

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



Assessment Report

**for the Application of
University of Sharjah,
College of Health Sciences
for the Accreditation of the Study Program "Medical Diagnostic
Imaging", (Bachelor of Science)**

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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' programs in the fields of health and social sciences, as well as in related domains such as law or economics. By conducting 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 implementing the quality assurance recommendations made by the AHPGS. 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). Furthermore, the AHPGS has been listed in the European Quality Assurance Register (EQAR) since 2009.

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

¹ Approved by the AHPGS Accreditation Commission

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With these information, the AHPGS produces a summary (see Sections 2-5), which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

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

III. On-site visit (peer-review)

The experts carry out an 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. These discussions provide 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, its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the on-site visit, the expert group writes 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 for the opportunity to 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 foundation for the commission's decision regarding the recommendation for accreditation of the study program.

2 Information about the University

The University of Sharjah (UOS) was established in 1997 with the aim and vision to offer comprehensive and multi-disciplinary study programs. Currently, UOS offers 123 study programs at 14 different colleges across multiple academic disciplines. The University has two main campuses in Sharjah as well as campuses in Aldhaid and Kalba. There are currently over 18.000 students studying at UOS. Furthermore, UOS has 39.000 alumni.

Since its establishment in 1997, the University has put research at the top of its list of priorities. One part of the University's strategy is to promote research among all faculty members in all colleges, with the aim of attracting staff with research accomplishments. This stems from the University's understanding of scientific research as the basis of economic, social, humanitarian and medical developments. Many active research institutes, centers and groups have been established over the years and engage in a wide spectrum of interdisciplinary research geared to advance development in the region and beyond.

The University of Sharjah has three research institutes, which namely are "Research Institute of Medical and Health Sciences", "Research Institute of Sciences and Engineering" and "Research Institute of Humanities and Social Sciences".

The College of Health Sciences, where the Bachelor study program Medical Diagnostic Imaging is located, was founded in 1998. It has become the third largest College at the University of Sharjah with nearly 2.000 students. It was established to educate highly skilled health workers in different specializations to fulfill the needs of the healthcare market in the United Arab Emirates and the neighboring regions. The College currently offers seven Bachelor and four Master study programs, which are all part of the international accreditation procedure by AHPGS. The future plans of the College include the expansion of Master study programs by adding the Master programs "Medical Diagnostic Imaging", "Applied Nutrition" and "Public Health". The College is also planning to launch its first PhD program within the next three years.

The Department of Medical Diagnostic Imaging was founded in 1997. There are currently no other study programs at this department.

3 Overview

3.1 Procedure-related documents

The University of Sharjah delegated the accreditation of its Bachelor study programs “Medical Diagnostic Imaging”, “Clinical Nutrition & Dietetics”, “Nursing”, “Health Services Administration”, “Physiotherapy”, “Environmental Health Sciences”, “Medical Laboratory Sciences” as well as the Master study programs “Physiotherapy”, “Medical Laboratory Sciences”, “Adult Critical Care Nursing” and “Environmental Health Sciences”.

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) of the University of Sharjah (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on April, 28, 2022. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of AHPGS. The contract between the University of Sharjah and the AHPGS was signed on January, 26, 2022.

On September, 15, 2022 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) concerning the study programs accreditation to the University. On September, 29, 2022 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the University of Sharjah follows the outline recommended by the AHPGS. Along with the application request for the accreditation of the Bachelor study program “Medical Diagnostic Imaging” as well as 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 “Medical Diagnostic Imaging”

Annex	Description
1	Course Syllabi
2	Clinical Training Manual
3	CV for Instructors
4	Teaching Matrix
5	Practice Logbook
6	Assessment Procedures
7	Alumni Students
8	Alumni Survey

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

Annex	Description
A	Cooperation Agreement Mediclinic
B	Memorandum of Understanding UOS & FUH
C	Memorandum of Understanding UOS & Hospital
D	Memorandum of Understanding UOS & Aster
E	Disability Services and Facilities
F	Diversity Equity and Inclusion
G	Institutional Effectiveness Manual 2021 - 2022

The application, the open questions (OQ) and the answer to the open questions (AOQ) as well as the additional documents build the basis for this summary.

The layout bears no significance, as it solely reflects the agreed standard within the University.

3.2 Structural data of the study program

University	University of Sharjah
Faculty/Department	College of Health Sciences Department of Medical Diagnostic Imaging
Cooperation partner	- Emirates Health Services (formerly Ministry of Health and Prevention)

	<ul style="list-style-type: none"> - Zulekha Hospital - Al Jalila Children's Specialty Hospital - Esther Health Group - Al Mousa College
Title of the study program	"Medical Diagnostic Imaging"
Degree awarded	Bachelor of Science in Medical Diagnostic Imaging
Form of studies	Full-time, on-campus/hybrid
Organisational structure	Monday to Thursday from 08:00 am to 05:00 pm
Language of Studies	English (except Arabic language courses and Islamic studies)
Period of education	8 Semesters
Credit Hours (CH) according to the internal Credit Hour System	137 CH (equals 232 ECTS Credit Points)
Hours/CP	1 Theory Credit hour = 1 Hour 1 Lab/Practical Hours = 3 Hour
Workload	Total: 4,665 hours Theory hours: 1,290 hours Practical hours: 915 hours Individual work: 1,530 hours Practice: 930 hours
CP for the graduation project	2 CH
Launch of the study program	1997
Time of admission	fall semester
Number of available places on the program	between 15 and 20
Number of enrolled students by now	157

Particular enrollment conditions	<ul style="list-style-type: none"> - secondary education or equivalent - not have been expelled from an institution - medically, physically and mentally fit
Tuition fees	51,538 AED per year (13.500 Euro)

Chart 1: Structural data of the study program

4 Expert Report

The on-site visit was carried out on January, 23-25, 2023, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the Expert Group.

