Assessment Report

for the Application of Mansoura University, Egypt
Faculty of Nursing
for the Accreditation of the Bachelor Study Program "Nursing Science",
Bachelor of Nursing Science

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Decision   **May 14, 2024**

Inhalt

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 medicine or psychology. 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 European Association for Quality Assurance in Higher Education (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. On top of that, since 2023, the World Federation of Medical Education (WFME) has recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria[1]:

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

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[1] Approved by the AHPGS Accreditation Commission

6. Quality Assurance

7. Gender equality and equal opportunities

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 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 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 judgements and decisions for each criterion. This Assessment 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 Assessment 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

Mansoura University was founded in 1972 and contributes to cultural and scientific advancements within the city and the nation. As one of Egypt's largest universities, Mansoura University has played a pivotal role in shaping the educational and research environment. It holds the distinction of being the sixth oldest university among the country's higher education institutions.

Ranked 11th in Africa and 933rd globally according to Webometrics and positioned at #1201-1400 in QS World University Rankings 2023, the university maintains a strong reputation on both regional and international scales.

Mansoura University is driven by a clear vision and mission, endorsed by the University Council in 2017. Its vision aims to achieve excellence and leadership through sustainable development, community engagement, and global partnerships. The University's mission focuses on providing educational and research programs, fostering lifelong learning, scientific innovation, and robust partnerships on both local and international levels.

One of the hallmarks of Mansoura University is its medical facilities. The University is renowned for its six major hospitals and nine medical centers, which play a vital role in providing high-quality medical education and healthcare services to the community (SER 3.1.1).

The University boasts 18 faculties, with 10 of them having secured local accreditation, some of which have been renewed. Concurrently, efforts are underway to attain programmatic or institutional accreditation from the National Authority for Quality Assurance and Accreditation of Education in Egypt for the remaining faculties. With a student population of almost 200,000 in the academic year 2020/2021, the University offers various disciplines, including nursing, which counts 3,816 enrolled students in its Bachelor's Nursing Science program. The following study programs are offered at the Faculty of Nursing, where the "Nursing Science" program is located:

The study program	The start year of the program
1. Bachelor nursing program	2013/2014
2. Condensed nursing program	2018/2019
3. The specialized bachelor's program in nursing	2022/2023
4. Postgraduate programs:	2018/2019
a. Master's programs: • Adult Nursing • Critical care and emergency nursing • Obstetrics and gynecology nursing • Pediatric nursing • Psychiatric nursing and mental health • Community health nursing • Gerontological nursing • Nursing administration • Infection control • Evidence-based healthcare practices	2018/2019 2016/2017 2017/2018
b. Doctoral programs: • Adult nursing • Critical care and emergency nursing • Obstetrics and gynecology nursing • Pediatric nursing • Psychiatric nursing and mental health • Community health nursing • Gerontological nursing • Nursing administration	2018/2019

Mansoura University also places a strong emphasis on scientific research, establishing specialized research units, laboratories, and allocating substantial funds to support research endeavors. Competitive research projects are supported by the University's Research Unit Fund, amounting to a budget of 4,495,000 Egyptian pounds for the year 2020-2021.

The following research centers are implemented within Mansoura University:

1) Stem Cell Research Center
2) Electron Microscope Unit
3) Nanotechnology Center
4) Nuclear Magnetic Resonance Unit

5) Experimental Medical Research Center
6) Genomics and Cancer Research Center
7) Biotechnology and Genetic Engineering Unit
8) Vertebrate Paleontology Center
9) Laboratories and Scientific Equipment Unit
10) Seed and Tissue Diseases Laboratory
11) Genetic Engineering Unit

The University also actively encourages and rewards researchers through an annual awards and incentives system for scientific publications, aiming to foster a culture of research and innovation within its academic community.

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 Mansoura University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on January 04, 2023. The contract between the Mansoura University and the AHPGS was signed on November 20, 2021.

On April 24, 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 24, 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 Mansoura University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Nursing Science", 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):

Documents for the study program "Nursing Science"

Annex	Description
01	Module Descriptions
02	Teachers CV
03	Teaching Matrix
04	Hospital Agreement
05	Teaching Strategy
06	Internship Manual
07	Internship Logbook
08	Internship Meetings
09	Course Specification Critical Care & Emergency Nursing
10	Course Specification Nursing Administration
11	Course Specification of Pediatric Nursing

12	Course Specification of Woman's Health and Midwifery Nursing
13	Course Specification of Medical-Surgical Nursing
14	Program Specification
15	Admission Rules
16	Evaluation of Graduates
17	Distribution of Interns
18	Demonstrator Appointment Plan
19	Workload Staff Members
20	Staff Member Training Needs
21	Staff Training Plan 2020-2022
22	Staff Training Plan 2023-2025
23	Student Questionnaire
24	Faculty Research Plan
25	Bachelor Courses Improvement Plan
26	Bylaw of Bachelor Degrees
27	Student Guide
28	University Mission & Vision
29	Faculty Mission & Vision
30	National Academic Reference Standards
31	Course Specification Gerontological Nursing
32	Course Specification Maternal and Gynecology Nursing

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 between the AHPGS and the University.

