

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



## **Assessment Report**

**for the Application of  
Inaya Medical College (IMC),  
College of Applied Medical Sciences,  
Department of Biomedical Technology,  
for the Accreditation of the Bachelor Study Program  
“Biomedical Technology”  
(Bachelor of Biomedical Technology)**

On-site visit	November 15-16, 2021
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Decision	February 17, 2022

## Table of Contents

<b>1</b>	<b>Introduction .....</b>	<b>4</b>
<b>2</b>	<b>Overview .....</b>	<b>7</b>
	<b>2.1 Procedure-related documents .....</b>	<b>7</b>
	<b>2.2 Study program.....</b>	<b>10</b>
2.2.1	Structural data .....	10
2.2.2	Qualification objectives and employment opportunities.....	11
2.2.3	Modularization and exam system.....	13
2.2.4	Admission requirements .....	20
	<b>2.3 Study conditions and quality assurance .....</b>	<b>20</b>
2.3.1	Human resources.....	20
2.3.2	Facilities .....	21
2.3.3	Quality assurance .....	22
	<b>2.4 Information about the University .....</b>	<b>24</b>
<b>3</b>	<b>Expert report.....</b>	<b>25</b>
	<b>3.1 Preliminary remarks .....</b>	<b>25</b>
	<b>3.2 Basic information about the study program .....</b>	<b>27</b>
	<b>3.3 Expert Report .....</b>	<b>28</b>
3.3.1	Program aims and their implementation .....	29
3.3.2	Structure of the study program .....	30
3.3.3	Admission and Feasibility .....	32
3.3.4	Examination system and transparency.....	33
3.3.5	Teaching staff and material equipment .....	34
3.3.6	Quality assurance .....	36
3.3.7	Gender equality and equal opportunities .....	37
	<b>3.4 Summary .....</b>	<b>37</b>
<b>4</b>	<b>Decision of the accreditation commission .....</b>	<b>39</b>

## 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 criteria<sup>1</sup>:

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 equality and equal opportunities

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<sup>1</sup> Approved by the AHPGS Accreditation Commission

The external assessment procedure is carried out in four steps:

**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 agreed upon accreditation. 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 Inaya Medical College (IMC), also referred to hereinafter “the University”, delegated the task of accrediting the following Bachelor study programs at to AHPGS: “Biomedical Technology”, “Clinical Laboratory Sciences”, Emergency Medical Services & Critical Care”, “Nuclear Medicine Technology” and “Respiratory Therapy”.

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 (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on January 18, 2021. The contract between the University and the AHPGS was signed on the May 15, 2020.

On May 23, 2021 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 June 8, 2021 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 Bachelor study program “Biomedical Technology” The first cohort for this program was admitted in 2011.

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 “Biomedical Technology”, 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 “Biomedical Technology”

<b>Annex</b>	<b>Description</b>
Annex 01	CVs of Teaching Staff
Annex 02	Teaching Matrix
Annex 03	Module description
Annex 04	Department Structure
Annex 05	Evaluation Course BMT 362
Annex 06	Course Specification BMT 475
Annex 07	Facility List
Annex 08	List of required textbooks 2020-2021
Annex 09	Program Handbook
Annex 10	Study Plan Matrix
Annex 11	Study Plan
Annex 12	Budget List
Annex 13	Internship Logbook

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

Annex 01	Study and Examination Bylaws
Annex 02	Academic Advising Policy
Annex 03	Employment Policy
Annex 04	Professional Development Policy
Annex 05	Student Handbook
Annex 06	Internship Regulations
Annex 07	Members of Student Rights & Responsibilities Committee
Annex 08	Promotion Policy
Annex 09	Recruitment and Hiring Policy
Annex 10	Personal Tutoring Policy



Annex 11	Library Policy
Annex 12	Content Student Research Day
Annex 13	Statute and Regulations
Annex 14	Assessment Policy
Annex 15	Internal Quality Manual
Annex 16	Research Plan 2017-2022
Annex 17	Research Implementation 2017-2022
Annex 18	Registration & Graduation Policy
Annex 19	Specification and Report Policy
Annex 20	Survey Policy
Annex 21	Scientific Research Unit Policy
Annex 22	Internal Audit Manual
Annex 23	Internship Policy
Annex 24	Peer Observation Policy
Annex 25	Research Code of Ethic
Annex 26	Benchmark Report
Annex 27	Credit Transfer Committee
Anne 28	Internal Quality Handbook
Annex 29	Academic Advisory Implementation
Annex 30	Professional Development Program
Annex 31	Professional Development Unit
Annex 32	Budget Policy
Annex 33	Organizational Structure
Annex 34	Academic Accomodation and Access for Students with Disabilities
Annex 35	Student Learning Outcomes Development

Annex 36	IMC License
Annex 37	Faculty Overview

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	Inaya Medical College (IMC)
Faculty/Department	College of Applied Medical Sciences Department of Biomedical Technology
Cooperation partner	<ul style="list-style-type: none"> <li>- Ministry of Education – Higher Education</li> <li>- King Saud Medical City</li> <li>- Al-Inma Medical Services Company</li> <li>- Dr. Sulaiman Alhbib Hospitals</li> </ul>
Title of the study program	„Biomedical Technology “
Degree awarded	Bachelor of Biomedical Technology
Form of studies	Full-time, on-campus
Organisational structure	Sunday to Thursday 08:00 am – 10:00 pm
Language of Studies	English
Period of education	Eight Semesters (Common First Year included) + one-year non-credit internship
Credit Points (CH) according to the Credit Hour System	136 Credit Hours (equals 290 ECTS Credit Points)
Hours/CP	1 Theory Credit Hour = 1 Hour 2 Practical/Lab Hour = 2 Hours 1 Clinical Hour = 3 Hours
Workload	Total:                    8.775 Hours Theory Hours:        1.515 Hours

	Lab/Practical: 990 Hours Clinical: 90 Hours Individual Work: 3.865 Hours Final Exam: 235 Hours Internship: 2.080 Hours
Launch date of the study program	2011
First accreditation	Program has not yet been accredited
Time of admission	Winter- and Summer Semester
Number of available places on the program	40 (20 male and 20 female students)
Number of enrolled students by now	49 (35 male and 14 female students)
Particular enrollment conditions	- General Secondary School Certificate (Science Stream) or its equivalent from inside or outside the Kingdom of Saudi Arabia (not older than five years)
Tuition fees	55,000 SAR per year

Chart 1: Structural data of the study program

The Inaya Medical College was established in 2011 to be committed to develop highly qualified and competent graduates and to meet the health needs of the nation and the global community through wide range programs. It is considered as one of the pioneers' private health care colleges.