The Expert Group met on January, 22, 2023 for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the on-site visit at the University.

During the on-site visit, experts held discussions with the University management, representatives of the College of Health Sciences, the Chair, Vice Chair and the teaching staff of the program “Medical Diagnostic Imaging” 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 examine the equipment and the capacity of the laboratories.

During the on-site visit, the University submitted the following additional documents at the request of the Experts:

- Workload overview for all study programs of the College of Health Sciences

The Expert Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The Study Program will be described and analyzed in a

comprehensive manner below. The documents submitted by the University, the Experts' feedback to the documents, the observations made during the on-site visit, the results of discussions with the representatives of the University, College of Health Sciences and the Department of Medical Diagnostic Imaging serve as the foundation for the statements made in the expert report.

4.1 Program aims and their implementation

Summary

Medical Diagnostic Imaging (MDI) is an important part of the diagnostic process. Thus, the Bachelor study program “Medical Diagnostic Imaging” was implemented in the College of Health Sciences at the University of Sharjah. The program aims at being recognized at national and international levels; to educate and train graduates for them to work on different imaging modalities, including Computerized Tomography (CT), Magnetic Resonance Imaging (MRI), Nuclear Medicine (NM), Ultrasound (US) and digital imaging systems which are gradually developed worldwide. These graduated students take positions in hospitals and clinics, education, research and industry fields.

According to the University, the goal of the “Medical Diagnostic Imaging” program is to graduate students with a knowledge base required to practice Medical Diagnostic Imaging effectively and safely. The graduated students should have effective communication, management, and leadership, problem-solving/critical thinking skills that help provide compassionate patient care. Moreover, the graduated students should value the importance of professional development to patient care and the medical imaging field through life-long learning and should meet the needs of the Medical Imaging community.

The program objectives and learning outcomes are based on the National Qualification Framework (NQF) Emirates that provides the following five learning skills: “Knowledge”, “Skill”, “Autonomy and Responsibility”, “Role in Context” and “Self-development”.

The students acquire knowledge in anatomy, physiology and pathology in order to ensure high quality image production, analysis and interpretation. They also learn to develop protocols/procedures and to optimize imaging parameters in order to improve the quality of the images. Finally, they learn how to utilize effective oral and written communication skills with patients and health staff.

According to the University, graduates from the Medical Diagnostic Imaging program may work as:

- Medical Imaging Specialists (MIS) or Radiologic Technologist / Radiographers

- Medical Diagnostic Imaging Department Managers
- Clinical Specialists in medical Equipment Companies
- Educators in the academic institute
- Administrators
- Researchers

Alumni of the department of MDI have to enroll under an internship program of 1 year before being formally accepted into hospitals as full-time employees. A survey conducted among the alumni from 2010 to 2021 showed that it took them between 4 months and 36 months to be employed after graduation. (SER 1.4.2)

Judgement

The experts inquire about the development of the SPIRIT strategic plan, which is scheduled for 2019-2024. The experts are impressed by the strategic documents of the University, which are also accessible on the website. The University reports that in terms of internationalization many collaborations were implemented. The College of Health Sciences, where the Bachelor study program “Medical Diagnostic Imaging” is located, is currently planning cooperations with several hospitals in Germany and would like to send students e.g. to Germany for elective modules in the summer. Currently, it is not possible to award credits for these elective modules outside of the UAE, but the University plans to implement regulations for transferring credits outside of the UAE. The experts appreciate this. Nevertheless, they recommend that the exchange between teachers and students should be further supported. The students also confirm their interest in mobility options.

In terms of research volume at the College of Health Sciences, it is reported that of today, 67 research groups have been implemented at various colleges, which also are involving graduate students who should at least publish one Q1 or Q2 paper. With an average of eight publications per person, the University has one of the highest publication rates in the region. The University also reports plans to intensify cooperation with industry in terms of research activities in order to serve the country. Not only has the University grown by 43% in the last three years, but UAE students now make up about one-third of the student body. The University of Sharjah is also now for the first time the health sciences training partner of the Ministry of Defense and is building a good connection with the

local community, for example, through a center for healthy aging. The experts positively acknowledge that.

Additionally, the University explains that it intends to offer a Master's degree program in "Advanced Ultrasound Imaging" for the Bachelor's degree graduates in "Medical Diagnostic Imaging", which has already been formally approved by the national competent authority. New personnel are also to be recruited for this, which the experts assess very positively. The students in the interview evaluate the implementation of a Master's program also very positively and already express interest.

From the experts' point of view, the Bachelor study program "Medical Diagnostic Imaging" 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.

Decision

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

4.2 Structure of the study program

Summary

The program comprises 40 modules, out of which six modules are university requirements, seven modules are college requirements and 27 courses are program requirements. Furthermore, there are three elective modules on the university level and one elective module on the program-level. The university and college requirements are common to all departments at the College of Health Sciences.

There are between five and six modules in total provided for each semester. All modules have to be completed within one semester. The Bachelor study program "Medical Diagnostic Imaging" offers between 15 and 19 credit hours (CH) per semester. According to the University bylaws and regulations, the study load per

student per semester ranges between a minimum of 12 credit hours, a maximum of 18 credit hours and an absolute maximum of 21 credit hours.

