

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



Assessment Report

**for the Application of
the Inaya Medical Colleges
College of Applied Medical Sciences
Department of Nursing
for the Accreditation of the Study Program “Nursing Sciences”,
Bachelor of Nursing Sciences**

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¹ The experts in italics did not participate in the site visit but evaluated the study program on paper beforehand.

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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 criteria²:

1. Program aims and their implementation
2. Structure of the Study Program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender Equality and Equal Opportunities

² Approved by the AHPGS Accreditation Commission

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfill the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, 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 applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

The experts carry out a 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 and 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 site visit, the expert group writes the Assessment 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 Assessment 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 Assessment 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. Consequently, the 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 Information about the University

Inaya Medical College (IMC) is a private higher education institution, located in the upper north area of Riyadh, Kingdom of Saudi Arabia, which was established in 2011. IMC is committed to provide students access to education, research as well as community services, which will have a positive impact on the economic, social and cultural vitality and health and well-being of the Kingdom of Saudi Arabia (KSA). Currently, IMC has 10 programs from the three Colleges (College of Health Information Systems, College of Applied Medical Sciences, College of Nursing) with 1.735 students in total.

The following table presents the number of students in each program at IMC:

Study Program	Registered Students
Clinical Laboratory Sciences	204
Dental Health Care	46
Nuclear Medicine Technology	46
Nursing	540
Radiological Sciences	138
Biomedical Technology	43
Respiratory Theory	287
Emergency Medical Services	295
Health Information Systems	67
Health Administration	69
	1.735

The “Nursing Sciences” program was established in 2011 to provide high quality of nursing education and practice, as Nursing Sciences is one of the most important specialties in the health care system. Currently, there are 130 students in the “Nursing Sciences” program enrolled in each academic semester. This program is the only one within the department of “Nursing”.

3 Overview

3.1 Procedure-related documents

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 SER) of the Inaya Medical College (hereinafter the University or IMC) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on November 30th, 2022. The decision regarding the accreditation of a study program is carried out by Accreditation Commission of AHPGS. The contract between the IMC and the AHPGS was signed on March 14th, 2022.

On April 28th, 2023, 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 May 23rd, 2023, 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 IMC follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Nursing Sciences”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Nursing Sciences”

Annex	Description
1	Program Specifications
2	Study Plan
3	Module Overview
4	Nursing Skills Laboratory Operational Manual
5	Internship Logbook
6	Saudi Nursing Licensing Exam Guide
7	Course Specifications NUR 486
8	Course Specifications NUR 471
9	Annual Student Research Day

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

Annex	Description
A	Study & Examination Bylaws
B	Credit Transfer Committee
C	Quality Manual
D	Academic Advising Policy
E	Student Handbook
F	Employment Policy
G	Recruitment, Selection & Hiring Policy
H	Professional Development Program Policy
I	Professional Development Report 2020/2021
J	Library Policy
K	Budget Policy
L	Organigram
M	Final License
N	Statute & Regulation of IMC
O	Internship Policy
P	Assessment Policy
Q	Specification & Reports Policy
R	IMC Research Plan 2012-2022
S	Scientific Research Unit Policies
T	Registration and Graduation Policy

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.

3.2 Structural data of the study program

University	Inaya Medical College
Faculty/Department	College of Applied Medical Sciences

	Department of Nursing
Cooperation partner	<ul style="list-style-type: none"> - Local, regional, governmental, and private Hospitals, - The ministry of Education, - The ministry of Health.
Title of the study program	„Nursing Sciences“
Degree awarded	Bachelor of Nursing Sciences
Form of studies	Full-time, on-campus
Organisational structure	Sunday to Thursday from 08:00 am until 04:00 pm
Language of Studies	English
Period of education	Eight semesters (common first year included) + one-year non-credited internship
Credit Hours (CH) according to the internal credit hour system	134 Credit Hours (= 312 ECTS)
Hours/CH	1 hour of lecture = 1 credit hour 2 hours of lab/practice = 1 credit hour 3 hours of clinical practice = 1 credit hour
Workload	Total: 9,365 hours Contact hours: 1,615 hours Individual work: 4,260 hours Practical hours: 690 hours Clinical practice: 720 hours Internship: 2,080 hours
CP for the final paper	3 CH
Launch date of the study program	2011
Time of admission	Twice a year at the beginning of each academic semester
Number of available	130

places on the program	
Number of enrolled students since 2011	1,401
Particular enrollment conditions	<ul style="list-style-type: none"> - GPA of at least 80% - Achievement Test (grade 60 and above) - Aptitude Test (grade 65 and above) - General Secondary Transcript should not exceed five years
Tuition fees	55,000 SAR per year (=13,432 Euro)

