain an increased presence as part of the study-program-specific courses. As a medium-term strategy, this could enable students to gain more intricate knowledge in various areas of interest, or to enhance particular foci in their course of study.

As a both medium and long term strategy, the expert group proposes a stronger emphasis on the competencies to be developed within each study program. More precisely, the expert group recommends concentrating the courses in thematically-overarching modules. These modules can be understood as round, compact units, which relate to a common temporal and thematic reference point. Each module should comprise different teaching and learning methods (e.g. lectures exercises, internship, e-learning, research). In order to reduce the workload necessary for examination, it is recommended that each module finalises with a competence-oriented examination. The result of this evaluation should be also comprised as part of the final graduation grade for the respective student. The expert group recommends that the individual study time of the students is comprised in the module descriptions. In this manner, the entire workload necessary for students can be accurately estimated. Should it be the case, a guideline following the European Credit Transfer System (ECTS) could be implemented, alongside the national account for the credit hours (contact time and hours). Such guidelines and a corresponding equivalency system would facilitate student exchange possibilities at the King Saud University. In this context, the experts recommend to end up all the Study Programs with a final thesis focussing on the scientific skills a university study program should develop.

In addition to this, a more competence-oriented approach of the didactic concepts has been suggested, and, if the case, a more problem- and evidence-based adaptation of these concepts (Problem Based Learning).

As a final, overall strategy for enhancing the potential of all study programs, the expert group recommends maximizing the available resources available at both the College of Applied Medical Sciences and the King Saud University. In this sense, an increased focus on interdisciplinary and interdepartmental work, and resulting possibly in a later enhanced collaboration among colleges, would bring a positive contribution at all levels.

### **(3) Personnel**

In evaluating the teaching and administrative personnel situation, the expert group highlighted the exceptional level of motivation. The dedication of the teaching staff pertains to all related issues, from tutoring to student support. From University and College management to professors and lecturers, the employed personnel reveals a great deal of commitment. It carries out and implements the study programs self-consciously, with high competences and with an outstanding level of professionalism. To sum up, the expert group believes that the study programs provide sufficient personal resources (both in qualitative and quantitative terms) to guarantee high quality teaching. As a particular characteristic, the expert group was impressed by the high degree of "Corporate Identity" amongst the representatives responsible for the study programs. From a qualitative point of view the high number of members of the teaching staff holding PhD-degrees is noteworthy. As previously mentioned, the expert group recognizes the significance of highly-qualified personnel and recommends on this basis the development of Master and PhD programs. On medium term, this shall contribute to the academization of the study programs submitted for accreditation and their respective domains of activity. The University shall thus be able to prepare internally-educated personnel at

postgraduate level and simultaneously cope efficiently with the ever-increasing number of students.

The spatial, technical facilities and the financial situation of the University were evaluated as highly-above average by the expert group. These conditions enhance also the possibilities to conduct state of the art research. In order to maintain the already high quality standard and to maximize research results, the expert group encourages further collaborations with internationally-reputed experts in all related fields. By attracting research and teaching staff from outside the Kingdom of Saudi Arabia, the University can strengthen its position as a reputed institution at international level – beyond the Middle East and Gulf Regions.

As adjuvant strategy to attain the above-mentioned goals, the expert group suggests assimilating internationally-valid standards for employing teaching personnel. By integrating such criteria and adapting the existing ones, the University shall increase the transparency of the system from an external, international perspective. In turn, this strategy shall facilitate the employment of foreign teaching staff.

As a final point, the expert group encourages the further development of professional training options for the teaching personnel. In this sense, the university should continue to actively promote international exchange and networking and assist the teaching personnel in further developing their academic and research strengths.

#### **(4) Facilities and learning resources**

The College of Applied Medical Science of the King Saud University is divided into two main campuses: the female and the male one. Each campus, in turn, holds the following departments:

- Biomedical Technology
- Community Health Sciences
- Clinical Laboratory Sciences
- Dental Health
- Optometry
- Radiological Sciences
- Rehabilitation Sciences

The study programs submitted for accreditation are offered within the above-mentioned departments. Each department has available learning and seminar rooms fully equipped with computers, beamers and white boards. All computer equipment is up-to-date and WLAN is available in the buildings. Particularly impressive are the laboratory facilities in all departments alike and available for all study programs. The male campus in particular holds facilities and equipment which are most up-to-date from a technical point of view. The training rooms are excellently supplied, from equipment for biochemical examinations, physical-therapy-related equipment or computed tomography, and many more. In the context of possible sharing of equipment, the expert group welcomes the upcoming relocation of the female campus to the vicinity of the male campus. The financial support of the University offered to the College is highly appreciated.

Moreover, the College of Applied Medical Sciences holds a well-supplied, technically-related library; on -line access to different prestigious libraries and their databases is assured.