The list of modules offered:

Nr.	Title	Sem.	CH
0201102	Arabic	1	3
0202121	English for Medical Sciences	1	3
0500150	Biology	1	4
0500161	Introduction to Health Sciences	1	2
1426105	Chemistry for Health Sciences	1	4
			16
0104100	Islamic Culture	2	3
0500160	Human Anatomy and Physiology	2	4
0504101	Introduction to IT	2	3
1430107	Physics for Health Sciences	2	4
	University Elective (1)	2	3
			17
0505254	Anatomy (1)	3	4
0502256	Introduction to Medical Diagnostic Imaging	3	3
0502254	Patient Care and Management (1)	3	2
0504252	Biostatistics	3	3
1430281	Physics for Medical Diagnostic Imaging	3	4
	University Elective (2)	3	3
			19
0505265	Anatomy (2)	4	4
0502264	Patient Care and Management (2)	4	3
0502266	Skeletal Radiography	4	4
0502258	Skeletal Radiography Clinical Practice	4	3
0502269	Radiobiology and Radiation Protection	4	2

	University Elective (3)	4	3
			19
0502358	Medical Imaging Equipment	5	3
0502369	Digital Imaging	5	3
0502356	Radiographic Technique	5	4
0502372	Radiographic Technique Clinical Practice	5	5
0302200	Fund of Innovation & Entrepreneurship	5	3
			18
0502359	Radiographic & Crosssectional Anatomy	6	2
0502367	Special Radiographic Technique Clinical Practice	6	5
0502366	Special Radiographic Technique	6	3
0502362	Computed Tomography	6	3
	Department Elective	6	3
			16
0500450	Introduction to Research	7	3
0502459	Ultrasonography	7	3
0502452	Magnetic Resonance Imaging	7	3
0502455	Picture Archiving & Communication System	7	3
0502457	Medical Imaging Clinical Practice (1)	7	5
			17
0502472	Nuclear Medicine	8	3
0504260	Leadership & Health Management in Health	8	2
0502466	Research Project	8	2
0502467	Medical Imaging Clinical Practice (2)	8	6
0502473	Radiologic Pathology and Image Interpretation	8	2
			15
	Total:		137

Tabelle 2: Modulübersicht

The module description/course syllabi cover the following aspects: class timing, venue, faculty, course description, prerequisite, credit hours, course learning outcomes, teaching strategies, course activities and assignments, team-based learning sessions, course work policy, class attendance policy, evaluation method, grading, recommended text, other recommended references. Furthermore, a table of academic weeks and assignments due dates is offered (Annex 01).

The following modules are invariably shared among all College of Health Sciences programs:

- General Microbiology,
- Ethical and Legal Issues in Health Professions,
- Epidemiology and Population,
- Human Anatomy and Physiology Organic Chemistry,
- Biochemistry

Modules in the first year are common between the departments at the College of Health Sciences. The first year comprises essentials of health sciences including chemistry, biology, physics, human anatomy and physiology as well as Arabic, Islamic culture, English for medical sciences and IT. The goal of the first common year is to provide students with basic communication, critical thinking and problems solving skills, to foster the students' ethical values in research and presentation of materials as well as to enhance the students' ability to work independently or in teams.

In the second year of the "Medical Diagnostic Imaging" program, students are oriented towards the basic knowledge in imaging through the Introduction to MDI. They also begin to study more specific courses like Skeletal Radiography or Radiobiology and basic procedures in patient care and management.

During the third and fourth year, students enhance their diagnostic imaging skills. Furthermore, they get familiar with scientific application of radiographic techniques and image interpretation. They therefore get practical and research skills.

Practical training is a major curricular requirement. The training coordinator in the department is responsible for managing the internships in terms of placement and agreement with training agencies. He also follows up the technical issues. Students start clinical training from the spring semester of the second year and continue until the end of the program covering five clinical practicum courses. These clinical practice courses are covering general radiography, special imaging modalities, mammography, dental, operation theater, computed tomography, ultrasound, magnetic resonance imaging and nuclear medicine. The clinical training is carried out at clinical sites. The clinical training manual can be found in Annex 02. (SER 1.2.6)

The Department of MDI adheres to the rules and regulations of the clinical sites with regards to clinical training. At the beginning of each semester, course instructors and clinical staff send students' names to the training entities (EMS, Dubai Health Authority) to approve the students' training. The college has established a clinical training unit that assists and oversees the clinical placement of students across all departments. Moreover, there are regular meetings organized to discuss clinical placement, course objectives and outcomes.

As research is an important component at University of Sharjah, students are actively involved in research related activities. They participate in workshops, conferences and other scientific events. The CHS pays attention to organizing the Annual Research Forum in which final year students' graduation projects are displayed, refereed and presented with awards. An example of some recent student research projects can be found in SER 1.2.7.

The University of Sharjah emphasizes the use of modern teaching strategies that focus on the involvement of students in the learning process. The courses are delivered comprehensively through diverse teaching strategies in classroom, laboratory and clinical practice sessions. The faculty is oriented to lecture less and wants to make the learning environments more interactive by integrating technology into the learning experience and by using collaborative learning strategies when it is possible. The teaching methods include lectures, team-based learning, group discussions, projects, case studies, research reviews and debate. (SER 1.2.4). During the Covid-19 Pandemic, the University used the hybrid mode of delivery, including on-campus and online teaching/exams. The

department has implemented video sessions, discussion sessions, simulation and extra theory lectures to compensate for the CP/lab cancellations. Studies and investigations are made about the students' satisfaction with this hybrid form of learning. The overall response was positive. (SER 1.2.5).

Regarding incoming or outgoing students, the program adopts the policy for admission of transfer students from other Universities, colleges or departments of University of Sharjah (SER 1.2.9).

