

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 Health Information Systems,
Department of Health Administration
for the Accreditation of the Study Program "Health Administration",
Bachelor of Health Administration**

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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 learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management

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 (see Sections 2-5), which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the 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 on-site visit, the expert group writes the Expert Report. This report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the report is made available to the University for the opportunity to issue a response opinion.

The Expert Report as well as the University's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

IV. The AHPGS accreditation decision

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the summary comprised by the AHPGS, the Expert Report, as well as the University's response opinion. These documents represent the foundation for the commission's decision regarding the recommendation for accreditation of the study program. 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 “Health Administration” program was established at the beginning of the academic year 2017/2018 to cover the need for greater demand in all health institutions and specialized centers. Currently, there are 69 students in the “Health Administration” program. This program is the only one within the department of “Health Administration”.

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 Self-evaluation report) 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 30, 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 14, 2022.

On April 28, 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 23, 2023, the University submitted the answers to the open questions and explanatory notes (hereinafter AOO) 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 "Health Administration", 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 "Health Administration"

Annex	Description
1	Program Specifications
2	Study Plan
3	Module Descriptions
4	Internship Logbook
5	Internship Evaluation Form
6	Teachers' CV
7	Teaching Matrix
8	Organizational Flowchart

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	Specifications & Reports Policy
R	IMC Research Plan 2012-2022
S	Scientific Research Unit Policies
T	Registration and Graduation Policy

The application, the open questions (OO) 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 Health Information Systems

	Department of Health Administration
Cooperation partner	<ul style="list-style-type: none"> - Ministry of Education, - Governmental and non-governmental medical cities, - Medical centers, - Hospitals (e.g. King Saud Medical City, King Abdullah Bin Abdulaziz University Hospital, etc.).
Title of the study program	„Health Administration“
Degree awarded	Bachelor of Health Administration
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 Points (CP) according to the European Credit Transfer System (ECTS)	133 Credit Hours (= 275 ECTS)
Hours/CP	1 hour of lecture = 1 Credit Hour 2 hours of laboratory = 1 Credit Hour
Workload	Total: 8,161 hours Contact hours: 1,791 hours Individual work: 3,990 hours Practical hours: 300 hours Internship: 2,080 hours
Launch date of the study program	2017
Time of admission	Twice a year at the beginning of each academic semester
Number of available	100

places on the program	
Number of enrolled students since 2017	80
Particular enrollment conditions	<ul style="list-style-type: none"> - General Secondary School Certificate - GPA of at least 80% - Achievement test (grade 60 and above) - Aptitude test (grade 65 and above)
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 Health Information Systems, the Chair, Vice Chair and the teaching staff of the program "Health Administration" 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 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, College of Health

Information Systems and the Department of Health Administration serve as the foundation for the statements made in the expert report.

4.1 Program aims and their implementation

Summary

In recent years, healthcare organizations have faced challenges due to the increasing use of innovative administration theories and practices to enhance healthcare services. This has created a demand for skilled health administration professionals who can drive the transformation of the healthcare sector.

In response to the Kingdom of Saudi Arabia's efforts to improve healthcare services, there is a growing need for professionals who can facilitate the transition from traditional paper-based systems to health information systems. However, there is currently a shortage of qualified and well-trained manpower in various sectors, including public health.

The lack of quality training, particularly in leadership and management of health services, has contributed to unsatisfactory outcomes in different programs despite significant investments in the sector. To address this gap, the Health Administration program at Inaya Medical Colleges is designed to prepare professionals who can improve healthcare quality and safety, particularly in the implementation of health information systems (SER 1.3.1).

The graduate attributes and qualifications for the Health Administration program at Inaya Medical Colleges include (SER 1.3.2):

1. Knowledge of Health Administration: Apply mathematical, scientific, technological, and technical expertise in the field.
2. Problem Analysis: Ability to define, formulate, evaluate, and address complex technical issues to reach reasonable conclusions.
3. Design: Skill in designing solutions to complex problems and creating systems, components, or processes that meet specific requirements.
4. Use of Technology Tools: Proficiency in using basic tools for designing and analyzing related to health administration.
5. Interpersonal Skills: Ability to effectively function as a participant and team leader in a multidisciplinary environment.

