

Akkreditierungsagentur für Studiengänge
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of
Prince Sattam Bin Abdulaziz University,
College of Applied Medical Sciences,
Nursing Department,
for the Accreditation of the Study Program
“Nursing” (Bachelor of Nursing Sciences)**

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Decision	June 25, 2019

¹ The experts shown in italics did not participate in the on-site visit of the University.

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master's programs in the fields of health and social sciences, as well as in related domains, such as law or economics. By implementing accreditation and recommendation 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.

Since 2004 the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the ENQA and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Starting from 2009, the AHPGS has been listed in the European Quality Assurance Register (EQAR).

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria²:

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

The external assessment procedure is carried out in four steps:

² Approved by the AHPGS Accreditation Commission

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the self-evaluation report and its corresponding annexes. These are to fulfill the assessment spheres as well as the AHPGS standards. As a result, the AHPGS produces a summary (see Sections 2-5), which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the agreed upon accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

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

Following the on-site visit, the expert group issues the expert report. This report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the report is made available to the University so that it can issue a response opinion.

The expert report as well as the University's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

IV. The AHPGS accreditation decision

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the summary comprised by the AHPGS, the expert report, as well as the University's response opinion. These documents represent the basis for the commission's decision regarding the recommendation for accreditation of the study program. Consequently, this decision – together with all other documentation – is forwarded to AHPGS Accreditation Commission for it to reach a decision regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The Prince Sattam Bin Abdulaziz University (PSAU), also referred to hereinafter as “the University”, delegated the task of accrediting the following Bachelor study programs to AHPGS: “Physical Therapy and Health Rehabilitation”, “Radiology and Medical Imaging”, “Nursing”, “Medical Laboratory Sciences” and “Biomedical Technology”.

The self-evaluation report 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 above-mentioned study programs (hereinafter the Self-evaluation report or SER) of the University was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on the October 15, 2018. The contract between the University and the AHPGS was signed on the September 21, 2018.

On January 21, 2019 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the Application for accreditation for the study programs to the University. On the February 11, 2019 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The present document presents the summary of the AHPGS for the Bachelor study program “Nursing”. The first cohort for this program was admitted in 2009.

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Nursing”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Nursing"

Annex	Description
01	Statement of facilities availability
02	Curriculum Vitae for Instructors of the Program
03	Module Guide
04	Module Overview
05	Study Plan
06	Workload
07	Summary of the Moduls of the Program
08	Internship Program Competencies Achievement Logbook
09	Internship Program Clinical Skills Achievement Logbook
10	Internship Evaluation Form
11	Teachers' Matrix (female section)
12	Course Report

Alongside the study-program-specific documents, the following documents pertain to all study programs submitted for external evaluation:

Annex	Description
A	Vision, mission and goals of the University
B	Final Examination Manual
C	Exemplary Cooperation Agreement
D	Internship Manual
E	Strategic Plan of the Deanship of Scientific Research
F	Executive Plan of the Deanship of Scientific Research
G	Quality Manual
H	Intern Follow Up Report

The application, the open questions (OQ) and the answer to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard within the University.

2.2 Study program

2.2.1 Structural data

University	Prince Sattam Bin Abdulaziz University
Faculty/Department	College of Applied Medical Sciences Nursing Department
Cooperation partner	<ul style="list-style-type: none"> - The Ministry of Health - The Ministry of Education - Governmental Hospitals
Title of the study program	Nursing
Degree awarded	Bachelor of Nursing Sciences
Form of studies	Full-time, on-campus
Organisational structure	Sunday to Thursday 07:00 am – 03:00 pm
Language of Studies	English College of Education Modules are in Arabic
Period of education	Eight semesters (preparatory year included) + one-year noncredit internship
Total number of modules	47 (including preparatory year)
Credit Hours (CH) according to the Credit Hour System	128 credit hours (equals 322,5 ECTS credit points)
Credit Hours/per week	1 Theory Credit Hour = 1 Hour 1 Lab/Practical Hour = 2 Hours 1 English Modul Hour = 3 Hours
Workload	Total: 9,675 hours Contact hours: 2,715 hours Individual work: 4,880 hours Internship year: 2,080 hours
Launch date of the study program	2009
First accreditation	Program has not yet been accredited.
Time of admission	Fall semester (some students enroll at spring semester)
Number of available places on the program	50 each year

Number of currently enrolled students	92
Number of enrolled students by now	342
Number of graduates by now	250
Particular enrollment conditions	<ul style="list-style-type: none"> - Saudi Secondary School Certificate Science Section (SSSCSS) or its equivalent (not more than five years old) - Aptitude Test Certificate (ATC) - SSSCSS & ATC tests of total equivalent percentage of 75% - passing the Preparatory Year with a GPA of at least 1.75 on a 5.0 scale - students must have Saudi nationality or a mother born in Saudi Arabia - only female students are accepted to the program
Tuition fees	Tertiary education in the Kingdom of Saudi Arabia is free for all Saudi nationals. Students also receive monthly governmental stipends until they graduate.

Chart 1: Structural data of the study program

The College of Applied Medical Sciences was established in 2009 in Alkharj (main Campus of the University) and in Wadi Addawasir. The College of Applied Medical Sciences in Al Kharj encompasses five academic departments including the Nursing Department to which the Bachelor study program "Nursing" is affiliated. In Wadi Addawasir, there are only two programs offered. However, the programs on both Colleges are run by different administrative staff and faculty members. Thus, there is no exchange between students and faculty members (General AOQ 1). The language of instruction is English – "except for Islamic studies and Arabic language courses which are taught in Arabic" (SER 1.2.8).

The study program is structured as follows:

Semester 1 + 2: preparatory year under the deanship's supervision. Students study at the College of Education together with all other enrolled students. This preparatory year is "common to all medical and allied health sciences programs at the university".

In this year, amongst others, the necessary English skills are thought. For students with a low level of English, the Academic Guidance Unit provides additional English classes (General AOO 2). Passing the first year is a prerequisite for being admitted to the study program (SER 1.2.2.). Semester 3-5: the students still study at the College of Education but under the supervision of the Nursing Department.

Semester 6-9: students study solely under the supervision of the Nursing Department. The College of Education is no longer involved (see Study plan Annex 05).

In addition to the nine semesters at the university, the students have to complete a rotary internship (one year without credits). "The training can take place in a public hospital, a private or industry (medical representative) clinic" (SER 1.2.6). The successful completion of the internship is a prerequisite for the award of the Bachelor degree and in order to complete "the licensing procedures with the professional bodies in the kingdom". In Saudi Arabia, any student should have a license from the Saudi Commission for Health Specialties (SCH) to be able to work in any health institution. Recently, the graduates of PSAU receive this license by default (AOO BET).

2.2.2. Qualification objectives and employment opportunities

The University strives to train students to become highly motivated professional nurses. Thus, the curriculum comprises theoretical contents and practical/clinical training modules. As the Department of Nursing says, it shares the vision of "reaching an international excellency in education and research" (SER 1.2.8.). The aim is to "provide innovation and excellence in higher education and scientific research, and building an effective community partnership in the areas of nursing programs" (SER 3.1.1.).