3.2 Structural data of the study program

University	Mansoura University
Faculty/Department	Faculty of Nursing
Cooperation partner	- Ministry of Higher Education - Ministry of Health - Ministry of Social Solidarity - Mansoura University Hospitals

	- Children Care Hospital Egypt - Saudi German Hospital - Magdy Yacoub Heart Foundation
Title of the study program	Nursing Science
Degree awarded	Bachelor of Nursing Science
Form of studies	Full-time, on-campus
Organisational structure	Saturday to Thursday from 08.00 am till 05.00 pm
Language of Studies	English
Period of education	Eight semesters (four years) + one year internship
Credit Hours (CH) according to the internal credit hour system	144 Credit Hour
Hours/CP	1 Theory Credit Hour = 1 Contact Hour 1 Lab Credit Hour = 2 Contact Hours 1 Clinical Credit Hour = 3 Contact Hours 1 Field Training Credit Hour = 4 Contact Hours
Workload	Total: 8,892 hours Contact hours: 1,190 hours Self study: 2,552 hours Clinical Lab: 644 hours Clinical Placement Training: 1,302 hours Field Training: 214 hours Internship: 1,692 hours Student Activities: 1,298 hours
Launch date of the study program	Wintersemester 2013/2014
Time of admission	Wintersemester
Particular enrollment conditions	- Secondary Education Final Certificate (Science Section) - English Language Skills

	- Ability Test & Interview
	- Medical Checkup
Tuition fees	1000 Egyptian Pound per year (30 Euro)

Chart 1: Structural data of the study program

4 Expert Report

The site visit was carried out on February 24-25, 2024 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on February 23, 2024 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 prior. 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 Faculty of Nursing, the chair, vice chair and the teaching staff of the program "Nursing Science" 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.

The expert report is structured in compliance with the 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 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 and the Faculty of Nursing serve as the foundation for the statements made in the Assessment Report.

4.1 Program aims and their implementation

Summary

The „Nursing Science" program's primary goal is to equip students with the necessary knowledge, skills, and attitudes to effectively perform the fundamental roles of a BSc nurse. These roles encompass health care provision, participation in research, health education, and leadership/management.

The qualification objectives of the „Nursing Science" program are as follows (SER 1.3.2):

1. **Scientific Nursing Program Qualification:**

o Prepare nurses who can adapt to the evolving concept of comprehensive nursing care and collaborate with other health professionals to address changing health needs in society.

2. **Qualified Occupation Engagement:**

o Employ creative and adaptable educational strategies to offer exceptional learning experiences to students, fostering expertise in nursing care and management.

3. **Social Responsibility Qualification:**

o Develop nursing students capable of providing comprehensive health care to individuals, families, and communities in collaboration with other professionals within diverse community health settings.

4. **Personality Development Qualification:**

o Cultivate traits of leadership, professionalism, and a commitment to lifelong learning by involving students in professional development forums and encouraging interdisciplinary collaboration within the community.

The Bachelor study program „Nursing Science" is designed based on the National Academic Reference Standards (NARS) established by the National Quality Assurance and Accreditation in Education (NAQAE). The program's learning outcomes cover various aspects, which, amongst others, are (SER 1.3.3):

Knowledge and Understanding:

- Describe normal and abnormal human behaviors and interactions.
- Explain human body systems and their alterations across the lifespan.
- Understand the impact of hazards on health and diseases.

- Discuss pharmacological and non-pharmacological nursing interventions.
- Recognize health determinants and indicators for various populations.
- Grasp leadership principles and administrative approaches in nursing.
- Comprehend communication, education, and evidence-based practice

Intellectual Skills:

- Prioritize assessment tools and integrate findings.
- Formulate nursing diagnoses based on health data.
- Design nursing management strategies using available resources.
- Apply evidence-based practice in decision-making.
- Implement education and health education models.
- Evaluate nursing performance and apply research methods.

Professional and Practical Skills:

- Perform physical examinations and technical procedures.
- Apply guidelines for nursing care and patient safety.
- Instruct patients, families, and staff in health education.
- Document health assessments and interventions accurately.
- Evaluate the impact of nursing actions and manage resources.
- Implement managerial skills in healthcare settings.

General and Transferable Skills:

- Collaborate in teams and manage resources effectively.
- Prioritize plans of action and problem-solving.
- Communicate professionally in various forms.
- Innovate teaching and evaluation methods.
- Engage in lifelong learning and use technology efficiently.
- Handle challenges in a rapidly evolving profession.

Attitude:

- Apply ethical principles in professional activities.
- Uphold patients' rights and privacy.
- Foster professional relationships and consultations.
- Embrace cultural diversity in healthcare.

In essence, the program aims to produce well-rounded nursing professionals who are not only adept in their technical skills but also socially responsible, adaptable, and committed to continuous personal and professional growth.

As the University states, graduates of the „Nursing Science" program are employed in various Ministries, including the Ministry of Health and the Ministry of Higher Education, in positions as third-level nursing specialists. They are sought after by health institutions affiliated with Mansoura University, government hospitals, and Ministry of Health and Population centers. Graduates can also become faculty members in nursing faculties. In Egypt's current context, all Nursing graduates find employment in hospitals and health centers. The Faculty contacts the Dean of the Faculty of Medicine annually to inquire about hospital needs, and recruits are sent accordingly. However, nurse shortages persist due to internal and external immigration to private hospitals, other Arab and Gulf countries, and sometimes to Germany (SER 1.4.2).

The following table shows the need of graduates at the Mansoura University hospital as well as other health institutions:

Name of the Health Institution	The number of graduates needed by Mansoura University Institutions	
	2020/2021	2021/2022
Oncology center	150	200
Gastrointestinal center	145	60
Ophthalmology center	40	30
Emergency hospital	100	150
Children hospital	100	300
Urology and nephrology center	80	70
Specialized medical hospital	250	300
Mansoura university hospital	450	470
Total	**1315**	**1580**

Judgement

As the experts learned, Mansoura University stands as the first publicly accredited University by the National Authority, aligning closely with the Ministry of Higher Education's strategic objectives. Offering a range of services to its diverse student body, including international student clubs, medical care, and extensive dormitory facilities accommodating 6,000 beds across 20 buildings throughout the town, Mansoura University prioritizes student support and well-being. The University facilitates international study opportunities through assistance with passports, visas, and an international nursery, and offers guidance to overseas students. Notably, Mansoura University hosts three

international programs in collaboration with universities abroad, spanning the faculties of medicine, dentistry, and engineering. Moreover, the University boasts an Electronic Exams and Learning Systems Center to enhance academic delivery. Additionally, Mansoura University owns a company, further enriching its academic and economic contributions to the community.