### 2.2.2 Qualification objectives and employment opportunities

As the University states, the "Biomedical Technology" program prepares graduates to be biomedical technology specialists, who possess the knowledge and skills to master electrical, electronic and measurement skills in biomedical instruments. They are able to master medical, numerical and analogical electronics, microelectronics technology and control systems of biomedical equipment, different medical images technologies and systems as well as analogical and numerical processing of medical signal and image. As stated in the Self-Evaluation Report (SER 1.3.2), the graduates of the "Biomedical Technology" program are expected to have professional autonomy and accountability, to develop good professional relationships and professional skills and to demonstrate an ethical and knowledgeable understanding in the profession. Furthermore, it is

also expected that the application of practice in securing, maintaining or improving health and well-being will contribute to future health and wellbeing of the patients in the country.

The graduates become a healthcare team member who interacts with other professionals in the primary and secondary healthcare environment to provide an optimum diagnostic and therapeutic outcome. Therefore, they are qualified to work in these fields (SER 1.3.2):

- Quality control and medical equipment service specialists
- medical informatics sector specialist
- electrical and medical equipment safety specialist in health institutions
- medical equipment representative
- design and upgrading of medical equipment
- specialist on information and communication technologies

According to the Saudi Qualification Framework (SAQF), the “Biomedical technology” program identified students learning outcome in the three main domain “Knowledge”, “Skills”, and “Competence” (SER 1.3.3):

Knowledge Skills are chiefly concerned with the ability to recognize the basic of biological, mathematical, chemistry, physical sciences, engineering and technology to building, testing, operation, and maintenance of biomedical instrumentation as well as to describe the concept of basic electric circuits, the application of circuit analysis, analogue and digital electronics, microcomputer, in the building, testing, operation and maintenance of biomedical instrumentation.

The domain “Skills” contains the abilities to perform for ideal electric and electronic applications, use the basic tools for designing, analysis and manufacturing related to biomedical technology field (computer-aided design) as well as to interpret data from experiments and information in various forms, including electronic sources.

The domain “Competence” describes the following expectations to the students:

- Develop a learning culture in which students assumes responsibility for planning, implementing, presenting themselves in a professional manner and monitoring progress toward the goal of biomedical technology practice.

- Demonstrate competency in computer-based information and data processing as well as internet as a source of communication and operate communication in different ways that are congruent with situational needs and cultural environment
- Construct the student's performance of designing and maintenance of different types of biomedical equipment

According to the University, currently the health care sector is expanding rapidly aided by the advances of medical technology. The huge volume of medical information is becoming available to health care personals. To maintain such sophisticated technologies, high level skilled specialists in the area of instrumentation and medical informatics are needed. At the moment, the dependence on foreign expertise is high for running health care systems (SER 1.4.2).

### 2.2.3 Modularization and exam system

The program comprises 48 obligatory modules. On average, there are between 5 and 7 modules provided each semester. All modules have to be completed within one semester. Currently, there are no semesters offered as a period for exchange programs. Nevertheless, the "Biomedical Technology" program allows students for mobility between colleges/universities inside and outside the Kingdom of Saudi Arabia. Students are admitted under the transfer policy according to each university eligibility requirements. On average, students obtain 17 credit hours per semester.

The list of modules offered:

Nr.	Title	Sem.	CH
BIOS101	Biostatistics	1	2
COMM101	Communication Skills	1	1
ISLM101	Introduction to Islamic Culture	1	2
COMP101	Computer for Health Sciences	1	2
ARAB101	Arabic Language	1	2
ENGL101	English Language	1	8
			17
BIOL101	Biology	2	3
ETH101	Ethics in Health Care	2	1

PHYS101	General Physics	2	3
CHEM101	Introduction to Chemistry	2	3
ENGL102	English Language (II)	2	4
ENGL105	Medical Terminology	2	3
			17
BMT231	Introduction to Biomedical Technology	3	3
BMT232	Introduction to the Materials Science of Biomaterials	3	3
MATH231	General Mathematics	3	2
BMS231	Anatomy, Embryology & Histology	3	4
BMS232	Physiology	3	3
BMS234	Medical Ethics	3	2
			17
BMT242	Biomedical Electronics	4	4
BMT243	Biomedical Technology Design and Manufacturing (I)	4	5
BMT244	Human Physiology for Engineers (I)	4	3
BMT245	Polymeric Biomaterials Technology	4	3
MATH241	Applied Mathematics	4	2
			17
BMT351	Biomedical Measurements	5	2
BMT352	Analytical and Experimental Methods for Biomedical Engineers	5	3
BMT353	Analytical and Experimental Methods for Biomedical Engineering	5	3
BMT355	Biomedical Technology Design and Manufacturing (II)	5	3
ISLM103	Fundamentals Of Biomedical Instrumentation	5	2
ARAB103	The Islamic Economic System	5	2
			15
BMT361	Analog and Digital Circuits Laboratory	6	3
BMT362	Bioelectricity	6	3
BMT363	Biomechanics	6	3
BMT364	Biomedical Signal Processing	6	3
BMT365	Biomedical Technology Senior Design	6	2