The vision of the University is to be recognized for excellence education and community partnership. "The University endeavors to produce high-caliber graduates through providing education that aligns with international standards in an academic and research environment of outstanding human resources, effective community partnership and supportive administrative structure". For that, the University identified ten strategic goals which are amongst others attending to students' needs and developing their capabilities, recruiting and retaining distinguished faculty members and assisting graduates (Annex A).

The University provided a list of output-oriented descriptions of all skill fields in the program, including overarching skills, following the categories of the National Qualifications Framework (NQF) of the Kingdom of Saudi Arabia. These are categorized into Knowledge Skills; Cognitive Skills; Interpersonal Skills and Responsibility; Communication, Information Technology and Numerical Skills; and Psychomotor Skills and described by the University as follows:

Knowledge Skills are chiefly concerned with the ability to understand and acquire knowledge, concepts and information from different disciplines and sciences. To guide and teach individuals, families and communities regarding health promotion and illness prevention, the students will learn about current theories and get evidenced-based knowledge. Furthermore, the students will be able to profit of lifelong learning for professional and personal growth to support excellence in nursing practice.

Cognitive Skills stem from nurses' ability to use principles of decision making, scientific inquiry and skills of critical thinking to make decisions in nursing care. This category of skills also includes the utilization of systematic and purposeful application of the nursing process to ensure the optimal health among the patients. The students are able to work evident-based using practice expertise while considering the preferences of the patients.

Interpersonal Skills and Responsibility concern the skill of communication in the healthcare field. Nurses are expected to develop the following interpersonal abilities: collaborate effectively with healthcare professionals in order to achieve optimal care, accept responsibility and accountability for professional nursing practice, internalize and support the principles of professional morals and ethics (concerning values of social justice, human dignity, integrity, autonomy, altruism) and demonstrate disease prevention and health promotion in order to improve the health status. Concerning Information Technology Skills, the students are expected to use available technology and information systems effectively and appropriately to assist in providing nursing care.

Finally, the Psychomotor section concerns itself with the ability to appropriately and safely operate specialized medical devices, conduct comprehensive health assessments and physical examinations and provide safe and competent nursing care regardless of the specific patient conditions.

The University explains that the program is designed to offer its graduates various career opportunities as "Specialist Nurses" in hospitals, community

centers, nursing homes, rehabilitation centers, Saudi Red Crescent, school nursing facilities and home-care agencies. On top of that the graduates can join research centers, colleges or universities.

The University states that graduates are qualified to pursue their academical career and be prepared for roles such as nurse educator, midwife, nurse anaesthetist, nurse administrator, nurse researcher, clinical nurse specialist, critical care nurse etc. According to Saudi Arabia's Ministry of Health "there is a demand for all qualified graduates in the nursing field" (SER 1.4.2.). Moreover, there is also a great shortage of scientifically qualified national staff all over the Kingdom. The intended learning outcomes, awarded qualifications and employment information are available for current students, as well as graduates, other stakeholders and the public.

So far, 250 students graduated the „Nursing“ program. Out of the 250 students, 89 graduates were employed in various hospitals and private clinics in the Kingdom of Saudi Arabia and 3 decided to pursue a master in nursing studies. The University states, that follow-up statistics will be done soon to contact the graduates. Some of the graduates were also found not working after the graduation, due to marriage and/or based on their freedom of choice (AOQ 3).

2.2.2 Modularization and exam system

The program comprises 47 obligatory modules. 10 modules are taught in the preparatory year. There are 5-6 modules in total provided for each semester. All modules have to be completed within 8 semesters. A period for exchange programs is not foreseen. Exclusive of the internship year (non-credit bearing), students complete between a minimum of 12 and a maximum of 18 credit hours (CH) per semester. If required, there is an exception in semester 8, where students can accomplish up to 23 credits, if they are considered as a graduation candidate in that semester (SER 1.2.1.).

The following study plan lists the required sequence of courses for the attainment of the degree "Bachelor of Nursing Sciences".

Offered through	Nr.	Title	Sem.	CH
College of Education	ARAB 101	Language Skills	1	2
Preparatory Year	ENGL 132	English: Reading	1	2
Preparatory Year	ENGL 133	English: Writing	1	2
Preparatory Year	BIOL 106	General Biology	1	4
Preparatory Year	CT 140	IT Skills	1	3
Preparatory Year	MC 1400	Communication Skills	1	2
College of Education	IC 101	Introduction to Islamic Culture	2	2
Preparatory Year	STAT 106	Biostatistics	2	2
Preparatory Year	CHEM 106	Organic Chemistry for Health Sciences	2	2
Preparatory Year	PHYS 106	General Physics	2	4
Preparatory Year	ENGL 131	English: Listening & Speaking	2	2
Preparatory Year	ENGL 134	English for Health Sciences	2	3
College of Education	IC 102	Islam and the Construction of Society	3	2
College of Education	ARAB 103	Expository Writing	3	2
Department of Nursing	NRSB 231	Principles of Anatomy	3	4
Department of Nursing	NRSB 232	Principles of Physiology	3	4
Department of Nursing	NRSB 233	Introduction to Clinical Skills in Patient Care	3	3
Department of Nursing	NRSB 234	Patient Care Clinical Skills / Laboratory	3	2
Department of Nursing	NRSB 241	Health Assessment	4	3
Department of Nursing	NRSB 242	Health Assessment Skills Development / Laboratory	4	2

Department of Nursing	NRSG 243	Adult and Geriatric Health Nursing-1 / Theory	4	3
Department of Nursing	NRSG 244	Adult and Geriatric Health Nursing-1 / Clinical	4	3
Department of Nursing	NRSG 245	Pharmacologic Aspects of Patient Care	4	3
Department of Nursing	NRSG 246	Cultural Sensitivity in Professional Nursing Practice	4	2
College of Education	IC 103	Economic System in Islam	5	2
Department of Nursing	NRSG 351	Adult and Geriatric Health Nursing-2 / Theory	5	3
Department of Nursing	NRSG 352	Adult and Geriatric Health Nursing-2 / Clinical	5	3
Department of Nursing	NRSG 353	Human Growth and Development	5	3
Department of Nursing	NRSG 354	Evidence-Based Practice and Critical Thinking	5	3
Department of Nursing	NRSG 355	Principles of Nutrition	5	2
College of Education	IC 104	Fundamentals of Political System in Islam	6	2
Department of Nursing	NRSG 361	Maternal-Newborn Health Nursing / Theory	6	3
Department of Nursing	NRSG 362	Maternal-Newborn Health Nursing / Clinical	6	3
Department of Nursing	NRSG 363	Pediatric Health Nursing / Theory	6	3
Department of Nursing	NRSG 364	Pediatric Health Nursing / Clinical	6	3
Department of Nursing	NRSG 365	Pathophysiology	6	3
Department of Nursing	NRSG 471	Community Health Nursing / Theory	7	3
Department of Nursing	NRSG 472	Community Health Nursing / Clinical	7	3
Department of Nursing	NRSG 473	Mental Health Nursing / Theory	7	3
Department of Nursing	NRSG 474	Mental Health Nursing / Clinical	7	3
Department of Nursing	NRSG 475	Methods of Nursing Research	7	3
Department of Nursing	NRSG 476	Therapeutic Communication in Professional Nursing Practice	7	2
Department of Nursing	NRSG 481	Immersion Clinical Experience	8	5
Department of Nursing	NRSG 482	Nursing Management and Leadership / Theory	8	3
Department of Nursing	NRSG 483	Nursing Management and Leadership / Clinical	8	2
Department of Nursing	NRSG 484	Information Technology in Nursing	8	3
Department of Nursing	NRSG 485	Local and Global Issues in Nursing	8	2
			total	128

Chart 2: module overview

The module descriptions (Annex 3) contain information about each course's name and code, in which semester it is offered, its number of credit hours, its

language of instruction, intended learning outcomes, course contents and assessment methods.

