

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



Assessment Report

**for the Application of
Liwa College, Abu Dhabi, United Arab Emirates
for the Accreditation of the Study Program "Emergency Medical Care",
Bachelor of Science**

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as 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.

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

1. 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 fulfill the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

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

III. On-site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the 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 fulfillment 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 Overview

2.1 Procedure-related documents

Liwa College delegated the task of accrediting the following Bachelor study programs to the AHPGS: “Emergency Medical Care”, “Medical Laboratory Analysis”, “Medical Diagnostic Imaging”, “Respiratory Care”, “Health Management”, and “Applied Health Sciences in Health Information Management” as well as the diploma programs “Medical Laboratory Analysis” and “Health Management”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Liwa College (hereinafter the College) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on February 10, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the College and the AHPGS was signed on the January 28, 2025.

On May 27, 2025, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the College. On June 06, 2025, the College submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Liwa College follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Emergency Medical Care”, the following additional documents can be found in the application package (the documents submitted by the College are numbered in the following order for easier referencing):

Specific documents for the study program “Emergency Medical Care”

Annex	Description
01	Program Specification
02	Module Descriptions
03	Instructor CVs
04	Teaching Matrix
05	Internship Manual

06	Sample Course Experience Survey
07	Sample Course Review Report
08	Sample Program Review Report
09	Equipment List
10	Faculty Hospitals and Laps List
11	Faculty Improvement Plan 2024-2025
12	Faculty Strategy 2023-2028

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

Annex	Description
A	College Catalog 2023-2024
B	College Strategy 2023-2028
C	College Research Strategy 2023-2028
D	Policies and Procedures Manual
E	Quality Assurance Manual
F	Students Orientation
G	Student Statistics
H	Alumni Satisfaction Survey 2023-2024
I	Sample Memorandum of Understanding
J	List of Books in AD and AA Campuses

The application, the open questions (OQ) and the answer to the open questions (AOQ) as well as the additional documents, build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the College.

2.2 Information about the University

Liwa College (LC) was founded in 1993 as the Emirates Institute of Technology (EIT) in Abu Dhabi and was recognized as a higher education institution in the same year. It was renamed Emirates College of Technology (ECT) in 2004 and became Liwa College of Technology (LCT) in 2019. In 2022, LCT was acquired by NEMA Education, and in 2023, it merged with Al Khawarizmi International College (KIC), adopting its current name, Liwa College (LC). The College operates two campuses, one in Abu Dhabi and one in Al Ain.

The College has four faculties: the Faculty of Business (FB), the Faculty of Media and Public Relations (FMPR), the Faculty of Medical and Health Sciences (FMHS), and the Faculty of Engineering and Computing (FEC). The College offers a total of 24 programs, including 18 Bachelor's degree programs and six diploma programs. Planned expansions include a Master of Business Administration (MBA) and new Bachelor programs in Physiotherapy and Occupational Therapy, along with specialized tracks in E-Commerce & Digital Marketing, Fintech & Finance, Artificial Intelligence, and Cloud Computing & Networks.

Faculties and Student Enrollment

- **Faculty of Business (FB):** 924 students (869 in Abu Dhabi, 55 in Al Ain)
- **Faculty of Media and Public Relations (FMPR):** 920 students (702 in Abu Dhabi, 218 in Al Ain)
- **Faculty of Medical and Health Sciences (FMHS):** 975 students (679 in Abu Dhabi, 296 in Al Ain)
- **Faculty of Engineering and Computing (FEC):** 330 students (278 in Abu Dhabi, 52 in Al Ain)
- **Total Student Enrollment:** 3,149 students across both campuses

The College established its research unit in 2016 to support its research policy and strategy. The College is committed to fostering research and scholarly activities among faculty and students. The Strategy 2023-2028 prioritizes research expansion in medical sciences and applied research areas, aligning with UAE's National Strategy for Innovation and Abu Dhabi's strategic priorities.

The Faculty of Medical and Health Sciences has three departments which offer six programs at the bachelor's level and two programs at the diploma level: the Bachelor of Applied Health Sciences in Health Information Management; the Bachelor of Health Management, the Bachelor of Science in Medical Diagnostic Imaging, the Bachelor of Science in Medical Laboratory Analysis, the Bachelor of Science in Emergency Medical Care, the Bachelor of Science in Respiratory Care, the Diploma in Health Management, and the Diploma in Medical Laboratory Analysis.