Judgement

The Bachelor study program "Medical Diagnostic Imaging" has a course-based structure and a course-related examination system. Descriptions of the modules are embedded within the course syllabus. The course syllabus contains information on the course code, the credit hours, pre-requisite(s), the semester and year, the instructors name as well as his or her phone number, office location, mail address and office hours, and the lecture times. Furthermore, the course description, the learning outcomes, the alignment of course student learning outcomes to program student learning outcomes and the weekly distribution of course topics/contents are presented. Regarding the assessments, the assessment tools, the course outcome assessment plan, the teaching and learning resources and the attendance policy are described. Finally, a note on plagiarism and cheating is placed at the end. The experts value the detailed syllabus, which enables students prepare adequately for the individual lectures as well as the scheduled examinations.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general. During the round of talks, the experts inquire about interdisciplinary taught modules, as the programs at the College of Health Sciences offer good opportunities for this in their estimations. The University reports that in the area of elective modules, students are sometimes taught together and partly complete the practical courses together using a mobile clinic. On the Master's level, interprofessional research education projects are implemented. Nevertheless,

the experts see room for improvement related to interdisciplinary teaching and learning at the College of Health Sciences. The University agrees. The experts recommend that the curricula of the various study programs be reviewed in this regard.

The experts further inquire about the graduation project process. The teachers report that the graduation project is written in group work. A maximum of four students work together and present their scientific work in the form of a poster at the end. The experts recommend that the University considers examining the students individually in the form of a thesis to make it more internationally comparable. The experts also recommend that the University translates its internal credit hour system into the European Credit Transfer System and attach it as an appendix to the diploma to ensure international compatibility.

The arrangement of internships in the study programs allows acquisition of credits. During the interviews, the experts learned that the training coordinator in the department is responsible for managing students' internships in terms of placement and agreement with training agencies. The coordinator also follows up on the technical issues with regards to the quality of the experience and fulfillment of the training requirements. Once a student is registered in the internship program, he/she will have access to the students' internship e-portfolio. The students submit a training portfolio in each of the practicum courses, which is a part of their clinical assessment. The effectiveness of the practical training program is evaluated in detail for each student via a series of visits, evaluation and verification reports submitted by the students, their practical training managers and evaluated by the practical training academic supervisor. The experts appreciate that supervisors from both the University and the clinic are assigned to oversee students during their clinical placements. The students confirm the support and good supervision during the internships. The University reports that the department of "Medical Diagnostic Imaging" became a member of the European radiology society as the first one in the United Arab Emirates. The students can take actively part and use the certificate for the European radiology society together with their diploma, which the experts positively acknowledge.

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 many isolated courses and, therefore, a lot of examinations. Thus, the experts recommend revising the module manual and suggest combining some modules to reduce the number of examinations.

Decision

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

4.3 Admission and Feasibility

Summary

To be admitted to the "Medical Diagnostic Imaging" program, the following basic requirements must be fulfilled:

- completion of secondary education or an equivalent level with the required average no earlier than 3 years prior to joining the University
- the applicant should not have been expelled from the University or any other institution for academic/disciplinary reasons
- the applicant should be medically, physically and mentally fit
- applicants should indicate their order of preference for majors on the application form

The full admission requirements and any conditions for provisional admission for the undergraduate programs are available in the University Catalog and are published on the University website. (SER 1.5.1)

Upon admission to University of Sharjah and prior to course registration, all admitted students must demonstrate a level of English proficiency consistent with the requirements of the College of Health Sciences. Students can choose one of the following exams for proof of proficiency:

- Paper-based TOEFL (minimum score 500)
- International TOEFL (minimum score 61)

- IELTS (minimum score 5.0)
- EmSAT (minimum score of 1225)
- PTE (minimum score of 42)

If the required score of English language skills is not met, students are assigned to the “Intensive English Language Program” (IEP). The program offers 20-25 hours per week of intensive English practice.

The program applies the University’s internal credit hour system. Thus, students’ performance is evaluated based on the results of a Grade Point Average (GPA) and the Cumulative Grade Point Average (CGPA). GPA is calculated by dividing the sum of the grade points (with 4 being the best achievable grade and 0 being the worst) received in all courses registered during one semester by the total credit hours of the same courses. 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 YX, students with a GPA score of at least 2.00 are considered to have successfully completed the respective course. To successfully complete the whole program, students have to pass all obligatory examinations with the minimum grade of 2.00 CGPA score.

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. As the first year of study comprises medical foundations as well as basic communication, critical thinking and problems solving skills, the experts determine the admission procedure and requirements to be appropriate, as they correspond to the standards of the study programs.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of

the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

Decision

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

4.4 Examination system and transparency

Summary

In order to assure the transparency of the examination system, the course syllabi have to include detailed information on grading scheme, exams, dates and timings on Blackboard at the beginning of the semester. The assessments are made in the form of homework’s exams, research papers, projects, practical work, research, etc.

The instructor has to complete a midterm performance assessment and report the results before the withdrawal deadline to allow a withdrawal and to help the faculty advisors better advise the students during the registration period.

Most of the modules in the “Medical Diagnostic Imaging” require two exams: The midterm and the final exam along with quizzes, assignments and class presentations as a part of continuous assessment. If only one exam is planned,

it should be given between the seventh and the ninth week of a regular semester or during the fourth week of a summer term. Proper mapping is done for each outcome in each practical course with students' performance on different assessment tools (OSCE, OSPE, written exams, formative and summative clinical assessment, lab performance evaluation). The department also evaluates the achievement of course outcomes using the TASK STREAM online course platform.

From the lecture-only courses, 45%-55% of the total course are assigned to the examination while the other 45-55% should be allotted for the other course activities including exams. The grading policy for practical-orienting courses and special courses depends on the nature of the course.

However, the passing grade for students in the Bachelor should be "D" = 60/100 of total course grades.