6. Communication Skills: Capability to communicate complex technical concepts in the field and with the wider society.
7. Professionalism: Demonstration of professional behavior and presenting oneself in a professional manner.

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

Knowledge and Understanding	
K1	Demonstrate knowledge of health management theories, concepts, and functions of health care administration.
K2	Describe forces affecting organizational leadership, decision making, and resource management in health service administration field.
K3	Outline ethical-legal principles associated with health service administration in delivering health care services.
K4	Explain the framework in which health service administration are produced, coordinated, delivered, consumed, and reimbursed.
K5	Explain concepts and principles related to research and reporting management, in the health service administration field.
K6	Demonstrate knowledge of best practices in financing, budgeting, and technology in various health care environment.
Skills	
S1	Build a linkage between theoretical and practical skills based on research and projects.
S2	Demonstrate effective oral and written communication skills in diverse health care settings.
S3	Apply effective quality management, strategic planning, and risk – management principal in improving health care services.
S4	Apply contemporary development and research methodologies to construct comprehensive solutions to challenges faced within the health industry.
Values	
v1	Demonstrate understanding of emerging trends in healthcare administration to Work effectively on team projects.
v2	Demonstrate competencies in interpersonal skills, and collaboration for effective leadership and decision making.
v3	Consider the ethical principles and core values in the provision of healthcare services.

As the University states, graduates from the Department of Health Administration will have various employment opportunities, including: Public and private hospitals, health centers and public and private clinics, health insurance companies, pharmaceutical companies, specialized clinics, health departments in different health areas, hospital self-employment programs or hospital operation companies' contracts (SER 1.4.1).

Judgement

In the strategic plan of Inaya Medical College, there is a transition in progress to become a university in the coming months. 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. Despite facing challenges such as a shortage of teaching staff due to the specialized nature of some programs, the college has outlined action plans and key performance indicators (KPIs) related to community service. Future plans 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.

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, such as the „Health Administration“ program. IMC cites the following reasons for the low enrollment in the program: In response to changes in

government scholarship availability, there has been a decline in overall admissions. To address low enrollment, IMC emphasizes the importance of these specialties through community awareness campaigns, particularly leveraging social media channels, as part of a marketing strategy. In the experts' opinion, such marketing efforts are important to attract a higher number of high potential students. Additional networking efforts to ensure a higher visibility of the program amongst potential industry partners and as a networking opportunity should be explored. To ensure the graduates attractiveness to potential employers, direct conversations and roundtables with stakeholders could also be helpful.

From the experts' point of view the Bachelor study program "Health Administration" 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 49 modules, out of which 19 are studied within the common first year as well as Islamic, Arabic and basic medical sciences modules and 21 are health administration specialty modules and 9 modules are shared with other programs:

Number of Modules	Modules Type
19	Common first year as well as Islamic, Arabic and basic medical sciences.
9	1 Module CLS 221 Anatomy and Physiology Provided by Clinical Laboratory Program
	4 Modules HINF" code provided by Health Informatics Program

	4 Modules shared with Health Informatics Program
21	Health Administration Specialty Course

There are no elective modules. There are between five 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 "Health Administration" 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
HSA231	Introduction to Health Services Administration	3	2
ISLM106	Family in Islam	3	2

