

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



Assessment Report

**for the Application of
Riyadh Elm University, Saudi Arabia
for the Accreditation of the Study Program "Clinical Pharmacy and
Pharm.D. Certificate",
Master of Science**

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: +49 (0) 761/208533-0
E-Mail: ahpgs@ahpgs.de

Expert group

Dr. med. Maximilian Dilger

Dres. Schwerdtfeger & Selbherr, Lörrach, Germany

Ms. Frigga Franke

University of Hagen, Germany

Prof. Dr. Ulrike Holzgrabe

Julius-Maximilians-University Würzburg, Germany

Univ.-Prof. Dr. Dr. h. c. Holger Jentsch

University of Leipzig, Faculty of Medicine, Germany

Dr. Ambili Mundethu

University Medicine of the Johannes Gutenberg University
Mainz, Germany

Prof. Dr. Gerhard Scriba

Friedrich-Schiller-University of Jena, Germany

Decision

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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 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.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS and are 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) and in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany.

The following criteria are used in the procedure:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency

5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

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 evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. 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 lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Information about the University

Initially, the College of Dentistry and Pharmacy was established in 2001. Respectively in 2004, 2010 and 2012, the colleges were granted the general, private, and final accreditation by the Ministry of Higher Education. The approval for starting the study programs was issued in the spring semester 2003/2004. In 2007, the name was modified to Riyadh Colleges of Dentistry and Pharmacy. In 2018, the two Colleges evolved to the status of a university officially named Riyadh Elm University. Currently, the University consists of the following colleges and centers:

- College of Medicine and Dentistry
- College of Pharmacy, Nursing, and Medical Sciences,
- College of Technology and Business,
- Research and Innovation Center,
- Community Service and Sustainable Development Center,
- Quality Assurance and Accreditation Center.

There were 1472 students registered in all programs for the first semester in the academic year 2023/2024. The University currently has three colleges, ten departments, 12 undergraduate, and three master programs. The courses are given on four campuses all located in the city of Riyadh (SER 1.1):

- An Namuthajiyah Campus (Main Campus),
- Olaya Campus,
- Munesiyah Campus,
- Qurtuba Campus.

The department of pharmacy is running three programs:

- Bachelor's degree in Pharmaceutical Sciences,
- Master's degree in Clinical Pharmacy and Pharm.D. Certificate,
- Master's degree in Pharmaceutical Quality Assurance and Quality Control.

Currently, there are 143 students registered in the first semester of the pharmacy programs. Recently, the pharmacy department has developed a new Pharm.D. program which is to be launched during 2024. The pharmacy programs have also been revised and developed in terms of assessment methods, clinical training, and quality and assessment of the master thesis (SER 1.2).

3 Overview

3.1 Procedure-related documents

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Riyadh Elm University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on January 15, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Riyadh Elm University and the AHPGS was signed on the April 09, 2023.

On March 28, 2024, 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 April 21, 2024, 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 Riyadh Elm University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Master study program “Clinical Pharmacy and Pharm.D. Certificate”, 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 “Clinical Pharmacy and Pharm.D. Certificate”

Annex	Description
1	01-Module Description
2	02-Curriculum Vitae for Instructors
3	03-Teaching Matrix
4	04-Study Plan
5	05-Graphic Representation of the Study Plan
6	06-Diploma Sample
7	07-Declaration of Learning Resources

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

Annex	Description
A	National Qualifications Framework
B	University Policies and Procedures Manual

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 between the AHPGS and the University.

3.2 Structural data of the study program

University	Riyadh Elm University
Faculty/Department	College of Pharmacy, Nursing & Medical Sciences/ Department of Pharmacy
Cooperation partner	<ul style="list-style-type: none"> - King Saudi Medical City, - Saudi Food and Drug Authority, - Saudi Digital Library, - Academic Affairs & Training at the Ministry of Health, - Jazeera Pharmaceutical Industries, - AVALON Pharma, - General Administration of Research and Studies at the Ministry of Health, - King Saudi University, - The National Hospital in Riyadh, - King Fahd Medical City in Riyadh, - Obeid Specialist Hospital, - Saudi German Hospitals Group.
Title of the study program	„Clinical Pharmacy and Pharm D Certificate“
Degree awarded	Master of Science (M.Sc.) and Pharm D Certificate
Form of studies	Full-time, on-campus
Organizational structure	8 hours a day, 5 days a week
Language of Studies	English
Period of education	5 semesters