As the University states, collaboration with European universities facilitates benchmarking efforts and ensures that the program meets the requirements of the European market. This accreditation endeavor is also a response to the pressing need for nurses within the country. Additionally, the Faculty has expanded to include a Nursing program tailored to specific student demographics, as dictated by government quotas: a two year program for students with prior university degrees in other specialties.

The Faculty of Nursing holds a prominent position within Mansoura University, being one of its oldest faculties. Supported by a vast network of medical centers, the Faculty plays a crucial role in training its 7,000 students across all nursing programs. These students gain practical experience through training on 3,500 beds, contributing to the treatment of 1.8 million patients annually. Additionally, the faculty has been instrumental in several significant initiatives, including digitalization, e-learning, and accreditation, leading to its attainment of the first international accreditation within the university. Renowned for its academic standards, the Faculty of Nursing often serves as the starting point for pilot projects within the University. Furthermore, it enjoys support from all sectors of the University and has been recognized with awards for its digital transformation efforts.

The future strategy of the Faculty of Nursing includes several key initiatives aimed at further enhancing its position and impact:

1. Expansion of Capacity: The Faculty plans to expand the number of available places to meet the growing demand for nursing education in Egypt. Nursing has become increasingly attractive to Egyptian youth due to the lack of employment problems in the field.

2. Internationalization: Building on its recent international accreditation, the faculty aims to attract more overseas students, particularly for the Bachelor program. By participating in global competition between

universities, Mansoura University aims to increase its overall student enrollment and enhance its global reputation.

3. Research: The faculty intends to prioritize and invest in research activities to advance knowledge in the field of nursing. Through robust research initiatives, the faculty seeks to address critical healthcare challenges and contribute to evidence-based practice in nursing and healthcare.

From the experts' point of view the Bachelor study program "Nursing Science" 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 52 modules, out of which 47 are obligatory. Furthermore, students select five elective modules out of 18. There are between five and eight modules in total provided for each semester. All modules have to be completed within one semester.

The list of modules offered:

Nr.	Title	Sem.	CH
1	Fundamental Nursing (I)	First	6
2	Fundamental Community and Environmental Health	First	3
3	Anatomy	First	3
4	Biochemistry	First	2
5	Bio-Physics	First	1
6	English Language (1)	First	2
7	Physical fitness and motor balance	First	1

8	Fundamental Nursing (II)	Second	5
9	First Aid and Accident	Second	2
10	Health Assessment in Nursing	Second	3
11	Physiology	Second	2
12	Microbiology and Immunology	Second	2
13	Parasitology	Second	1
14	English Language (2)	Second	2
15	Nursing Ethics	Second	1
16	Medical Surgical Nursing (I)	Third	5
17	Strategy of Nursing Education and Health education	Third	3
18	Pharmacology	Third	3
19	General Medicine	Third	2
20	Applied Nutrition	Third	1
21	Communication skills and human relationships	Third	1
22	Foundations of Legal aspects and Human rights	Third	2
23	Culture Competency	Third	1
24	Medical Surgical Nursing (II)	Fourth	5
25	Emergency Nursing	Fourth	6
26	General Surgery	Fourth	1
27	Pathophysiology and Clinical Pathology	Fourth	3
28	Fundamentals of human behavior in Wellness & Illness	Fourth	1
29	Elective	Fourth	2
30	Pediatric Nursing	Fifth	7
31	Nursing Administration 1	Fifth	4
32	Family Health Nursing	Fifth	3
33	Pediatric Medicine	Fifth	1
34	Pediatric Surgery	Fifth	1
35	Developmental psychology	Fifth	1

36	Elective	Fifth	1
37	Maternal and Gynecological Nursing	Sixth	7
38	Nursing Administration 2	Sixth	5
39	Midwifery	Sixth	4
40	Introduction to Research methodology	Sixth	2
41	Community Health Nursing	Seventh	7
42	Gernatological Nursing	Seventh	4
43	Evidence- Based Nursing	Seventh	3
44	Geriatric Medicine	Seventh	1
45	Epidemiology	Seventh	1
46	Bio-statistics	Seventh	2
47	Psychiatric and Mental Health Nursing	Eight	6
48	Critical Care Nursing	Eight	6
49	Psychiatric Medicine	Eight	2
50	Application of Information Technology in Health Care Field	Eight	2
51	Elective	Eight	2

The module description/catalogue covers the following aspects: number; level/semester; title; credit hours separated in lecture hours, practical hours and self study hours; language; learning outcomes/goals/skills of the module; content; examination (see Annex 01).

The following elective modules are offered within the program:

Number of credit hours	Elective course name	Level
-	-	First level
2 hours 2 hours	Advanced geriatric nursing (in first semester) Advanced pediatric nursing in second semester)	Second level
1 hour	Leadership	Third level
2 hours	Alternative medicine in nursing practice	Fourth level

In the initial semesters, students gain fundamental nursing skills and an understanding of community and environmental health. They delve into anatomy and physiology, laying the groundwork for a strong medical foundation. English language proficiency is emphasized alongside essential concepts in biochemistry and biophysics. The second semester builds upon this foundation, refining fundamental nursing skills and introducing first aid and accident response. Students learn health assessment techniques and deepen their knowledge of physiology, microbiology, and immunology. An understanding of parasitology is also developed, and the ethical dimensions of nursing are explored.

