

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



## **Assessment Report**

**for the Application of Taibah University, College of Pharmacy  
for the Accreditation of the Bachelor Study Program  
“Doctor of Pharmacy”,  
Bachelor of Pharmacy**

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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.

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 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 Overview

### 2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study program to AHPGS: “Doctor of Pharmacy”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Taibah University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on June 02, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between Taibah University and the AHPGS was signed on April 22, 2025.

On November 27, 2025 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study program to the University. On December 27, 2025 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Taibah University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Doctor of Pharmacy”, 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 “Doctor of Pharmacy”

Annex 01	01-Module Description
Annex 02	02-Teachers’ CV
Annex 03	03- Teaching Matrix
Annex 04	04- Program Specifications
Annex 05	05-Course Specifications
Annex 06	06-Study Plan

Annex 07	07-Internship Training Manual and Booklet
Annex 08	08-Student Handbook
Annex 09	09-Equal Opportunity and Gender Equity Policy
Annex 10	10-Program Admission
Annex 11	11-Examination Procedures and Supporting Documents
Annex 12	12-Internal Quality Assurance System
Annex 13	13-Annual Program Report Cycle
Annex 14	14-Annual Program Report
Annex 15	15-Course Report Cycle
Annex 16	16-Program Revision, Improvement and Development
Annex 17	17-Achievability of the Program Mission and Goals
Annex 18	18-Consistency with NQF-Level 7
Annex 19	19-Consistency with Specialized Academic Standards
Annex 20	20-Key Learning Outcomes
Annex 21	21-KPIs
Annex 22	22-Statistics
Annex 23	23-Research and Innovation Strategy
Annex 24	24-Survey-Based Assessment and Action Follow-Up
Annex 25	25-Course Syllabus
Annex 26	26-Assessment Methods
Annex 27	27-Curriculum Structure
Annex 28	28-External Reviewers Report on Study Plan
Annex 29	29-External Review Comments of NCAAA Institutional Accreditation (2018)
Annex 30	30-Infrastructures
Annex 31	31-Library Resources

Annex 32	32-Student Study Plans Examples
Annex 33	33-Publications and Conferences
Annex 34	34-Teaching Strategies
Annex 35	35-KPIs Reports
Annex 36	36-Program Learning Outcomes Assessment
Annex 37	37-Elixir Club Report
Annex 38	38-Field Training Reports
Annex 39	39-Field Training Communication and Documentation
Annex 40	40-Blackboard Examples
Annex 41	41-New Building Plans
Annex 42	42- Report on Student Participation in the National Annual Progress Examination
Annex 43	43-Program Graduates Performance Indicator in The SPLE administered by SCFHS
Annex 44	44-Program Graduate Employability rate by HRDF (2020 Report)
Annex 45	45-Meeting Minutes of the Committee for Coordinating Inter-College Course Delivery
Annex 46	46-Practical Application of Knowledge Using Software
Annex 47	47-List of College's Graduates Admitted to International Institutions
Annex 48	48-Cooperation Partner Agreements
Annex 49	49-Employment of Graduates in the Saudi Labor Market
Annex 50	50-Academic Support and Intervention Mechanisms for Underachieving Students
Annex 51	51-Comprehensive Test (Mid program, End program)
Annex 52	52-Involvement of Stakeholders (Committee Reports and Surveys)
Annex 53	53-Journal Club
Annex 54	54-Operational Plan

Annex 55	55-Pharmacy Market Needs Analysis
Annex 56	56-Research Day and Research Basics Workshop
Annex 57	57-Schedules and Teaching Loads
Annex 58	58-Student Involvement in Academic Decision-Making and Program Development
Annex 59	59-Students Activities Unit Report
Annex 60	60-Workshops
Annex 61	61-Electronic Portal
Annex 62	62-MyDispense

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

Annex A	Administration of Training and Academic Development at Taibah University
Annex B	Admission Policies
Annex C	Annual Requests for Chemical, Software
Annex D	College Policy for Special group students with Chronic Illnesses
Annex E	Dean's List
Annex F	Exam Absence, Repeat Policy, Reports, Committee
Annex G	Handbook of Academic Program Preparation
Annex H	Internal Quality Policies and Procedures Guide for Academic Programs
Annex I	Orientation Day
Annex J	Procedures for Requesting a Visit from Taibah University to Another University
Annex K	Recruitment Policies
Annex L	Research and Innovation Strategy

Annex M	Student Appeals and Grievance Procedures
Annex N	Student Counselling
Annex O	Study and Examination Regulations for Undergraduate Studies
Annex Q	Transfer and Conversion
Annex R	University Code of Ethics
Annex S	University Orientation Day

The application, the open questions (OO) and the answers 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.