2.3 Structural data of the study program

University	Liwa Collage
Faculty/Department	Faculty of Medical and Health Sciences
Title of the study program	Bachelor of Science in Emergency Medical Care (BS-EMC)
Degree awarded	Bachelor of Science
Form of studies	Full-time
Organisational structure	The program runs on weekdays. A typical course includes 3 theory credits (45 hours) and 1 practical credit (30 hours) per semester (15 weeks), totaling 75 study hours. Distance learning is not available. Part-time students must take at least 3 courses.
Language of Studies	English
Period of education	5 years
Credit Hours (CH) according to the internal credit hour system	175 CH
Hours/CP	1 theoretical CH = 1 weekly contact hour, making a total of 15 contact hours per semester (15 weeks per semester) 1 practical CH = 2 weekly contact hours, making a total of 30 contact hours per semester (15 weeks per semester)
Workload	Total: 3630 hours Theoretical: 1620 hours Laboratory: 1110 hours Clinical Practice: 900 hours
Credits for the graduation project	3 CH
Launch date of the study program	Winter semester 2019/2020
First accreditation	2019
Time of admission	Spring and fall semester (twice a year)
Number of available places on the program	40
Number of enrolled students by now	66
Tuition fees	57,000 AED or 13,500 € per year (incl. admission and registration fees, textbooks, labs, clinical practice, IT services, health services)

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on June 30 to July 01, 2025, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on June 29, 2025, 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 College.

During the site visit, experts conducted discussions with the College management, representatives of the Faculty of Medical and Health Sciences, the chair, vice chair, and the teaching staff of the program “Respiratory Care”, 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 classrooms. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

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 College, the experts’ feedback on the documents, the observations made during the site visit, the results of discussions with the representatives of the College and the Faculty of Medical and Health Sciences serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

Summary

The „Emergency Medical Care“ program prepares students to become skilled and professional paramedics capable of delivering high-quality care in emergency situations. The program offers comprehensive education in emergency medical services, aiming to produce competent graduates who can meet the healthcare needs of the UAE and the wider region. It emphasizes professionalism, ethical practice, and respect for UAE cultural values, while also preparing students for recognition by internationally accredited certification bodies.

The program offers a foundation in anatomy, physiology, and emergency medical protocols. Students learn emergency procedures, including trauma care, advanced cardiac life support (ACLS), and pediatric emergency care. The program integrates simulation-based learning to enhance clinical decision-making and procedural proficiency. It teaches students the importance of compassion and professionalism when dealing with patients, families, and the community during emergencies and crises.

Students develop core competencies in emergency medical procedures, critical thinking, and research application. They enhance their learning through clinical practice and simulations, while also building strong communication, teamwork, and cultural sensitivity skills (SER 3.1.3).

Graduates of the program are prepared for careers in various sectors, including:

- Paramedics
- Ambulatory Care
- Primary Care Units
- Search & Rescue
- Emergency First Responder roles
- Academic and research positions.

The demand for emergency medical care professionals is expected to grow in the UAE and the broader Middle Eastern region, driven by expanding healthcare infrastructure and the increasing need for specialized emergency services. In terms of salary, paramedics in the UAE earn an average of AED 150,151 annually, with the potential to reach up to AED 349,000 depending on experience and qualifications. The compensation reflects the critical role paramedics play in emergency medical services and their growing necessity across the country, particularly in urban areas like Abu Dhabi (SER 3.2.2)

Judgement

During the site visit, the Liwa College informed the expert panel that it has recently transitioned from a college to a university. This process was supported by the Ministry of Higher Education and Scientific Research and the Commission for Academic Accreditation in Abu Dhabi. The change has direct implications for the design and approval of programs, as the institution now seeks to align its portfolio with the broader academic scope, research orientation, and qualification frameworks expected of a university. The experts congratulate Liwa College on this step. The experts highly recommend involving all stages of staff in this process in order to achieve a successful transformation. For the sake of consistency, the name Liwa College will continue to be used in this report.

The experts inquire about the possibilities of further education after the completion of the Bachelor program. The College is currently in the process of establishing a Master study program within the Faculty of Medical and Health Sciences. However, the decision on a specific field of study has not yet been made. The experts support this initiative. In addition to the Bachelor program, the College also offers a Diploma program in “Emergency Medical Care”, which wasn’t part of the accreditation procedure.

From the experts’ point of view the Bachelor study program “Emergency Medical Care” 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.

3.2 Structure of the study program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological, and general competences. The study program has a modular structure that is closely linked to the European Credit

Transfer System (ECTS)¹ and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules 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.

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The "Emergency Medical Care" program contains 44 modules (courses), which equals to a total of 175 credit hours, out of which all modules are obligatory. Of these, 33 credits (eleven modules) are General Education courses shared by all programs at Liwa College. Basic Science (15 credits, five modules) and Basic Medical Science (21 credits, seven modules) are shared within the Faculty of Medical & Health Sciences. The remaining 106 credits (21 modules) are program-specific to Emergency Medical Care providing specialized training. There are between four and six modules offered in each semester, which is equivalent to 31 to 38 credit hours per study year. Each module has to be completed within its respective semester.