Credit Points (CP) according to the European Credit Transfer System (ECTS)	46 credit hours
Hours/CP	1 hour of theory = 1 credit 2 hours of practice = 1 credit 3 hours of clinical work = 1 credit
Workload	Total: 176 hours Contact hours: 24 hours Individual work: 92 hours Practice: 60 hours
CP for the final paper	6 credit hours
Launch date of the study program	Fall Semester 2011-2012
Time of admission	Fall Semester
Number of available places on the program	20
Number of enrolled students by now	21
Particular enrollment conditions	<ul style="list-style-type: none"> - Bachelor's degree in Pharmaceutical Sciences in the Kingdom of Saudi Arabia or a recognized/accredited college, - GPA in the Bachelor of 3.75/5 or 2.75/4 or above, - English Proficiency and minimum score of 520 for TOEFL, 6 for IELTS or 70 for IBT, - Professional registration at the Saudi Commission for Health Specialties, - Strong desire and capacity to prepare for a career in health education, research or program administration evidenced by 3 letters of recommendation, - Personal brief word about career objectives and past experiences, - Updated Curriculum Vitae, - Personal Documents (ID, Passport, Personal Photos, Fee Deposit Slip), - Admission Examination Grade.
Tuition fees	150,000 SAR per year

Chart 1: Structural data of the study program

4 Expert Report

The site visit was carried out on July 22-23, 2024, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on July 21, 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 College of Pharmacy, Nursing & Medical Sciences, the Dean, the chair, ~~vice chair~~ and the teaching staff of the program “Clinical Pharmacy Clinical Pharmacy and Pharm.D. Certificate” 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.

In the course of the on-site visit, the University submitted the following additional documents at the request of the experts:

- Number of applications and admitted students for 2024/2025
- Clinical Rotation Logbook Pharmacy
- Logbook Department Oral & Maxillofacial Surgery and Diagnostic Sciences (Dentistry)
- Procedure Report for all specialties (Dentistry)
- Logbook Restorative and esthetic dentistry (Dentistry)
- Clinical Requirements Pedodontics (Dentistry)
- Logbook Endodontics (Dentistry)
- Clinical Requirements OMFS (Dentistry)
- Clinical Rotation Logbook Periodontics (Dentistry)

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, College of Pharmacy, Nursing & Medical Sciences and the department of Pharmacy serve as the foundation for the statements made in the Assessment Report.

4.1 Program aims and their implementation

Summary

According to the University, the aim of the study program is to form the students to the delivery of pharmaceutical care through the collaboration with patients and other professionals in designing, implementing, and monitoring a therapeutic plan that will produce specific therapeutic outcomes for the patient (SER 3.1.1).

The students are prepared with a basic core of knowledge, skills, values, and attitudes needed to provide pharmaceutical care. The graduates should be able to assume leadership in the provision of pharmaceutical care and to advance the practice of pharmacy (SER 3.1.2).

The qualification objectives and skills levels are defined according to the Saudi National Qualification Framework of Saudi Arabia. The graduated students should be able to (SER 3.1.3):

1) Knowledge and Understanding:

- Describe essential biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences knowledge related to the development and use of medications, natural remedies, and other therapies for the prevention and treatment,
- Describe the concepts and principles of various pharmacy practice settings,
- Recognize the role of pharmacists according to legal, ethical, and professional standards in promoting health, prevention, and treatment.

2) Skills:

- Apply their knowledge to prepare safe and effective medicines for individual patient use,
- Design and conduct a patient specific therapeutic plan to improve the health care,
- Evaluate scientific and professional literature critically to be utilized in evidence-based practice, conducting research and problem-solving,
- Assess drug interactions and adverse drug reactions for the proper selection of drugs in various disease conditions,

- Communicate clearly and effectively with health care professionals, patients, caregivers, administration and supportive personnel as well as with the public in various settings.
- 3) Values, Autonomy, and Responsibility:
- Demonstrate leadership skills, accountability, and acceptance of responsibility within a team in various settings,
 - Demonstrate empathy, professional attitude, ethical behavior, social and cultural awareness, and proper judgement.

According to the University, the graduated students have many job opportunities in various fields. The possible career fields can be listed as follows (SER 3.2.1):

- Hospitals and health settings (governmental and private),
- Academic field (universities and institutes),
- Saudi Food and Drug Authority,
- Pharmacoeconomics and pharmacovigilance area in the Ministry of Health,
- Clinic and Poison Centers,
- Community pharmacies,
- Pharmaceutical companies,
- Research and drug safety centers,
- Nutrition Support,
- Regulatory affairs and drug registration,
- Drug Marketing.

Judgement

Right now, around 30,000 pharmacists are working in the Saudi Arabian labor market both in private and public healthcare settings, as well as pharmacies and pharmaceutical companies. According to the University, only 40% of this workforce are Saudi pharmacists, which should change due to renationalization initiatives and new issued policies and laws. Therefore, the overall proportion of Saudi pharmacists is expected to significantly increase in the next years. Moreover, the need for pharmacists is expected to increase because of the high rate of development and of the investments and expansion of the Saudi pharmaceutical markets. As the experts conclude, the Master study program "Clinical Pharmacy and Pharm.D. Certificate" at Riyadh Elm University is designed to meet the growing demand for qualified clinical pharmacists within the Kingdom of Saudi Arabia

(KSA) and the surrounding regions. The program's aims align with both local and international healthcare standards, ensuring that graduates are well-prepared to contribute effectively to the healthcare system.