At University level, the expert group highly esteems the Prince Salman Central Library of the King Saud University. The Library contains numerous and varied resources publicly available for all the students of the University. The printed resources, as well as the online resources and databases provide students with a wide range of scientific and academic publications.



The numerous flat screens in the building provide slide shows of current events and activities taking place at the university. This enables students and teachers to strongly identify with the higher education institution.

The inspection of the facilities of the female and the male campuses at the College of Applied Medical Science revealed that the existing teaching and learning infrastructure holds an outstanding high quality.

Overall, the expert group is entirely positive that the qualitative and quantitative material and spatial resources guarantee the implementation of the study programs in the best manner, and contribute to the continuous development of the University.

#### **(5) Study process and student assessment**

All students must attend the introductory Preparatory Year of the King Saud University. As previously mentioned, this takes place before the study-program specific courses. During this year, students are closely overseen by the teaching personnel and thoroughly prepared for the demands and challenges each program may hold. Content-wise, the courses comprise basic, general knowledge and overarching topics. In view of these facts, the expert group evaluates appreciatively the entire first year and its implicit engaged student assistance.

Pertaining to the particular study programs submitted for accreditation, the expert group greatly acknowledges the support offered to students by the highly-committed teaching staff. The discussion with student representatives strengthened this opinion, as the students recalled most positive experiences during the course of study. Moreover, students appear eager to engage in the numerous activities offered by the College. By doing so, they simultaneously maximize the development potential the College holds.

From the viewpoint of the expert group, the workload of the study programs is appropriate for students and in relation to the volume of knowledge to be imparted. The positive outcome of the discussion led with the students revealed and consolidated this conclusion. All study programs are clearly structured and present clearly formulated outcomes. The requirements demanded for students are described in a transparent manner. Based on the students' opinion, as resulting from the discussion with their representatives, the information provided regarding the study programs is reliable. In this sense, the weekly and semester schedules are realistic and attainable; students are timely informed on the evaluation procedures and receive all necessary assistance during their course of study.

With regards to the student examinations conducted during the course of study, the expert group suggests an increase in the skills-oriented type of examinations. This suggestion concurs with the already-mentioned recommendation to consolidate the individual courses in larger teaching units (modules – see (2) Curriculum Design). The expert group proposes thus presentations, project work or term papers as alternatives to the courses evaluated primarily by means of written examinations or tests. If possible, the assessment system of the study programs should be evaluated and validated by external independent experts in an over-arching assessment structure. Such a structure could serve the strong points of each program, as well as their respective development potential. Periodic examinations during the entire study process serves as a control of the learning progress. This is challenging and is associated with substantial workloads of all stakeholders involved. A positive contribution in this sense is the high level of motivation of the teaching staff. This conveys further at student level, and mirrors itself in the continual strong commitment on behalf of the students.

For the continuous development in the field "Study process and student assessment", the expert group encourages the growing receptiveness in

international matters at the College of Applied Medical Sciences. The exchange opportunities available at the College and its Departments for the teaching staff and the students are highly welcomed. Nonetheless, the expert group identifies the possibility for further enhancement of the exchange system. In the context of differentiated cultural and regional particularities, a suggested alternative represents short-term exchange programs, such as “summer schools”. This would not only attract students and teachers on all sides, but would also facilitate immediate cooperation and collaboration with international, foreign universities.

#### **(6) Program management**

In the view of the expert group the internal quality assurance system of the College of the individual study programs is well thought and professionally designed. Each department offers a “Quality Room” assigned for the systematic documentation of quality assurance information and for the appropriate implementation of the results. They provide the spatial facilities for the related relevant documentation for each study program in matters of quality management and control. The rooms maintain all documentation pertaining to the development and implementation of the study programs, from course and teaching evaluations, to general quality assurance information. An equivalent system exists in electronic form, a fact, which avoids complex paper-work and facilitates the search for and location of needed information. In this sense, the “Quality Rooms” and its personnel can be regarded as the core of the quality management system at the College. In the view of the expert group, the present quality assurance system implemented at the College – though extremely laborious and detailed – functions strictly objective-oriented. This target-strategy is of utmost benefit for the quality-enhancement of the corresponding study programs.

The expert group resonantly encourages the refinement of the present quality assurance system into an exhaustive structure. In time, steps taken in this direction shall result in further enhancements visible at all levels. For this continual development, the expert group regards the data compiled as part of the quality management system relevant for triggering further development possibilities at the College and the University. By such means, even those decisions initially deemed as unconventional may gain a positive light and be presented transparently and objectively. Moreover, the data gathered in the framework of the quality system can effectively summarize the evolution and goals of the College and the departments. Such a contribution makes, in the view of the expert group, each study program approachable from an external standpoint (e.g. by providing numbers pertaining to graduate, or enrolled students, alumni etc.).