PHS231	Introduction to Public Health and Epidemiology	3	4
BMS234	Medical Ethics	3	2
BMS235	Pathology and Pharmacology	3	3
CLS221	Anatomy and Physiology	3	4
HINF231	Introduction to Health Informatics	3	2
			19
HSA241	Primary Health Care Management	4	3
HSA242	Introductory Healthcare Accounting	4	4
ISLM107	Economic System in Islam	4	2
ARAB103	Writing in Arabic Language	4	2
HINF242	Comparative Healthcare Systems	4	3
HINF243	Health Information Systems	4	3
			17
HSA351	Financial Management in Healthcare	5	3
HSA352	Health Care Human Resource Management	5	3
HSA353	Health Organizational Behavior	5	3
ISLM108	Human Rights	5	2
PHS352	Community Health	5	3
HINF353	Electronic Health Records	5	3
			17
HSA361	Cost Accounting of Health Services	6	4
HSA362	Management Leadership and Decision Making	6	3
HSA363	Introduction to Health Insurance	6	3
HSA364	Health Quality and Patient Safety Management	6	2
HSA365	Health Policies	6	2
PHS351	Global Health	6	2
			16
HSA471	Selected Topics in Health Services Administration	7	3

HSA472	Health Supply Material Management	7	3
HSA473	Health Care Economics	7	2
HSA474	Health Services Marketing	7	3
HSA475	Hospital Management	7	3
HSA476	Research Methods	7	3
			17
HSA481	Seminar in Health Services Administration	8	2
HSA482	Research Project	8	3
HSA483	Strategic Management in Healthcare	8	3
HS484	Planning and Evaluation of Health Services	8	3
PHS481	Interpersonal Development	8	2
			13
	Total:		133

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 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: These semesters aims to provide students with foundational knowledge in basic administration sciences such as primary health care management, comparative healthcare systems, health information systems, anatomy and physiology, pathology and pharmacology.

Semester 5-6: These semesters introduce students to core courses in health service administration, including financial management in healthcare, health care human resource management, health organizational behavior, management leadership and decision making.

Semester 7-8: In these advanced semesters, students deepen their understanding of organizational structures and occupations within the health administration field. They learn to apply practical planning through the use of information and research methodology and conduct a research project under the guidance of a research mentor.

The internship is a crucial part of the Bachelor of Health Administration degree program, allowing students to apply their classroom knowledge to real-world healthcare administration. After completing eight semesters of coursework, students must complete a 48-week internship in an approved healthcare institution. The internship aims to develop various skills, including work ethic, communication, self-confidence, problem-solving, and leadership. To fulfill the internship requirement, students can choose from various health organizations and departments. They submit their preferred site and duration, and the internship coordinator facilitates the acceptance process. The internship covers different areas of healthcare administration, and students may apply to multiple sites to ensure comprehensive experience. Interns are provided with an internship manual and are assessed using various tools, such as performance-based evaluations, to monitor their progress. Successful completion requires satisfactory performance evaluations, meeting internship objectives, and demonstrating competence in required areas (1.2.6).

Upon successful completion of the internship program, graduates of the Health Administration program will be able to:

1. Demonstrate competencies required for day-to-day work as a Health Administration professional.
2. Apply academic theory and knowledge acquired in the classroom to real-world Health Administration practice.
3. Gain confidence in their practical abilities to succeed in future job tasks.
4. Assess their suitability and commitment to the profession of Health Administration.

Quality assurance is ensured through an organized process, with the internship site selection handled by the internship committee. Students receive training and assessment materials, and their preceptor provides periodic updates on their progress. At the end of the internship, the department evaluates the submitted documents, and successful completion allows students to receive their degree certificate.

In the "Health Administration" program, the curriculum is designed to integrate theory and practice while developing both academic and professional competencies. The teaching and learning methods focus on active learning and skill development rather than simply transmitting information. Various strategies, such as interactive lectures, role play, group work, case studies, simulations, problem-based and practice-based learning, presentations, class discussions, and media-enhanced electronic learning, are employed to achieve the module's objectives and align with the learning outcomes and assessments. These activities and methodologies are closely linked to the program's objectives and assessment strategies, ensuring students' competence in both academic and professional aspects (SER 1.2.4).

One of the goals of the Health Administration program is to conduct contemporary research in the field of health administration to enhance healthcare quality in the region. This objective is in alignment with the broader goals of the College of Health Information Systems and Inaya Medical Colleges. To foster research skills and a critical thinking mindset among students, specific courses are integrated into the program curriculum. During levels 7 and 8, students take courses such as "Research Methods" (HSA476) and "Seminar in Health Services Administration" (HSA481). In level 8, students engage in a "Research Project" (HSA482) under the guidance of a faculty member. These research-focused courses help students become research-oriented and enhance their ability to think critically.