If a student fails to attend a final examination without a valid excuse, the student shall receive an "F" grade for the course. In case of exigent circumstances, the student may submit a petition to the Dean of the concerned college. The dean will then inform the registration department to record an incomplete grade 'I' to the course. The student can take a make-up exam to replace the 'I' before the end of the add/drop period of the following semester. (SER 1.2.3)

The grading scheme is as follows:

%	Letters	Grade Point
90-100	A	4
85-89	B+	3.5
80-84	B	3
75-79	C+	2.5
70-74	C	2
65-69	D+	1.5
60-64	D	1
Below 60	F	0

The disability resource center sends departments and academic advisors' recommendations and also advices students with disability. These recommendations include duration of exams, translation services and extension of the due dates and times during exams, peer mentoring, use of adaptive technology, use of hearing aids and translation services as needed.

All information relevant to the programs offered at the department of Medical Diagnostic Imaging are transparently published on the website of University of Sharjah.

Judgement

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have 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. The experts positively emphasize that the University has already established a well-functioning system of electronic examinations before the pandemic. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. Nevertheless, in the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge. The requirements to students' performance in examinations are regulated and published in the course syllabus. The frequency of examinations, as well as their organizations, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published on the website.

Decision

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

4.5 Teaching staff and material equipment

Summary

Currently, the "Medical Diagnostic Imaging" department has seven faculty members (one professor, three associate professors, one assistant professor and two lecturers), five academic staff (clinical tutors) and one administrative staff (administrative assistant). The faculty members and clinical tutors are all employed on a full-time basis. The course distribution among faculty members is based on academic and clinical experiences. The faculty ranked assistant professor and above are responsible for the research project course and the advanced imaging modalities. A radiologist is responsible for teaching anatomy, cross-sectional anatomy, and radiology pathology courses. (SER 2.1.1)

The full teaching load hours of all regular academic staff members per week is 10 hours for professors, 12 hours for associate professors and for assistant professors, 15 hours for lecturers and 15 hours for instructors.

In the academic year 2021/2022, there were 155 students in the program. Considering the number of the teaching staff, the faculty-to-student ratio is 1:22.

The recruitment procedures and regulations are stated in the Faculty Handbook, Chapter III. According to the University, the Department of Medical Diagnostic Imaging has been very successful in recruiting new and replacement faculty within the last two years. The Department also resorted to hunting qualified candidates for the advertised jobs. The faculty recruitment process stated at the university bylaws chapter four as follows: at the beginning of each academic year, each college shall form a committee called the Committee for Faculty Selection and Contract Renewal chaired by the College Dean or a delegate. This committee is responsible for meeting the faculty hiring needs and considering the renewal of contracts. The criteria to be met by the candidates are to be specified by the colleges and centers. (SER 2.1.2)

In order to be appointed as a professor, a person must:

- Have spent at least ten years (or 15 years from someone outside the university) teaching in a recognized university since obtaining his or her PhD or an equivalent qualification,
- have occupied the rank of associate professor for at least five years in a recognized university inside or outside the country,
- have conducted and published research as an associate professor in his field of specialization in refereed journals.

In order to be appointed as an associate professor, a person must:

- hold a PhD or an equivalent qualification from a recognized university and must have held the position of an assistant professor for at least five years (or eight years from someone outside the university),
- have conducted research in his or her specialization

Assistant professors must at least hold a PhD title. Lecturers must at least hold a Master's degree.

The University supports the teaching staff and encourages them to continue seeking development through arranging different activities. The strategic planning office is applying key performance indicators for each faculty. These activities are considered part of the faculty evaluation during contract renewal. Examples of services and activities organized by the University are (SER 2.1.3):

- different workshops,
- IT workshops on how to use blackboard, zoom, and MS teams,
- students' advising workshops for the new faculty,
- encouraging faculty participation in different self-development activities abroad,
- workshops and training sessions in areas of specialization,
- encouraging collaboration between faculty members within the College, University and outside academic/research institutions
- allocating a budget for attending workshops, conferences and training programs.
- encouraging the sharing of inter college expertise in areas of specialization
- encouraging the use of new technologies in teaching, assessment, etc,

- conducting research-based seminars by the research outreach department.

The central laboratories were established in 1997 in order to become the core location for practical experiments, training and research related to applied medical sciences. The central labs directorate which belongs to the deanship of academic support services is the administrative unit responsible for operating and managing the central labs. The central labs directorate duties include space management, purchasing new lab equipment, chemicals, tools and consumables, centralized lab utilities, equipment maintenance and asset management, sharing lab equipment between different programs, store services and lab safety management (SER 2.3.1).

The following laboratories are implemented for the “Medical Diagnostic Imaging” program:

- 1) X-Ray Lab: Teaching and research courses providing the practical experience to build students’ technical skills and confidence in practicing radiography. The lab includes an x-ray machine, a portable x-ray machine and PACS.
- 2) Radiography Skills Lab: Teaching and research courses providing practical experience before engaging with real patients in the clinics. The lab includes an x-ray machine to allow students to perform the imaging techniques.
- 3) CT simulation lab: Teaching course providing the practical experience in scanning procedures and protocols in CT. The lab includes a CT simulator.
- 4) Ultrasound scanning and simulation lab: Teaching and research activities that are performed using ultrasound scanners and two advanced simulation machines with normal and pathology cases.

The library homepage acts as a portal to all library resources and research tools. It also hosts the E-Forms, Tutorials, Policies, Users Guide, Announcement for events and activities, etc. The library also subscribes to Athens, a Remote Access software that enables the university community to access library online resources off campus and download full text documents.