The management structure of each study program submitted for accreditation is also highly esteemed by the expert group. Here, too, is to be identified a similar target-oriented approach, and a clear strategic plan. All the processes involved in the study programs are clearly and transparently presented, for students and teachers alike. The admission requirements, as well as the graduation requirements are attainable from both the students' and prospective applicants' part.

### **Summary**

The expert group recommends the unconditional accreditation of all Bachelor study programs submitted by the College of Applied Medical Sciences to the Accreditation Commission of the AHPGS. In the view of the expert group, all study programs submitted for accreditation fulfil the Accreditation Criteria to a substantial or full amount. The strengths of the college are the relevant, outcome oriented study programmes, the excellent programme structures, the committed staff and students, the outstanding facilities, the clear student admission, the

fine student support, the good programme management and the coherent and effective internal quality assurance system. It is evident that the College is prepared not only for national but also for regional and international leadership. Moreover, the study programs respond to the emergent need for qualified professionals in the applied medical field in the Gulf Region.

In order to further enhance the quality of the college and its study programmes the following recommendation are set up:

Programme specific recommendations are outlined in Criterion 1 of this report, they are not repeated here.

In addition to the study-program specific recommendations, the expert group has also formulated the following general, over-arching recommendations.

(1) Program aims and learning outcomes:

- On the medium term, the introduction of Master and PhD programs should be considered. They should be built upon the existing Bachelor programs and should offer learning at higher academic levels.
- Research should be extended at the College, maximizing the benefit of students on all levels of education. A clear internationalisation strategy might help to build up strong research networks with partners within and outside Saudi Arabia.
- The opportunities emerging from an interdisciplinary approach should be further exploited. For that purpose a strong, target-oriented collaboration between the various departments of the College is encouraged. This holds also true for collaboration with other departments of the King Saud University.

(2) Curriculum design

- It is proposed to initiate student-patient contacts as early as possible in the curriculum. Patient attendance strategies and supervision may be adapted to meet this precondition.
- An extension of the optional courses available during the study period is suggested. This concerns especially study-program specific parts, as it represents a way for students to further develop their strengths in a more specialized area of the field.
- A clear competence-oriented strategy for all study programs is suggested. In this sense, the courses may be compiled in overarching modules, which articulate the competencies to be developed by the students during the module. The adjoining exams may also follow this goal and evaluate its achievement.

(3) Personnel

- The co-optation of internationally reputed and associated personnel is suggested as a future approach. This suggestion pertains to all study programs and shall aid in strengthening the University's position and recognition in the international context.
- With regards to the teaching personnel, the selection criteria should be adapted to meet with internationally established standards and practices.
- The future strategy for the continuous professional development of the faculty might be oriented toward an enhancement of mobility of teachers. As a result, the internationality of the study programs will be enhanced, as will the teacher interaction at international level.

(4) Facilities and learning resources

- The expert group welcomes the upcoming relocation of the female campus and, along with this, the ongoing modernization of the corresponding material and technical resources and the exchange/sharing of equipment with the male campus

(5) Study process

- An extended mobility and international connecting for the students enrolled in the programs is encouraged. Summer Schools offered at King Saud University or elsewhere may offer a viable solution to foster international experiences of students and staff.
- An external assessment (validation process) of the examination system may enhance its efficiency and effectiveness.

(6) Program management

- The data collected in the frame of the internal quality management system should be more widely used. In this sense, this data may assist not only the further development of the study programs, but also for the steering of the College and of the University.

**7. Decision of the Accreditation Commission from the 15.12.2011**

The decision of the Accreditation Commission is based on the University's Application documents, the Expert Report, which covers the written expert reviews and the results of the On-Site Visit, as well as the University's Response Opinion to the Expert Report. The On-Site Visit took place from 30.09.2011 until 02.10.2011 at the King Saud University, College of Applied Medical Sciences, Riyadh, Kingdom of Saudi Arabia.

The Accreditation Commission of the AHPGS has discussed the procedural documents and the vote of the expert group.

The Accreditation Commission of the AHPGS reached the following decision:

The full-time Bachelor program "Health Education" is to be completed with awarding of the academic degree "Bachelor of Science" (B.Sc.). The standard

period of study is eleven semesters. The total study time amounts to 4850 hours. This is divided into 2850 contact hours for the theoretical part of the study program, and 2000 hours assigned for the internship.

The Accreditation decision is based on the Accreditation Criteria developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area", established by the European Association for Quality Assurance in Higher Education (ENQA).

These Criteria cover the following six main domains:

1. Program aims and learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program management

The AHPGS Accreditation Commission considers that the above mentioned Accreditation Criteria are fulfilled without conditions. The AHPGS Accreditation Commission accredits the study program for the duration of five years, until the 15.12.2016.

The study program specific recommendations, as well as the overarching recommendations, formulated in the Expert Report are to be taken into consideration.

Freiburg, 15.12.2011