The experts inquire about the University's internationalization strategy, which also reflects the Ministry of Higher Education's objectives to attract a diverse student body. Currently, 40% of the students are non-Saudis, with many coming from the Gulf States and nearby Middle Eastern countries. This diversity is further supported by the government's introduction of a "student visa" to attract international students. As the University states, it has initiated local collaborations and is intensifying international collaborations, such as a planned joint degree with the Royal College of Canada in the college of Medicine and Dentistry. Staff mobility programs are in place in collaboration with the Ministry of Education, and research collaborations with various international universities are actively pursued. Some students have already had their thesis supervised by international experts. Additionally, visa procedures for research and international faculty staff have been simplified, further promoting international academic exchange. The experts welcome this development and encourage the University to further advance it.

As the University explains, the "Clinical Pharmacy and Pharm.D. Certificate" program is unique, being the only one of its kind in the Kingdom of Saudi Arabia (KSA). The idea behind the current study program was to merge the Pharm.D. Certificate with the Clinical Pharmacy Master study program, as there are better offers for Pharm.D. holders compared to Bachelor holders. The experts note the increased student numbers for the upcoming semester, with 20 students sent from the Ministry of Health and six self-funded students expected. This growth reflects the program's appeal and the high demand for advanced clinical training in the region. As the University explains, the aim is to achieve direct access to board examinations in Clinical Pharmacy. Currently, students still have to complete a further rotation after graduation in order to be admitted to the examination. The experts welcome this plan and see it as a further attraction factor for students.

From the experts' point of view the Master study program "Clinical Pharmacy and Pharm.D. Certificate" 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 20 modules, out of which 16 are obligatory and four are compulsory optional modules. There are between four and six modules in total provided for each semester. All modules have to be completed within one semester. There is no semester offered as a period for exchange programs.

The list of modules offered:

Nr.	Title	Sem.	CH
PHR611	Advanced Pharmacy Systems	1	3
PHR612	Applied Clinical Skills	1	2
PHR613	OTC Products and Patient Counseling	1	2
PHR614	Drug Information & Literature Evaluation	1	2
PHR615	Pharmacoepidemiology & Pharmacoeconomics	1	3
			12
PHR621	Cardiology	2	2
PHR622	Psychiatry/Neurology	2	2
PHR623	Nuclear Pharmacy & Oncology	2	2
PHR624	Renal Impairments & Drug Monitoring	2	2
PHR625	Endocrinology/Rheumatology/OB/GYN	2	2
PHR626	Infectious Disease/Hematology	2	2
			12
PHR631	Clinical Rotation – Inpatient Hospital Pharmacy	3	2
PHR632	Clinical Rotation – Community Pharmacy	3	2
PHR633	Clinical Rotation – Adult Critical Pharmaceutical Care	3	2
PHR655	Clinical Rotation -Internal Medicine	3	2
			8
PHR641	Clinical Rotation – Drug Information & Healthcare IT-Solutions	4	2
PHR642	Clinical Rotation – Infectious Diseases	4	2

PHR643	Clinical Rotation – Cardiology	4	2
PHR644	Clinical Rotation – Family Medicine	4	2
PHR645	Clinical Rotation – Psychiatry	4	2
PHR646	Clinical Rotation – Pediatrics	4	2
PHR647	Clinical Rotation – Clinic & Poison Centers	4	2
PHR651	Clinical Rotation – Pharmaceutical Industry	4	2
PHR652	Clinical Rotation – Ambulatory Care	4	2
PHR653	Clinical Rotation – Nuclear Pharmacy & Oncology	4	2
PHR654	Clinical Rotation – Consulting Pharmacy	4	2
PHR656	Clinical Rotation - Nephrology	4	2
			8
PHR600	Master Thesis	5	6
			6
	Total:		46

Table 2: Module overview

The module description/catalogue covers the following aspects: module number, level/semester, credit hours, language, learning outcomes, content, examination.

The study program is distributed among two years and a half. The first semester provides the students with the knowledge foundations in clinical pharmacy and pharmacy practice including advanced systems in pharmacy, clinical skills, literature appraisal, patient counselling, drug information, economics, and epidemiology. The second semester has six modules which introduce the students to pathophysiology and therapeutics. During the second year, the students are required to take eight clinical rotations under which four are elective ones. Those clinical rotations must be taken in hospitals under the supervision of preceptors, University supervisors, and the program director. The last semester is dedicated to the writing of the thesis manuscript. The teaching strategies employed by the faculty are the following:

- Lectures (interactive or not),
- Small group discussions,
- Seminars,
- Case-based learning, case discussions and presentations,
- Tutorials,
- Clinical training,

- Role modelling,
- Hands-on-practice.

The skills and competencies of each module are consistent with the National Qualification Framework of the Kingdom of Saudi Arabia. The learning outcomes are described in the course specifications (SER 4.1.3).