As students progress to the second year, they engage in the strategy of nursing education and health education, enhancing their understanding of effective teaching methods. They acquire knowledge in pharmacology and general medicine, learn about applied nutrition principles, and improve their communication skills and human relationship dynamics. Legal aspects, human rights, and cultural competence in healthcare are also explored. In the following semester, students deepen their medical-surgical nursing skills, gaining expertise in emergency nursing and comprehending pathophysiology. They also delve into the fundamentals of human behavior in various wellness and illness contexts. Elective courses offer opportunities for specialization.

The third year introduces advanced pediatric nursing skills, offering insights into nursing administration and family health nursing. Students gain knowledge in pediatric medicine and surgery, alongside an understanding of developmental psychology. They explore elective courses tailored to their interests. In the subsequent semester, students focus on maternal and gynecological nursing,

furthering their understanding of nursing administration. An introduction to research methodology equips them with tools for evidence-based practice.

In the fourth year, students master community health nursing, acquire specialized gerontological nursing skills, and learn to apply evidence-based nursing practices. A comprehensive grasp of geriatric medicine and proficiency in epidemiology and biostatistics are developed. The program concludes with expertise in psychiatric and mental health nursing, critical care nursing skills, and advanced insights into psychiatric medicine. The application of information technology in healthcare contexts is also explored, alongside specialized elective courses.

The internship year is a mandatory and intensive training phase for all successful students after completing the fourth level of the program. Its primary goal is to effectively apply the theoretical and practical knowledge and skills acquired during the academic study, ensuring readiness for professional practice. Students are assigned to various training facilities covering diverse nursing specialties studied across the four academic levels of the Bachelor of Nursing Science program. These specialties include medical-surgical nursing, critical care nursing, pediatric nursing, gynecological and obstetric nursing, and psychiatric nursing. The internship spans 12 months (48 weeks). The Internship Committee, comprising representatives from all departments and chaired by the Vice Dean of Community Affairs, oversees the planning, implementation, monitoring, and approval of the internship year. This committee collaborates with Mansoura University Hospitals (MUHs), some Ministry of Health and Population Hospitals (MOHHs), and private hospitals with faculty agreements, such as the Magdi Yacoub Foundation for Research in the Heart. These institutions provide training and supervision for internship students during the year.

A General Coordinator for Internship is appointed annually from the Department of Nursing Administration to manage the affairs of the internship year. A representative committee is formed, headed by the Dean of the Faculty and the Vice Dean for Community Service and Environmental Affairs. Each scientific department representative supervises, monitors, and evaluates a group of internship students within a medical center or hospital affiliated with Mansoura University. The internship period begins with a 4-week condensed theoretical and practical training program on the Faculty campus before students commence their compulsory training year. Faculty members and supporting staff

from all departments guide and supervise internship students during this period. The Internship Coordinator oversees their progress in practical training settings. Monthly meetings are held to discuss student-related matters and challenges faced during the training. Students' performance during the internship is assessed based on the training program specifications developed by faculty members and using evaluation forms provided by the scientific departments. The evaluation encompasses various aspects, including skills checklists, professional behavior, appearance, attendance, punctuality, and interactions with colleagues, healthcare teams, and patients.

To successfully complete the internship, students must achieve a minimum of 60% in each specialized training area and maintain at least 90% attendance. If a student fails a training period or exceeds a 10% absence rate, they are required to repeat the entire training period in the relevant unit. The feedback of service beneficiaries is also collected through a questionnaire to assess internship students' performance. The satisfaction of training institutions with graduates' performance during the training period is measured, contributing to the ongoing improvement of the internship program (SER 1.2.6).

The teaching and educational strategy of the program incorporates a range of learning approaches and assessment methods, deviating from traditional norms. These methods encompass self-directed and cooperative learning, collaborative group work, research projects, and problem-based learning. The utilization of e-learning tools is emphasized, and the model system is actively integrated into teaching. Many departments have adopted electronic nursing courses, fostering peer learning and simulation-based education. These non-traditional resources, coupled with effective communication skills training, thoroughly equip students for the dynamic demands of the job market. The theoretical content is delivered through interactive face-to-face lectures, which are further enriched by recording and converting them into video format. These videos are then uploaded onto the Mansoura University educational platform. Interactive lectures on the educational platform are also conducted, ensuring students' active participation. Teaching methods are clearly outlined in course and program descriptions, which are introduced to students at the outset of their studies. This information is readily accessible through electronic platforms, establishing transparency and fostering an optimal learning experience (SER 1.2.4).

Since 2014, the Faculty of Nursing has been embracing the E-style in both teaching and assessment methodologies. The Faculty initially introduced four E-courses and implemented E-exam correction techniques. Following the onset of the Covid-19 pandemic, Mansoura University introduced the E-platform called the "Mansoura University Portal for Educational Content." This platform serves as a hub for electronically uploading educational materials and lectures. It also facilitates interactive sessions between faculty members and students, and even enables online quizzes. Students are empowered to submit their completed educational tasks through this platform. The Mansoura University platform has become an integral part of the educational landscape, fostering enhanced learning experiences (SER 1.2.5).

Judgement

The Bachelor study program "Nursing Science" 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 intended learning outcomes, content of the course, summative and final assessment methods, and literature.

Collaboration between faculty staff is facilitated through close coordination with the vice deans of each department. Program specifications are developed collaboratively, incorporating input from all involved faculties to ensure alignment with educational objectives. Additionally, vice deans collaborate on organizing the teaching schedule, facilitating opportunities for teaching exchanges between faculties to enrich the learning experience for students.

From the experts' point of view, collaboration between departments ensures a cohesive academic environment, promoting integration across courses and research efforts. Joint initiatives in community service and organizational communication enhance efficiency and effectiveness. Regular meetings and committees facilitate coordination and decision-making among department heads. Interdisciplinary training programs and interfaculty collaboration enrich the educational experience and advance research endeavors. Therefore, the experts recommend to incorporate interprofessional teaching, particularly in collaboration with other faculties of Mansoura University.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). The

experts recommend to expand the focus on elderly and chronically ill patients as well as to integrate healthcare systems from other countries within the curriculum.