BMT366	Human Physiology for Engineers (II)	6	3
ISLM102	Islamic Construction of Society	6	2
			19
BMT471	Linear Systems in Biomedical Technology	7	3
BMT472	Biomedical Microcontroller	7	4
BMT473	Tissue Technology	7	2
BMT474	Medical Instrumentation	7	3
BMT475	Research in Biomedical Technology	7	3
BMT476	Medical Imaging (I)	7	3
			18
BMT481	Special Topics in Biomedical Technology	8	3
BMT482	Cardiovascular Biomechanics	8	3
BMT483	Advanced Biomedical Signal Processing	8	3
BMT484	Medical Device Design	8	3
BMT485	Medical Imaging (II)	8	2
ISLM104	Fundamental of Islamic Political System	8	2
			16
	Total:		<b>136</b>

Tabelle 2: Modulübersicht

The module descriptions (Annex 03) contains information about each courses' 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.

The study program is structured as follows (SER 1.3.4):

Semester 1-2 (Common First Year): The successful completion of the common first year (CFY) is a prerequisite for all study programs at Inaya Medical College. All modules offered in the CFY are designed to achieve certain objectives that would serve the students during the more advanced level of their studies. Intensive English language modules are necessary as the English language is the

medium of instruction for all programs offered at the University. The basic science modules such as Biology, Chemistry, Physics are also necessary for students planning to join the applied medical sciences programs.

**Semester 3-4 (Basic Medical Sciences):** The basic medical sciences build the middle level such as Anatomy and Physiology. These subjects equip the student with a sound restorative and clinical information base, which is required to comprehend the helpful principals of Biomedical Technology.

**Semester 5-6 (Basic Biomedical Technology Core Courses):** In these semesters, the students achieve the ability to design solutions to complex, unfinished problems and design systems, electronics, medical devices, biomechanics, biomedical signal processing and digital and analogue circuits.

**Semester 7-8 (Advanced Biomedical Technology Core Courses):** The last two semesters are for practice with technology tools, for learning the basic tools for design and analysis and manufacturing related to the biomedical technology field, and for functioning effectively as a participant and team leader, ideally in a multidisciplinary setting.

For the successful completion of the study program, the students need to absolve a one-year noncredit compulsory rotatory internship at a pre-selected co-operating hospital and/or a health care institution in order to be prepared to install, adjust, maintain, repair, or provide technical support for biomedical equipment. Furthermore, the students need to evaluate the safety, efficiency and effectiveness of the biomedical equipment (SER 1.2.1).

The internship passes through various phases (SER 1.2.6):

**Phase 1:** The students in semester eight in the “Biomedical Technology” program will attend the orientation day for the internship year. The students will be introduced to the responsibilities and regulations, the available hospitals/health institutions as well as the internship manual (Annex 13) and the application procedures.

**Phase 2:** The student should select and submit the application of the preferable hospital or company site with the time duration that she/he will spend in these sites.



Phase 3: The clinical coordinator will contact the hospital/company based on the request of the student.

Phase 4: The internship will then primarily provide the opportunity for the student to integrate the didactic concepts of the “Biomedical Technology” program with the professional skills in the field environment. The internship focuses on providing each student with supervised practice opportunities in a variety of field environments.

The “Biomedical Technology” department designates an Internship Coordinator, who is fully responsible for the clinical training and the internship. The main mission is to coordinate between the departments and the directorate of the clinical training as well as the internship in the colleges. The main tasks also include supervising the training operations, organizing field visits and writing training reports (SER 1.2.6). The internship coordinator also meets the students as well as the training instructor every three months in order to get a feedback of the development.

According to the University, during the successful completion of the internship program will be able to:

- Identify, formulate and solve complex engineering by applying principles of engineering and science
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare as well as global, social, environmental and economic factors
- Communicate effectively
- Recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- Apply the theoretical knowledge to the practice area
- Possess the appropriate information for useful practice
- Acquire and apply new knowledge as needed, using appropriate learning strategies
- Discuss standards for medical devices and supplies

The “Biomedical Technology” program allows the students for mobility between colleges/universities inside the Kingdom of Saudi Arabia and international Universities. Students are admitted under the transfer policy according to each University/College’s eligibility requirements (SER 1.2.9). Furthermore, many of the graduates are pursuing their higher education in Canada, USA and European countries, as the “Biomedical Technology” curriculum is developed according to international standards of competencies (SER 1.2.8).

At the Inaya Medical College, research is an integral part of all study programs. In the “Biomedical Technology” program, there are two modules (BMT475 in semester seven and BMT484 in semester eight) which directly deal with research methods and research study. Furthermore, the College of Applied Medical Science, where the “Biomedical Technology” program is located, conducts a scientific day every year in order to motivate the research activities of the faculty and the students. The research committee will announce the notification to submit the research studies in form of scientific posters and oral presentations. The best papers are awarded with prizes and certificates at the research day. The student who excel are given special opportunities to participate in scientific conferences all over KSA (SER 1.2.7).

As the University states, the module teachers in the “Biomedical Technology” program apply a variety of teaching and training methods such as conventional lecture, role play, group work, case studies, portfolios, diaries, research labs, simulation as well as presentation of online lectures and e-learning. Furthermore, a realistic presence in the laboratory, college and hospital is a pillar of instruction (SER 1.2.4).

The “Biomedical Technology” program designs structured assessment strategies which facilitates the evaluation of student performance and achievement of learning outcome. There is a culture of frequent communication between faculty members and students. The teaching staff normally decide which assessment approaches are more suitable for measuring learning outcomes in giving courses. They use both summative and formative assessment methods in order to evaluate how students achieve the specific learning outcomes. Summative assessment is carried out in the form of mid-term and final examinations. Formative assessment methods are used to track the progress of each student during the semester, such as quizzes, class participation and discussion, team work projects etc.