Chart 1: Structural data of the study program

4 Expert Report

The site visit was carried out on December 11-12, 2023, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on December 10, 2023 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised before. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the College of Applied Medical Sciences, the Chair, Vice Chair and the teaching staff of the program "Nursing Sciences" as well as with students currently studying in the program. 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.

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 site visit, the results of discussions with the representatives of the University, College of Applied Medical Sciences and the Department of Nursing serve as the foundation for the statements made in the Assessment Report.

4.1 Program aims and their implementation

Summary

According to the University, Nursing Sciences are part of the core of the health care system. The "Nursing Sciences" program is dedicated to preparing students to become nurse specialists who will competently and professionally deliver high quality nursing care (SER 1.3.1).

Regarding the qualification objectives, the study program "Nursing Sciences" is articulated around the following three qualifications (SER 1.3.2):

- 1) Scientific or artistic qualification
 - Graduate highly qualified nurses who are competent in both knowledge and skills.
 - The students should be able to use complex cognitive processes like questioning, analyzing, synthesizing, reasoning, reflecting and creative thinking, as well as intellectual standards like clarity, logic, fairness, accuracy, depth, and curiosity.
- 2) Engagement in a qualified occupation
 - The students are prepared to be consistently looking for new trends and innovations in the nursing profession and in their area of expertise.
 - The graduates should be able to expand their role and enhance their capacity to offer their patients holistic care.
- 3) Qualification for social responsibility and personality development
 - The students learn to provide holistic and high-quality care to individuals, families, and communities.
 - Students get taught ethical and legal manner.
 - The graduates should be able to apply new concepts and principles of cultural diversity, community engagement, patient advocacy, and case management.

- Students learn to use effective and good communication skills with patients, families, and other health care professionals as well as other important personal characteristics such as independence, initiative, integrity, persistence, leadership, and professionalism.

According to the National Qualifications Framework (NQF), the following learning outcomes have been identified in the three domains “Knowledge”, “Skills” and “Competence” (SER 1.3.3):

Knowledge :	
K1	Explain basic principles and concepts related to nursing profession.
K2	Describe the essential knowledge and skills to function as professional nurse in health care settings.
K3	List causes, clinical manifestations, complications and nursing management of health problems affecting patients with different medical diagnoses.
Skills:	
S1	Integrate knowledge and skills drawn from a variety of disciplines related to the nursing field.
S2	Apply nursing process and critical thinking on different populations and patients with different health problems.
S3	Demonstrate different nursing skills during practical training.
Competence:	
C1	Demonstrate nursing ethical principles and values as a framework for healthcare practice.
C2	Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.
C3	Use of problem solving and critical thinking skills in delivering nursing care to individuals and families.
C4	Use information technology to support decision making, communicate, and manage knowledge.
C5	Provide holistic and patient centered care in different practice settings.
C6	Demonstrate ability to provide health education program based on the needs/problems of the patient/client.
C7	Demonstrate knowledge and ability to apply critical thinking in validation and application of nursing research.

According to the University, nursing graduates have a wide range of career opportunities in different settings, including (SER 1.4.1):

- Clinics and hospitals (private and governmental),
- Rehabilitation centers,
- Saudi Red Crescent,
- Armed Forces and National Guard Hospitals,
- Primary health care centers,
- School-health nursing,
- Colleges and Universities,
- Research centers,
- Home-care agencies.

As the University states, a high demand for nurses is expected. According to the report of “Reality of the Health Workforce in Saudi Arabia during the next ten years 2018-2027”, the number of Saudi nurses in 2027 is predicted to be around 26,222 male and female, needing to add 185,722 non-Saudi nurses to reach a ratio of 1 nurse for 200 people. There are currently 39 colleges of nursing in the Kingdom and the total number of enrolled students at these colleges is 17,085. It is therefore clear that the admission of Saudi students in these colleges should be increased by expanding their capacity as well as by establishing new colleges (SER 1.4.2).