The integration of the University Hospital plays a crucial role in the training of nursing students. It serves as a primary training ground, providing hands-on experience for students. Close collaboration between the University and hospital management ensures a coordinated timetable to optimize student learning experiences. The majority of internships are conducted within the University Hospital, aligning with the Ministry of Health and Government placement initiatives for graduates. Notably, all nursing staff within the hospitals are graduates of the Faculty of Nursing, highlighting the institution's strong influence in shaping the healthcare workforce. The Director of Nursing within the hospitals actively participates in the Faculty Council, offering insights into hospital needs and providing feedback on student performance. Furthermore, hospital management actively engages in university conferences and research projects, fostering mutual collaboration and advancement in healthcare practices.

Developing research skills is a learning objective within the program. The integration of research principles and practices into the nursing curriculum aims to advance evidence-based nursing practice. The research study process encompasses not only theoretical comprehension but also practical application of investigative techniques and hands-on field research. Throughout the Bachelor of Nursing program, several courses are designed to enhance students' proficiency and aptitude in scientific research. These courses include "Introduction to Research Methodology," "Biostatistics," and "Applied Evidence-Based Nursing." These courses are strategically positioned across various academic levels to equip students with the necessary knowledge and competencies related to research methods and conducting research studies. The objective is to foster an environment where students not only gain theoretical insight into research but also have the opportunity to put these principles into practice. By offering courses that delve into research methodology, statistical analysis, and the application of evidence-based nursing, the program seeks to empower students with the skills needed to critically assess research, design and implement studies, and contribute to the advancement of nursing knowledge and patient care.

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.

As stated before, the Faculty aims to attract more overseas students, particularly for the Bachelor program. The experts are in favour of internationalizing the study program and recommend creating mobility windows and options for students.

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 "Nursing Science" program, the following requirements have to be fulfilled:

For secondary school graduates:

- Secondary school certificate science section or equivalent approved by the supreme council of universities
- English language proficiency: Depends on students' scores in the national ability test which includes an English test, critical thinking test and personal traits test

For University degree holders:

- A Bachelor's degree from recognized institutions
- Graduation within the past five years
- At least 120 credit hours must be studied at Faculty of Nursing, including required academic courses, the final internship year as well as summer training

For Diploma Holders:

- Diploma from Health Technical Institute or Technical Institute of Nursing
- Intermediate nursing diploma equivalent to secondary high school
- Minimum 75 % diploma grade
- Graduation within the past 5 years

- Equivalency assessment for course credit hours
- At least 156 credit and six semesters must be studied at Faculty of Nursing including the internship year and summer training.

Furthermore, all applicants must pass the medical examination which confirms good heart and chest health, clear sight, hearing and speech as well as the absence of chronic neurological, mental diseases or muscular and psychological imbalances.

The University has decided to discontinue student transfers from other Egyptian universities due to the significant yearly intake of new students. The Faculty of Nursing adheres to this decision as per Faculty Council Resolution No. (154) dated 25/7/2017, which prohibits student transfers to the faculty.

The Faculty employs an academic advising and counseling system to guide and support students throughout their academic journey. The system is overseen by the academic advising committee, led by the vice dean for education and student affairs, and facilitated by the general coordinator of academic advising. Upon enrollment, each student is assigned an academic advisor from the faculty who assists with understanding university policies, curriculum, and any challenges related to learning. Communication between advisors and students occurs through platforms like WhatsApp, email, phone calls, and the faculty's education and student affairs page.

The Academic Advising System has the following objectives (SER 1.6.8):

- Monitor and guide students' academic progress, providing reports and recommendations to the general coordinator.

- Offer suggestions to enhance students' academic performance and assist in resolving administrative issues.

- Address cases of academic delays, analyze causes, and propose solutions.

- Aid students in identifying their strengths, goals, and potentials for societal benefit.

- Encourage academically outstanding students to pursue additional study hours and excel.

- Support exceptional students in continuing their exceptional performance.

Additionally, faculty members maintain designated office hours to provide course advice and address academic inquiries, with students required to schedule appointments during these hours if needed.

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.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. 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 specifications 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 scheduling process involves assigning three staff members to each subject at the start of the semester, considering factors such as college capacity, hospital availability, and lab resources. One designated staff member is responsible for coordinating these arrangements. The finalized schedule is approved by the council and the hospital, with the aid of specialized software and databases.

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. 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. It is also assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

Decision

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

4.4 Examination system and transparency

Summary

The Faculty's program specification is approved through a process involving the faculty council and scientific departmental councils. Each course description includes aims, learning objectives, content, teaching methods, and assessment strategies. These assessments align with instructional goals, program objectives, and bylaws, and are chosen to match courses.

All „Nursing Science" program courses have specific learning objectives aligned with program outcomes. Each course includes 5-6 module outcomes assessed through various methods, including quizzes, exams, seminars, presentations, etc. Both direct and indirect assessment techniques are used. Various assessments are employed for theoretical and clinical aspects, such as assignments, projects, clinical logbooks, checklists, observations, and practical examinations like OSCE.

Students' performance is evaluated through quizzes and practical tasks for each module, alongside final exams incorporating written, oral, and practical components. Re-examinations are possible in the following semester for valid reasons. The Faculty aims to employ modern learning and assessment technology, like the incision academy web for clinical experience self-learning, and online training for exam achievement. Students completing three learning modules with certificates gain scores (SER 1.2.3).