According to the SER (1.5.1.), all newly admitted students are required to complete the preparatory year program with a cGPA of at least 1.75 out of 5.00 before starting their undergraduate study.

The PSAU mandatory modules (12 credits), usually called "PSAU Requirements", comprise 6 modules ("Language Skills", "Introduction to Islamic Culture", "Expository Writing", "Islam and Building of Society", "Economic System in Islam" and "Fundamentals of Political System in Islam") are distributed over the first six semesters and taught by members of the College of Education. These modules are mandatory for all students at PSAU.

The so called "Unified Health College Required Modules" (26 credits), also called "College of Applied Medical Science (CAMS) Requirements", are taught in the preparatory year. These modules are a prerequisite for the admittance to the study program "Nursing". The preparatory year includes five modules pertaining to English language skills, Arabic language skills and communication skills, as well as basic sciences courses in biostatics, organic chemistry and general physics. These modules reinforce skills and knowledge to provide a strong basis upon which to build the study of nursing. In this year, a course in computer skills and Islamic culture are also to be taken.

The second year of the "Nursing" program is comprised of four intermediate science modules ("Principles of Anatomy", "Principles of Physiology", "Health Assessment" and "Pharmacologic Aspects of Patient Care"). Each of these teaches students unique healthcare concepts that are necessary to master the core specialties of nursing. Furthermore, modules in basic nursing like "Adult and Geriatric Health Nursing-1 (Theory and Clinical) and "Introduction to Clinical Skills in Patient Care (Theory and Laboratory) introduce students to the basic knowledge and skills specific to the nursing profession.

In the third year of the “Nursing” program, students are provided with basic knowledge such as “Principles of Nutrition”, “Pathophysiology” and “Human Growth and Development”, and skills in specific areas of nursing, such as “Maternal-Newborn Health Nursing”, “Pediatric Health Nursing” and “Adult and Geriatric Health Nursing-2”, each of which contains a Theory module and a Practice module.

Finally, the fourth year of the “Nursing” program contains further and advanced specialization in nursing areas, such as “Community Health Nursing” and “Mental Health Nursing”, as well as modules to foster professional development in “Methods of Nursing Research”, “Therapeutic Communication in Professional Nursing Practice” and “Nursing Management and Leadership”. This year also contains a module of “Immersion Clinical Experience”.

The University operates its own hospital, all the clinical facilities of the Ministry of Health can be utilized by the governmental universities for clinical training and internship purposes. Therefore, the University is able to utilize local and regional governmental hospitals (SER 1.1.2). For an exemplary cooperation document please see Annex C.

During the “Nursing” program, students gain their practical experience in two ways. Firstly, the University conducts its practical modules in skills laboratories and in real clinical settings of partnered healthcare institutions after students have learned the relevant theoretical concepts. Secondly, students complete a 48-week internship training year (fifth year of studies) before completing the program, during which their skills are reviewed and fine-tuned before their entry into the workplace. The Internship Year facilitates the transition from the academic environment to the clinical life. The students are not considered as graduates until they complete the full clinical training period of 12 months in accredited training centers under supervision of the College. For passing the Internship year, the students must get an average evaluation score of at least 70% (Annex D). For an example of the evaluation form please see Annex 10.

Currently, it is not possible for “Nursing” students to participate in mobility exchanges, though the University has stated that this option would be highly considered (SER 1.2.9.).

Rather, the University ensures the international relevance of its “Nursing” program by adhering to international standards set by the American Association of Colleges of Nurses. English is the language of instruction for all courses except the Arabic Language and Islamic Studies modules.

Students are introduced to the essential concepts of research through the modules “Evidence-Based Practice and Critical Thinking” (semester 5), “Methods of Nursing Research” (semester 7) and “Information Technology in Nursing” (semester 8). Furthermore, the College of Applied Medical Sciences claims to also invite nursing students to take part in research activities, such as attending seminars and conferences and taking part at research studies with faculty members (SER 1.2.7.).

The University lists the following methods of teaching: lectures, exercises, class and group discussions, presentations by students etc. (SER 1.2.4). All classrooms are equipped with a smartboard for using multimedia formats.

“The student must attend at least 75% of the total number of classes. If the student is absent for more than 25% classes in any course without an acceptable reason, he will be denied attendance in the final exam and will be given the grade of “Denial” (DN). [...] Sick leave is only accepted on the basis of a medical report issued by the Medical Center of the University or one endorsed by it” (SER 1.2.3). The process of assessment is implemented through a mix of formal, predetermined examinations and semester-long assessment methods, such as quizzes, presentations, homework assignments, keeping logbooks and participation in discussions. There are at least two major examinations in each module, namely, the midterm and the final examination. The attendance is recorded officially on an electronic system provided at the University level.

The success in a course is based on the combination of the grade awarded for course work plus the grade for the final exam. The grade for the course work is within 50-60% of the total mark, the remainder builds the final exam. The pass mark of each course is 60, the total mark is 100 (SER 1.2.3).

Regarding the examination regulation for the final exam please see Annex B.

The “Nursing” program does not require a thesis for completion and awarding of the degree (SER 1.1.7.).

Regarding regulations on compensation measures for students with disabilities and chronic illnesses the University explains that for “students who have gaps

in their studies over different levels, the Faculty has established a system of guidance and advice. At the beginning of the semester, each member of the teaching staff is responsible for a group of students. In case there is an educational problem for the student, the teacher points out this problem to the administration and try to solve it for the benefit of the student” (SER 1.2.3).

Regarding the rules of recognition for credits, the University explains that the “maximum allowable percentage of credit hours that could be transferred by students from other universities is 40% of the total credit hours in the curriculum. [...]. All of the previous courses he has studied, including his grades and his term and cumulative averages, will be entered into the academic record of a student who has changed from one major to another according to the provisions of the regulations governing examination. [...]. These courses are evaluated by the Department Academic Committee and faculties who teach these courses and approved by the Department head. Transferred credits are not included in the GPA and a pass grade is assigned to those courses” (SER 1.5.3). The regulations for transferring students and the rules of recognition for credits are developed by the University’s Rectorate for Academic and Educational Affairs and posted on its website.

2.2.3 Admission requirements

Admission policies and procedures along with the requirements are listed in the admission guide, which is currently available in Arabic solely.