The library has developed a dedicated program to keep faculty and students aware of the latest information resources acquired and to enable students to search, find, retrieve, evaluate and make efficient use of resources. The UOS libraries have access to 136 online databases in various disciplines. (SER 2.3.2)

Library	Monday - Thursday	Friday	Saturday - Sunday
Men M16	8:00 AM - 12:00 AM	Closed	9:00 AM - 10:00 PM
Medical M26	8:00 AM - 12:00 AM	Closed	9:00 AM - 10:00 PM
Women W16	8:00 AM - 8:00 PM	Closed	9:00 AM - 8:00 PM
Fine Arts M22	7:30 AM - 3:30 PM	Closed	Closed

The University maintains a large-scale and multi-campus IT infrastructure including telecommunication, servers, data storage, up-to-date software and hardware technologies which are provided for the support of academic programs, administrative units and the university community. The information technology center offers two types of support for faculty and students (SER 2.3.3):

1. **Classrooms and Technological Support:** classrooms are equipped with multimedia tables, virtual desktop infrastructures, smart projectors and internet access. Some classrooms are equipped with basic IT equipment (desktops and data shows). Other classrooms are equipped with Multimedia tables which are used for activities requiring advanced technological needs.
2. **IT Support for Faculty, Staff and Students:** includes academic computing support and IT technical support. The Department of Academic Computing Services provides support for faculty members on how to effectively use technology in the teaching and learning process. The technical support is provided by the Help Desk system.

The university provides funds to all faculty members who present their scientific research papers in two conferences (one international and one local) in every academic year. Another support for research is offered through the subscription from the library to all major journals and databases in each discipline. A top priority of the University being the advancement of research, the University has

started with the development of the necessary infrastructure needed for research.

The steps taken by the university are as follow:

- increase recruitment for faculty and research specialized staff as well as for research support staff,
- establish awards for best researchers and excellence in research
- provide sufficient and generous funding for research projects
- establish Vice Chancellor for Research Office as well as three Research Institutes that include multiple Research Centers/Labs/Groups

The steps taken at the local college level are as follow :

- establish committees for research/conferences participations and provide necessary training for researchers
- encourage the students' participation in research activities through an undergraduate research day conducted yearly
- apply for research funding within the university and from external organizations (Sheikh Khalifa Award, Al Jalila foundation research Grants, Harvard Cooperative research Awards, etc)
- host and co-organize many conferences and scientific days (SER 2.3.4)

Judgement

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. The institute of leadership in higher education (ILHE) has delivered a series of interactive training and workshops to keep the staff of the University of Sharjah up to date with current pedagogy and educational teaching methodologies and technology that can help them in enhance the learning experience of students in face-to-face as well as hybrid/hyflex sessions. Students evaluate the performance of all teaching staff periodically.

Overall, the teaching and academic staff of the College of Health Sciences at University of Sharjah shows a very high level of commitment and potential for the execution as well as further development of the study programs 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. As motivations to teach at the University for Sharjah, the staff cites the University's good reputation, good working atmosphere, safe working environment and support mechanisms related to research and academic development.

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 "Medical Diagnostic Imaging" 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 improve their abilities, which is confirmed during the talks with the staff on site.

The experts visited the premises of the College of Health Sciences as well as the central laboratory building, where the skills labs of the Bachelor study program "Medical Diagnostic Imaging" are located. The skills labs are equipped with all relevant technology devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the programs are sufficient. Additionally, the experts were shown around the Research Institute of Medical & Health Sciences at the University of Sharjah, which was established in 2015. This institute supports more than 170 faculties and young researchers. According to the experts, the institute incorporates state of the art lab facilities with very good research equipment. The research groups focus on transnational biomedical research on areas including cancer, chronic inflammatory diseases, immunological disorders, genetic disorders, diabetes, drug discovery, neuro-pharmacology, and toxicology; in addition to public health and other research areas of local and regional interest.

Furthermore, some of the experts were enabled to visit the university hospital of Sharjah, which is located on the campus. The experts are convinced that the hospital is well equipped in terms of personnel and especially equipment. The hospital operates independently, the students only practice here via internships, just like with other cooperating hospitals. Both the teachers and the students would like to have their "own" teaching hospital. The evaluators also see this as

a great opportunity to promote the practical skills and abilities of the students outside of the skills labs and even before the internship. Therefore, they recommend that the University reviews the extent to which cooperation with the hospital on campus can be intensified.

As a whole, it was ascertained by the experts that the Bachelor “Medical Diagnostic Imaging” has ample teaching facilities at its disposals. During the round of talks, the teaching staff explain that they are also very satisfied with the equipment and that requests for new devices are heard and granted, such as a new CT scanner, x-ray machine as well as an ultrasound device, which were all approved within 2021/2022. Additionally, the experts learned that the financial support for open access publications could be strengthened, as the fees sometimes have to be privately financed. The experts recommend that these costs be paid by the University.