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 „Health Administration“ 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 “Health Administration” 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. Nevertheless, the experts see a great chance in the interdisciplinary cooperation with other degree programs, including from the College of Applied Medical Sciences, not only in the first common year but also in the course of the curriculum. These interdisciplinary modules could also be offered in the form of elective modules.

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 Health Administration 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. However, the "Health Administration" program accepts students with mild disabilities upon the consent of the department council.
- 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 "Health Administration" 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. Student PDU 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 „Health Administration“ program uses various assessment methods to evaluate students' knowledge, skills, and clinical competency. 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, and assignments. Summative assessments consist of the first and second assessment 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. 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 Students' Rights and Responsibilities Committee, a make-up quiz 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:

- Mid-term assessment: 7th/8th week of the semester.
- Practical exams: 14th week of the semester.
- Final exams: Scheduled for the 16th to 17th 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, the admission requirements and compensation regulations are documented 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 "Health Administration" program is managed by two assistant professors and two lecturers. The College has additional staff for the modules taught in the first common year, the college and basic sciences modules as well as special arrangements for the modules common between the health informatics and health administration. The current faculty to student ratio is 1:17. As the University states, the "Health Administration" program has an active recruiting plan through announcements on social media and the college website.

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. 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 “Health Administration” program has several coordinators responsible for different aspects of the program. These coordinators include:

- Student's Registration and Timetabling Coordinator (faculty member)
- Quality Assurance and Accreditation Coordinator (faculty member)
- Courses Coordinator (faculty member)

Each coordinator plays a crucial role in ensuring the smooth functioning and quality of the Health Administration program (SER 2.2.1).

The “Health Administration” is located within the College building and shares common facilities with other departments, e.g. the “Health Informatics” department. 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.

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 5 printed textbooks on Health Administration. Regarding databases, students can use the Saudi digital library proquest.

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 „Health Administration“ program's annual budget is prepared by the department chairperson, in consultation with program council members. The budget 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.

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 Health Information Systems, where the Bachelor study program "Health Administration" are located. As a whole, it was ascertained by the experts that the Bachelor study program "Health Administration" 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 7-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 „Health Administration“ 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 „Health Administration“ 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 „Health Administration“ 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 "Health Administration".

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 "Health Administration" study program have a nondiscriminatory policy when offering study places to students, including those with various disabilities. However, the "Health Administration" program requires students to be physically and mentally fit due to the nature of the profession. Chronic illnesses are not exempted, but students can join the program if their condition does not pose any physical or psychological risk. Furthermore, students with mild disabilities are accepted upon the consent of the department council (SER 1.2.3).

Both the Male and Female sections of the "Health Administration" 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 education is provided to both male and female students without any discrimination (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 "Health Administration" 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:

- Marketing efforts should to be focused and increased to attract a higher number of high potential students. Additional networking efforts to ensure

a higher visibility of the program amongst potential industry partners and as a networking opportunity should be explored. To ensure the graduates attractiveness to potential employers, direct conversations and roundtables with stakeholders could also be helpful.

- 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.
- 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.
- Interdisciplinary cooperation with other degree programs, including from the College of Applied Medical Sciences, not only in the first common year but also in the course of the curriculum should be used. These interdisciplinary modules could also be offered in the form of elective modules.

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 133 Credit Hours (CH) according to the internal credit hour system. The regulated study period in the program "Health Administration" is five years: eight semesters (four years) at the Inaya Medical Colleges (IMC) followed by one year internship. The program comprises 49 modules out of which 19 modules are studied within the common first year as well as Islamic, Arabic and basic medical sciences modules, 9 modules are shared with other programs and 21 are health administration specialty modules. The main language of instruction is English. The Bachelor study program "Health Administration" is completed with awarding of the academic degree "Bachelor of Health Administration". 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 2017/2018.

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

The Bachelor study program "Health Administration" 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.