In the event of absence from the first and second mid-term exam and also the final exam, students can apply to the office of the student affairs department with the supporting documents. As per the policy of the college these applications are reviewed and approved for makeup exam by the Vice Dean's office (SER 1.2.3).

In all courses, the students are assessed by a grade according to the following scale as shown below:

Code	Score	Points	Meaning
A+	95-100	5	Exceptional
A	90 less than 95	4.75	Excellent
B+	85 less than 90	4.5	Superior
B	80 less than 85	4	Very Good
C+	75 less than 80	3.5	Average
C	70 less than 75	3	Good
D+	65 less than 70	2.5	High Pass
D	60 less than 65	2	Pass
F	less than 60	0	Fail

The academic grade is a statement of a student's academic progress that includes all the courses he or she studies in each semester with their codes, numbers, credit hours, the obtained grades, the values and the codes of those grades. The record also shows the Grade Point Average (GPA) and the Cumulative Grade Point Average as well as a statement of the general grade in addition to the courses a transferred student has been exempted from (SER 1.2.3).

Regarding regulations on compensation measures for students with disabilities and chronic illnesses, the University states that the profession as a biomedical

technologist require a very high level of physical and mental fitness. Therefore, students with physical and mental handicap affecting their ability to complete the study program are not accepted to the program (SER 1.2.3).

For the regulations regarding transfer of student from and to other universities as well as the transferring credit for any course taken please see SER 1.5.3.

#### **2.2.4 Admission requirements**

For the official admission requirements, please refer to Annex A.

In order to be accepted to the study program, students must

- Have the general secondary school certificate (Science Stream) or its equivalent from inside or outside the Kingdom of Saudi Arabia, which is not older than five years,
- have a record of good conduct,
- successfully pass any examination or personal interviews as determined by the College Council,
- obtain the approval of his employer, (if an employee of any governmental or private agency),
- not be dismissed from any other College for academic or disciplinary reasons.

### **2.3 Study conditions and quality assurance**

#### **2.3.1 Human resources**

According to the University, the workload in the “Biomedical Technology” program is managed by 5 assistant professors (Male), 13 lecturers (7 Male and 6 Female), and 8 teaching assistants (4 male and 4 female).

The full teaching load of all regular academic staff members is 14 credit hours per week for professors and associate professors, 16 credit hours per week for assistant professors and 18 credit hours per week for lecturers and instructors.

The Inaya Medical College has regulations for the recruitment and retention of the teaching staff. The recruitment of faculty members is based upon the request of the Department Council along with the College Council. The hiring must be supported by the Board of Trustees (Annex 09 General Documents).

To be appointed as Instructor and lecturer, the candidates must hold a master degree. Assistant and adjunct professors must hold a doctorate degree. To be appointed as an associate professor, the candidate must hold a doctorate degree, four years' experience as a faculty in recognized university in the same discipline and a group of scientific research published in refereed journals. To be appointed to the level of a full professor requires a doctorate degree and at least eight years' experience as a faculty of a recognized university, including at least four years after promotion to the level of associate professor as well as scientific research published in refereed journals (SER 2.1.2).

The faculty's qualifications are documented in the CVs submitted by the University (Annex 01).

Considering the total of 49 students currently enrolled (35 male and 14 female) in the Biomedical Technology program, this corresponds to a 1:8 student-to-faculty ratio (SER 2.1.1).

According to the University, the "Biomedical Technology" program maintains a faculty development program coordinator which, based on the annual analysis of training needs, and as part of the program annual improvement plan, prepares a training plan for the faculty, which is then conveyed to the IMC professional development unit. In addition to that, the faculty members at the "Biomedical Technology" program are regularly invited to lectures, trainings, seminars and workshops by the professional development unit (PDU). The activities conducted by the PDU comprise educational development workshops in teaching and assessment, research, quality assurance and the use of technology to enhance learning. Faculty member who attend local and international conferences may also be eligible to have financial support by the college (SER 2.1.3).

### **2.3.2 Facilities**

The "Biomedical Technology" program is divided into male and female section. The University states, that both sections are equipped with classrooms, auditoriums, comfortable study spaces for both individual and group work, skills and simulation labs, computer labs, faculty offices and administration offices. Furthermore, Wi-Fi access is available throughout the facility enabling students and faculty to access internet anywhere on the campus.

The program specific premises include 12 classrooms (equally distributed between male and female sections). Each class room has a seating capacity of

around 30 students and is equipped with a smart board, white board, data show and projector. The 5 skills labs contain furnishings, equipment and manikins for students' practical training in line with the specific field of the laboratory (e.g. airway and trauma management lab, IV and medication lab, medical and advanced cardiac support lab). In addition to that, a simulation lab offers simulation training to both male and female students (SER 2.3.1).

For the Library Policy please see Annex 11 (General Contents). The library building has two floors, one dedicated for the female campus and one for the male campus. Each has a stack capacity of 30.000 volumes and seating space for about 200 library users. It is also equipped with 14 computer work stations for the male and 16 computer work stations for the female floor. The opening hours are from 08:00 am to 4:00 pm on Saudi weekdays. The Central Library has extended opening hours from 04:00 pm to 6:00 pm for male and female students with afternoon classes.

Furthermore, Inaya Medical College holds subscriptions to numerous online resources (nearly 6.500) through ProQuest database.

### **2.3.3 Quality assurance**

For a detailed overview of the Quality Assurance and Management System, please refer to Annex 15 (General Contents).

IMC has established a Quality Assurance and Management System, that is targeted at ensuring that the College adopts a College wide system for continuously planning, assessing and improving the effectiveness and efficiency of its teaching and learning services, research projects and community service activities. These quality management practices comply with applicable regulatory requirements locally and internationally, including those of the KSA Ministry of Education and the National Center for Academic Accreditation and Assessment (NCAAA). The College's Quality Assurance and Management System covers the entire range of education provided by the College, including research, supportive services etc.