Judgement

In the strategic plan of Inaya Medical College, there is a transition in progress to become a university. All stakeholders are actively involved in shaping this strategy, which emphasizes community service, research, and the renewal of policies to meet institutional accreditation standards, which will be conducted by NCAAA in 2024. The institution is gearing up to establish itself as a university by introducing new colleges, including the implementation of the College of Nursing. In order to be able to become a university, it is recommended by the experts that IMC prioritize increased transparency in reporting graduation rates and implementing robust staff retention strategies. This could involve regularly disseminating accurate graduation statistics to all stakeholders, fostering accountability and trust. Additionally, IMC should formulate a comprehensive strategic plan for the development of academic staff, setting specific targets for the recruitment and advancement of full professors, lecturers, and other academic positions. Furthermore, to promote a culture of research, IMC should explore and establish mechanisms that provide structured time for research activities. This might include introducing opportunities for faculty to apply for research terms or employing research assistants, fostering an environment conducive to impactful scholarly endeavors.

As explained by IMC, a new research lab with an electron microscope is being incorporated. Future plans also include the introduction of more Master's programs to diversify academic offerings. These Master's programs play a pivotal role in fostering research endeavors at the college, contributing significantly to the institution's research output. The experts positively acknowledge that the first Master study programs are going to be implemented in the area of Respiratory Therapy, Nuclear Medicine Technology as well as

Clinical Laboratory Sciences in 2024. The experts recommend retaining this strategy and also implementing the Master's programs for the other study programs, particular the development of a Master's program in nursing in order to further promote the scientific development of one of the College's largest areas of study.

Furthermore, the experts inquire about the advantages of private colleges over governmental universities. As IMC explains, the decision-making process is faster, allowing for more dynamic and easy implementation of changes compared to governmental universities. Additionally, they can approach admissions holistically, considering the overall enrollment rather than focusing solely on specific programs. This approach allows IMC to continue maintaining programs with lower enrollment numbers.

From the experts' point of view the Bachelor study program "Nursing Sciences" 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 48 modules, out of which 26 are studied within the common first year as well as Islamic, Arabic and basic medical sciences modules and 22 are nursing specialty modules. There are no elective modules. There are between six and seven modules in total provided for 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 "Nursing Sciences" program allows students to take part in 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.

The list of modules offered:

Nr.	Title	Sem.	CP
BIOS101	Biostatistics	1	2
COMM101	Communication Skills	1	1
ORI000	Orientation	1	0
ISLM105	Medical Jurisprudence	1	2
COMP101	Computer For Health Sciences	1	2
ARAB101	Arabic Language	1	2
ENGL101	English Language (I)	1	8
			17
BIOL101	Biology	2	3
ETH101	Ethics in Health Care	2	1
PHYS101	General Physics	2	3
CHEM101	Introduction to Chemistry	2	3
ENGL102	English Language (II)	2	4
ENGL105	Medical Terminology	2	3
			17
NUR230	Introduction to Nursing Profession	3	3
NUR231	Foundations of Nursing / Theory	3	3
NUR232	Foundations of Nursing / Practice	3	3
ISLM106	Family in Islam	3	2
BMS231	Anatomy, Embryology & Histology	3	4
BMS232	Physiology	3	3
			18
NUR240	Microbial Infection Control	4	3
BMS242	Pharmacology	4	2
BMS243	Pathophysiology	4	3
BMS244	Epidemiology	4	3
BMS246	Health Assessment / Theory	4	2

BMS247	Health Assessment / Practice	4	2
			15
NUR351	Adult Health Nursing / Theory	5	3
NUR352	Adult Health Nursing / Practice	5	4
ISLM107	Economic System in Islam	5	2
BMS351	Human Growth and Development	5	3
BMS361	Principles of Learning and Health Education	5	2
ARAB103	Writing in Arabic Language	5	2
			16
NUR353	Reproductive Health Nursing / Theory	6	3
NUR354	Reproductive Health Nursing / Practice	6	3
NUR361	Nursing Informatics	6	2
NUR362	Child Health Nursing / Theory	6	3
NUR363	Child Health Nursing / Practice	6	3
ISLM108	Human Rights	6	2
			16
NUR471	Nursing Research	7	3
NUR472	Current Issues in Nursing	7	2
NUR473	Human Genetics in Nursing Practice	7	3
NUR475	Critical Health Nursing / Theory	7	3
NUR476	Critical Health Nursing / Practice	7	3
BMS245	Clinical Nutrition	7	3
			17
NUR481	Community Health Nursing / Theory	8	3
NUR482	Community Health Nursing / Practice	8	3
NUR483	Psychiatric / Mental Health Nursing / Theory	8	3
NUR484	Psychiatric / Mental Health Nursing / Practice	8	3
NUR485	Nursing Management and Leadership	8	3
NUR486	Independent Studies	8	3