According to the University, the goal of the program is to graduate highly competent pharmacy practitioners able to provide quality care and services to the public in a safe, ethical, legal, and competent way. Therefore, the program provides a suitable clinical training rotation through the study years. These rotations are designed to ensure the maximum gain of clinical skills and competencies. The department of pharmacy has developed a clinical logbook which contains all clinical skills mandatory for the profession. The students are rotated to different settings within the healthcare facility and get to practice all the skills and competencies listed in the logbook.

During each clinical training rotation, the students have a preceptor from the hospital and a supervisor from the University who follow up the training process, activities, and assessment in order to ensure the achievement of the objectives. The preceptor is required to have at least a Master's degree in Clinical Pharmacy and to be recognized by the Saudi Health Commission as a Clinical Pharmacist. Moreover, orientation sessions are held at the training site. The students also have to file their daily activities through an online system. The preceptor can access these reports to evaluate and approve the students' performances. The program director can also access this online system to follow up the students' progress (SER 4.1.4).

The students of the program are engaged in different activities related to patient care and pharmaceutical services. They are graded as follows (SER 4.1.5):

- Logbook (10 marks) with case presentation, journal club, drug history taking, patient's profiles, patient counselling, drug monograph, etc.,
- Preceptor evaluation (online portal, 40 marks),
- Comprehensive exam (on-campus, 40 marks),
- Oral examination (on-campus, 10 marks).

The University is using two electronic platforms for learning and assessment or grading systems which are: E-learning (LMS) and E-gate. The platform called LMS can be used by the instructors for online lectures thanks to the

BigBlueButton tool, as well as for assignments, quizzes, and other kinds of exams. The instructors have to upload their teaching materials, course specifications, and assessment methods on this electronic system to assure the connection between traditional classroom lecturing and electronic learning (SER 4.1.6).

The program includes one module which contributes to the integration of research activities which is "Drug Information and Literature Evaluation" (PHR614). The department also encourages the students to take part in research activities such as seminars, workshops, conferences, or research studies. Moreover, the students are required to submit a thesis at the end of the last term which has to be related to the study program. An annual report of the research activities of students and faculty members is issued by the Research and Innovation Center of the University (SER 4.1.7). Furthermore, students are required to write a Master thesis (see also *"Examination System and Transparency"*).

According to the University, the content of the curriculum meets the international criteria of similar program in other countries. The courses are taught in English, which can attract non-Arabic speakers and native English speakers to take part in the teaching and learning activities (SER 4.1.8).

Judgement

As the University states, research is a cornerstone of the program, facilitated through collaborations with both local and international universities. Participation in regional conferences further supports the research agenda, with the head of research playing a pivotal role in overseeing these activities. The experts acknowledge the comprehensive structure of the study program in relation to research and practical training, which significantly enhances the academic and professional development of the students. The master thesis is a requirement for all postgraduate programs. Students start selecting their research ideas after the first year, guided by a committee. Clinical trials require departmental approval, and proposals must adhere to guidelines outlined in the postgraduate handbook. A thesis comprises typically around 100 pages. Students are contacted by program directors at the end of level 4 to prepare their thesis proposals, which must be submitted by week 13. The process includes open presentations and defenses. The defense of the thesis is mandatory, and one requirement is the application of the thesis for publication. As the University explains, the publication rate for the first year after submission is around 30 %. Support for students is robust,

including research colloquiums to monitor progress. The number of publications is tracked annually, with many shared with students. Master students receive supervision, contributing to their research skills and academic growth.

The experts recommend that the University reflect the entire master thesis process in the curriculum, not just the writing phase. This should include teaching students how to research databases and other fundamentals of research starting in the first year. This is currently missing in the current module descriptions, and its inclusion would allow prospective students and other stakeholders to see which research skills students acquire throughout their studies.

From the experts' perspective, the structure of the study program effectively combines academic research with practical training. The Master study program "Clinical Pharmacy and Pharm.D. Certificate" 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.

The University explains, that PhD programs should be implemented in the future at Riyadh Elm University. The experts emphasize the importance of increasing research efforts as the foundation for establishing a PhD program. Recognizing that private universities often face challenges such as the need for expensive equipment, the experts recommend cooperating with other research facilities and enhancing student and staff mobility to address these issues. Mobility does not necessarily require long stays abroad; it could include shorter terms such as summer schools lasting 4-6 weeks or sending some students abroad for their master thesis work in the last semester. Such international experiences could significantly boost research cooperation and benefit highly motivated students who wish to further their education, particularly those aiming to pursue PhD studies. One of the experts, who is a member of the Humboldt selection committee for postdocs and experienced researchers, highlights that Humboldt stipends are prestigious in Germany and that international stays are highly valued in the CVs of applicants. While mobility should not be mandatory, it is strongly recommended for students aspiring to continue in academia. Most professors of the teaching staff of the University have personally experienced the benefits of foreign stays, which broaden one's personal horizon. The experts strongly believe that this opportunity should also be available for the University's students.