The quality assurance of the teaching methods in the "Biomedical Technology" program is based on several methods such as peer observation, course evaluation surveys, program evaluation surveys and student experience surveys. Ad-

ditionally, the “Biomedical Technology” program relies on the Saudi Qualification Framework (SAQF) which indicate the programs learning outcomes, the different qualification levels, credit system and recognition of prior learning.

Based on the course report, the course coordinators shall make recommendations to the quality assurance committee of the department and then to the Department council. Eventually, the revision of the course learning outcomes, the adjustment of teaching methods, evaluation methods, course material etc. is discussed with the whole teaching staff of the “Biomedical Technology” program. Annually, there are several indirect assessments for learning outcomes, as a result of various surveys from stakeholders, including students, faculty, employers and administrators. These information data will be analyzed and reviewed by the department council, which then provides an action plan (if needed) to the college council.

To evaluate the practical relevance of the Biomedical Technology Program, periodic information is received from all the stakeholders, graduates, and professional and regulatory bodies such as the Saudi Engineer council, Saudi Specialties and Healthcare facilities, medical centers, etc. Their evaluation of the curriculum is discussed in the Department Council and if applicable, implemented in the annual improvement plan.

For students’ support, an academic advisor is responsible for providing educational guidance and assistance by planning schedules, recommending courses and determining appropriate education solutions for each student. He also provides students with information about alternatives, limitations and possible consequences of academic decision, e.g. adding, dropping and withdrawing from courses, change of program, editing timetable etc. It is also possible for students to change the advisor if they are not satisfied.

Regarding gender equality at Inaya Medical College, it states that the faculty as well as the students from both, male and female sections have exactly the same rights and responsibilities governed with the support of the college by rules.

Regarding students with disabilities and chronic illnesses, the University states that the “Biomedical Technology” students have to be fit and healthy to fulfill the requirements and conditions of the program (SER 1.6.10).

## **2.4 Information about the University**

Inaya Medical College is a private higher education institution, located in the upper north area of Riyadh, Kingdom of Saudi Arabia, which was established in 2011. Currently, more than 2.000 students enrolled. It offers eight undergraduate academic degree programs which namely are „Clinical Laboratory Sciences, „Nuclear Medicine Technology“, „Biomedical Technology“, „Radiological Science“, „Dental Health Care“, „Respiratory Therapy“, Emergency Medical Services and Critical Care“ and „Nursing Science“. All programs have received license from the Ministry of Education – Higher Education.

Inaya Medical College was established to fulfill the national development plans, goals of higher education system, community and student urgent needs for high caliber health care professionals. In fact, the College now is playing integral role in serving its community and delivering high quality education to diverse students.



### **3 Expert report**

#### **3.1 Preliminary remarks**

The Accreditation Agency in Health and Social Sciences (hereinafter AHPGS) was commissioned by Inaya Medical College (hereinafter the University) to accredit the study program "Biomedical Technology" (Bachelor of Biomedical Technology).

The on-site visit evaluation of the study program "Biomedical Technology" as well as the study programs "Clinical Laboratory Sciences," "Respiratory Therapy", "Emergency Medical Services and Critical Care" and "Nuclear Medicine Technology" offered at the Inaya Medical College was carried out on November 15-16, 2021 Riyadh, Saudi Arabia.

The documents of the University, the expert's feedback on these documents and the results of the discussions with the representatives of the University during the on-site visit serve as the foundation 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.

#### **Prof. Dr. Gerlinde Egerer, MD**

Professor of Internal Medicine and acting chief physician at St. Vincentius Hospital, Heidelberg, Germany. Specialisation in hematology and internal medicine, infectious diseases and palliative care; Coordinator of the Sarcoma center Heidelberg, Germany; Chairman of the Ethics Committee of the Landesärztekammer of Baden-Württemberg

#### **Prof. Dr. Stephan Lehnart**

Professor of Translational Cardiology, Director Heart Research Center Goettingen, Department of Cardiology and Pneumology, University Medical Center Goettingen, Georg-August-University Goettingen, Germany; Principal Investigator of the German Center for Cardiovascular Research (DZHK); International Member of the Biomedical Research and Medical Technology Center (BioMET), University of Maryland Medical School

#### **Prof. Dr. Gerd Mikus**

Professor of Clinical Pharmacology, Physicist, Senior Scientist at the Department of Clinical Pharmacology and Pharmacoepidemiology at the Ruprecht-Karls-University of Heidelberg; Deputy head of the Ethics Committee of the

Landesärztekammer Baden-Württemberg, Germany

**Dr. Maximilian Dilger**

Licensed physician and currently student of Dentistry at the Albert-Ludwigs University Freiburg, Germany

**Dr. Rolf Heusser**

Coordinator in National Research Program 74 "Smarter Health Care"; Former Director of National Institute for Cancer Epidemiology and Registration, Zurich, Switzerland; Former director of Swiss Accreditation and Quality Assurance Agency in Higher Education. Former Chairmen of the European Consortium of Accreditation in Higher Education (ECA). Lecturer at ETH Zürich and University of Zurich

**Tina Hartmann**

Lecturer at several universities; Qualification as medical technical radiology assistant at Klinikum Dortmund Germany; Study of medical pedagogy with diploma as a medical pedagogue; Course leader "Practical guidance and mentoring for medical-technical health professions" at the Klinikum Dortmund, Germany; Adaptation Course for Foreign Acquired Medical-Technical Radiology Assistance at Klinikum Dortmund, Germany

**Dr. Sylvia Kaap-Fröhlich, MBA**

Head of Careum Educational Development, Zurich, Switzerland;  
Qualification as biomedical analyst; doctor in pharmacy; educational course at the Technical University of Dresden and MBA in Education and Science Management from the University of Oldenburg, Germany

**Ivonne Ender**

Education manager in the medical field of imaging Procedures (BGV) at the University Hospital Zurich (USZ); Former Deputy Head MTRA at the Institute for Diagnostic and Interventional Radiology (DIR) at the University Hospital Zurich (USZ), Switzerland

**Prof. Dr. Klaus Runggaldier**

Professor of Medical Education, Dean at the Faculty of Health Sciences at the MSH Medical School Hamburg, Germany, Paramedic, Managing Director of Falck Rettungsdienst GmbH, former Managing Director of Emergency Medical Services and Head of Medical Training Center and Quality Manager of Malteser Hilfsdienst on federal level

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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 spatial 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 accordance 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). After the announcement of the accreditation decision, the expert report is going to be published as a part of the Final Report.