The list of modules offered:

Nr.	Title	Sem.	CH
ENG 100	English I	1	3
CIT 100	Introduction to Information Technology	1	3

¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

MTH 105	Mathematics & Statistics	1	3
BMS 123	Biochemistry	1	3
GEN100/GE N 101	Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers	1	3
BMS 110	Medical Terminology	1	3
			18
GEN 102	Islamic Culture (Arabic/English)	2	3
BSC 120	Physics for Health Sciences	2	3
BSC 121	Chemistry for Health Sciences	2	3
BMS121	Human Anatomy	2	3
BMS 122	Human Physiology	2	3
BSC 122	Biology for Health Sciences	2	3
			18
BMS 123	Introduction to Microbiology	3	3
BMS 411	General Pharmacology and Toxicology	3	3
ECM 210	Introduction to Paramedicine	3	5
ECM 211	Patient Assessment	3	5
ENG 104	English II	3	3
			19
GEN 103	Logic and Critical Thinking	4	3
BMS 410	Pathology	4	3
EMC 220	Airway and Respiratory Emergencies	4	5
EMC 221	Trauma I	4	5
GEN 105	Emirates culture and Society	4	3
			19
ECM 310	Trauma II	5	5
ECM 311	Cardiovascular I	5	3
ECM 312	Medical Emergencies	5	5
ECM 313	Paramedic Clinical Practice 1	5	3
			16
BSC 220	Biostatistics	6	3
BUS 401	Quality Management in healthcare	6	3
ECM 320	Obstetrics and Pediatric Emergencies	6	5
ECM 321	EMC Operations I	6	5
GEN 201	Psychology	6	3
			19
GEN 304	Ethics	7	3

BUS 307	Research Methods	7	3
ECM 410	Special Patient Populations	7	5
ECM 411	Cardiovascular II	7	4
			15
ECM 420	EMC Operations II	8	5
ECM 421	Trauma III	8	5
ECN 422	Paramedic Clinical Practice II	8	3
GEN 302	Fundamentals of Innovation Entrepreneurship	8	3
			16
HCM 212	Healthcare Delivery System	9	3
ECM 510	Graduation Project	9	3
ECM 511	Specialized Emergency Care	9	5
ECM 512	Paramedic Clinical Practice III	9	6
			17
ECM 520	Paramedic Clinical Practice IV	10	18
	Total:		175

Table 2: module overview

The module descriptions cover the following aspects: module number and title, semester, credit hours, language, learning outcomes, content, and examination.

During year one, students establish a strong understanding of general education and basic sciences, focusing on subjects like biology, chemistry, physics, anatomy, and physiology. These courses provide essential knowledge for comprehending the human body and medical principles. In year two, students transition to emergency medical care-specific training, where they learn patient assessment, airway management, and fundamental paramedic skills. Courses on trauma management and respiratory emergencies help build the foundation for handling real-life emergencies. By year three, students focus on more advanced topics such as cardiovascular emergencies, medical emergencies, and trauma care, and they start applying their knowledge in clinical practice through internships. In the final years, the program emphasizes clinical rotations, specialized emergency care, and advanced clinical practice, culminating in the completion of a graduation project.

In the program, clinical practice courses (ECM 313: Paramedic Clinical Practice I, ECM 422: Paramedic Clinical Practice II, ECM 512: Paramedic Clinical Practice III, and ECM 520: Paramedic Clinical Practice IV) provide students with hands-on experience in both hospital and pre-hospital settings. During Clinical Practice I,

students perform basic paramedic skills in hospitals, focusing on emergency care in controlled environments like the Emergency Room (ER) and Intensive Care Units (ICUs). In Clinical Practices II, III, and IV, students rotate through pre-hospital care settings such as Abu Dhabi Civil Defense Authority (ADCDA) Ambulances, where they refine their skills in real-world emergency situations (SER 4.1.4).

College instructors provide supervision, guiding students through clinical activities, maintaining close contact with clinical site supervisors, and monitoring student progress. Regular meetings between instructors and clinical supervisors ensure consistent oversight, feedback, and support. Each clinical practice course is designed to align with the program's learning objectives, ensuring that practical experiences build the competencies required of paramedics.

The quality assurance in clinical practice is maintained through the clinical manuals, and qualifications of the practical instructors, who are certified paramedics and emergency medical professionals. Both hospital- and ambulance-based instructors are trained to guide students in meeting program competencies. College instructors frequently meet with clinical supervisors to review student performance and ensure that the practical content aligns with academic objectives. Assessments, case reports, and reflective journals are used to evaluate students' progress, ensuring continuous improvement and alignment with the program's goals (SER 4.1.4).

According to the College, the program employs a diverse range of didactic methods to ensure comprehensive learning. Lectures provide essential theoretical knowledge, while seminars allow for interactive discussions on advanced topics. Practical exercises and project work are integrated to build hands-on skills. Study groups encourage peer learning and collaboration, enhancing students' problem-solving abilities. Work placement phases, which offer real-world clinical experience, enable students to apply their knowledge in various healthcare settings under professional supervision.

The program incorporates electronic and multimedia forms of instruction through the Blackboard learning platform. This platform provides students with access to lecture materials, videos, quizzes, and interactive simulations, enhancing the learning experience. Distance learning components, such as online discussion forums and virtual case studies, are integrated to facilitate engagement and collaboration outside the classroom. Additionally, Blackboard supports assignments, assessments, and feedback to ensure continuous learning and assessment progress. The

scope includes both theoretical content and practical case-based scenarios, allowing students to learn at their own pace.

