

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 Respiratory Therapy Sciences
for the Accreditation of the Bachelor Study Program
“Respiratory Therapy”
(Bachelor of Respiratory Therapy)**

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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 criteria¹:

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

¹ 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 “Respiratory Therapy”. 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 “Respiratory Therapy”, 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 "Respiratory Therapy":

Annex 01	CVs teaching staff
Annex 02	Teaching Matrix
Annex 03	Module Overview
Annex 04	Students Handbook
Annex 05	Study Plan
Annex 06	Course Specifications
Annex 07	Clinical Preceptor Handbook
Annex 08	Program Specification
Annex 09	Students Statistics
Annex 10	Program Evaluation
Annex 11	Internship Manual
Annex 12	Declaration
Annex 13	Accreditation Committees
Annex 14	Admission Criteria
Annex 15	List of PDU Topics
Annex 16	Benchmarking Data
Annex 17	International Collaboration Agreement

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 Accommodation 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
Cooperation partner	Local, regional governmental and private Hospitals
Title of the study program	„Respiratory Therapy“
Degree awarded	Bachelor of Respiratory Therapy
Form of studies	Full-time, on-campus
Organisational structure	Sunday to Thursday 08:00 – 17:00
Language of Studies	English (however, some first-year modules in Arabic)
Period of education	Eight Semesters (Common First Year included) + one-year non-credit rotary internship
Credit Points (CH) according to the Credit Hour System	134 Credit Hours (equals 275 ECTS Credit Points)

Hours/CP	1 hour of lecture = 1 CP 2 hours of laboratory = 1 CP 3 hours of clinical training/week = 1 CP
Workload	Total: 8.082 hours Contact: 1.605 hours Lab/Practical: 510 hours Clinical: 297 hours Individual Work: 3.230 Hours Final Exam: 190 Hours Internship: 2.250 Hours
Launch date of the study program	2011
First accreditation	Program has not yet been accredited
Time of admission	Twice a year at the beginning of each academic semester
Number of available places on the program	100 (distributed between male and female students)
Number of enrolled students by now	- 296 (currently enrolled; 2019-2020) - ... Graduates (since 2011)
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	2,000 OMR per year

Chart 1: Structural data of the study program

2.2.2 Qualification objectives and employment opportunities

As the University states, the “Respiratory Therapy” program aims to prepare the graduates to do the patient care of patients who needs cardiorespiratory care from neonates to geriatric age group. The “Respiratory Therapy” program covers patient assessment, diagnostic techniques and disease pathology and its treatment including mechanical ventilation and critical care management (SER 1.3.1).

According to the Saudi Qualification Framework (SAQF), the “Respiratory Therapy” 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 demonstrate advanced knowledge of the physiological bases for all therapeutic interventions and diagnostic procedures in all areas of respiratory therapy practice; to comprehend advanced knowledge of pulmonary disease management, including the pathophysiology, diagnosis and patient care in clinical settings as well as demonstrate advanced knowledge in critical care pathophysiology to interpret pertinent clinical information to recommendations for appropriate therapeutic intervention.

The domain "Skills" describes the following expectations towards the students:

- Apply advanced interprofessional leadership and project management strategy to complete a research, quality improvement or educational project to demonstrate organization, professionalism and management;
- Perform advanced evidence-based protocol derivation for advanced modalities and diagnostics for the cardiopulmonary patient.

The domain "Competences" describes the ability to develop advanced skills in leadership including department staffing, budgeting, recruitment and risk management; develop advanced skills in topic presentation to health-care professionals and the patient-care community as well as demonstrate advanced effective oral and written professional communication skills consistent with a master level respiratory therapist.

As the University states, it has been estimated that the needs for the respiratory therapy professionals has been increased due to increasing hospital capacities and increasing job tasks for respiratory therapists (SER 1.4.2). The graduates of the "Respiratory Therapy" program have ample job perspectives in hospitals, home care, rehabilitation centers, private clinics and in academic institutions across Saudi Arabia. Additionally, the graduates can work at intensive care units, pulmonary function testing labs, emergency rooms, bronchoscopy labs, etc. (SER 1.4.1).

2.2.3 Modularization and exam system

The program comprises 48 obligatory modules. On average, there are six 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 "Respiratory Therapy" 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 14 and 20 credit hours per semester.