### **3.2 Basic information about the study program**

The main objective of the Bachelor study program “Biomedical Technology”, offered at the College of Applied Medical Sciences at the Inaya Medical College, is to graduate highly competent biomedical technologists in medical devices, biomaterials, biosensors physiological modelling and biological systems. The study program requires the obtainment of 136 credit hours (CH) according to the international credit hour system (this equals 290 ECTS Credit Points). One CH is equal to one contact hour of lectures, two hours of practical or lab training and three hours of clinical training per week.

Students’ performance is evaluated based on the results of a Grade Point Average (GPA) and the Cumulative Grade Point Average (CGPA). The GPA is calculated by dividing the sum of the grade points (with 5 being the highest and 0

the lowest achievable grade) received in all courses registered during one semester by the total credit hours of the same courses. The CGPA is calculated by dividing the total credits received from all courses a student has completed since joining the program by the sum of the credit hours of these courses. According to the University regulations, students with a GPA score of at least 2.00 are considered to have successfully completed the respective course. In order to successfully complete the whole program, students have to pass all obligatory examinations with the minimum grade of 2.00 CGPA.

The total workload of the program constitutes 8,775 hours, of which 1,515 are theory hours, 990 are practical/lab hours, 90 hours are clinical hours, 235 hours are for the final exam and 3,865 hours are individual work. The Bachelor study program "Biomedical Technology" is a full-time study program with a regular duration of eight semesters/four years plus one year of internship. The program curriculum consists of 48 obligatory courses, of which 12 are taken in the common first year (CFY).

Admission requirements of the program include the possession of a Saudi Secondary School Certificate (Science Stream) as well as a record of good conduct. Upon completion of the study program, students are awarded with the academic degree "Bachelor of Biomedical Technology". The average students' intake in the "Biomedical Technology" program is 20 male and 20 female students each year. The initial enrolment for the program is twice a year.

The first batch of students has been admitted to the program in the year 2011. Currently there are 54 students (29 male and 25 female) studying in the Biomedical Technology program. The main language of instruction is English. The tuition fees are 3.500 SAR (approximately 830 Euro) registration fee and 58.500 SAR (14.000 Euro) per year.

### **3.3 Expert Report**

The on-site visit was carried out on November 15 and 16, 2021, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on November 14, 2021 for preliminary talks. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised. Furthermore, they prepared the plan for the on-site visit at the University.

During the on-site visit, experts conducted discussions with the Dean and Vice Dean of the University, the HR and Finance Manager, the Head of Quality Assurance, the Chair, Vice Chair and the teaching staff of the program “Biomedical Technology” as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library and computer classes. Moreover, experts had the opportunity to see the equipment and the capacity of the laboratories.

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 is going to be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback on the documents, the observations made during the on-site visit, the results of discussions with the representatives of Inaya Medical College, the College of Applied Medical Sciences and the Departments serve as the foundation for the statements made in the expert report.

### **3.3.1 Program aims and their implementation**

Inaya Medical College (IMC) aspires to be a leader in applied medical sciences, health care education and research. IMC is committed to develop highly qualified and competent graduates able to provide leadership and excellence in services to meet the health needs of the nation and the global community through a wide range of programs.

During the on-site visit, the experts were able to convince themselves that the main objective of the College of Applied Medical Sciences, where the Biomedical Technology program is offered, is to create an environment for the students of general education which promotes tolerance and seeks knowledge throughout life and dedication to freedom of expression. The College of Applied Medical Sciences recognizes its role as an integral part of society, participating in offering qualified health education to boost healthcare in society.

The Bachelor study program “Biomedical Technology” pursues specific qualification objectives. The program’s goal is to prepare its students to be highly competent Biomedical Technologists in medical devices, biomaterials, biosensors physiological modelling and biological systems. The graduates are prepared

to apply the learned principles into practice to manage, maintain and repair medical devices.

As IMC explains on-site, the health care sector is expanding rapidly aided by the advances of medical technology. A huge volume of medical information is becoming available to health care personals. To maintain such sophisticated devices requires high level skilled specialists in the area of instrumentation and medical informatics. The demand for Biomedical Technology Specialists is increasing in several areas:

- Academic institutions, where medical equipment is used for training and research,
- healthcare institutions (public and private),
- medical equipment industry,
- sales and marketing of medical equipment.

The learning objectives of the “Biomedical Technology” program are based on the Saudi Qualification Framework (SAQF) of the Kingdom of Saudi Arabia (KSA) and are categorized in three main domains such as “Knowledge”, “Skills” and “Competence”. According to IMC, the institutional accreditation by NCAAA is already done and all programs are verified by the Ministry of Education.

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.

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 “Biomedical Technology” is a full-time study program with a regular duration of four years (eight semesters) plus internship (two semesters). The program curriculum consists of 48 courses, of which twelve are to be taken in the common first year. This study period is followed by a non-credit bearing but obligatory one-year internship. Hence, students require five calendar year to fully complete the program cycle.