The program incorporates research into the curriculum through various activities designed to enhance critical thinking and evidence-based practice. There are three key courses that equip students with research skills: 1) Biostatistics (BSC 220), 2) Research Methods for Health Sciences (BSC 221), and 3) Graduation Project (ECM 510). Throughout these courses, students gain valuable experience in research methodologies, culminating in the Graduation Project, where they conduct independent research on topics related to emergency medical care. To further develop research competency, journal clubs are included to encourage students to critically review and discuss current scientific literature, helping them stay informed on the latest trends in the field. Additionally, pro-con debates are used to sharpen analytical skills by engaging students in discussions on controversial issues, promoting the critical evaluation of scientific evidence. This integration of research connects the curriculum with the department's broader research initiatives, ensuring students are well-prepared for both clinical and academic careers in emergency medical care.

According to Liwa College, the program is developed by international experts, ensuring alignment with global standards and best practices in paramedic education. The curriculum is benchmarked against international guidelines set by prominent organizations such as the National Association of Emergency Medical Technicians (NAEMT) and other leading paramedic societies. This ensures the program incorporates the latest advancements in emergency medical care and reflects the educational models used by top institutions worldwide. Students engage with globally relevant case studies, clinical practices, and emergency medical approaches tailored to different regions, providing them with a broad, adaptable skill set for diverse healthcare environments.

The modules are only taught in English. Students have the option to study at other universities and transfer credits. Liwa College currently doesn't have international cooperation in the study program "Emergency Medical Care".

Judgement

The Bachelor study program "Emergency Medical Care" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. The course specifications contain

information on the module number and title, semester, credit hours, language, learning outcomes, content, and examination.

The curriculum is evidence-based and benchmarked against international guidelines, reflecting best practices in emergency care education. Learning objectives are co-developed with clinical experts, ensuring the alignment of academic content with real-world clinical and pre-clinical requirements.

The experts discuss the contents of the curriculum with the dean and teaching staff of the study program and consider the program to have a strong biomedical foundation, like anatomy, physiology, chemistry, or pharmacology. Subjects such as public health or preventive care tend to be less of a focus. The program “Emergency Medical Care” is based on the American rescue system, rather than the European. In talks on site, the experts note that some references to international treatment guidelines are missing in the module descriptions and recommend incorporating guidelines like ACLS, phtls, PALS, AMLS, AHA in a structured manner. The experts further recommend reviewing, and where applicable, updating the contents of the curriculum and the literature used.

All modules are designed with clear connections between theoretical knowledge and clinical or pre-clinical application. Each syllabus provides detailed descriptions of learning goals, theoretical input, and related practical experiences. The College has established a comprehensive support system that accommodates students throughout their placements.

The students complete four practical phases throughout the study program. The experts find the distribution of practical phases appropriate. Students first gain experience in a hospital setting, mainly in emergency rooms and intensive care units, before continuing in pre-hospital environment like the ambulances of the civil defense authority in Abu Dhabi.

This structure is applied uniformly across all students, ensuring consistency in exposure and competencies. These experiences are coordinated with hospital and pre-hospital partners to support learning in real environments. The arrangement of the practice courses in the study program allows the acquisition of credits. In talks on-site it became clear, that essential parts of the practical training are outsourced to clinics and external rescue services. The experts recommend establishing standards or guidelines for the qualification and facilities of training locations to guarantee a high-level practical education.

In addition to the structured practical content embedded in the study program, students are required to complete a six-month internship in Abu Dhabi for the purposes of licensing. This licensing internship is not part of the academic curriculum but is mandatory for professional practice in the region. Students are expected to organize and complete this phase independently after graduation. The experts recommend providing support for students in organizing the internship.

Students complete a graduation project in small groups. These projects are designed to address clinically and socially relevant topics, demonstrating critical thinking and application of knowledge. Additionally, the curriculum contains a research module “Research Methods for Health Sciences” in preparation of the graduation project. The format offers good potential for building academic and professional research capacity.

Liwa College explains, that they provide incentives for publication, such as salary-based rewards, encouraging faculty and students to contribute to the scientific community.

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.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

During the Covid-19 pandemic, the College has embraced distance learning strategies for theoretical components as a new teaching method. However, practical units remain in-person, as required by the hands-on nature of emergency medical care education. Hybrid options are available upon request, particularly in cases of illness or personal hardship. At present, online guest lectures are not offered, though clinical speakers may be invited to the campus for face-to-face engagement.

The experts further discuss the College’s internationalization efforts. The College explains, that so far, no structured international cooperation is in place, but will be worked on within the next few months. The students have the opportunity to organize an international exchange individually, but according to the students, that is challenging without agreements and cooperations. The experts recommend

establishing partnerships with other institutions to offer exchange periods to their students and staff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

International exchange could also be enhanced by establishing a mobility window for students and staff. The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community.

Decision

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

3.3 Admission and Feasibility

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

Admission criteria at Liwa College are guided by the Ministry of Higher Education and Scientific Research (MOHESR) Decrees in UAE:

High School Certificate/Equivalency:

- Applicants must have a recognized and official Secondary School Certificate or its equivalent showing successful completion of secondary education.
- Applicants from private schools will only be accepted if the school is licensed by the Ministry of Education in the UAE.
- Students with a UAE General Secondary School Certificate must have achieved a minimum score of 60%, in line with the regulations of the Ministry of Education.
- Students with Industrial, Applied Technology, Commercial, and Agricultural Secondary School Certificates and with a minimum score of 65% can be admitted to Liwa College programs.
- Applicants from foreign schools that follow systems of education applied in their native countries, which have two levels of secondary school education, must have completed the higher level of secondary education to be admitted.