## **2.2 Information about the University**

Taibah University was established in 2003, following the merger of regional branches of Imam Muhammad Ibn Saud Islamic University and King Abdulaziz University, and was officially named Taibah University in 2004. As of the second semester of the academic year 2023/2024, the University enrolled approximately 52,000 students. The University currently comprises 28 Colleges across six branches and offers more than 110 academic programs at Bachelor's, Master's, doctoral, and diploma levels.

The main campus is located in Al-Madinah Al-Munawwarah, with additional branches in Yanbu, Al-Ula, and several other locations, supporting regional access to higher education. Research activities are supported by the Deanship of Scientific Research, the Institute for Research and Consultations, and several specialized research centers addressing health, genetics, energy, business, and Islamic architecture.

Recent developments include the implementation of updated governance structures, institutional policies, and human capital development initiatives, as well as the launch of the Taibah Leadership Initiative, which aims to position the University among the top 200 institutions globally by 2030. The University is present in several international rankings and holds full institutional accreditation from

the National Commission for Academic Accreditation and Evaluation (NCAAA), alongside multiple national and international program accreditations (SER 1.1).

The College of Pharmacy at Taibah University was established in 2005 as the first pharmacy college in the Madinah region. It offers the Doctor of Pharmacy (Pharm.D.) program, which was established in 2013/2014 and has since undergone continuous development. Following external accreditation feedback, the program’s mission and learning outcomes were revised, most recently in 2023 through a comprehensive curriculum update aligned with national initiatives and labor market needs. As of the second semester of 2024/2025, the program enrolls 513 students. Recent developments include faculty expansion, strengthened assessment mechanisms, and high graduate employment rates, reflecting the program’s relevance to professional practice. A new College of Pharmacy building within Taibah University Medical City, which was scheduled for completion in 2025, will further enhance teaching and research infrastructure (SER 1.2).

As the University states, the construction of the new College of Pharmacy facility within Taibah University Medical City has been completed. Interior design and redevelopment works are currently underway to adapt the building to academic and training needs, including the integration of lecture halls, a pharmaceutical manufacturing simulation laboratory, and an OSCE laboratory. Following completion of these works and equipment installation, the relocation of the College of Pharmacy is planned for the academic year 2027/2028.

### 2.3 Structural data of the study program

University	Taibah University
Faculty/Department	College of Pharmacy
Cooperation partner	<ul style="list-style-type: none"> <li>- Ministry of Health – General Directorate of Health Affairs of Medina</li> <li>- Prince Sultan Armed Forces Hospital</li> <li>- Prince Mohammed Ibn Abdulaziz National Guards Hospital</li> <li>- Al Nahas Pharmacy – Al Nahhas Trading Company</li> <li>- Al-Dawaa Pharmacy – Dawaa Medical Services</li> <li>- AbbVie – Saudi Arabia</li> <li>- Razi Al-Madina Pharmaceutical</li> </ul>
Title of the study program	“Doctor of Pharmacy”

Degree awarded	Bachelor of Pharmacy			
Organizational structure	Six year full time program five days a week			
Language of Studies	English, except for: Courses offered by the University; Islamic, Arabic studies and some University elective courses are offered in Arabic.			
Period of education	12 semesters			
Credit Hours (CH) according to the internal credit hour system	214 Credits			
Hours per Credit	One lecture credit hour = one contact hour One practical credit hour = two contact hours One lab credit hour = two self-study hours			
Workload	Total:	10,198 hours		
	Contact hours:	3,318 hours		
	Individual work:	5,040 hours		
	Internship:	1,840 hours		
Credits for the final paper/project	4 CH			
Launch date of the study program	2012/2013, revised 2024/2025			
Time of admission	Fall semester			
Number of available places on the program	Determined each year (an average of 132 per year for the last five years)			
Number of currently enrolled students in the program	As per the 2 <sup>nd</sup> semester of current academic year 25/26 the total number of enrolled students in the Doctor of Pharmacy program is 741 (506 female, 235 male)			
Number of graduates since launch date of the study program	<b>Year</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
	<b>2016/2017</b>	18	0	18
	<b>2017/2018</b>	12	0	12
	<b>2018/2019</b>	14	6	20
	<b>2019/2020</b>	14	0	14
	<b>2020/2021</b>	16	9	25
	<b>2021/2022</b>	21	8	29
	<b>2022/2023</b>	31	9	40
	<b>2023/2024</b>	36	14	50
	<b>2024/2025</b>	31	18	49
	193	64	<b>257</b>	