In order to be accepted to the study program, students must complete the admission process for PSAU and the program’s requirements, the foremost of which is being female, having Saudi nationality or having been born to a Saudi mother. For regular students, applicants must hold a Saudi Secondary School Certificate Science Section (SSSCSS) or its equivalent that is not more than five years old. In addition, applicants must have an Aptitude Test Certificate (ATC) administered by the National Center for Assessment in Higher Education. The applicants must have a minimum qualifying score in SSSCSS and ATC of 75%. Accepted students start studying at the Preparatory Year Deanship in Medical path, in which they must achieve a cumulative GPA (cGPA) of at least 1.75 out of 5.00 to start the CAMS programs offered by the College of Applied Medical Sciences, where the study program “Nursing” is included.

2.3 Study conditions and quality assurance

2.3.1 Human resources

According to the University, the workload in the “Nursing” program, is managed by 3 assistant professors, 6 lecturers, 2 teaching assistants and 1 clinical instructor (SER 2.1.1.). They are all employed on a full-time basis.

The full teaching load of all regular academic staff members is ten hours for professors (currently none employed in the study program), 12 hours for associate professors, 14 hours for assistant professors, 16 hours for lecturers and 18 hours for teaching assistants, teachers and clinical instructors.

Lecturers must hold at least a Master in Nursing degree. Teaching Assistants should be Saudi citizens and hold at least a Bachelor’s degree. To be appointed to the level of Assistant Professors and above, a PhD in nursing is mandatory. The faculty’s qualifications are documented in the CVs submitted by the University (Annex 2). The faculty requirements are adopted by the Ministry of Education for all the universities.

Considering the total of 92 currently enrolled female students in the “Nursing” program, this corresponds to a 2.09 student-to-faculty ratio (SER 2.1.1.).

According to the University (SER 2.1.3.), all faculty members are encouraged to attend workshops and international or national conferences for which they are given financial support, such as transportation allowance, registration allowance and daily-pocket money allowance. The University also provides training options to help their faculties improving their teaching effectiveness and the quality of education at the college in general. In addition, the “Nursing” program includes administrative human resources. The study program coordinators (the Head of Department and the Vice-Head of Department), the quality assurance coordinator, the clinical training coordinator, the internship coordinator and many more (all members of department staff). Furthermore, “PSAU faculty members are eligible for one semester sabbatical leave every three years or one year every five years” (SER. 2.1.3).

2.3.2 Facilities

The University states that classrooms are equipped with smart board technology and Wi-Fi, throughout the nursing department to conduct courses for all students at the “Nursing” program.

The seven skills laboratories contain training mannequins, devices and disposables through which the students are enabled to “receive practical training in a safe environment without compromising the safety of patients” (SER 2.3.3.). According to the University, the laboratories also dispose of high-fidelity simulators such as SimMan, Emergency Care Simulator, Pediatric and Infant Simulator, Basic Nursing Care Simulator and Birthing Simulator. The University strives to reinforce the concept of “wall-less classes”, which means that the students can participate classes and interact with their educators via Blackboard platform.

The University states to also hold subscriptions to thousands of e-books and over 740 hardcopy books in nursing and other relevant sciences. The library is open from 08:00 to 14:00 on Saudi weekdays.

As the University ensures, the Deanship of Information Technology and Distance Learning is responsible for guaranteeing that students have access to the technology they need and is willing to provide all necessary equipment needed for teaching purposes. To support the production of high-quality research, the access to research database through channels such as the Saudi Digital Library is ensured (Annex G).

2.3.3 Quality assurance

As a part of quality assurance, PSAU University encourages and supports its academic programs to get accreditation from different agencies. For a detailed description of the received awards please see Annex G. Furthermore, the University states that many quality assurance processes have been established, such as processes for course and program reporting, direct and indirect assessment processes, etc. (ibid). The University also developed a strategic plan for 2012-2021, in which one objective is to develop a quality control system and criteria that enhance the university’s outputs (Annex E).

To ensure quality teaching and learning management, the University claims to follow the standards and procedures issued by the NCAAA (National Commission for Academic Accreditation and Assessment), which has been established

“with responsibility for determining standards and procedures for accreditation and quality assurance for post-secondary institutions and programs within the Kingdom of Saudi Arabia” (SER 1.6.1.). Furthermore, the Vice Deanship for Development and Quality, established since the establishment of the university, is responsible for monitoring all issues related to quality at CAMS. According to the University, there are annual developmental accreditation visits by the University’s Deanship Development and Quality and an action plan is prepared annually based on each year’s review panel recommendations, where all faculty members are included.

As described by the University, the Department of Nursing employs the following measures to assure quality within the department (SER 1.6.2.):

- Each group of modules (per level) are assigned to a quality coordinator who has the responsibility of ensuring that the NCAAA’s quality-related documents are fully prepared and submitted to the Department’s Quality Coordinator, who is a member of the Development and Quality Unit
- Students Course Evaluation survey is applied for each module to measure its quality
- In collaboration with the Vice Deanship of Development and Quality, the Department’s Quality Coordinator is responsible on ensuring the completion of various documents

The University declares that the “Nursing” program is regularly evaluated. Beside the students’ evaluations which are completed by using electronic surveys, each module coordinator submits a report regarding recommendations for improving the assessment mode or any other difficulties faced during the semester (Annex 12). The evaluation of the practical experiences is ensured by periodical evaluations and feedback. The interns of the Nursing program are also asked to complete a survey about the practical relevance of the program. Added to that, the Alumni Unit of the college keeps in touch with the graduates to follow their careers. Furthermore, the students can submit complaints and appeals to the Vice-Head of Department, who works on resolving these complaints and appeals by following internal communications.

The students have access to a student handbook which contains schedules, names of the faculty staff etc. According to the University, the examination

process is illustrated by the college examination committee and students are informed about rules and regulations.

For the new students, the program organizes an orientation week, which is held on their first day of study. Furthermore, students are assigned to the faculty staff members for academic advising at a rate of 15-18 students per staff member. The University illustrates, that the Department of Nursing adopts the open-door policy for students even outside the office hours if needed (SER 1.6.8.). Besides that, each academic advisor must declare two hours per week for academic advising of their group. The lecturers and clinical instructors are responsible for giving tutorial support in the ratio of 1:6 to 1:12.

The University emphasizes that it follows an equal opportunity policy for recruitment and students' admittance. Currently, there is only a female section at the Nursing Department but according to the University, there were several steps carried out to start accepting male students (SER 1.6.9.). As the University states, male students will be accepted as off 2019/2020. The University signed contracts with several teaching faculty members and necessary nursing training labs and other resources were finished to support teaching forthcoming male nursing students (AOQ 5). Regarding compensation measures for students with disabilities and chronic illnesses, the University claims that they have a non-discriminatory policy in the general criteria for offering study places to all students with various disabilities but apart from that it is a condition at the CAMS to be physically fit because of the nature of practice in health professions. Chronically ill students are allowed to join the program of Nursing Sciences provided that "their illness or its symptoms would not place them or the patients in their care at any kind of physical or psychological risk." That is why individual cases are discussed in the College Council. (SER 1.2.3.).