To be eligible for full admission to programs in the Faculty of Medical and Health Sciences, a student should:

- Meet the minimum average of 60% in the national secondary school certificate or its equivalent,
- Meet the minimum English requirement: Students with a minimum high school English score of 80 will be fully admitted and will be allowed to register directly in English 1. Students with high school English scores of less than 80 will be required to take a foundation English course during their first semester of study.

Students are admitted twice a year, aligning with the fall and spring semesters. For non-native English speakers, proficiency in English is required, demonstrated through tests such as IELTS or TOEFL.

According to the Transfer Admission and Credit Policy (Appendix D: Policies and Procedures Manual), candidates who have previously studied for at least one academic semester, or equivalent, at another College or University licensed by the UAE Ministry of Education or any internationally accredited Higher Education Institution may apply for admission to the College as a transfer student. A transfer student candidate must meet all admission requirements set by the College for the

program as specified in the application. Transferred students are eligible to transfer a maximum of 50% of the credits required to finish their program of study. A minimum of 50% of the credit hours of the program must be earned through instruction at Liwa College. Students must spend a minimum of two regular semesters of study at Liwa College to be eligible to graduate.

The College has established a Deanship of Student Affairs responsible for planning and implementing academic and other support services for students. The Deanship of Student Affairs has ten supporting staff members, including full-time, professionally qualified counselors who provide personal counseling services.

Faculty members are expected to undertake a number of office hours per week. The responsibilities of an academic advisor include providing advisees guidance and updates about relevant policies and procedures. They also assist students in developing realistic goals and a planned progression of courses to meet degree requirements and, if applicable, maximize elective choices to enhance career educational or personal interests and encourage the advisee to review progress toward the goal of degree completion.

The Deanship of Student Affairs supports the students by providing career development services. The Career Development & Alumni Affairs officer in the department provides the following career services to students: employer talks, career fairs, internship programs, career management workshops, career counseling, etc.

The Deanship of Student Affairs Department at the College conducts orientation sessions for all newly admitted students at the beginning of each semester. In the orientation, students are informed about the College's academic and career advising systems. At the time of admission, the Head of Department assigns academic advisors to all new students. Students can also see the details about their advisors through the Student Information System (SIS). All full-time academic staff are involved in academic advisory duties. Each student must have a designated academic advisor on admission and throughout his/her study. The Head of Department allocates academic advisors during the admission phase, and every effort is made to ensure that students keep the same advisors during their whole academic journey.

Judgement

The admission policies and procedures, along with the requirements, are properly documented and made publicly available. The experts determine the admission

procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during the study program. The College states that the system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the College 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 program.

The experts inquire about possibilities for admission of professionals entering from other educational backgrounds or regions, so called bridging programs. According to the College, there are options for transfer students but currently no bridging programs. The experts recommend developing bridging programs for professionals entering from other educational backgrounds or regions.

On site, it became obvious that the teaching staff follows an “open-door-policy”. Orientation sessions for all newly admitted students are held at the beginning of each semester, which familiarizes them with available support services and general information about the College and the study program.

As another support mechanism, an academic advisor is appointed. Each faculty member is responsible for academic advising of up to 32 students. This advising structure provides students with personalized guidance throughout their studies. Additionally, break semesters are allowed, offering flexibility for students managing personal or professional challenges. The experts find the support services at the College to be good and conducive to the health and success of the student body.

The experts further inquire about the options for scholarships. In talks with students, they express a desire for better financial support, for example, for exceptionally talented students. The experts support this wish and recommend establishing scholarships for different groups.

Decision

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

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

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

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

Summary

The exam system is structured to align closely with the specific educational objectives of the department and inter-departmental goals. Each course's learning outcomes are directly mapped to relevant skills and competencies that students are expected to demonstrate by the end of the study program.

A mix of formative and summative assessments is available for every module. This includes quizzes, assignments/lab report/case presentations, one written midterm exam, one written final exam, midterm and final practical assessments such as Objective Structured Clinical Examination, and practical skills demonstrations.

The assessments per module are listed in Table 6.1.1.1 in the SER. The theoretical modules typically include a midterm and final exam. There are up to six assessments per module. There are between 19 and 39 assessments per semester.

Midterm exams usually occur after the first half of the semester (typically during the 8th week) to evaluate progress, while final exams are positioned after all the course content has been delivered. The exact dates can be found in the Academic Calendar.

Attendance at all exams is mandatory, and unexcused absences will result in a zero grade. The passing grade for each course is set at 60%. In cases where students cannot attend exams due to valid reasons such as illness (verified by a

Ministry of Health-stamped medical report), family death, accidents, or natural events a re-sit may be arranged once appropriate documentation is provided.

According to Liwa College, the grading strategy comprises multiple components, which offers students several opportunities to enhance their performance. Examinations cannot be repeated in the event of failure. Students have to repeat the module.