The timing of the assessments is as follows:

Assessment methods	Types	Time
Formative assessment	Quiz	4th and 9th weeks
	Clinical evaluations	5th and 9th weeks
	Assignments & Student activity	4th to 12th weeks
	Incision academy	4th week
	Research project	12th week
Summative assessment	Midterm	7th week
	OSCE (Clinical examination)	16th week
	Oral exam	16th week
	Final exam	17th

Students are assessed by a grade according to the following scale:

Evaluation	Grade	Values Appreciation points	Verbal appreciation	Graded average
Very high achievement	A+	4.0	High excellent	90% and more
	A	3.6	Excellent	85<90
	B+	3.3	High very good	80< 85
Satisfactory Performance	B	3.0	Very good	75% <80%
	C+	2.6	High good	70% <75%
	C	2.3	Good	65% <70%
	D	2.0	Acceptable	60 % <65%
Fail	F	0.000	fail	<60%

Exam requirements are thoroughly detailed in the course specification and student guide, following the University's exam policy & regulation. The education and student affairs committee oversees the examination process with transparent procedures, including schedule creation to avoid conflicts for students taking different subjects. Rules and regulations are communicated well in advance to students and faculty members.

In case of any objections to the exam schedule, students can request amendments through the faculty vice dean for education and students affairs. Once approved by the faculty council, the exam schedule is set. Faculty examination halls are prepared for the exams, and teachers from various departments are assigned to supervise the process (SER 1.6.7).

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.

Practical skills are assessed through practical examinations, simulations conducted in labs, and field trips. Additionally, students undergo a two-week training period in four departments, including medical surgical and critical care.

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. For midterm exams, final theory and clinical exams, the students who are unable to take these exams with

acceptable excuses are required to apply for re-examination. Based on the program's internal regulations, the student submits a sick or social excuse to the departmental council who are responsible for teaching the course, the department council is sending the approval to the committee of education and students affairs for re-examination, then to the faculty council, and the faculty council takes the appropriate decision case by case. Faculty board has the right, in extreme necessity, to accept the emergent excuse and allow for a re-sit exam, and in that case he/she will be granted the grade he/she has achieved after the examination.

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.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

Decision

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

4.5 Teaching staff and material equipment

Summary

In the academic year 2021/2022, the „Nursing Science" program has a total of 318 teaching staff members. This includes 21 professors, 67 assistant professors, 91 lecturers, 62 assistant lecturers, and 77 demonstrators. All these staff members are employed on a full-time basis:

Academic year 2021/2022							
	Teaching staff				Teaching assistants		
Degree	Professor	Assistant professor	Lecturer	Total	Assistant lecturer	Demonstrator	Total
No.	21	67	91	179	62	77	139
Percent %	11.73%	37.43%	50.84%	100%	44.61%	55.39%	100%
Academic year 2020/2021							
No.	16	38	82	136	51	74	125
Percent %	11.8%	27.9%	60.3%	100%	40.8%	59.2%	100%
Academic year 2019/2020							
No.	17	30	72	119	49	79	128
Percent %	14.3%	25.2%	60.5%	100%	38.3%	61.7%	100%

The faculty determines the workload for academic teaching staff based on factors such as their academic rank, activities, courses taught, and student numbers. The Ministry of Higher Education defines the weekly workload as 14 hours for lecturers, 12 hours for assistant professors, and 10 hours for professors. This workload includes teaching, research, administration, and community service activities (SER 2.1.1).

In the academic year 2021/2022, the program had a total of 4,003 enrolled students. This results in a teacher-student ratio of approximately 1:28.

Teaching staff appointments are guided by a three-year plan developed by the faculty administration in collaboration with department heads. This plan outlines the needed new teaching staff members from 2021 to 2023. The plan was approved by the University Council on March 28, 2022, considering several factors (SER 2.1.2):

- The overall count of current faculty and assistant staff members in each department.
- Specific teaching hours allocated for each course, including practical hours.
- The projected enrollment figures for each course, both for Egyptian and foreign students, across various departments within the faculty.

The Faculty systematically identifies the training needs of its teaching and assistant staff members based on its vision, strategic plan, and regular surveys. These needs are analyzed through questionnaires, leading to the development of training plans aimed at enhancing leadership, professional skills, and the

overall quality of education and research. The Faculty follows a structured process to implement these training programs, ensuring proper approvals, suitable timing, and documentation. Faculty members are encouraged to attend national and international conferences, workshops, and symposia. Financial support is provided for travel, registration fees, and living expenses during these events. Additionally, the University Performance Development Center offers continuous education and training opportunities for faculty improvement, including the Faculty and Leadership Development Program (FLDP). This program, accessible through an electronic link, provides courses according to academic degrees and categories, contributing to staff advancement and promotion (SER 2.1.3).

The coordination of work placements and study programs is overseen by the faculty's schedules committee, comprising schedules coordinators from scientific departments, the director of the bachelor's program, and the faculty's vice dean for education and student affairs. This ensures the synchronization of theoretical and practical lectures across the four study levels. Each scientific department also appoints an undergraduate level coordinator to oversee teaching plans in collaboration with course coordinators. At the start of each semester, students receive information about the course syllabus. The Faculty also utilizes additional human resources from other colleges for non-nursing courses, and the education and student affairs department plays a vital role in facilitating student services. This includes participating in the creation of study and work schedules, maintaining student registration lists, and distributing study schedules and teaching assignments to faculty members within and outside the faculty (SER 2.2.1).