2.4 Information about the University

The University was founded in 2009 under the Royal Decree No. M/7305 as “University of Alkharj” and includes colleges in five governorates of Riyadh Region. In 2015, the University changed its name to “Prince Sattam Bin Abdulaziz University” (PSAU). Currently, more than 28.000 students are enrolled. The University is under the supervision of the Ministry of Education and managed by the Rector of the University. The PSAU main campus has two different campus for male and female students, which are, according to the University, both equipped with a necessary number of laboratories and available equipment. Due to an upcoming move, the female campus is currently housed in a temporary building.

The PSAU includes 10 colleges and offers 69 bachelor and 2 master programs (General AOQ 4).

PSAU main campus is located in Al Kharj (approx. 100 km from Riad):

- College of Medicine
- College of Pharmacy
- College of Dentistry
- College of Computer Science
- College of Engineering
- College of Business Administration (also in Hotat Bani Tamim)
- College of Sciences and Humanities (also in Hotat Bani Tamim, in Aflaj and in Slayel)
- Community College (also in Aflaj)
- College of Education (also in Wadi Addawasir)
- College of Applied Medical Sciences (also in Wadi Addawasir)

The latter was founded in 2008/2009. The Department of Nursing was also established in 2009 and is under the management of the College of Applied Medical Sciences (CAMS). There are currently 104 students enrolled in the study program “Nursing” which is the only program offered at the Department of Nursing. CAMS states that its vision is to “become a distinguished university in education and community partnership. As describes in SER 3.2.1., the Department of Nursing is looking forward to start accepting male nursing students in the near future.

In **Wadi Addawasir (almost 600 km from main campus)**, the following colleges are located:

- College of Engineering
- College of Education
- College of Applied Medical Sciences
- College of Arts and Sciences

In **Hotat Bani Tamim (approx. 100 km from main campus)**, the following colleges are located:

- College of Business Administration
- College of Sciences and Humanities

In **Aflaj (approx. 350 km from main campus)**, the following colleges are located:

- College of Sciences and Humanities
- Community College

In **Slayel (approx. 450 km from main campus)**, only the College of Sciences and Humanities is located.

3 Expert Report

3.1 Preliminary remarks

The Accreditation Agency in Health and Social Sciences (hereupon, the AHPGS) was commissioned by the Prince Sattam Bin Abdulaziz University (hereupon, the University) to accredit the study program "Biomedical Technology" (Bachelor of Biomedical Technology), "Nursing" (Bachelor of Nursing Sciences), "Physical Therapy and Health Rehabilitation" (Bachelor of Physical Therapy), "Radiology and Medical Imaging" (Bachelor of Radiological Sciences) and "Medical Laboratory Sciences" (Bachelor of Medical Laboratory Sciences).

The on-site visit evaluation of the study program "Nursing," as well as the study programs "Biomedical Technology", "Physical Therapy and Health Rehabilitation", "Radiology and Medical Imaging" and "Medical Laboratory Sciences" offered at the Prince Sattam Bin Abdulaziz University, was carried out on March 25-26, 2019 at the University in Al Kharj, Kingdom of Saudi Arabia.

The application documents of the University, the feedback from the experts to the documents and the results of the discussions with the representatives of the University during the on-site visit serve as bases for the statements made in the expert report.

The following experts were appointed by the Accreditation Commission of AHPGS for the evaluation of the study program.

As representatives of higher education institutions:

Prof. Dr. Gerlinde Egerer

University of Heidelberg, Germany

Senior physician at the Medical Clinic and Polyclinic of the University of Heidelberg, Germany;

Head of the Ethics Committee of the State Chamber of Physicians Baden-Wuerttemberg

Prof. Dr. Johannes Gräske

University of Applied Sciences for Technology and Economy Saarland, Germany

Professor for Clinical Research and Evaluation at the University of Applied Sciences for Technology and Economy of the Saarland, Germany

Prof. Dr. Christian Grüneberg

University of Health, Bochum, Germany

Head of Physiotherapy (Bachelor) at the University of Applied Sciences for Health

Dean of the Department of Applied Health Sciences

Prof. Dr. Johannes Keogh

Fulda University of Applied Sciences, Germany

Professor of Nursing Sciences at Fulda University of Applied Sciences, Germany

Former Dean of the Faculty of Nursing and Health

Responsible for international affairs of Nursing Degree Programs

Qualification as nurse, midwife, community nurse and in psychiatric patient care

Prof. Dr. Gerd Mikus

Heidelberg University Hospital, Germany

Clinical pharmacologist and senior physician at the Heidelberg University Hospital, Germany;

Member of the German Society of Clinical Pharmacology (DGKliPha), of the Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists (ASCEPT), of the Association of Applied Human Pharmacology (AGAH);

Deputy head of the Ethics Committee of the State Chamber of Physicians Baden-Wuerttemberg

Dr. Werner Reiche³

Hospital of the city of Ludwigshafen

Central Institute for Diagnostic and Interventional Radiology

Specialist in Diagnostic Radiology, Specialist in Nuclear Medicine in Idar-Oberstein, Germany

³ The experts shown in italics did not participate in the on-site visit of the University. Instead, they took part in the written evaluation.

Prof. Dr. Katharina Scheel¹
Kiel University of Applied Sciences, Germany
*Professor of Physiotherapy,
Department of Social Work and health
GESA Health in the Workplace (Schleswig-Holstein Network for the
Workplace health promotion of the Ministry of Social Affairs, Health,
Family and Equality)*

As representatives of professional practice:

Tina Hartmann
Association for Technologists and Analysts in Medicine Germany, Hamburg, Germany
School for Health Professions at the Hospital Dortmund gGmbH,
Staff Office School Management Head of MTRA-Training

Dr. Sylvia Kaap-Fröhlich
Careum Research Zürich
Registered Biomedical Science Analyst and Head of Careum Research and Education Center in Zürich

As a student representative:

Anita Eggert, B.A.
Student at the Bielefeld University of Applied Sciences
Graduate of Nursing and Health Care

According to the *Rules for the Accreditation of Study Programs and for System Accreditation* (determined by the decision of the Accreditation Commission, of December 8, 2009 in the version of February 20, 2013, Drs. AR 20/2013), the task of the experts in the accreditation procedures is to evaluate the education concept of a specific study program as well as to estimate the possibility of its successful implementation.

This concerns, in particular, qualification objectives of the study program, its conceptual integration into the system of education, the concept of the study program, feasibility of the content and scope of studies, the examination system, study-relevant collaborations, personnel, material and spacial resources, transparency and documentation, application of the results of quality assurance for further development of the study program (it is especially important to present the analyses and evaluation results of student workload, academic accomplishments and employment of graduates, which are to be documented and

taken into account within the framework of continuous development of the study program), as well as the provision of gender equality and equal opportunities.

The on-site visit of the experts is carried out in line with the Accreditation Criteria for International Program Accreditation. They have been developed by the Agency in close accordance with 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). After the announcement of the accreditation decision, the expert report will be published as a part of the final Assessment Report.

3.2 Basic information about the study program

The main objective of the Bachelor study program “Nursing” offered at the College of Applied Medical Sciences of the Prince Sattam Bin Abdulaziz University is to prepare professionals in Nursing who can provide a quality health care to patients, families and communities and also play an effective role within a medical team as a part of an integrated program of health and medical care. The study program requires the obtainment of 128 credit hours (CH) according to the international credit hour system. One credit hour is equal to one contact hour of lectures, two hours of laboratory or clinical training per week.