The study program adheres strictly to national and institutional regulations concerning examinations, including guidelines for academic integrity, grading criteria, and student support. All exams are designed to ensure fairness and equity, with clear communication of assessment criteria provided to students at the beginning of each course. Regular reviews of the exam system are conducted to ensure alignment with evolving educational standards and regulatory requirements, thereby upholding the integrity and quality of the academic program.

The College states that cheating and plagiarism carry severe consequences, including a zero grade on the assessment, failure in the course, or even dismissal from the College.

The College publishes its catalog every academic year. The catalog includes a brief profile of the College and its programs, available resources, cooperative relationships, admission and program completion requirements, policies related to registration, financial policies, student services including role and responsibility, appeal process, information related to academic integrity, and other requirements. The catalog is publicly available for download on <https://lc.ac.ae/downloads/>. The College will archive and keep the catalogs available online for ten years.

According to the Students of Determination Policy, students have the right to request additional exam time, accompanied, if necessary, by a specialist shadow teacher, repeat coursework assessment, etc.

Liwa College offers student clubs and organizations, campus events and celebrations. Additionally, the College offers for example, leadership and development programs, sports, community service opportunities, cultural and artistic showcases and wellness and health activities.

Judgement

The College 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 assessments (between 19 and 39 per semester) 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. However, the experts recommend checking whether all assessments are essential or whether some assessments can be combined.

In talks with Liwa College, it became clear that the examination cannot be repeated. When students fail a module, they are required to repeat the entire module. Explanations and feedback are provided, and reassessment opportunities are available in cases of grading disputes. Nevertheless, the experts recommend creating options for the repetition of exams in particular cases like health issues.

Students are required to attend all practical hours, with a maximum of 20% justified absence permitted. All other hours must be completed in full to maintain academic and clinical standards.

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 for students' performance in examinations are regulated and published in the course syllabus. The organization of examinations is appropriate.

The College 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.

Upon graduation, students are awarded a Bachelor graduation diploma. The experts recommend providing additional information with the graduation certificate:

To increase international comparability, the College could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

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

3.5 Teaching staff and material equipment

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

The study program "Emergency Medical Care" is taught by seven full-time faculty members belonging to the Department of Health and Medical Science: three associate professors, two assistant professors, one lecturer, and one clinical instructor.

The respective workload is based on the faculty members' academic qualifications. Faculty members holding a Ph.D. are tasked with teaching 24 credit hours annually. Teaching staff with a Master's degree teach up to 30 credit hours yearly. The framework implements load deductions for faculty members engaged in administrative roles.

Since the teaching staff of the program also teaches in other programs of the Faculty of Medical and Health Sciences, the student/teacher ratio is calculated for the entire faculty instead of the program itself. Currently, the student/faculty ratio stands at 30:1.

The HR department of Liwa College works with department heads and deans of the respective study programs to identify needs and create clear job descriptions. Candidates are sourced through internal and external channels, with a recruitment committee conducting interviews. The selection process is standardized, and successful candidates receive offers contingent on background checks and medical clearance. The HR department assists with legal documentation and ensures new hires are integrated through an orientation program. Further information can be found in Annex E.

The College has an Academic Staff Professional Development Policy that describes the possibilities for staff development. The teaching staff of the “Emergency Medical Care” program demonstrate a strong commitment to professional development through participation in various workshops and training courses. Examples can be found in SER 7.1.3.

The faculty members are supported by one lab technologist, one medical lab supervisor and two assistant lab supervisors.

Liwa College has over 100 classrooms and labs on two campuses, with capacity ranges accommodating an average of twelve to 65 students. Classrooms are equipped with modern technology that enhances teaching methods. This allows to deliver lectures and workshops in diverse formats, tailored to the needs of students in the framework of the curriculum (SER 7.3.1).

The Learning Resources Centre (LRC) in the Abu Dhabi campus is 935 sq. meters and contains 169 reading chairs, 34 reading tables, and 30 computers connected with high-speed internet to accommodate 185 students.

The library provides photocopying and printing services to the faculty members and students and allows them to copy materials within limits for their research and teaching purposes. In addition to more than 190 bookshelves, the College also has newspaper and journal racks to keep users abreast of the current developments in the field of their interest. The library’s collection is growing by approximately 500 items per year to support the teaching and research of students and faculty members. The library subscribes to international databases and expects to add further electronic database subscriptions to support the program. E-resources are available 24/7 for its users through the LRC portal.

The opening hours of the Library Resource Center at the Abu Dhabi campus are as follows:

Monday to Thursday: 09:00 AM to 08:00 PM

Friday: 09:00 AM to 12:00 PM and 02:00 PM to 06:00 PM

Saturday to Sunday: 10:00 am to 07:00 PM

Overall, Liwa College has a total of 106 specialized lab and classroom spaces across both campuses. The list of labs at the Faculty of Medical and Health Sciences is detailed in Annex 10.

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 Liwa College show 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 College 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.