In terms of the number of classrooms and their capacities, the capacity of the faculty building and its facilities, including associations, is as follows:

Building	Classrooms	Space	Carrying capacity	Data show	Computers	Internet line
Ground floor	Class B	205.47	200 students	1	1	1
	Class C	166.47	200 students	1	1	1
First floor upstairs	Class A	416.97	400 students	2	1	1
	Convention Hall	100.62	80 students	TV screen 42 + interactive whiteboard	1	1
Fourth floor upstairs	Workshop hall	74	50 students	1 + video conference machine	1	1

Building	Laboratories	Space	Carrying capacity	Data show	Computers
First floor	Computer Labs	244.95	60 students	2	60
Third floor upstairs	Gynecology lab	74.95	25 students	1	1
	Critical nursing lab	75.95	25 students	1	1
	Pediatric nursing lab	68.50	25 students	1	1
	Adult nursing lab	82.22	35 students	1	1
	Nursing basics lab	70.73	25 students	1	1
	OSCE lab	72.95	25 students	1	1
Fourth floor upstairs	Community nursing lab	68.56	25 students	1	1
	language lab	75.95	30 students	1	26
	Training hall	75.95	45 students	1	1

The Faculty's scientific library, located on the second floor, adequately serves students, faculty members, and their assistants. It is equipped to support the educational process and contains a collection of scientific books organized by each scientific department. Specifically, there are 3,330 nursing books, 275 cultural books, 90 doctoral theses, 148 master's theses, and 47 other scientific books available. The library offers various services, including book borrowing, photocopying, and internet access. Its operational hours are from 8:30 AM to 4:00 PM daily. The library is regularly updated with modern books and also offers digital services. It provides access to databases covering diverse scientific fields and offers electronic access to scientific journals, periodicals, and documents for faculty members, scholars, and researchers. The library is equipped with 9 computers connected to the internet and 2 electronic devices used for student announcements, facilitating both learning and research activities. Additionally, the faculty collaborates with the university's central library, enhancing access to electronic resources like the Egyptian Knowledge Bank (EKB) and Google Scholar. These platforms provide extensive information services, including approved research, scientific theses, journals, books, summaries, and articles

from various reputable sources, including publishers, academic institutions, international universities, associations, and research organizations (SER 2.3.2).

The Faculty receives an annual budget for scientific research, funded through the university's research fund. This allocation supports graduate studies, research endeavors for faculty members, and incentivizes their assistants. This support is evident through the increase in research-related item 9/1. The Faculty's financial resources are suitably allocated for its diverse activities and distributed among various departments according to actual requirements.. Funding sources for the Faculty are diverse, comprising allocations from the state budget, tuition fees from both Egyptian and international students, graduate student fees, and revenues from specialized units like the Public Service Center. The Faculty also benefits from distinct programs such as infection control and evidence-based practices.

Additionally, the Faculty receives contributions from its staff members and external donors, including both individual faculty members and civil society entities. These donations are officially approved by the faculty council and contribute to enhancing the educational process (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 Mansoura University shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The 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 Mansoura University the teaching staff cites that the Faculty provides comprehensive support for its staff, including regular assessments to identify professional development needs within each department. Workshops are organized to address these needs, supplemented by an annual research fund available to staff members. Staff are encouraged to publish their research findings and may receive scholarships from the government to further their education. Grants for research projects are also available, overseen by a dedicated research committee that organizes research conferences. Additionally, staff and students have access to the Egypt

Knowledge Bank, and there is an expectation for staff to publish at least one paper per year.

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.

The staff possess diverse qualifications, with many having obtained scholarships for postgraduate studies in the UK or other foreign countries. Mansoura University focuses on producing its own teachers, although attracting professors who have already completed their studies is rare, with only three new members in the past five years. There is an exact recruiting plan in place for the next five years to address this.

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.

Participation in the ERASMUS program, with collaborations established with universities in Romania, contributes to global partnerships. Staff members are encouraged to pursue international studies abroad, with four currently enrolled in overseas programs. Additionally, staff mobility is facilitated, with professionals from countries like Greece, Romania, and the UK participating in knowledge exchange activities. The University has developed platforms for sharing lectures and workshops with international partners, fostering collaboration. Collaborative research is emphasized, with over half of research activities involving partnerships with other universities. While student exchanges are supported, restrictions may apply, particularly for male students due to mandatory military service obligations. Limited undergraduate student exchange opportunities are available, with approximately 20 students eligible for exchange programs, subject to practical constraints.

The experts visited the premises of the Faculty of Nursing as well as the University hospital. The skills labs as well as the hospitals 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 Science" 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

The Faculty of Nursing has formulated a comprehensive strategy centered around three main pillars: teaching strategies, research, and community services. This strategy is aligned with quality assurance measures overseen by the Quality Assurance Accreditation Unit (QAU). The unit's organizational structure was ratified by Faculty Council No. 189 on 12/2/2019 and subsequently translated and approved by Faculty Council No. 248 on 12-10-2022. The QAU encompasses an executive team, departmental coordinators, a committee for questionnaires and data analysis, and academic standards committees. Its structure harmonizes with the Faculty's organizational framework. Internal quality assessments are undertaken by the QAU, encompassing scientific departments and educational process-related units like the library and laboratories. Audit results are compiled in a report presented to the Faculty Council, acknowledging commendable departments. The academic leadership fosters quality system management within the faculty by inviting the Quality Assurance Unit manager to the faculty council meetings to discuss pertinent quality-related matters. The QAU gauges the effectiveness of the educational process and teaching quality via questionnaires administered to Bachelor program students. These questionnaires gather student insights on courses, instructors, practical training, support facilities, academic guidance, and student assistance. The resultant data undergo analysis and report composition by the Quality Assurance Unit, necessitating approval by the faculty council. The unit then shares these results with the scientific departments. This feedback informs corrective actions and improvement plans, which are also ratified by the Quality Assurance Unit within the faculty council (SER 1.6.1).

Scientific departments diligently review their course descriptions annually, making necessary updates based on course reports, student feedback, and examination paper analyses. Additionally, the Quality Assurance Unit

collaborates with scientific departments to analyze examination papers for each course. The outcomes of these analyses shape corrective actions and improvement plans.