The total workload of the program constitutes 9,675 hours, out of which 2,715 hours are contact hours, 4,880 hours are individual work and 2,080 hours have to be completed in a 48-weeks rotary internship at the end of the studies. The Bachelor study program “Nursing” is a full-time study program with a regular duration of 4 years / 8 semesters plus one year of rotary internships. The program curriculum consists of 47 obligatory courses, of which 12 are to be taken in a preparatory year.

Admission requirements of the program include the possession of a Saudi Secondary School Certificate (Scientific Track), or its equivalent, and passing the General Aptitude Test with a total score of at least 75 %. In addition, students must pass the preparatory year with a minimum GPA of 1.75 out of 5.0.

Upon completion of the study program, students are awarded with the academic degree “Bachelor of Nursing Sciences”. The average students’ intake in

the “Nursing” program is 50 students each year. Admission takes place every September (fall semester).

The first batch of students has been admitted to the program in the year 2009. Up to now, 250 students have graduated from the program. The main language of instruction is English. No tuition fees are charged to Saudi nationals. Students also receive monthly governmental stipends until they graduate.

Currently, the “Nursing” program is only offered for female students. The implementation of an identical program regarding the admission, education, examination and participation opportunities is planned and already approved by the management of the University.

3.3 Expert Report

The on-site visit was carried out on March 25 and 26, 2019 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on March 24, 2019 for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation as well as the uprising questions. Furthermore, they prepared the plan of the on-site visit at the University.

In the course of the on-site visit, experts conducted discussions with the University management (rector of the University, vice rector for development and quality, vice rector for educational and academic affairs), the dean, the vice dean for educational and academic affairs, the vice dean for quality and post-graduate studies, the vice dean of the female section, the departments chairmen and the teaching staff of the programs as well as with the male and female students currently studying in the programs and graduates. Furthermore, they inspected the learning premises, such as lecture halls, seminar rooms, library, and computer rooms. Moreover, the experts had the opportunity to see the equipment and the capacity of the laboratories at the male and female campus.

In the course of the on-site visit, the University submitted the following additional documents as requested by the experts:

- List of publications by staff of the Biomedical Technology Department
- List of publications by staff of the Radiology and Medical Imaging Department

- List of publications by staff of the Physical Therapy and Health Rehabilitation Department

The expert report is structured according to the “Accreditation Criteria for International Program Accreditation” which are in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the on-site visit, the results of discussions with the representatives of the University, the College and the departments serve as the bases for the statements made in the expert report.

3.3.1 Program aims and their implementation

The University itself has set the mission to train highly qualified graduates by providing education that aligns with international standards in an academic and research environment of effective community partnership and supportive administrative structure. The program’s aim is to qualify graduates to be able to compete locally and internationally in the fields of professional medical sciences, and able to conduct internationally in the fields of applied medical sciences. In the experts’ opinion, the University provides optimal capacities of human and technical resources. The University states that the aim is to develop the regional education and, thus, avoid the immigration of young and qualified people to bigger cities. In accordance with the mission of the University, the “Nursing” program has been implemented in 2009 to meet the need for qualified female graduates in the nursing field.

The Bachelor program “Nursing” pursues specific qualification objectives. The program’s goal is to prepare graduates to work as professional nurses who will provide nursing care based on a strong commitment to education, practice, research to individuals as well families in collaboration with other health professionals. The student shall be able to work as qualified nurses in e.g. hospitals, community centers, nursing homes, rehabilitation centers, nursing schools and be prepared for roles as midwife, nurse anesthetist, nurse administrator, clinical nurse, critical care nurse etc. Furthermore, they can continue their studies at foreign universities. Currently, there are 50 students of the Prince Sattam Bin

Abdulaziz University studying in different regions of in the world, e.g. Britain, USA, Australia and Canada and completing their PHD studies.

The learning objectives of the “Nursing” program are based on the National Qualification Framework (NWF) of the Kingdom of Saudi Arabia and are categorized in Knowledge Skills; Cognitive Skills; Interpersonal Skills and Responsibility; Communication, Information Technology and Numerical Skills and Psychomotor Skills. According to the University, the institutional accreditation by NCAAA will be done this year.

The experts confirm that the study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development. However, the experts recommend to implement more evidence-based learning during the program as evidence-based practice is an increasing theme in nursing and provides opportunities for nursing care to be more individualized, more effective, streamlined, and dynamic, and to maximize effects of clinical judgment.

Out of the 250 graduates of the “Nursing” program, 89 graduates were employed in various hospitals and private clinics in the Kingdom of Saudi Arabia and 3 decided to pursue a master in nursing studies. The experts were explained, that some of the graduates were not working because they started a family and/or a married.

From the experts’ point of view, the requirements of this criterion are fulfilled.

3.3.2 Structure of the study program

The Bachelor study program “Nursing” is a full-time study program with a regular duration of four years (eight semesters) plus internship (two semesters). The program curriculum consists of 47 courses out of which twelve are to be taken in a preparatory year. This study period is followed by a non-credit bearing but obligatory one-year internship. Hence, students require five calendar years to fully complete the program cycle.

The first year, also called the preparatory year, is common to all medical and allied health sciences programs at the University. Passing the first year is a prerequisite for being admitted to the study programs. In the third to the fifth semester, the students study at the College of Applied Medical Sciences and

take some courses at the College of Education, but under the supervision of the Nursing Department. In semester four, seven and eight, the students study solely under the supervision of the Nursing Department.

The Health Sciences' Preparatory Year contains English language skills, Arabic language skills and communication skills, as well as basic sciences courses in biology, chemistry, medical physics and medical foundation in order to reinforce skills and knowledge to provide a strong basis upon which to build the study of "Nursing". Courses in computer skills and Islamic culture are also part of the Preparatory Year.

Being admitted to the Nursing Department (*see Criterion 3*), students start accumulating more program-specific knowledge for the remaining three years.

Thus, the experts conclude that students acquire specialized and program-specific knowledge as well as interdisciplinary knowledge and professional, methodological and general competences.

Furthermore, the experts acknowledge the very detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable. Nevertheless, the curriculum appears very detailed, consisting of a large number of more or less isolated courses and, therefore, a lot of examinations. Thus, the experts recommend to revise the module manual and suggest to combine some modules in order to reduce the number of examinations. Professional skills are gained through practical hours in the College's laboratories (*see also Criterion 5*). In addition, students gain experience in clinical practice in the internship year, which they complete in cooperating hospitals. During this year, students receive a comprehensive training in controlling, preventive maintenance and service of laboratories, imaging, exploration, and surgical equipment. Although comprising a one-year full-time workload, the final internship is not credit-bearing as it is not formally part of the study program but rather of the legal recognition/licensing process according Saudi Arabian health systems.