			18
	Total:		134

The module description/catalogue covers the following aspects: module number and title, description of the content, level/semester, credit hours (divided in lecture hours, practical/clinical hours and self-study hours), language of instruction, learning outcomes/goals/skills, content of the module, examination methods (see Annex 04).

The structure of the study program is described as follows (SER 1.3.4):

Semester 1-2: The Common First Year (CFY) is designed to help students during their transition from high school to college life. These modules aim to lay down the foundation of the student's learning through communication in English, information technology and science courses such as Physics, Chemistry and Biology. The CFY develops the mental capabilities of the first-year students and provides them with technical, linguistic, cognitive and thinking skills through a progressive environment that stimulates learning and inspiration.

Semester 3-4: The middle level modules like Anatomy, Physiology, Pharmacology, Pathophysiology as well infection control and foundations of nursing prepare the students with a sound medical and clinical knowledge base required for the understanding of more advanced nursing courses.

Semester 5-8: During these semesters, the nursing modules cover the assessment and management of a variety of patients' conditions. Additionally, the students get to focus on professionalism, community engagement, management, research, and other administrative topics.

After completion of the eight semesters of courses, the students have to complete a one-year rotary internship without being awarded any credits. An agreement between the Ministry of Education and the Ministry of Health makes the governmental and private hospitals available for student training purposes. The department has created an internship logbook including all the clinical skills and competency evaluation checklists that the students need to complete in order to work effectively. During this internship period, the students get to work

in different areas of the healthcare facility and practice their skills and competencies.

The internship committee is responsible for planning the orientation day to prepare students for the internship, as well as for managing, organizing, and planning the internship program. Moreover, the internship coordinator is there to coordinate the students in different clinical settings, supervise the internships, communicate with the clinical instructor, and provide the training and assessment manual and regulations.

Nursing Sciences students build their clinical abilities and competencies on the knowledge acquired during the previous eight semesters. They can thereafter use this knowledge during their internship to gather information, identify issues, and select potential solutions. Through a range of problem-solving exercises, students are challenged throughout the professional curriculum to examine real-world problems and develop skills for examination, evaluation, diagnosis, prognosis, intervention, and result analysis.

The “Nursing Sciences” program uses various teaching strategies and encourages the use of active learning approach as an innovative method. This includes interactive lectures, seminars, exercises, project work and group study. The students are encouraged to present topics in class. The “Nursing Sciences” program motivates students to self-directed learning by doing assignments and research reports. Students also get to take question answer sessions as well as project works and class activities which allow them to learn the aspects of teamwork and cooperative learning. The skills competences are achieved thanks to laboratory and clinical training sessions (SER 1.2.4).

As the University states, the research is implemented into the “Nursing Sciences” program. This includes the development of theoretical knowledge before using it when preparing the research report. There are two courses in the study plan that are specific to the research being research process and research study, which namely are Nursing Research (NUR471) and Independent Studies (NUR486). Moreover, the Research Committee has issued a call for the submission of research projects in form of scientific posters or oral presentations (SER 1.2.7).

The classrooms are equipped with smart boards connected to the internet, providing a dynamic and interactive learning environment with multimedia capabilities. Google Classroom and Google Meet are used for sharing class materials, assignments, and for the communication between students and faculty. Medgate, the college website portal, allows students to access course details, timetables, assessment scores, admission policies, online applications, course registration, and graduation documents (SER 1.2.5).

The „Nursing Sciences“ program allows students to take part in mobility between colleges inside the Kingdom and in international universities. Students are accepted according to the eligibility criteria of each college/ university according to the transfer policy (SER 1.2.9).

Judgement

The Bachelor study program “Nursing Sciences” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. These course specifications contain information on the title, total credit hours, name of the instructor, office hours, phone number and mail address, class schedule, textbooks, description of the course, student learning outcomes, exams, weekly outline of curriculum as well as the schedule of assessments.