The program's annual report, under the oversight of the Vice Dean for Education and Student Affairs, is compiled by the program manager. This report tracks student success and graduation rates, devises improvement plans based on student evaluations, external evaluator feedback, student and faculty opinions, and course reports. The results are then presented to the faculty council (SER 1.6.2).

In order to evaluate the adequacy of the Bachelor of Nursing Science program, regular assessments are gathered from relevant stakeholders. Feedback is collected from leaders within affiliated hospitals and medical centers associated with Mansoura University and the Ministry of Health, focusing on the performance of graduates. A questionnaire, designed by the Quality Assurance Unit, is utilized to obtain their insights on aspects such as appearance, punctuality, and professional conduct. Subsequently, the collected data is analyzed, and a report is formulated. This report is then presented to and approved by the faculty council, ultimately contributing to the development of improvement strategies (SER 1.6.4).

The following table shows the enrolment details from 2020 to 2022:

Students Registration Details of the Academic Year 2021-2022			
Level/ Semester	No. of students		Total
	Male	Female	
Level 1	530	459	989
Level 2	487	1140	1627
Level 3	263	263	526
Level 4	263	411	674
Total	1543	2273	3816
Graduated students 2021-2022	152	420	572
Students Registration Details of the Academic Year 2020-2021			
Level 1	695	1159	1854
Level 2	536	1128	1664
Level 3	282	812	1094
Level 4	274	735	1009
Total	1787	3834	5621

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 Science".

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the HEI's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives. 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. Nevertheless, the experts strongly recommend to involve students in decision-making committees.

From the experts' point of view, the University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. Various Key Performance Indicators (KPIs) are captured by the University, such as student progression, success rates, and dropout rates. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks the career paths of its graduates.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

The alumni network plays a crucial role in supporting graduates beyond their academic studies. Alumni are provided opportunities for research collaboration, connections with industry and potential employers, and assistance in starting their own businesses. It's noteworthy that many of the medical and nursing staff in hospitals and medical centers are alumni of the University, indicating the strong impact and influence of the alumni network in professional pathways.

Complaints regarding teaching staff are addressed through a formal process, including investigation and interviews with the staff members. Additionally, student evaluations of courses and staff at the end of each semester are mandatory to address any concerns.

Curriculum revisions occur every five years to align with governmental standards. The process involves module development, with input from students, and information about postgraduate studies is communicated via various

channels such as newspapers and brochures. Stakeholders involved in the process include nursing directors of hospitals, the Ministry of Health, and engagement through platforms like WhatsApp, email, and focus group meetings.

Decision

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

4.7 Gender equality and equal opportunities

Summary

Gender equality holds a fundamental significance within the framework of the Faculty of Nursing, aligning closely with the advancement of education rights and the realization of Sustainable Development Goals (SDGs). The SDGs, encapsulated within the Education 2030 framework, emphasize the goal of "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all," while also striving to achieve "gender equality and empower all women and girls."

Originally established as an exclusively female faculty in 1994-1995, the Faculty of Nursing at Mansoura University took a pivotal step in 2007-2008 by admitting its first cohort of both male and female students. The faculty unequivocally upholds the principle of providing equal educational opportunities to all students, without any form of discrimination. The foundation of the educational system within the faculty rests on the principle of gender equality across all dimensions. This encompasses parity in admission procedures, curricula, examinations, access to study resources and facilities, as well as the qualifications of educators.

Furthermore, the faculty actively encourages active engagement from students of all genders in various extracurricular activities, including cultural, artistic, and sports-related pursuits. Through its commitment to gender equality, the Faculty of Nursing contributes to creating an environment that fosters inclusivity and empowerment for all students, in alignment with the principles of education and societal development (SER 1.6.9).

The admission policy of the „Nursing Science" program currently excludes students with disabilities and chronic illnesses. This approach is based on the assumption that the nursing profession requires individuals to possess complete

physical health and wellness. The existing rules for admission to the faculty do not accommodate students with special needs, mainly due to the demands of the teaching curriculum and the structure of practical training within the program (SER 1.6.10).

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.

Students with disabilities are accommodated, with only physical disabilities being excluded. Those with chronic illnesses are allowed to pursue their studies without restriction.

Decision

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

5   Conclusion

From the experts' perspective, the University demonstrates a clear vision and a commendable commitment from its management to faculty and students alike. Faculty members exhibit robust research competencies, as evidenced by their research posters and skills, which are deemed adequate. Interdisciplinary collaboration in research projects is viewed positively, with recommendations to integrate these ongoing projects into the curriculum for enhanced student engagement. The presence of the university's own journal is seen as a positive aspect, and the adequacy of hospital equipment is noted. Visits to skills labs reveal clear practical relevance, and there is effective integration between theoretical and practical instruction. Interns and alumni are perceived as well-prepared, benefitting from supervision from both faculty and practical sites.

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 Science" offered at the Mansoura University fulfils 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:

- Interprofessional teaching should be enhanced, particularly in collaboration with other faculties of Mansoura University.
- The focus on elderly and chronically ill patients should be expanded.
- Healthcare systems from other countries should be integrated within the curriculum.
- Mobility windows and options for students should be created.
- Students should be included in decision-making committees.

6   Decision of the accreditation commission

Decision of the accreditation commission May 14, 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 Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on February 24-25, 2024, 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 144 Credit Hours according to the internal credit hour system. The regulated study period in the program "Nursing Science" is 5 years: eight semesters at the University followed by a mandatory internship year. The study program comprises 52 modules, out of which 47 are obligatory. Furthermore, students select five elective modules out of 18. The main language of instruction is English. The Bachelor study program "Nursing Science" is completed with awarding of the academic degree "Bachelor of Nursing Science". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2013.

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

The Bachelor study program "Nursing Science" 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.