Encouraging a few motivated students to pursue such opportunities would be beneficial, as graduates have expressed interest in this as well.

The organization of clinical rotations is well planned. Students engage in direct patient care across various specialties, both in inpatient and outpatient settings. They are evaluated by preceptors and integrated into multidisciplinary teams. Rotations last five weeks, with a ratio of 2-3 students per preceptor, including different levels of students in each rotation to facilitate peer learning. University supervisors visit students on a regular basis during clinical rotations, ensuring joint supervision. Case presentations are part of the logbook, with grades distributed between oral presentations after each rotation, logbook entries, and online feedback from preceptors.

From the experts' point of view, the study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The combination and succession of the modules are consistent with the specified qualification objectives described earlier.

Decision

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

4.3 Admission and Feasibility

Summary

The University has central policies and procedures for the admission and follow-up of the students. The deanship of admission and registration is responsible for that. The online platform E-gate is available to all students for them to register, drop out or add courses as well as to follow up their progress. The admission requirements are the following:

- Bachelor's degree in Pharmaceutical Sciences in the Kingdom of Saudi Arabia or a recognized/accredited college,
- English Proficiency and minimum score of 520 for TOEFL, 6 for IELTS or 70 for IBT,
- Registration at the Saudi Commission for Health Specialties,
- Strong desire and capacity to prepare for a career in health education, research or program administration evidenced by 3 letters of recommendation,

- Personal brief word about career objectives and past experiences,
- Updated Curriculum Vitae,
- Registration Fee Deposit Slip,
- Personal Documents (ID, Passport, Personal Photos),
- Admission Interview,
- Tuition Fees.

The selection of the students is then based on the following criteria (SER 5.1.1):

- GPA in the Bachelor of 3.75/5 or 2.75/4 or above,
- Professional Classification Examination grade provided by the Saudi Commission for Health Specialties,
- English proficiency test grade (TOEFL or IELTS),
- Admission Examination Grade,
- Grade of personal interview.

For the admission of students with learning disabilities, the admission procedures are the same and the decision of admission is taken without regard to disability. At the interview stage, the applicants will be assessed in accordance with the admission regulations and requirements as well as considered for the academic suitability. All applicants must disclose any specific learning difference, disability, or medical condition at an early stage of the admission procedure in order to enable the University to take a decision in regard of the suitability of the applicants for the program. If a student with disability is accepted, the University will invite the student to meet an advisor to ensure that the necessary adjustments are in place (SER 5.1.2).

Any student registered in a postgraduate study program of a recognized university can apply to the University for an advanced admission into the same program. In this case, the deanship of postgraduate studies carries out a detailed examination of the students' transcript, activities, and experiences in the previous program before a recommendation for advanced standing admission can be made. The transfer from one program to another within the University is possible but subjected to special conditions which are stipulated by the Deanship of the College and listed in the Handbook of Postgraduate Studies (SER 5.1.3).

Applicants for the program must have a bachelor's degree in pharmaceutical sciences in the Kingdom of Saudi Arabia or a college which is recognized and accredited by the Ministry of Education. The GPA of the bachelor's degree should

be 3.75/5 or 2.75/4 or above. Applicants must take a test for English Proficiency with a minimum score of 520 points for TOEFL, 6 points for IELTS, or 70 points for IBT. A copy of the professional registration at the Saudi Commission for Health Specialties is also necessary (SER 5.1.4).

Guidance and orientation programs for students are offered whenever needed. The following Academic Advising Programs are offered at the University:

- Advising programs for all students to help them improve their academic and achievement levels,
- Orientation programs for new students for the introduction of the study and test systems as well as of the rights and duties,
- Advising programs to help students with special needs achieve the highest levels of academic achievement and solve eventual problems,
- Advising programs for low academic performance students to help them overcome their weaknesses in order to achieve the desired success,
- Advising high academic performance students to encourage a continuous performance and guide them for their future career.

The limited number of students in each class also allows close contact between the students and the course instructor as well as the program director. The communication is usually ensured through the University mails and discussions during office hours of the course instructor. Moreover, the University provides information technology resources including for example electronic mail systems, Web access, and publication of information. Finally, an annual satisfaction survey of the students is conducted to judge the adequacy and diversity of the learning resources as well as the support services offered (SER 5.2.1).

Furthermore, each student is assigned to an academic advisor who shall normally be the program director. When students' numbers are high in a particular program, academic advisors may be appointed for the students in addition to the program director who may serve as an advisor to up to three students.

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 University outlines special criteria for each program, setting specific seats and providing the admission office with detailed

regulations for admission. Financial support for students is available, with discounts offered based on academic grades, making higher education more accessible. Students with disabilities are accepted and receive special support tailored to their specific needs. The University ensures that students with chronic illnesses are also accommodated, with special admission exams conducted by the Ministry of Education to facilitate their entry.