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. From the experts’ point of view, exploring the interconnection between interprofessional modules at the beginning of the program and the curriculum focusing nursing, along with the incorporation of human rights studies and managing diverse opinions, could enrich the learning experience. With reference to the recommendation on research strategy (*see chapter 4.1*), the experts recommend further expanding the research skills taught to students within the "Nursing Sciences" program and, where possible, involving students in the research activities of teaching staff.

As the College explains, the quality assurance of the internship is maintained through established criteria for the selection of the clinical training hospitals. The orientation period before the beginning of the internship includes lectures

regarding the criteria for the student evaluation, the interns' responsibilities rights, the code of conduct, patients' rights, the legal and ethical aspects of nursing practice as well as the clinical rotation schedule. At the end of the internship, the department conducts the evaluation of the submitted logbook.

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. However, digital lectures and encouragement of self-organized learning methods could enhance accessibility and student engagement. Therefore, the experts recommend integrating this more strongly into the curriculum.

Decision

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

4.3 Admission and Feasibility

Summary

The admission requirements for the Nursing Sciences course are as follows:

- Applicants must hold a Saudi Secondary School Certificate - Science Section (SSSCSS) or its equivalent from inside or outside the Kingdom of Saudi Arabia, not more than five years old. Exemptions may be considered by the College Council based on satisfactory explanations.
- Candidates must have a good conduct record and should not have been dismissed from another university for disciplinary reasons.
- Successful completion of any required examination or personal interviews, as approved by the College Council.
- Applicants must be physically fit and healthy.
- Approval from the employer is required if the candidate is currently employed by any government or private agency.

In case of limited availability, priority is given to students with higher grades.

Academic counseling and student support are integral to the "Nursing Sciences" program, and various forms of assistance are provided to students from the time of admission (SER 1.6.8):

1. Program Orientation: At the beginning of each academic year, both faculty and students participate in an orientation meeting to become familiar with the range of support services available and receive essential training.
2. Academic Advisor Consultation: Each student is assigned an academic advisor who serves as a point of contact for consultation and advice throughout their studies.
3. Office Hours: Instructors display their available office hours in the course syllabus and on notice boards, allowing students to visit them for additional support.
4. Open-Door Policy: An open-door policy is followed by the Heads of Department and the Vice Dean for Academic Affairs, making them accessible to students seeking guidance.
5. Academic Advisory Committee: For students facing academic warnings, a specialized committee closely monitors their performance, assesses their status, and implements a reinforcement plan to help them improve.
6. PDU/ Alumni Unit Workshops: IMC hosts workshops and seminars to equip graduating students with career-related skills and enhance their employability, providing opportunities to interact with potential employers.

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program. As the experts learned in discussions on site, most students come to the program as so-called "bridging students" and therefore bring a previous education in the form of a diploma. As the majority of students continue to work, the college makes it possible to combine studying and working with evening lectures, for example.

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 college prioritizes student support through a range of scholarship options. These include discounted tuitions for programs with lower enrollment, academic scholarships based on GPA, specific scholarships for siblings within the college, and additional support such as orphan discounts. The flexibility of

fee payment, including installment plans, is designed to accommodate various financial situations, which the experts positively acknowledge.

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 the advisors 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

The “Nursing Sciences” program uses various assessment methods to evaluate students' knowledge, skills and competences. The choice of assessment depends on whether it is for formative (diagnosis, feedback, and improvement) or summative (promotion and certification) purposes, or both. All modules have specific learning outcomes aligned with program outcomes, and faculty members utilize multiple assessment measures, including assignments, quizzes, mid-term and final exams, projects, and presentations. Students undergo formative assessments throughout the semester, which include quizzes, class presentations, group discussions, portfolio and assignments. Summative assessments consist of the midterm exam and one final examination at the end of the semester (SER 1.2.3).

If students are absent from exams, such as the midterm, practical, or final one, they can submit an application to the office of the student affairs department within 72 hours after the exam. This application should include supporting documents that provide a valid excuse for the absence. The Students' Rights and Responsibilities Committee reviews these applications.

If the absence excuse is approved by the Vice Dean's office, a make-up exam will be scheduled for the student to compensate for the missed exam. This allows students with legitimate reasons for their absence to have an opportunity to complete the assessment and demonstrate their knowledge and skills.