The list of modules offered:

Nr.	Title	Sem.	CP
	First Academic Level		17
BIOS 101	Biostatistics	1	2
COM M 101	Communication Skills	1	1
ISLM 101	Introduction to Islamic Culture	1	2
COMP 101	Computer for Health Sciences	1	2
ARAB 101	Arabic Language	1	2
ENGL 101	English Language (I)	1	8
	Second Academic Level		17
BIOL 101	Biology	2	3
ETH 101	Ethics in Health Care	2	1
PHYS 101	General Physics	2	3
CHEM 101	Introduction to Chemistry	2	3
ENGL 102	English Language (II)	2	4
ENGL 105	Medical Terminology	2	3
	Third Academic Level		20
RTS 000	Basic Life Support	3	0

RTS 231	Introduction to Respiratory Therapy	3	3
RTS 232	Cardiopulmonary Resuscitation & First Aid	3	3
ISLM 102	Islamic and Construction of Society	3	2
BMS 231	Anatomy, Embryology & Histology	3	4
BMS 232	Physiology	3	3
BMS 233	Biochemistry	3	3
ARAB 103	Writing in Arabic Language	3	2
	Fourth Academic Level		17
RTS 241	Anatomy of Respiratory System	4	3
RTS 242	Physiology of Respiratory System	4	3
RTS 243	Respiratory Pathophysiology (I)	4	3
RTS 244	Fundamentals of Respiratory Therapy (I)	4	4
BMS 241	Microbiology	4	2
BMS 242	Pharmacology	4	2
	Fifth Academic Level		17
RTS 351	Respiratory Pathophysiology (II)	5	4
RTS 352	Fundamentals of Respiratory Therapy (II)	5	5
RTS 353	Patient Assessment	5	3

RTS 354	Cardiopulmonary Diagnostics & Monitoring	5	3
ISLM 103	The Islamic Economic System	5	2
	Sixth Academic Level		16
RTS 361	Respiratory Pharmacology	6	2
RTS 362	Arterial Blood Gases	6	2
RTS 363	Mechanical Ventilation	6	4
RTS 364	Lung Expansion / Bronchial Hygiene Therapy	6	3
RTS 365	Clinical Respiratory Therapy / Practice (I)	6	3
ISLM 104	Fundamental of Islamic Political System	6	2
	Seventh Academic Level		16
RTS 471	Psychological Rehabilitation Science	7	2
RTS 472	Adult Pathophysiology, Geriatrics and Trauma Care	7	4
RTS 473	Neonatal, Pediatric Respiratory Therapy	7	3
RTS 474	Advanced Pulmonary Function Testing	7	2
RTS 475	Research Methodology	7	2
RTS 476	Clinical Respiratory Therapy / Practice (II)	7	3
	Eighth Academic Level		14
RTS 481	Independent Study	8	2
RTS 482	Management of Critically Ill Patients	8	3

RTS 483	Pulmonary Rehabilitation	8	3
RTS 484	Radiological Images	8	3
RTS 485	Clinical Respiratory Therapy / Practice (III)	8	3
	Total:		134

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): This year aims to prepare students with a sound knowledge in basic medical sciences such as anatomy, physiology, pathology, biochemistry and microbiology.

Semester 5-6 (Basic Respiratory Therapy Core Courses): In these semesters, basic courses such as patient assessment, diagnostic techniques, disease pathology and entry level clinical postings are covered.

Semester 7-8 (Advanced Respiratory Therapy Core Courses): In these advanced semesters the students in the "Respiratory Therapy" program learn to analyze and interpret patient related information and take appropriate therapeutic measures to treat them. They also learn the research methodology and conduct a research project under the supervision of a research mentor.

After the successful completion of the eighth semester, students are requested to complete a one-year, non-credit bearing mandatory internship clinical training in one of the affiliated (local and regional) hospitals, where their skills are reviewed and fine-tuned under expert practitioner's follow up before they entered into the workplace (SER 1.2.1). The internship consists of a comprehensive clinical training with rotation to different specialties such as adult intensive care unit, neonatal and pediatric intensive care units.

The internship year in the "Respiratory Therapy" program is designed to follow a systematic step wise approach to facilitate first observing and reviewing and then practicing of all psychomotor skills and competencies gained during the theoretical and practical session during the college academic years. For that purpose, the "Respiratory Therapy" has developed both the Clinical Preceptor Handbook (Annex 07) as well as the clinical training and internship manual (Annex 11). The internship manual also describes the rules and responsibilities of the clinical preceptors, the criteria of student evaluations, the interns' responsibilities rights and code of conduct. It also integrates all clinical skills, competencies and patient encounters mandatory for the professional practice of entry level paramedics. The rotation plan of the Respiratory Therapy students within the clinical training facility, the overall objective of the rotation and the individual skills to be practiced during this rotation are also defined.

The "Respiratory Therapy" 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. 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.

The "Respiratory Therapy" 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 can pursuing their higher education in Canada, USA, and European countries. The curriculum of the "Respiratory Therapy" program has been benchmarked with the curriculum at Loma Linda University in California (SER

1.2.8). The curriculum is mandatorily reviewed every five years to fulfill the community and national plans, needs and to meet international developments in the field.