As the University explains, the program was developed in response to the demand for advanced clinical training. Originating from King Saud University, the program has evolved into a unique offering within KSA. Clinical Pharmacy remains the only program of its kind in the country, providing better opportunities for Pharm.D. holders compared to Bachelor holders.

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.

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. There is additional support for international students, with each student assigned a personal mentor to guide them through their academic journey. Furthermore, the student affairs office provides various extracurricular activities, ensuring a well-rounded experience. The support system is meticulously monitored, starting prior to admission, continuing during the admission process, and extending throughout the course of study.

The University offers academic support tailored to individual needs, including alternative plans, special content, courses, or schedules. The council of the department oversees these support measures to ensure their effectiveness.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and

their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

At the beginning of the academic year, students with chronic illnesses undergo a thorough screening process. They are required to provide relevant health information, such as blood pressure readings and medication details. In cases where students miss exams due to illness, arrangements are made for makeup exams to accommodate their circumstances.

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 students are given an orientation during the first lecture of each course regarding the objectives and learning outcomes of the module. All assessment methods and required grades for passing the course are explained to them in detail. The course specifications are also posted on the LMS platform and accessible for all students. Examination formats may include, but not limited to, objective examination, essays and short answers, open book examinations, take-home examination, clinical assessment and others. The deanship of postgraduate studies may permit make-up examinations upon the recommendation of the course director and/or program director.

The University with a GPA point value out of 5, as is shown in the following table:

Mark out of 100	Grade	Description	Point GPA value out of 5
100 to 95	A+	Excellent plus	5.00
Less than 95 to 90	A	Excellent	4.75
Less than 90 to 85	B+	Very good plus	4.50
Less than 85 to 80	B	Very good	4.00
Less than 80 to 75	C+	Good plus	3.50
Less than 75	F	Failed	1.00
	DN	Denied	1.00
	DS	Disciplinary action	1.00
	IC	Incomplete	
	IP	In progress	
	W	Withdrawn	
	T	Transfer (out of REU)	

The GPA of a semester corresponds to: net points/net credits of the semester. The cumulative GPA corresponds to: net points/net credits of all semesters. The study program complies with the National Qualifications Framework of Saudi Arabia and with the University institutional regulations for assessment. The grievances and appeals are resolved according to the published policy in a timely, fair and direct way.

Upon completion of 50 % of the prescribed courses, a student may write up a thesis research proposal for approval through the department to which the student is affiliated. In writing a research proposal, the student is expected to have taken advantage of the mentoring by the academic advisor/program director. The students present their thesis to the department through the thesis supervisor for the purpose of constituting an examination committee within the academic semester. All master's thesis must be written in English. For more information regarding the thesis, please see the "Handbook for Postgraduate Studies".

The admission requirements are available on the University website. The study plan, teaching strategies, and examination regulations are posted on the e-learning website and available at any time. The study plans are also available on the University website (SER 6.2.1).

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. 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 specification. 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.

Clear communication of examination methods ensures transparency and fairness for students. Course specifications outline objectives, topics, and assigned examination methods, providing clear guidance on expectations.

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.

Decision

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

4.5 Teaching staff and material equipment

Summary

The teaching staff of the program comprises eight members employed on full-time basis. The distribution of the teaching staff in the category of non-emeritus is as follows: two professors, two associate professors and two assistant professors specialized in clinical pharmacy and pharmacy practice. The program director is responsible for monitoring the program and following up with the teaching staff and the students. Part time teaching staff is recruited as needed to cover the shortage in full time teachers. The percentage of the study program to be accredited that is taught by the different members of the teaching staff is as follows:

- Professors: 4,76%
- Associate professors: 33,33%
- Assistant professors: 47,62%
- Clinical rotation supervisors: 14,28%.

The faculty to student ratio in the study program with full enrollment capacity utilization is monitored through one of the key performance indicators. Right now, the teaching staff-student ratio is 5:9 (SER 7.1.1).

The planning for the recruitment of new faculty member is initiated by the Department Head through the Human Resources Portal (MenaMe) based on the needs and position vacancies. The recruitment process starts with interviews of the selected candidates who applied through the online recruitment portal. The hiring process of the accepted candidates is based on the REU recruitment policy (SER 7.1.2).

The University describes four levels of staff development:

- Orient new staff members into the institution's academic culture,
- Develop specific skills, for example through the implementation of new assessment methods or online learning,
- Professionalize the teaching by improving and increasing the educational practice of academics in different specialties,
- Develop educational leadership by supporting faculty members motivated to become policymakers, heads, directors, or chairs of academic committees as well as by promoting a culture of quality care.

Moreover, the performance of the staff members is evaluated through their participation in conferences, workshops, and scientific meetings, which help develop his/her academic and professional performance. The delivery or presentation of papers, posters, lectures, or workshops is another indicator in the staff evaluation (SER 7.1.3).

The study program contains the following further human resources (SER 7.2.1):

- Dean of the College of Pharmacy, Nursing, and Medical Sciences,
- Chairman of the Department of Pharmacy,
- Quality Assurance Head,
- Postgraduate Secretary.