The successful completion of the first common year (FCY) is a prerequisite for all students. All modules offered in the FCY are designed to achieve certain

objectives that will serve the students during the more advanced level of their studies. As the staff of IMC explains, the English language modules are necessary as the English language is the medium of instruction for all programs offered by IMC (except the Arabic language modules). The college explains that an additional extracurricular opportunity is also offered at the request of students by allowing students to improve their language skills in an "English club". The evaluators note this with approval. Furthermore, basic science modules such as biology, chemistry, physics etc. are also implemented in the first common year, as well as communication skills, IT and biostatistics in order to prepare the students for their study programs.

After the first common year, the 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. The experts therefore recommend that student workloads continue to be well evaluated so that adjustments can be made if necessary.

Professional skills are gained through practical hours in the College's laboratories (*see also Criterion 5*). In addition, students gain experience in clinical practice during the internship year, which they complete in cooperating hospitals or companies. During this year, students receive a comprehensive training in order to install, adjust, maintain, repair or provide technical support for biomedical equipment or evaluate the safety, efficiency and effectiveness of these devices. Although comprising a one-year full-time workload, the final internship year is not credit-bearing as it is not formally part of the study program but rather of the legal recognition/licensing process to the Saudi Arabian health system.

Expectations for students' qualifications and the structure of the internships are clearly defined in the "Internship Logbook". The experts appreciate that supervisors from both IMC and the clinic are assigned to oversee students during their internship. The department designates an Internship Coordinator who is fully responsible for clinical training and the internship. The main mission is to

coordinate between the department and the directorate of clinical training and internship in the colleges. The main tasks also include supervising training operations, organizing field visits and writing training reports. The Internship Coordinator and the supervisor at the clinic / company meet periodically, usually three times a month. The students must provide the Internship Coordinator with a weekly report containing what he did during the week. The evaluation of the students during the internship is done according to an evaluation sheet which covers all stages and sections of the training. During the on-site visit, the students confirm that the University offers support in finding hospitals 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 this criterion are fulfilled.

### **3.3.3 Admission and Feasibility**

The admission and procedures along with the requirements are properly documented and made publicly available. Admission requirements include a General Secondary School Certificate (Science Stream), or its equivalent from inside or outside the Kingdom of Saudi Arabia, which is not older than five years and a record of good conduct. Furthermore, the applicants must not have been dismissed from another university for disciplinary reasons. All newly admitted students are required to complete the Common First Year (CFY) before starting their undergraduate studies. As the Common First 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. Nevertheless, the experts recommend implementing differentiated admission criteria for students with disabilities and chronic illnesses, as it is already the case in other programs at the College of Applied Medical College, such as "Emergency Medical Services and Critical Care" or "Respiratory Therapy".

The experts draw attention to the relatively high number of exams to be passed during the "Biomedical Technology" program. In order to prepare students for the level of difficulty and amount of exams, the type as well as the date of the



different examinations is defined and communicated to the students transparently at 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 adequately reacts 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. The academic advisor is responsible for providing educational guidance and assistance for students by planning schedules, recommending courses and determining appropriate education solutions for different type of students. He also provides students with information about alternatives, limitations and possible consequences of academic decisions such as adding, dropping and withdrawing from courses etc.

The experts find the support services at Inaya Medical College to be exemplary and conducive to the health and success of the student body. Since some of the students in the program live further away, the experts recommend setting up a housing program to even attract students from outside Riyadh, nationally and internationally, to the “Biomedical Technology” program. During the discussion with the students, it became clear that the students would very much welcome this.

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

#### **3.3.4 Examination system and transparency**

Inaya Medical College 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 tests that are scheduled during the academic semester. Students in the “Biomedical Technology” program are not required to write a Bachelor thesis but have to conduct a research project instead (module BMT484). Furthermore, the students are encouraged to write research papers and give presentations.

In the experts' point of view, the transparent information of examination methods and the examination schedule at the beginning of each term makes the great number of assessments during and at the end of each semester manageable. In the event of absence from the first and second assessment exams and also the final exam, student can apply to the office of the student affairs department with the supporting documents. As per the policy of the college these applications are reviewed and approved for makeup exam by the Vice dean's office.

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

From the expert's point of view, the requirement of this criterion is fulfilled.

### **3.3.5 Teaching staff and material equipment**

In general, the "Biomedical Technology" program is carried out by 5 assistant professors (male), 13 lectures (7 male and 6 female) and 8 teaching assistants (4 male and 4 female). They are all employed on a full-time basis. Considering the total of 54 currently enrolled students in the "Biomedical Technology" program, the student-to-faculty-ratio is 1:2. The experts take positive note of the extremely favorable student-to-faculty-ratio.

New teaching staff is thoroughly briefed about the program and their teaching responsibilities before they start teaching. 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 Inaya Medical College 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 concludes 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 is highly qualified. The

teaching staff within the Bachelor program “Biomedical Technology” is in possession of academic and technical credentials and experience adequate to their tasks. The University informs its employees about opportunities for personal and professional development transparently, 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.

During the on-site visit, the experts gained the impression that research is an important activity at Inaya Medical College. The experts therefore warmly welcome and support Inaya Medical College's efforts to expand and implement master's degree programs. This was further supported by conversations with students, where it was clear that many would study a consecutive master's program. Currently, IMC conducts a scientific day every year in order to increase the research activities of the staff and the students. The research committee will announce the notification to submit the research studies in the form of scientific posters and oral presentations. The experts committee will judge the studies on scientific day and the best papers will be awarded with prizes and certificates. The students are then given special opportunities to participate in scientific conferences held in other parts of KSA. The staff is also encouraged to attend workshops to improve their scientific research skills.