At the Inaya Medical College, research is an integral part of all study programs. In the “Respiratory Therapy” program, research is incorporated to promote evidence-based respiratory therapy practice. Therefore, there are two courses (RTS 475 in level seven and RTS 481 in level eight) which directly deal with research methods and research study. Furthermore, the College of Applied Medical Science, where the “Respiratory Therapy” 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 “Respiratory Therapy” program apply a variety of teaching and training methods such as interactive lectures, seminars, exercises, project work, group study etc. (SER 1.2.4).

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the program’s intended learning outcomes. A range of assessments strategies are being used that matches all aspects of the instructional plans for different modules. The selection of appropriate assessments also matches courses and program objectives. 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. (SER 1.2.3)

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:

Score	Grade	Course Grade
95 - 100	A+	Excellent Plus
90 - less than 95	A	Excellent
85 - less than 90	B+	Very Good Plus
80 - less than 85	B	Very Good
75 - less than 80	C+	Good Plus
70 - less than 75	C	Good
65 - less than 70	D+	Pass Plus
60 - less than 65	D	Pass
Less than 60	F	Fail

Table 1.2.3.1: Grade distribution

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 “Respiratory Therapy” program students requires to be free from physical disabilities. Therefore, a physical examination is required, which confirms the students meet the physical and mental requirements needed to be successful in the program and as a staff therapist. To see a detailed description of the requirements, please see (Annex 14).

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
- pass the physical examination (Annex 14).

2.3 Study conditions and quality assurance

2.3.1 Human resources

According to the University, the workload in the “Respiratory Therapy” program is managed by 1 assistant professors, 3 lecturers and 0 teaching assistants (instructors) for the male section and 1 assistant professors, 2 lectures and 1 teaching assistants (instructors) for the female section.

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).

According to the University, the "Respiratory Therapy" 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 "Respiratory Therapy" 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 "Respiratory Therapy" 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 (6 for in the Male campus and 6 in the Female campus). Each class room has a seating capacity of around 30 to 40 students and is equipped with a smart board, white board, data show and projector. Furthermore, there are 3 basic skills labs equipped with manikins and instrumentations required to help the students acquire basic clinical skills. A mechanical ventilation lab has the most current equipment used in the pro-

fession such as Maquet servo I ventilator, Respironics V60 Noninvasive ventilator which are typically used in acute or critical care settings. Furthermore, the lab contains additional equipment used in the diagnosis and follow up critically ill patients such as i-stat blood gas analyzer. A simulation center mimics real experience with patients using highly specialized equipment which allows students to do team approach patient care. The simulation center is considered the first of its kind in KSA that is designated to the field of Respiratory Therapy (SER 2.3.1). The simulation center is accessible for both male and female students. Male and Female students are scheduled at different times to use the labs for practical and simulation sessions. They use of the labs is equal between male and female students as the curriculum is unified.

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 “Respiratory Therapy” program is based on several methods such as peer observation, course evaluation surveys, program evaluation surveys and student experience surveys. Additionally, the “Respiratory Therapy” 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 “Respiratory Therapy” 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 “Respiratory” program, periodic information is received from all the stakeholders, graduates, and professional and regulatory bodies such as the 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.

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 "Respiratory Therapy" (Bachelor of Respiratory Therapy).

The on-site visit evaluation of the study program "Respiratory Therapy" as well as the study programs "Clinical Laboratory Sciences," "Nuclear Medicine Technology," "Emergency Medical Services and Critical Care" and "Biomedical 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

Mr. 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

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 “Respiratory Therapy” (RT) offered at the College of Applied Medical Sciences at the Inaya Medical College is to graduate competent respiratory therapists, who promote research, community engagement and have a commitment to lifelong learning. The study program requires the obtainment of 134 credit hours (CH) according to the international credit hour system (this equals 275 ECTS Credit Points). One CH is equal to one contact hours 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 8,082 hours, of which 1,605 hours are theory hours, 510 are practical/lab hours, 297 hours are clinical hours, 190 hours are for the final exam, 3,230 hours are individual work and 2,250 hours for the internship. The Bachelor study program "Respiratory Therapy" 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 45 obligatory courses, of which 12 are taken in the common first year (CFY).

Admission requirements of the program include the possession of a General Secondary School Certificate (Science Stream), or its equivalent from inside or outside of the Kingdom of Saudi Arabia as well as a record of good conduct. Upon completion of the study program, students are awarded with the academic degree "Bachelor of Respiratory Therapy". The average students' intake in the "Respiratory Therapy" program is 50 male and 50 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 275 students (84 male students and 191 female students) studying in the "Respiratory Therapy" program. The main language of instruction is English. The tuition fees are 3.500 SAR (approximately 830 Euro) registration fee and 55.000 SAR (13.000 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 “Respiratory Therapy” 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 “Respiratory Therapy” 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 “Respiratory Therapy” pursues specific qualification objectives. The program’s goal is to provide education and resources that will enable the students to develop the knowledge, skills, and attitude to be competent respiratory therapists and to promote research, community engagement and a commitment to lifelong learning.