The courses take place in the An-Namuthajiyah Campus of the University, while the hospital training is possible at different hospitals in Riyadh but mainly at King Saud University Medical City. The University Campus shares some common facilities with other Colleges or Departments. According to the University, the Department of Pharmacy provides a functional and comfortable setting which supports the student-to-student and the student-to-faculty interactions. All the classrooms are equipped with educational electronic media and suitable seating. The program is also attached to a well-established hospital for the practical training of the students (SER 7.3.1).

The main library of the University is located in the main campus building which is the An-Namuthajiyah Campus. It contains a concentrated collection of pharmacy books, journals, indexes, videos, and computer software. The University has a subscription to many of the periodicals related to the pharmacy knowledge and profession. In addition, the students can access several Electronic Library full-text databases as well as the Saudi Digital Library (SDL) and the library of King Saud University. All the electronic materials can be accessed through the website of the library (SER 7.3.2).

The University provides computing resources and facilities from the college and the library. Moreover, the students can use several electronic services available through the University website. To access all the course materials, the students can use the E-Learning Management System called Moodle. This platform also serves for assessment and online education. The E-Gate system allows the students to manage their registrations in courses, to monitor their academic progress and lots more. The communication is assured through the students' email.

Finally, a Research Registration System is used for the research activities (SER 7.3.3).

The University provides compensations for conference attendances and can support the student until up to 75% of the publication fees (SER 7.3.4).

Judgement

From the experts' perspective, the University demonstrates a strong commitment to maintaining a well-qualified teaching staff and ensuring adequate material resources. Despite recruitment challenges, the structured plans and support systems in place effectively meet the program's needs. New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Saudi nationals are offered semi-permanent contracts for the first five years, after which these contracts are renewed based on performance. The evaluation of staff is based on Key Performance Indicators (KPIs), ensuring accountability and continuous improvement. Additionally, a staff development unit is in place to support the professional growth of faculty members.

Overall, the teaching and academic staff at the Riyadh Elm 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.

The experts find the number 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 program director plays a crucial role in organizing clinical rotations and managing the curriculum. Continuous changes, often minor and based on personal feedback, are implemented to keep the curriculum relevant and effective. In terms of thesis supervision, each faculty member supervises up to ~~four~~ two students per year, allowing for dedicated and focused mentorship.

Faculty members are involved in teaching across different programs. Depending on their workload and schedule, it is possible to reduce clinical supervision duties, though teaching loads cannot be extended. The teaching load is determined by academic rank, with annual plans starting from the deanship to ensure an equitable distribution of responsibilities.

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.

As a whole, it was ascertained by the experts that the Master study program “Clinical Pharmacy and Pharm.D. Certificate” has ample teaching facilities at its disposals. The University boasts sufficient skills labs. The skills labs available are:

4	Preparation Laboratory
2	Pharmaceutics Laboratory
2	Pharmacognosy and Medicinal Chemistry Laboratory
1	Instrumental Analysis Laboratory
3	Microbiology and Hematology Laboratory
3	Biochemistry Laboratory
2	Pharmacology Laboratory
2	Anatomy Laboratory
1	Chemistry Laboratory
2	Biology Laboratory

The experts conclude that these laboratories are adequately equipped, especially in view of the fact that all clinical rotations take place in hospitals outside the University.

Decision

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

4.6 Quality assurance

Summary

According to the University, the Quality Assurance and Accreditation Center (QAAC) is well established. The director of the QAAC is there to:

- advise and support the secondary committee within the department,
- ensure the congruence of all processes with the university mission and the short- and long-term planning,
- report procedures based on evidence of quality,
- report to the University president,

- coordinates institution-wide quality assurance activities,
- assure the development, oversight, and scrutiny of the efforts of the university management, and staff in order to develop and maintain a culture of continuous quality improvement.

The organizational structure is as follows:



Organizational structure of Quality Assurance and Accreditation Center

In order to “provide competitive postgraduate programs”, which is the fourth strategic goal of the University, the following action plans were implemented:

- Attract highly qualified instructors,
- Build infrastructure to provide students and faculty with the latest materials and techniques,
- Allocate sufficient resources for the delivery of a high-quality program,
- Collaborate with other institutes to ensure high standards,
- Periodically evaluate the performance of the programs for continuous improvement,
- Develop policies and procedures,
- Develop programs and courses specifications based on the new format of the NCAAA,
- Develop the students’ handbook.

Additional information can be found in the Quality Assurance Manual as well as in the Governance and Management Manual (SER 8.1.1).