Particular enrollment conditions	<ul style="list-style-type: none"> <li>- High school diploma or equivalent from national high school required.</li> <li>- Health specializations limited to graduates from last two years of high school.</li> <li>- Validity period of QUDRAT and TAHSILI scores determined by the National Center for Measurement in the Ministry of Education.</li> <li>- Selection based on weighted percentages: 30% for high school grades, 30% for QUDRAT score, 40% for TAHSILI score.</li> <li>- Minimum weighted percentage for health programs is 85% at the University level.</li> </ul>
Tuition fees	No tuition fees (every accepted student receives full scholarship)

### **3 Expert Report**

The site visit was carried out on February 02-03, 2026, according to the previously agreed schedule. A representative from the head office of AHPGS accompanied the expert group.

The expert group met on February 01, 2026 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, the chair, vice chair and the teaching staff of the program "Doctor of Pharmacy" 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 as well as the student center. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

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

- Graduates' employment statistics,
- overview research activities,
- course specifications program electives 2024,
- student involvement in scientific activities,
- employment report 22/23,
- course specifications program electives 2014.

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 and the College of Pharmacy 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 mission of the “Doctor of Pharmacy” (Pharm.D.) program at Taibah University is to educate students as pharmacists to become leaders in healthcare who are prepared to contribute effectively to healthcare practice, research, and sustainable community development, with a commitment to excellence in education and advancement of the pharmacy profession. The program focuses on pharmaceutical care outcomes and support the professional development of future pharmacists. The program’s goals and correlated objectives focus on developing graduates with strong scientific and clinical competencies, professionalism, leadership, and ethical decision-making skills through an integrated curriculum that combines theoretical knowledge, practical training, and technology. It also promotes analytical and critical thinking by engaging students in clinical and pharmaceutical research and addresses community health needs by encouraging participating in public health services, community-based initiatives, and continuous education. The program’s mission, goals and learning outcomes are aligned with the University’s mission, the requirements of the pharmacy profession, and the national qualification framework (NQF). Education and training are delivered across the departments of Pharmaceutics and Pharmaceutical Industries, Pharmacy Practice, Pharmacology and Toxicology, and Pharmacognosy and Pharmaceutical Chemistry (SER 3.1.1).

The program provides knowledge in biomedical and pharmaceutical sciences, with an emphasis on drug development, medication management, and patient care. It integrates scientific, clinical, ethical, and regulatory aspects of pharmacy practice and promotes evidence-based decision-making, including pharmacogenomics and pharmacovigilance. Graduates are prepared for professional practice through the integration of biomedical, pharmaceutical, and clinical sciences, developing skills in critical evaluation of scientific literature, patient-centered care, professional communication, and interdisciplinary collaboration. The

program also promotes social responsibility, ethical conduct, leadership, and advocacy for patient safety, while supporting personal and professional development (SER 3.1.2).

In line with the Saudi National Qualification Framework and Specialized Academic Standards for Pharmacy Programs (issued by the Education and Training Evaluation Commission), the program learning outcomes cover knowledge, skills, and values. Graduates demonstrate specialized scientific and clinical knowledge, are able to integrate and critically evaluate information for patient-centered care, and apply appropriate technologies and laboratory methods. They also show professionalism, ethical and social responsibility, advocacy for patient safety, commitment to lifelong learning, and leadership and managerial competencies (SER 3.1.2).

According to the University, graduates have a broad range of career opportunities in both the public and private sectors, including community and clinical pharmacy, pharmaceutical manufacturing, research, regulatory affairs, pharmacovigilance, and quality control. The program is aligned with Saudi Vision 2030, particularly its focus on pharmaceutical localization, medicine safety, and biotechnology, which has increased the demand for qualified pharmacists. Emerging fields such as pharmacogenomics, pharmaceutical informatics, and biotechnology further expand advanced and specialized career pathways for graduates within healthcare and the pharmaceutical industry (SER 3.2.1). According to the University, 87% of the Pharm.D. graduates were employed within one year of graduation, based on 2021 data from the Saudi Arabian Human Resources Development Fund. Follow-up activities conducted by the College's alumni unit indicate that a further proportion of graduates pursued postgraduate or structured professional training programs, including nationally recognized pathways offered by the Saudi Commission for Health Specialties. The remaining graduates are either temporarily unemployed, self-employed, or employed in sectors not captured by the national employment database, such as military or National Guard healthcare services.