Decision

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

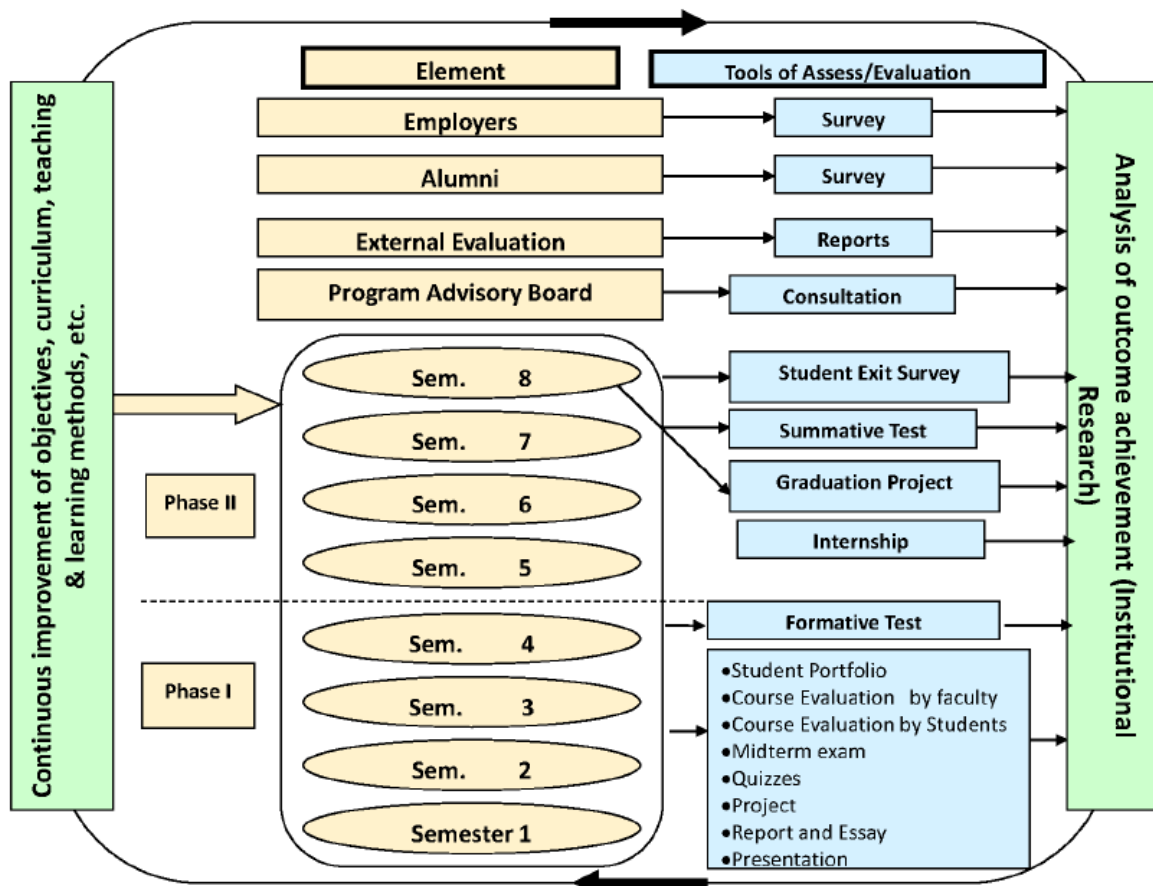
4.6 Quality assurance

Summary

The deanship of quality assurance, institutional effectiveness and accreditation is the central body to coordinate and control all related activities throughout the university. The deanship supervises, assesses and plans issues related to institutional research, institutional effectiveness, accreditation and professional development by dealing, amongst others, with the following responsibilities (SER 1.6.1):

- Coordination and preparation for national and international accreditation,
- design and update evaluation and assessment methods appropriate for each category of programs and verify all development plans,
- ensure that all existing and planned curricula meet the required standards and have well defined outcomes,
- prepare progress reports at all levels and periodically review and evaluate the implementation of the strategic plan and directions.

The following processes are implemented:



The course instructors/coordinator reflect on the course level data, such as grade distribution, student feedback, faculty feedback as well as performance of teaching and learning to make improvement recommendations for the course. The instructor/coordinator aligns the student assessment findings with the target KPIs for each learning outcome and concludes recommendations for future improvements. The chairperson/program coordinator revise the course e-files, use the recommendations status report and reflect on the program level data such as cohort analyses, grade distribution, student feedback, faculty feedback, advisory board and external evaluator feedback.

The department of Medical Diagnostic Imaging implements routine evaluation of the Bachelor study program and its constituent courses. Therefore, the following surveys are used (SER 1.6.2):

- course experience survey,
- senior exit survey,

- alumni survey,
- student satisfaction survey,
- fresh student's survey,
- faculty satisfaction survey.

For the evaluation of the practical relevance of the study program, the alumni survey and senior exit survey are used. The results of the Alumni survey are as follow:

- 80% agree that their degree prepared them very well to enter the job market
- 45% are not working in the same field as their major

There is also a senior exit survey done annually. The response rate for the poll conducted in 2020-21 was 90% and the participants had a generally pleasant experience at the University. 88% of the participants agreed that the program qualified them for a career in the radiography profession. Especially the academic advising, relationships with faculty members and the instructor's availability during office hours received positive comments. The participants suggested that the attention to student's opinion/feedback and the availability of extracurricular activities could be improved (SER 1.6.4).

At the University of Sharjah, different support mechanisms are implemented. The colleges and departments have mechanisms in place to deal with students who are academically at risk. New students are provided with an orientation program, where every student is assigned to an academic advisor. The academic advisor helps with the course selection, academic planning and orientation. The advisors also assist students in making changes to their courses during add/drop periods and may recommend dropping, adding, changing and/or repeating courses. Advisors may discuss special circumstances and personal issues affecting their students and offer guidance. The Department Council also discusses special students' progress issues. Special requests received from students (regarding registration, progress, and special circumstances) are evaluated by the advisor and an appropriate suggestion is made, the requests are then sent through the College to the University's Students Affairs Committee for further evaluation.

In addition, students under probation are assigned academic advisors to follow-up on students' progress during their study in the program, identify problems they could be facing and advise them of ways to rectify such problems. Besides this, the department assigned one senior faculty member over the last four years to serve as an advisor/mentor for students under academic probation. Furthermore, the deanship of student affairs has the students counseling department with the mission of developing the student's balanced personality at the psychological, social, emotional and mental or skills level (SER 1.6.8).