A PhD is required for appointment as assistant professor. The College 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. Topics for educational training programs are freely chosen by individual staff members. Some training sessions are not free of charge, which may create barriers to participation; the College is encouraged to explore ways to offer essential training at no cost.

Salary levels are reported as adequate, and there are systems in place for performance-based promotions and bonus payments. Faculty members also receive partial support for pursuing doctoral studies while employed.

The experts visited the premises of the Liwa College, where the skills labs of the Bachelor study program "Emergency Medical Care" are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program is

sufficient, but should be modernized eventually. For example, a manual defibrillator with adhesive electrodes or a simulation ECG are essential to prepare students for the future practice.

As a whole, it was ascertained by the experts that the study program “Emergency Medical Care” has ample teaching facilities at its disposal.

Decision

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

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

The University has developed and documented a concept of quality assurance in education process, teaching, and research, which serves as the basis for the quality-oriented development and implementation of the study program.

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.

Summary

Liwa College publishes a Quality Assurance Manual (Annex E) that documents the structure and design of the quality assurance framework covering academic and administrative units, integrated into one system that works to ensure that institutional activities, programs, and services are continually appraised. The implementation of this QA framework supports a continuous improvement cycle based on a PDCA (Plan-Do-Check-Act) model of evaluation and use of results for action planning, which allows for “closing of the loop”. The framework also covers the activities of the quality assurance unit: Institutional Research & Quality Assurance Department (IRQA).

The Institutional Research and Quality Assurance (IRQA) office is positioned at the functional management level and reports directly to the College President. The structure reflects the four major functions required of a quality assurance/institutional effectiveness unit at a higher education institution: institutional research, risk management, quality assurance, and accreditation (SER 8.1.1).

All programs offered at Liwa College are evaluated on an annual basis. The evaluation of the programs is published in Program Review Reports which include details of student enrollment, retention, graduation rate, the satisfaction rate of students with the delivery of the program, benchmarking with other institutions, and other details of the programs. The engagement of students and other stakeholders in the ongoing review and adaptation of study programs is a core practice that reinforces the quality and relevance of education. The effectiveness of the Faculty of Medical and Health Sciences (FMHS) programs is assessed through structured direct and indirect assessment methods as outlined below:

Direct Assessment Methods are course review report and program review report. Indirect assessment methods are the course experience survey and the graduate student survey.

The external quality assurance process of IRQA at the College is based on the accreditation requirements of local and international accreditation bodies. The IRQA office at the College takes a leading role during the inspection/audit visits by local and international accreditation visits. The IRQA again leads in revising policies, practices, and other actions to align the operations of the College in compliance with the requirements of the accreditation bodies. Based on the guidelines and recommendations of the external accreditation bodies, Liwa College improves its strategy, policies, procedures, operations, and facilities, among other things.

The evaluation results from direct and indirect assessments and input from the Faculty Advisory Board are used to continuously improve study programs. Course Review Reports lead to adjustments in course content, teaching methods, and student performance support. Program Review Reports inform curriculum updates to keep programs aligned with industry standards and global trends. Indirect assessments, such as student surveys, provide insights to enhance teaching quality, course structure, and skill development.

The Faculty Advisory Board, primarily composed of external industry partners and one alumnus, provides strategic guidance to ensure programs remain relevant and

aligned with real-world needs. Their feedback helps integrate new technologies, refine assessments, and ensure workforce readiness.

Ensuring the practical relevance of study programs is a key priority according to Liwa College, accomplished through systematic feedback mechanisms and stakeholder involvement. Especially the Graduate Student Survey is crucial for evaluating the practical relevance of the study program.

	Number of applications	Number of students Male / Female		Number of graduates
2024	53	21	16	4
2023	29	4	11	3

Judgement

From the experts' point of view, the College has a well-structured system of quality assurance spread across all of its units. The College 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 "Emergency Medical Care".

The College maintains a strong internal quality assurance system. A standardized process of module-level feedback collection ensures that each course is critically reviewed by students and faculty alike. These evaluations feed into internal academic committees, which guide strategic improvements and pedagogical innovation. This process is embedded in a broader philosophy of continuous development and reflective practice, emphasizing the program's commitment to maintaining high standards of education and clinical preparedness.

The College 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 College'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 College possesses 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 College regularly measures student satisfaction with their programs, the learning resources and the available student support. The College also actively tracks and analyzes the career paths of its graduates. The College 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. A Program Advisory Board, primarily composed of external clinical professionals, provides ongoing input into curriculum relevance and ensures that changes reflect evolving healthcare needs. The College demonstrates a strong commitment to quality enhancement using a standardized process of continuous reflection, including feedback on each module and internal committee review. This feedback loop promotes curriculum innovation and quality. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the College 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.

3.7 Gender equality and equal opportunities

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.

Summary

The College is committed to promoting gender equality and equal opportunities for all students, staff, and stakeholders. This commitment is embedded in its core policies, ensuring a culture of fairness, respect, and inclusivity. The Academic and Administrative Staff Employment Policies emphasize merit-based recruitment and diversity, explicitly rejecting discrimination based on gender, race, nationality, or other attributes. These principles extend to the grievance policies, which empower employees to report discrimination, including gender-based grievances, fostering an equitable work environment.