As IMC explains on-site, it has been estimated that the needs for the respiratory therapy professionals has been increased due to increasing hospital capacities and increasing job tasks for respiratory therapists. From the experts’ point of view, the graduates of the “Respiratory Therapy” program have ample job perspectives in hospitals, home care, rehabilitation centers, private clinics and in academic institutions across Saudi Arabia. Additionally, the graduates can work at intensive care units, pulmonary function testing labs, emergency rooms, bronchoscopy labs, etc.

The learning objectives of the “Respiratory Therapy” 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. Furthermore, the experts positively acknowledge that the “Respiratory Therapy” program has been benchmarked with the curriculum at Loma Linda University in California.

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 “Respiratory Therapy” is a full-time study program with a regular duration of four years (eight semesters) plus internship (one year / 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 and Islamic Studies 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 and ethics 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 clinical training with rotation to different specialties such as adult intensive care unit, neonatal and pediatric intensive care units. 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. The experts emphasize particularly positively that special admission requirements have been defined for the "Respiratory Therapy" program, which do not only require a general physical and mental health, but also precisely define the aspects to be fulfilled.

The experts draw attention to the relatively high number of exams to be passed during the "Respiratory Therapy" program. In order to prepare students for the

level of difficulty and number 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/she 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 “Respiratory Therapy” 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 “Respiratory Therapy” program are not required to write a Bachelor thesis but have to conduct a research project instead (module RTS481). 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 "Respiratory Therapy" program is carried out by 2 assistant professors (1 male and 1 female), 5 lectures (3 male and 2 female) and 1 female teaching assistant. They are all employed on a full-time basis. Considering the total of 275 currently enrolled students in the "Respiratory Therapy" program, the student-to-faculty-ratio is 1:34. Since there are seven faculty members from the first common year and basic medical sciences division who are also part of the "Respiratory Therapy" program, the faculty-to-student ratio is 1:18. The experts take positive note of the 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 "Respiratory Therapy" 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.

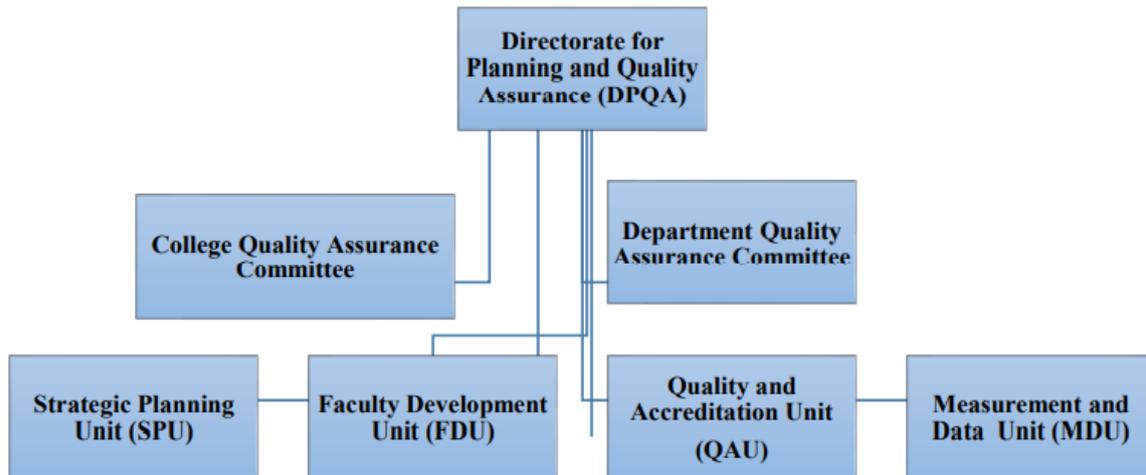
The experts visited the College of Applied Medical Sciences' premises on the female and the male campus. From the experts' point of view, the skills labs are equipped with all relevant devices. The experts positively acknowledge that both male and female students are using the same skills labs in order 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.

As a whole, it was ascertained by the experts that the Bachelor study program "Respiratory Therapy" 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 "Respiratory Therapy" 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.

The experts emphasize particularly positively that special admission restrictions have been defined for the course of studies, which do not only require a blanket health, but also precisely define the aspects to be fulfilled.

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 Respiratory Therapy 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 "Respiratory Therapy" 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 consider setting up a housing program in order to attract students from outside Riyadh to the program.

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 Inaya Medical College took place on 15th and 16th 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 “Respiratory Therapy” is four years / eight semesters at Inaya Medical College followed by a 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 “Respiratory Therapy” is completed with awarding of the academic degree “Bachelor of Respiratory Therapy”. 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 “Respiratory Therapy” 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.