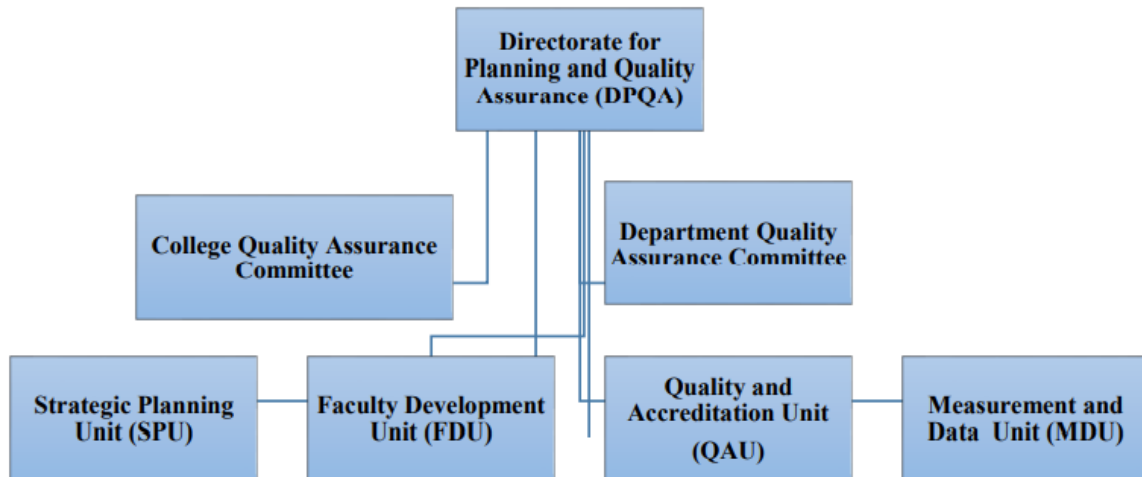
The experts visited the College of Applied Medical Sciences' premises on the female and the male campus. From the experts' point of view, the skills labs are equipped with all relevant devices. The experts positively acknowledge that both male and female students are using the same skills labs in order to guarantee the same standards in quality and quantity of equipment for all students. The same is true for the library, as the male and female floor are equipped exactly the same with the necessary books and sufficient online resources for academic research. Nevertheless, the experts recommend to use more specific software as “R” etc. to be prepared for the future.

As a whole, it was ascertained by the experts that the Bachelor study program “Biomedical Technology” has ample teaching facilities at its disposal. The experts learn on site that the skills labs are largely for simulation to prepare students for the assignments and internship in the clinics.

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

### 3.3.6 Quality assurance

From the experts' point of view, Inaya Medical College has a very well-structured system of quality assurance spread across all of its units. IMC has established different units to assure that all academic and administrative units, divisions and departments are provided with ongoing support and assisting in the development of quality improvement strategies within their own areas:



The experts conclude that IMC 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 program and, therefore, also further development of the "Biomedical Technology" program.

The results of the internal quality assurance management are applied to the continuous development of the study program. In doing so, IMC takes into close consideration the quality evaluation results as well as the analysis of students' workload, their academic accomplishment and feedback from graduates. During the on-site visit, the students confirm that comments/complaints are taken seriously and result in actual changes.

The experts are impressed of the very good student-to-faculty-ratio, which guarantees excellent support for the students. The students confirm that the communication with the staff is very well and problems are dealt with, even outside the intended round of talks.

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

### **3.3.7 Gender equality and equal opportunities**

The College of Applied Sciences has both female and male students and assures equal admission, education, examination and participation opportunities for all students. Inaya Medical College demonstrates its commitment to the provision of equal opportunities for all students and shows impressive openness for diversity and social developments.

The experts appreciate that female and male students use the same skills labs, are taught by female and male instructors, and sometimes study together. IMC also has nursery for students' and staff's children.

Although this has not been an issue before and the experts are convinced that the University tailors a solution to every need, the panel urges the University to reflect on the implementation of compensation measures regarding students with disabilities and chronic illnesses, as it has already happened in other programs at Inaya Medical College.

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

### **3.4 Summary**

In conclusion, the experts are impressed by the commitment and dedication of all involved, the management, faculty and students of Inaya Medical College. The experts share the view of the management that Inaya Medical College has the potential to become a university and support the plan to implement master's degree programs in order to be able to invest further in the facilities and research capacities. The Biomedical Technology program meets the needs of the regional labor market and also international standards.

Based on the information from written documents and the results of the on-site visit, the experts have concluded that the study program "Biomedical Technology" offered at the Inaya Medical College fulfills the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make 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:

- IMC should continue to evaluate student workloads so that strategic adjustments can be applied as necessary.

- IMC should implement differentiated admission criteria for students with disabilities and chronic illnesses.
- IMC should consider setting up a housing program in order to attract students from outside Riyadh to the program.
- In the „Biomedical Technology“ program, more specific software as “R” etc. should be used.

#### **4 Decision of the accreditation commission**

This resolution of the Accreditation Commission of the AHPGS is based on the application, as well as the expert review and the on-site visit covered in the expert report. The Accreditation Commission has also taken into account the response opinion of Inaya Medical College (IMC) regarding the study program.

The on-site visit of the University took place on 15<sup>th</sup> and 16<sup>th</sup> November, 2021, according to the previously agreed-upon schedule.

The accreditation decision is based on the “Accreditation Criteria for International Program Accreditation” which have been developed in close accordance 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 Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group and the response opinion of IMC regarding the expert report.

In the response opinion, Inaya Medical College submitted an action plan in which they address the experts' recommendations in detail and present a timeline for when they will be implemented (if possible). The Accreditation Commission welcomes this action plan.

The regulated study period in the program “Biomedical Technology” is four years / eight semesters at Inaya Medical College followed by one year internship. The study program comprises 48 mandatory courses, of which 34 are program-specific and 14 are courses offered by other departments of IMC (12 of them are taught in the First Common Year and 2 during the main period of studies). The (main) language of instruction is English. The bachelor study program “Biomedical Technology” is completed with awarding of the academic degree “Bachelor of Biomedical Technology.” Admission takes place every winter and summer semester. The first batch of students was admitted to the study program in the academic year 2011.

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

The study program “Biomedical Technology” is accredited for the duration of five years, until September, 30, 2027.

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 recommendation articulated in the expert report.