By the end of each semester, the course directors prepare a course report in which each faculty suggests an action plan for improvement based on the semesters’ experience as well as on the students’ course evaluation survey. Additionally, an annual program report is prepared by the end of each year in which

the previous action plans are monitored. New improvement action plans are suggested based on the key performance indicators (KPI) analysis results. All stakeholders are involved in the reports and surveys. The data collected from the following surveys serves to calculate the KPIs:

- Exam evaluation,
- Evaluation of facilities and equipment (for non-teaching staff and residents),
- Program Evaluation Survey,
- Student Experience Survey,
- Work Environment Survey,
- Learning Resources and Facilities and Equipment (for teaching staff),
- Annual Faculty Self Evaluation,
- Alumni Feedback,
- Employer Feedback,
- Satisfaction of Beneficiaries with Scientific Supervision, Research Facilities, and Equipment.

The obtained KPIs are compared to the target KPIs and to the external benchmark's KPIs in order to determine the necessity for improvement. The University has developed a policy which ensures the implementations of the necessary improvement plans (SER 8.1.2).

The practical relevance of the study program is assessed through periodical evaluations. The feedback is obtained from graduated students working in various settings and their employers. The data is then analyzed, before recommendations are sent to the Department Council for the preparation of an action plan (SER 8.1.3).

The workload of the study program is principally evaluated by the students through a precise question in the course evaluation survey (question number 16): *"The amount of work I had to do in this course was reasonable for the credit hours allocated"* (SER 8.1.4).

The statistics of the study program are shown in the two following tables (SER 8.1.5):

Level	Number of students AY 2023-2024, 1 st term		
	Male	Female	Total
1	2	7	9
2	0	0	0
3	0	0	0
4	0	0	0
5	7	5	12
Grand Total			21

Statistics for AY 2022-2023									
	Applicants			Accepted			Graduated		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Clinical Pharmacy	2	7	9	2	7	9	8	3	11

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 "Clinical Pharmacy and Pharm.D. Certificate".

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 University'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 University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established

feedback mechanism, the HEI regularly measures student satisfaction with their programs, the learning resources and the available student support. The HEI also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

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 HEI ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

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

4.7 Gender equality and equal opportunities

Summary

Riyadh Elm University is dedicated to ensuring equality and inclusion for all students, including those with disabilities and special educational needs (SEND). The University's policy underscores the importance of providing equal educational opportunities and fostering an inclusive environment where disabilities do not impede full participation in academic and social activities. This commitment involves implementing reasonable adjustments in teaching, examination procedures, and support services tailored to individual needs. Confidentiality is maintained regarding students' disabilities, and collaboration with parents is encouraged to support the students' educational journey. The policy aims to create a culture of acceptance, support, and inclusivity, ensuring that all students can thrive.

The University follows an equal opportunity policy for employment and recruitment as well as for the students' admission. All students are to enjoy equal rights, privileges, and opportunities in education, training, and grading (SER 9.1.1).

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.

Decision

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

5 Conclusion

From the experts' perspective, the program aims of the "Clinical Pharmacy and Pharm.D. Certificate" are comprehensive and well-implemented. The University's strategic focus on internationalization, high-quality education, and meeting local and regional healthcare demands underscores the program's alignment with its stated objectives. From the experts' point of view, the dedicated and motivated staff and students play a significant role in the University's success.

The experts found that the programs are well-structured and thoughtfully designed. The experts recommend continuing efforts to ensure the sustainability of the programs, particularly those with low student numbers. With the anticipated increase in student enrollment in the coming year, it is crucial to ensure that the student/staff ratio remains low to guarantee adequate supervision and support, especially during the master thesis phase, including access to necessary equipment.

Overall, the experts recommend that the University enhances its programs by strengthening research efforts, fostering international collaborations, and providing opportunities for short-term international mobility. These initiatives will not only support the establishment of a PhD program but also elevate the University's academic standing and provide valuable experiences for its students.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Clinical Pharmacy and Pharm.D. Certificate" offered at the Riyadh Elm 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:

- The University should continue efforts to ensure the sustainability of all programs, particularly those with low student enrollment.
- The University should reflect the entire master thesis process in the curriculum, starting from the first year with basics of research and database usage, to illustrate the comprehensive learning experience.
- The University should proceed with the establishment of a PhD program, supported by hiring full professors and increased research efforts.
- The University should encourage international mobility for students, such as through summer schools or international master thesis projects. These opportunities will enhance students' academic profiles and support the University's research collaborations.

6 Decision of the accreditation commission

Decision of the accreditation commission September 20, 2024

This resolution of the Accreditation Commission of the AHPGS is based on the application submitted by the University, 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 July 22-23, 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 of the University regarding the Assessment Report.

The Master study program requires the obtainment of 46 credit hours according to the internal credit hour system. The regulated study period in the program "Clinical Pharmacy and Pharm.D. Certificate" is five semesters. The study program comprises 20 modules, out of which 16 are obligatory and four are compulsory optional modules. The language of instruction is English. The Master study program is completed with awarding of the academic degree "Master of Science and Pharm.D. Certificate". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2011/2012.

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

The Master study program “Clinical Pharmacy and Pharm.D. Certificate” 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.

The accreditation commission also recommends adding some additional information to the graduation certificate. To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.