The exam schedule during the study program is as follows:

- Midterm exam: Held in the 8th - 10th week of the semester.
- Quizzes and project: continuous
- Final exam: Scheduled for the 15th - 18th week of the semester.

The following table shows the grade distribution:

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

The program provides essential information to students through orientation, the IMC student handbook, and the Medgate platform. Medgate offers academic details like requirements, credits, attendance, grades, and the academic plan.

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. 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 specifications. The frequency of examinations, as well as their organizations, is appropriate.

From the experts' point of view, the relevant information concerning the study program, the process of education as well as the admission requirements are sufficiently communicated and published. However, ensuring inclusivity for students with disabilities or chronic illnesses, providing repeatable exams, and compensatory measures are essential for an equitable learning environment. Therefore, the experts recommend to implement compensation regulations for students with difficulties.

Decision

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

4.5 Teaching staff and material equipment

Summary

The workload in the "Nursing Sciences" program is managed by five assistant professors and four lecturers. The College has additional staff for the modules taught in the first common year and basic sciences modules. The current faculty to student ratio is 1:20 (SER 2.1.1).

According to the Ministry of Education regulations, the workload for faculty members are as follows:

Academic Rank	Credits per week
Instructor	20
Lecturer	18
Assistant Professor	14
Associate Professor	12
Professor	10

The recruitment and appointment process for teaching positions at Inaya Medical College is well-structured and compliant with Ministry of Education and Ministry of Human Resources regulations. According to the University, the need for teaching staff in the “Nursing Sciences” program is part of the annual improvement plan. Available vacancies are posted on the college website and newspapers, providing complete job descriptions and required qualifications. The selection process involves initial application reviews to determine which candidates are meeting the minimum qualifications. Shortlisted applicants are then interviewed by a committee chaired by the Dean and composed of the Vice Dean, Head of Department, and a human resources representative. During the interview, candidates present a 20-minute topic-related presentation, evaluated using a rubric developed by the HR department. Successful candidates receive an offer/appointment letter outlining their employment terms, including compensation and benefits. New hires are required to present valid eligibility documentation before their first day of employment. An orientation session is held to introduce new faculty members to the work environment, college and department facilities, and main rules and regulations. Professional development workshops organized by the Professional Development Unit (PDU) are held periodically. These workshops aim to improve the knowledge and skills of the faculty, staff, and students at four levels: administration, faculty, employees, and students. Topics covered include course design, new teaching methodologies, authentic assessment, class management, infection prevention, and more. The college encourages its staff members to regularly attend these workshops for continuous improvement and quality job performance (SER 2.1.3).

The “Nursing Sciences” program has several committees that help to facilitate and coordinate the study program. Additionally, the following coordinators are appointed to organize the department’s work: (SER 2.2.1).

- Study program coordinator / Program director (department head)

- Clinical training and internship coordinator (faculty member)
- Academic advisory coordinator (faculty member)
- Laboratory and clinical training coordinator (faculty member)
- Quality Assurance coordinator (faculty member)
- Community services and student activities coordinator (faculty member)
- Curriculum and outcome assessment coordinator (faculty member)

The “Nursing Sciences” program is housed within the IMC building and shares some facilities with other programs. The labs and classrooms are spacious, easily accessible, and situated on the ground and first floor. Faculty offices are well-equipped and comfortable, providing a suitable work environment. Classrooms are equipped with modern educational technology, including computers with internet access, whiteboards, and projectors. They can accommodate at least thirty students. Safety measures are followed in all laboratories to protect both students and equipment. The department of nursing has four main nursing labs:

- Medical Surgical and Critical Care Nursing Lab
- Fundamentals of Nursing Skills Laboratory
- Maternal and Child Health Nursing Lab
- Psychiatric and Community Health Nursing Lab

All laboratory materials, laboratory experiments and instructions are available in the Nursing Skills Laboratory Operational Manual (Annex 05).

To support the curriculum and research of faculty and students, IMC has established a centrally located College library. The library offers a conducive learning environment, internet access, and quiet study areas. It provides 71 printed textbooks on nursing, along with various nursing periodicals and other related resources.