Expectations for students' qualifications and the structure of the internships are clearly defined in the "Internship Manual". The experts appreciate that supervisors from both the University and the clinic are assigned to oversee students during their internship. To assure the quality of the practical skills of the students, a member of the faculty staff accompanies the students to the hospital and assures that the course specifications are fulfilled. Moreover, the hospitals

encourage its staff members to participate in conferences to acquire the newest information and techniques. The University has collaborations with governmental, military and private hospitals in which the graduates mostly work after their internships. However, the internship can also take place in non-cooperating hospitals of Saudi Arabia. In this case, the University has implemented a logbook including the regulations, the curriculum, and evaluation forms, which the cooperating institution have to adhere to. The hospitals are regularly contacted by the University, i.e. an internship coordinator who follows up to the development of the students and has regular contact with the responsible staff members of the hospital. During the internship, the University drafts a contract for the students to ensure that they receive a salary and are treated as staff. The students have to reach 70% in the evaluation form filled by the internship coordinator in order to pass. During the on-site visit, the students confirm that the University offers support in finding hospitals and during the internship.

The study program has a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students.

From the expert's point of view, the requirements of the criterion are fulfilled.

3.3.3 Admission and Feasibility

The admission policies and procedures along with the requirements are properly documented and made publicly available. However, they are currently only available in Arabic. Admission requirements include a Saudi Secondary School Certificate – Science Section (SSSCSS) or its equivalent which is not older than five years and an Aptitude Test Certificate (ATC) administered by the National Center for Assessment in Higher Education with a summed qualifying score of at least 75 %. Furthermore, the applicants must not have been dismissed from another university for disciplinary reasons. All newly admitted students are required to complete the Preparatory Year with a Grade Point Average (GPA) of at least 1.75 on a 5.0 scale.

As the Preparatory Year comprises medical foundations as well as basic knowledge in medical biology, chemistry and physics in order to compensate deficiencies from secondary school, the experts determine the admission procedure and requirements to be appropriate. They correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during the “Nursing” program. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently and the beginning of the course. The experts confirm that the University takes measures to guarantee the feasibility of the study program despite the high workload. As a whole, the organization of the education process ensures the successful implementation of the study program.

On site, it became obvious that the teaching staff follows an “open-door-policy”. The students confirm the supportive and easy communication between staff and students and emphasize that the teaching staff reacts adequately to students’ questions. Furthermore, in the first week of each year, students and instructors alike undergo an orientation which familiarizes them with available support services. An academic advisor is responsible for a small number of students from the beginning of each semester and students are supported through the academic counseling student unit with their registration process, selecting a study program, financial and personal issues and their performance during the semester.

The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

From the experts’ point of view, the requirements of the criterion are fulfilled.

3.3.4 Examination system and transparency

The University uses a continuous assessment process to ensure the quality of education for its students. This is achieved by evaluating the performance of the student through a series of exams and quizzes that are scheduled during the academic semester. Students in the “Nursing” program are not required to write a Bachelor thesis or to conduct a research project. Nonetheless, the students are encouraged to write research proposals, papers and give presentations. Furthermore, the students are encouraged to write research papers and give presentations. The experts were told that some students already published their research papers. However, the experts recommend introducing research skills earlier in the course of studies and implementing a Bachelor thesis as final proof of academic competences.

In the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. Discussing the issue on site, staff as well as students are apparently satisfied with the exam procedures and see clear benefits in the current practice. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the great number of assessments during and at the end of each semester manageable. An examination can be repeated twice, if the students have special reasons, e.g. illness, they get a third chance to pass the exam.

Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not. These examinations are focused on students' knowledge. To compensate the high workload through the great amount of exams, the experts recommend implementing a greater variety and flexibility in examination methods and focusing stronger on a competence-oriented examination design.

The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

Regarding students with disabilities and chronic illnesses, the experts highly recommend implementing compensation measures.

From the experts' point of view, the requirements of this criterion are fulfilled.

3.3.5 Teaching staff and material equipment

In general, the "Nursing" program is carried out by three assistant professors, six lecturers, two teaching assistants and one clinical instructor. They are all employed on a full-time basis. Considering the total of 92 currently enrolled female students in the "Nursing" program, the student-to-faculty ratio is 1:8.

Regarding the employment process, the qualification and experience of the teaching staff is closely evaluated prior to the appointment decision. The experts are convinced that the instructors involved in study programs reveal a high level of competency in the relevant field.

New teaching staff is thoroughly briefed about the program and their teaching responsibilities before they can start working. Students evaluate the performance of all teaching and other staff periodically.

Overall, the teaching and academic staff of the College of Applied Medical Sciences at the Prince Sattam Bin Abdulaziz University shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The expert group comes to the conclusion that there is a strong corporate identity and positive group dynamics among the University and the faculty administration.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff within the Bachelor program "Nursing" is in possession of academic and technical credentials and experience adequate to their responsibilities. The University informs its employees about opportunities for personal and professional development in clear ways, and actively encourages their participation in workshops, training courses and conferences intended to further their ability which is confirmed during the talks with the staff on site. Still, the experts recommend implementing requirements in order to guarantee the didactic skills of new staff members and to encourage its staff at the Prince Sattam Bin Abdulaziz University to participate at the offered workshops to improve their didactic methods further.

During the on-site visit, the experts gained the impression that research is an important issue at Prince Sattam Bin Abdulaziz University. According to the University, there has been a high increase of publications and research during the last years. The College of Applied Medical Sciences encourages its staff to do research and supports them by decreasing the Credit Hours they have to teach. The University has an internal research fund for staff members and students, in order to award them for publications. Furthermore, the research qualification is an important issue for the hiring process. If staff members want to be promoted, they must be able to show various publications, depending on the level they intend to achieve. The staff is also encouraged to attend workshops to improve their scientific research skills. The experts were told that ISI indexed publications are already disclosed in different journals.

On-site, the experts were shown around the College of Applied Medical Sciences' premises at the female and the male campus. The male campus is located at the main campus of the College of Applied Medical Sciences, the female campus, called Aja campus, is currently located in a temporary building near to the male campus, with less equipment regarding the quantity and quality compared to the male campus. During the talks with the vice dean and the staff of the female College of Applied Medical Sciences, the experts were assured

that the new building will be ready for use by the end of 2019. The new building is supposed to be completely equal in terms of the number of laboratories and equipment as the male campus, which is regulated by contract. According to the vice dean of the female campus, there is an intense communication between the female and male staff regarding the equipment and overall progress at the new building. The female staff, especially the female vice dean, was strongly included in the planning of the building. Furthermore, there will be orientation courses for the female staff to be able to operate the new machines. The experts highly encourage the University to accelerate the finalization of the move into the new building, as it is absolutely necessary to the female college to be equally equipped in terms of quantity and quality of facilities and equipment. Furthermore, from the experts' point of view the opportunity of interprofessional education especially in the laboratories should be encouraged. Moreover, the experts recommend establishing a position which is responsible for the maintenance, operation and safety of the equipment in the laboratories to guarantee a smooth execution of the practical modules.

Currently, the "Nursing" program is not offered at the male campus but the implementation of the nursing program for male students is intended and already approved by the management of the University. At the female campus, the equipment for the "Nursing" students seems to be sufficient considering the temporary situation in the building. During the talks, the experts were ensured by the students that they are able to apply their theoretical knowledge either in the hospitals or in the skills labs of the University beyond the practical modules. Nevertheless, there should be an improvement regarding ensuring clinical competence including communication and education in the new skills labs. Implementing clinical examinations, for example OSCE Examinations (Objective Structured Clinical Evaluations) would be a means to ensure this.