The College's Code of Honor reinforces these values by mandating all employees to uphold non-discrimination based on ethnicity, religion, gender, and equality in all actions. The Diversity & Inclusion Policy and Fair Treatment Policy further affirm that diversity is a valued attribute of the College's culture. These policies promote an environment where individuals from various backgrounds—including those with different genders, abilities, and living situations—are respected and valued, ensuring a collaborative and supportive community. For students, the Admission Policy guarantees equal access to education, admitting candidates based solely on academic merit, regardless of gender, disability, or other personal attributes. This commitment is bolstered by the Students of Determination Policy, which provides detailed guidance on ensuring that students with disabilities have equitable opportunities to succeed academically.

Additionally, the Student Rights & Responsibilities Policy and Student Counselling Policy uphold the right of all students to be free from discrimination, including gender-based discrimination and ensure access to professional, caring, and respectful support. In the academic realm, the Teaching & Learning Policy ensures that all students, including those with disabilities or exceptional circumstances, receive equal access to high-quality education. The Examination Policy complements this by considering the needs of students with exceptional circumstances, including those in special living situations, to provide appropriate accommodation.

Finally, the Sexual Harassment Policy underscores the College's zero-tolerance stance against gender-based harassment, ensuring a safe and inclusive environment for all, regardless of gender identity. Collectively, these policies create a robust framework for promoting gender equality and equal opportunities, aligning with the College's mission to cultivate an inclusive and supportive community for all its members.

Several compensation measures for students with disabilities and chronic illnesses are applied to address scheduling and formal requirements within their study program. These measures are designed to ensure inclusivity and support throughout the academic journey. Key provisions include:

- Flexible examination arrangements: Students have the right to additional exam time, designated rooms, breaks during exams, and alternative formats like oral tests or essays. Exams can be conducted in quiet, distraction-free environments to accommodate specific needs.
- Classroom adjustments: Academic staff are required to make necessary adjustments, such as modifying seating arrangements, providing additional time for in-class assignments, and using assistive technologies or note-takers to support students.
- Individual education plans (IEPs): The student success team develops tailored IEPs for students, which may include modifications in scheduling or format for coursework and assessments.
- Support for attendance: the College acknowledges that chronic illnesses may impact attendance. Flexible attendance requirements and alternative methods for completing coursework are considered on a case-by-case basis.
- Accessible facilities: the College ensures that physical resources, such as classrooms and labs, are accessible and provides adaptive seating and assistive equipment as necessary.
- Advisory support: Academic advisors meet regularly with students of determination to ensure their specific needs are considered when scheduling courses or assessments.

Judgement

The College 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 College'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.

4 Conclusion

Liwa College offers a comprehensive five-year program in “Emergency Medical Care” to prepare students for careers in paramedics, ambulatory care or primary care units. The program includes four practice courses in hospital and pre-hospital setting, providing students with hands-on experience. All modules are designed with clear connections between theoretical knowledge and practical application. The support for students during their practical phases is well-organized.

In addition to the structured practice embedded in the study program, students are required to complete a six-month internship in Abu Dhabi for the purposes of licensing.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Emergency Medical Care” offered at the Liwa College completely 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:

- All stages of staff should be involved in the transformation from Liwa College to Liwa University.
- References to international treatment guidelines should be incorporated into the modules descriptions and made more visible.
- The contents of the curriculum and the literature used should be reviewed, and where applicable, updated.
- Standards or guideline for the qualification and facilities of training locations should be established to guarantee a high-level practical education.
- Support for students in organizing the internship should be provided.
- Partnerships with other institutions should be established to offer exchange periods to their students and staff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

- International exchange should be enhanced by establishing a mobility window for students and staff. The possibilities of going abroad through short-term stays, like internships, should be expanded.
- The participation in online conferences or guest lectures should further be supported.
- A bridging program for professionals entering from other educational backgrounds or regions should be established.
- Scholarships for different groups should be established.
- It should be checked whether all assessments are essential or whether some assessments can be combined to reduce the number of assessments.
- Options for the repetition of exams in particular cases like health issues should be created.
- Additional information should be provided with the graduation certificate like a Diploma Supplement.
- Training sessions for staff should be free of charge, to reduce barriers of participation.
- The equipment in the laboratories should be modernized and expanded. but should be modernized eventually. For example, a manual defibrillator with adhesive electrodes or a simulation ECG are essential to prepare students for the future practice.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission September 25, 2025

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 June 30 to July 01, 2025, 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 175 credit hours according to the internal credit hour system. The regulated study period in the program "Emergency Medical Care" is five years. The study program comprises 44 mandatory courses, of which 21 are program-specific, 11 courses are shared by all programs at Liwa College and 12 courses are offered by the Faculty of Medical and Health Sciences. The language of instruction is English. The Bachelor study program "Emergency Medical Care" is completed with awarding of the academic degree "Bachelor of Science". Admission takes place twice a year. The first cohort of students was admitted to the study program in the academic year 2019/2020.

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

The Bachelor study program "Emergency Medical Care" is accredited for the duration of five years until September 30, 2030.

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.