The library ensures free and open access to information in both print and electronic formats for all members of the College community. Electronic resources are available 24/7 off-campus and 8 hours a day on-campus. Access to databases can be obtained from any computer within the campus. Students, faculty, and staff can access databases remotely using individual passwords/username provided via the IMC website. Additionally, access to ProQuest databases and the Saudi Digital Library is available to students and faculty (SER 2.3.2).

Since its establishment, IMC has developed financial accounting policies and procedures in line with the requirements for private universities in Saudi Arabia. These policies ensure effective control over financial and accounting processes. The measures include organized financial planning and budgeting, stringent monitoring and follow-up procedures, proper accounting for all income and expenses with supporting vouchers and invoices, and a tracking system for accounting transactions.

The IMC prepares the budget annually after receiving the input from all the staff. The budget of the Nursing Sciences Program aligns with the program's strategic and operational goals, which in turn are in line with IMC's strategic goals and operational plan. The budget, along with the plan, is reviewed, evaluated, and approved by both the department and college councils (SER 2.3.4).

Judgement

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff 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 experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivations to teach at the Inaya Medical College, the faculty cites a positive and supportive environment. There is a strong emphasis on staff development, with support for academic promotions. The comprehensive health insurance, favorable conditions for individuals with family responsibilities, and promising career opportunities contribute to a conducive work environment.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. However, a comprehensive strategic plan for the development of academic staff, setting specific targets for the recruitment and advancement of especially full professors as well as other academic positions should be implemented in order to keep up with the increasing number of students.

As the teaching staff explains, at IMC undergo a thorough approval process for their research proposals by the Research Ethics Committee. There's a clear funding policy in place, providing support for approved research projects. The

College supports conference attendance, and there's a collaboration with King Saud University for a promotion policy, where members apply to their scientific council. Notably, there has been a substantial publication rate in the last year, with 24 papers and 85 research works published.

As a whole, 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 Applied Medical Sciences, where the skills labs of the Bachelor study program "Nursing Sciences" are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient.

As a whole, it was ascertained by the experts that the Bachelor study program "Nursing Sciences" has ample teaching facilities at its disposals.

Decision

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

4.6 Quality assurance

Summary

IMC has a comprehensive internal quality system that covers various processes and organizational levels. Furthermore, IMC has a 4-year institutional accreditation from the National Commission for Academic Accreditation and Evaluation (NCAAA) in Saudi Arabia. The NCAAA establishes standards and criteria for academic accreditation and assesses postsecondary institutions and their programs to ensure they meet the highest international standards.

To integrate quality concepts throughout IMC, the Directorate of Planning and Quality Assurance (DPQA) was established. The DPQA assists academic and administrative departments in planning and implementing improvement strategies, evaluating performance, and reporting achievements. The program's quality assurance and planning committee, in collaboration with the DPQA,

fosters a commitment to quality improvement within the program, assists in quality improvement planning for administrative units, and reports on overall program quality assurance.

To maintain quality within the „Nursing Sciences“ program, its learning outcomes align with the National Qualification Framework (NQF) and other employment and professional practice requirements. Various assessment methods, both direct and indirect, involving all stakeholders, are employed to measure the achievement of program objectives and courses within the study plan. These methods include program and course specifications and reports, surveys (student, alumni, employee, and faculty), advisory committee feedback, and program statistics.

There are monitoring and evaluation tools for improvement, such as the Annual Program Report (APR). The APR includes analysis of key performance indicators, students' feedback, retention and graduation statistics, and a summary of quality assurance activities. An improvement plan is developed based on the APR and forwarded for approval. Externally, benchmark processes, external reviews, and quality assessments are conducted. Additionally, surveys are carried out annually to gather feedback from stakeholders, including students, faculty, and employers, as part of indirect assessment of learning outcomes.

To ensure quality in teaching and learning within the „Nursing Sciences“ program, several assessment tools are employed:

1. Course Specifications (CS) and Course Reports (CR): These tools monitor and evaluate students' academic achievements in each module. Course coordinators review the CS to ensure unified learning objectives and assessment methods. Peer observations of course delivery and exam review and moderation policies are implemented during the semester.
2. Field Specifications and Field Reports: Similar to CS and CR, completed field experience reports and feedback from internship students are shared with the quality coordinator and the Department Council for quality review and improvement planning.
3. NCAAA Surveys: Institutionalized feedback from students is gathered using NCAAA surveys. The results are analyzed and included in the program evaluation and improvement plan. Surveys include course

evaluation, student experience, program evaluation, alumni, and employer surveys.