The College's library offers room for individual studies and provides the most basic literature as printed books. On site, the experts were informed that the main part of specialized literature is provided through an impressive number of electronic books, supplemented by databases. As a whole, it was ascertained by the experts that the "Nursing" infrastructure and the equipment at the male campus are suitable to guarantee teaching and research.

Overall, the experts conclude that the requirements of the criterion are fulfilled.

3.3.6 Quality assurance

The University developed a strategic plan for 2012-2021, in which one objective is to develop a quality control system and criteria that enhance the university's outputs. To ensure the quality of the various study programs at the Prince Sattam Bin Abdulaziz University, the University strives to accredit all of its programs. Currently, 19 programs are accredited. Furthermore, the institutional accreditation carried out by the National Commission for Academic Accreditation and Assessment is planned for this year. From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has established a quality assurance hierarchy which ranges from the vice rector of quality and development to the vice dean of quality and development to the head of the department to the coordinator of the program and then to the committees.

The Deanship of Quality and Development carries out internal and external quality assurance procedures on a cyclical basis, among them are course evaluations and student and teaching staff surveys. At the end of each semester, a course report is written and course specifications may be amended according to evaluation results. There are also regular university council meetings in which issues and needs of the departments are discussed. Students' workload is assessed and regulated through the Grade Point Average (GPA). Students with a GPA of 2.0 out of 5.0 are eligible to register up to 14 credit hours per semester, while those with a GPA of 4.5 or above are eligible for up to 20 credit hours per semester as a maximum.

The experts conclude that the University has a well-established, documented and published concept of quality assurance regarding the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of its study programs and, therefore, also for further development of the "Nursing" program.

The results of the internal quality assurance management are applied to the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates. The evaluation of the staff is done every semester in every course and has to reach at least 60 percent evaluated by the students. The experts acknowledge that the University implemented arrangements for student

participation, such as student councils in every college and the student clubs in every department. The participation of the students is a very important issue at the University, it takes place in different advisory committees and student clubs in which issues are discussed every semester in regular meetings. The students on site confirm that, also because of the good student-to-faculty ratio, the communication with the staff is well and problems are dealt with, even outside of the intended round of talks. The students appreciate that their evaluations have an impact, e.g. their feedback results in changes in the curriculum.

From the experts' point of view, the requirements of the criterion are fulfilled

3.3.7 Gender equality and equal opportunities

Currently, the "Nursing" program is only offered for female students. The implementation of an identical program regarding admission, education, examination and participation opportunities is planned and has already been approved by the management of the University.

Overall, the University demonstrates its commitment to the provision of equal opportunities for all students, within the cultural boundaries of the local society, and shows openness for diversity and social developments. During the on-site visit, the experts were convinced that there is a regular exchange between the female and male staff. In addition to that, the University offers activities shared by male and female students and there are already some modules taught together, though only via virtual classes.

The experts acknowledge that female as much as male staff is encouraged to participate in workshops and national and international conferences.

However, as mentioned in Criterion 5, the quality of facilities and the availability of space is currently not equal. The experts highly recommend eliminating these differences along with the further development of the University's implementation and the planned new building for the female campus. The expert group encourages the University to exploit the full potential of communication possibilities between the male and the female campuses of the University in order to promote the exchange of experiences and ideas for the further development of the study program.

To enable every young Saudi with a secondary school certificate to attend higher education, the Kingdom of Saudi Arabia grants full scholarships to all female and male students.

Taking into account the societal norms and cultural context of the Kingdom of Saudi Arabia, the expert group concludes that the requirements of the criterion are met.

3.4 Summary

The experts sum up that the overall impression of the Prince Sattam Bin Abdulaziz University is very positive. The University presents itself convincingly as an open-minded and dynamic institution, within the cultural boundaries of the local society, with willingness to import new ideas and recommendations for further enhancement. The experts find that the University strongly benefits from its dedicated, involved and interested Rector, who is aware of challenges but keen to pushing forward the University's development and enhancement. The University shows a strong commitment to social issues, to the development of societies through educating young professionals and to supporting well qualified students in every possible way.

The experts positively emphasize the fact that a new building of the College of Applied Medical Sciences for the female students is currently under construction and that the University is planning to build its own hospital in the near future.

A number of additional favorable characteristics and achievements of the study program "Nursing" were demonstrated by the management of the University, the representatives of the college, those of the department as well as of the student body, such as a strong commitment to quality assurance. Moreover, the experts highlight the thorough and comprehensive curriculum of the study program. Hence, the objectives meet the requirements of the current job market of the Kingdom of Saudi Arabia.

Based on the information from written documents and the results of the on-site visit, the experts come to the conclusion that the study program "Nursing" offered at the Prince Sattam Bin Abdulaziz University fulfills the above described criteria. Hence, the experts decided to submit a recommendation to the Accreditation Commission of the AHPGS for a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- Research skills should be introduced earlier in the course of studies and a Bachelor thesis as a final proof of academic competences should be implemented.
- Differences between the male and female campus should be eliminated and same standards and quality in equipment and facilities for male and female students should be assured along with the further development of the University's implementation.
- The module manual should be revised and the number of examinations should be reduced, e.g. through combination of modules.
- A greater variety and flexibility in examination methods should be implemented, thus, focusing more on the development of competencies.
- Compensation measures regarding students with disabilities and chronic illnesses should be implemented.
- Didactic abilities of the teaching staff should be ensured through mandatory participation in the offered workshops and trainings (e.g. didactic methods).
- More evidence-based learning should be implemented in the curriculum.
- The opportunity of interprofessional education especially in the laboratories should be encouraged.
- A position which is responsible for the maintenance, operation and safety of the equipment in the laboratories to guarantee a smooth execution of the practical modules.
- The University should exploit the full potential of communication possibilities between the male and the female campuses in order to promote the exchange of experiences and ideas for the further development of the study program.
- Clinical examinations (for example OSCE Examinations) should be implemented in the new skills labs to ensure clinical competence including communication and education.

4 Decision of the accreditation commission

Prince Sattam Bin Abdulaziz University, Al Kharj, Saudi Arabia, Bachelor Study Program "Nursing"

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the on-site visit covered in the expert report.

The on-site visit of the University took place on March 25-26, 2019, according to the previously agreed-upon schedule.

The accreditation decision is based on the Expert Report which is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria 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" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group of the University regarding the expert report.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The study program requires the obtainment of 128 credit hours (CH) according to the University's credit hour system. The regulated study period in the program "Nursing" are 4 years (8 semesters), including a Preparatory Year, followed by a non-credit bearing one-year clinical internship after completing the studies. The study program comprises 47 mandatory courses, of which 10 belong to the Preparatory Year, and 37 are compulsory. The main language of instruction is English. The Bachelor study program "Nursing" is completed with the conferral of the academic degree "Bachelor of Nursing Sciences".

The study program "Nursing" is accredited for the duration of five years, until September 30, 2024.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendations articulated in the expert report.