The enrollment statistics can be seen in the following table:

		Female		Male		Total
Medical Diagnostic Imaging - Bridging	2022 Fall	0		0		0
	2021 Fall	0		0		0
	2020 Fall	0		0		0
	2019 Fall	3	100%	0	0%	3
	2018 Fall	1	25%	3	75%	4
	2017 Fall	1	25%	3	75%	4
		Female		Male		Total
Medical Diagnostic Imaging - Basic	2022 Fall	139	87%	18	13%	157
	2021 Fall	138	89%	17	11%	155
	2020 Fall	122	88%	17	12%	139
	2019 Fall	122	90%	14	10%	136
	2018 Fall	111	90%	12	10%	123
	2017 Fall	127	92%	11	8%	138

Table 2: Available Places and Actual Enrollment in the Program.

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program "Medical Diagnostic Imaging".

The experts were granted access to the electronic administration system of the study programs. Here the feedback loops are closed by presenting evaluation results and action plans. The whole system is designed centrally, but all faculties have access and are obligated to update their own material. The experts are impressed by the wealth and detail of information and reports available there.

Nevertheless, the experts recommend checking again where process flows can be streamlined. The staff reports that sometimes the same information has to be made available in different formats for different responsibilities, which costs a lot of time. It might also be helpful to have one administrative employee per department who is responsible for keeping the system up to date.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates. The experts appreciate that regularly meetings on different levels are held to improve the study programs.

Decision

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

4.7 Gender equality and equal opportunities

Summary

The University of Sharjah admits academically qualified and morally sound students irrespectively of their national origin, color, gender, religion or disability. (SER 1.6.9)

At the University of Sharjah, a Disability Resource Center was established in 2013 to assure the service and support for people with disabilities. The Center assumes the responsibility of inclusion, integration and empowerment. To achieve this goal, the Center employs a comprehensive and integrated work system that takes care of people with disabilities from the time of their enrollment in the university until after their graduation. To achieve this goal, the Center has the following duties (SER 1.6.10):

- implement policies, plans and initiatives pertaining to protect the rights of people with disabilities
- achieve the objectives stipulated by the bylaws
- spread the culture of disability inside and outside the community of the university

- open and keep an electronic record including all information about students with disabilities
- provide support and counsel the disabled students
- evaluate the level of the services provided by the center
- receive complaints from people with disabilities and assure their transfer to the different deanships in order for them to take measures
- monitor the academic performance of disabled students and ensure the effectiveness of the learning process
- determine the suitable jobs, help in the job research and measure the effectiveness of their work placement
- establish open channels of communication between the Alumni Association of the university and people with disabilities to provide career counseling and guidance
- organize conferences, seminars and workshops related to the affairs of people with disabilities

The “Medical Diagnostic Imaging” department is inclusive and accepts as well as accommodates all students, unless the disability or chronic illness jeopardizes the clinical practice safety and affects the ability of the student to complete the program requirements.

Judgement

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social developments.

The experts take positive note of the fact that actual cases of dealing with students with disabilities or chronic illnesses could be named in the discussions. Overall, the experts conclude that the University’s actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Decision

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

5 Conclusion

Overall, the experts were impressed and highlight the strong commitment and engagement demonstrated by all levels of the University of Sharjah. The student-centered philosophy of the University is highly appreciated, as students are treated with care and respect. The structure of the Bachelor study program “Medical Diagnostic Imaging” is clear, with a good balance between theoretical, practical, and clinical work. The programs follow both national and international requirements and use modern learning techniques to create a well-rounded curriculum. Although mobility opportunities are available, they are not very frequently used at this time. The University should continue to focus on internationalization and mobility for students and staff. The examination system is well-regulated and fair, with a variety of tools available to assess student progress. The staff is highly qualified and there is a good balance between research and teaching. The quality assurance system in place is robust. Evaluation results are used to make changes, and the monitoring system on the program level is a useful tool. The University should periodically reevaluate the QA system to make it as lean as possible and retain only essential processes. The institution has non-discriminatory practices in place for admission and promotes gender equality.

Based on the information from the written documents and the results of the on-site visit, the experts concluded that the Bachelor study program “Medical Diagnostic Imaging” offered at the University of Sharjah fulfil 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:

- The University should continue to focus on internationalization and mobility for student and staff.

- The various study programs at the College of Health Sciences should be reviewed in regard to possibilities for interdisciplinary teaching and learning.
- The University should consider examining the students individually in the form of a thesis in order to make it more internationally comparable.
- The University should translate its internal credit hour system into the European Credit Transfer System and attach it as an appendix to the diploma to ensure international compatibility.
- The experts recommend revising the module manual and suggest combining some modules to reduce the number of examinations.
- The University should check again the electronical quality assurance system regarding to where process flows can be streamlined. It might also be helpful to have one administrative employee per department who is responsible for keeping the system up to date.
- The University should pay for the Open Access publication fees.

6 Decision of the accreditation commission

Decision of the accreditation commission of May 4th, 2023

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 on-site visit of University of Sharjah took place on January 23 and 24, 2023 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 as well as the response opinion of the University of Sharjah.

The regulated study period in the Bachelor study program "Medical Diagnostic Imaging" is four years / eight semesters. The study program requires the obtainment of 137 credit hours (CH) according to the internal credit hour system. The study program consists of 40 courses out of which six are university requirements, seven are college requirements and 27 are program requirements. The language of instruction is English. The Bachelor study program "Medical Diagnostic Imaging" is completed with awarding of the academic degree "Bachelor of Science". Admissions take place every fall semester. The first batch of students was admitted to the study program in the academic year 1997/1998.

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

The Bachelor study program "Medical Diagnostic Imaging" is accredited for the duration of five years, until September 30, 2028.

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.