The quality coordinator collaborates with the Curriculum and Outcomes Assessment Committee to enhance course objectives, content, teaching strategies, and assessment methods. Approved improvement plans are implemented, and course specifications for subsequent semesters are updated accordingly. This systematic approach ensures ongoing enhancement of teaching and learning in the „Nursing Sciences“ program, aligning module objectives with the overall program objectives and meeting international quality standards.

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its unit. 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 “Nursing Sciences”.

The evaluation process at the college is comprehensive and involves various surveys designed by the National Commission for Academic Accreditation and Assessment (NCAAA). These include the course evaluation survey, a survey assessing the overall situation of the college (encouraged by department heads), and a survey targeting alumni. Students actively participate in the feedback process, serving as members of the annual student advisory board and contributing through the student council established in 2018. The open-door policy facilitates student involvement in curriculum development, and the program development manual incorporates a feasibility study that considers input from all stakeholders, including employers and students.

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. On-site, it was confirmed by the students that evaluation results are taken seriously and changes are implemented based on these results.

Decision

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

4.7 Gender equality and equal opportunities

Summary

Both Inaya Medical College and the "Nursing Sciences" study program have a nondiscriminatory policy when offering study places to students, including those with various disabilities. However, the Nursing Sciences program requires students to be physically and mentally fit to fulfill the requirements of the nursing tasks and responsibilities. Since Nursing Sciences graduates will work in healthcare facilities, they should be healthy and free from chronic diseases (SER 1.2.3).

Both the Male and Female sections of the Nursing Sciences program follow the same rules and regulations. Faculty and students from both sections have equal rights and responsibilities governed by the college's bylaws. The college ensures that high-quality education is provided to both male and female students (SER 1.6.9).

Judgement

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. 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. The nature of support varies depending on the program and the specific needs of the students. The College ensures that students facing circumstances that may impact their ability during their study are not excluded and are instead provided with necessary assistance. A barrier-free environment is maintained to accommodate the diverse needs of students, and special funds are allocated to support those with specific requirements.

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 IMC. From the experts' point of view, the curriculum is well-structured and aligned, providing a solid foundation for the program. The student-centered philosophy of the College is highly appreciated, as students are treated with care and respect. The experts are looking forward to Inaya Medical College's plans to achieve university status.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Nursing Sciences" 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:

- A comprehensive strategic plan for the development of academic staff, setting specific targets for the recruitment and advancement of full professors, lecturers, and other academic positions should be formulated.
- Mechanisms that provide structured time for research activities should be established. This might include introducing opportunities for faculty to apply for research terms or employing research assistants, fostering an environment conducive to impactful scholarly endeavors.
- The interconnection between interprofessional modules at the beginning of the program and the curriculum focusing nursing, along with the incorporation of human rights studies and managing diverse opinions, could enrich the learning experience and should be explored.
- Research skills taught to students within the "Nursing" program should be expanded and, where possible, students should be involved in the research activities of teaching staff.
- IMC should continue to implement postgraduate study programs.

- Digital lectures and encouragement of self-organized learning methods could enhance accessibility and student engagement and could therefore be integrated into the curriculum more strongly.
- Compensation regulations for students with difficulties should be implemented.

6 Decision of the accreditation commission

Decision of the accreditation commission February 15, 2024

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

The site visit of the University took place on December 11-12, 2023, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the „Standards and Guidelines for Quality Assurance in the European Higher Education Area“ (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 131 Credit Hours (CH) according to the internal credit hour system. The regulated study period in the program “Nursing Sciences” is five years: eight semesters (four years) at the Inaya Medical Colleges (IMC) followed by one year internship. The program comprises 48 modules out of which 26 modules are studied within the common first year as well as Islamic, Arabic and basic medical sciences modules and 22 are nursing sciences specialty modules. The main language of instruction is English. The Bachelor study program “Nursing Sciences” is completed with awarding of the academic degree “Bachelor of Nursing Sciences”. Admission takes place twice a year at the beginning of each academic semester. The first cohort of students was admitted to the study program in the academic year 2011/2012.

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

The Bachelor study program “Nursing Sciences” is accredited for the duration of five years until September 30, 2029.

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 Assessment Report.