The pharmacy labor market in Saudi Arabia is expanding, driven by government initiatives such as Saudization, which aim to increase the employment of Saudi nationals in the healthcare sector. Although the private sector employs approximately 24,000 pharmacists, only a small proportion are Saudi citizens, indicating a continued demand for locally trained professionals, particularly in underserved

and rural areas. As Saudization policies progress, the demand for Saudi pharmacists is expected to increase further. Graduate employment data indicate strong labor market absorption, with a high proportion of graduates securing employment within one year of graduation, reflecting both the relevance of the program and the ongoing shortage of qualified pharmacists in Saudi Arabia (SER 3.2.2).

### **Judgment**

As the University explains, the Bachelor study program “Doctor of Pharmacy” at Taibah University is embedded within a broader institutional strategy aimed at strengthening both national and international accreditation. The University pursues a dual accreditation approach, seeking accreditation from the National Commission for Academic Accreditation and Assessment (NCAAA) first, as well as from international accreditation bodies. The experts understand that the primary motivation for international accreditation is to benchmark the Pharm.D. program against recognized international standards, particularly given its clinical orientation. The program leadership expressed the intention to ensure that the curriculum, learning outcomes, and clinical training components meet global expectations.

Regarding internationalization, the University’s strategy includes increasing international visibility, strengthening exchange opportunities, and aligning curricula with international standards. Teaching materials, references, and lectures are delivered in English, which supports international comparability and potential student mobility. Existing student exchange initiatives and summer programs (currently concentrated in engineering and IT disciplines) provide an initial framework for international cooperation, although similar structured initiatives within the health colleges remain limited. The experts were informed that regulatory conditions at the national level restricted the admission of international students to health colleges within the Kingdom of Saudi Arabia in the past. Consequently, international student mobility into the Pharm.D. program is currently limited. Nevertheless, these regulations have recently been changed, and the University plans to participate in national initiatives aimed at attracting incoming students through collaboration with the Ministry of Education. The experts understand that international accreditation is expected to facilitate future exchange agreements and enhance the program’s recognition abroad, a development which the experts support (*see also Criterion 3.2*).

With regard to labor market relevance, the program demonstrates strong employability outcomes. Graduates are employed in hospitals and pharmaceutical companies, and the establishment of a graduate unit at the University supports career tracking and alumni engagement. Partnerships with major pharmaceutical companies in the region further strengthen industry alignment. The experts note the reported high employment rate among graduates as an indicator of labor market demand.

Postgraduate expansion plans, including Master's programs in Pharmaceutics and Nanotechnology, are described as demand-driven and aligned with labor market needs. While these programs are still under development, they indicate an intention to create an academic progression pathway within the pharmaceutical field. The experts support the University in its plans to implement these programs.

From the experts' point of view, the Bachelor study program "Doctor of Pharmacy" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competencies, competencies necessary for a qualified employment, skills for social commitment and personal development. Community engagement and professional identity development are promoted through the ELIXIR Club. Activities include public awareness campaigns, patient education initiatives in hospitals, outreach to schools, and community-based health education projects. These initiatives are largely student-driven under faculty supervision and contribute to the development of communication and leadership skills.

### **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)<sup>1</sup> 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 Pharm.D. program is structured as a six-year course of study comprising five years of academic coursework, including a research-oriented graduation project, followed by a one-year internship. In total, the program comprises 214 credit hours, covering University requirements, college and program-specific courses, elective components, a graduation project, and extensive field training. The program comprises 76 modules, out of which 65 are obligatory and 11 are compulsory optional modules. Each module is offered on a semester basis and must be completed within that semester. On average, six to seven modules are offered per semester. No dedicated exchange semesters are specified within the regular study structure (SER 4.1.1).

To ensure that modules delivered by other colleges meet the objectives and learning outcomes of the Pharm.D. program, several quality assurance measures are in place. The organization of cross-departmental modules follows a defined

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<sup>1</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

administrative process. Required modules are identified by the head of the department and formally communicated to the Vice Dean for Academic Affairs, who coordinates with the relevant colleges to assign teaching staff. Throughout the semester, the head of the department maintains regular communication with the assigned instructors to monitor teaching quality and effectiveness. General University-required and elective modules are taken by all students at Taibah University and are offered in multiple sections to allow flexibility in scheduling (SER 4.1.2).

List of modules offered:

<b>Nr.</b>	<b>Title</b>	<b>Sem.</b>	<b>CH</b>
ENG-101	English Language Skills I	1	4
GS-101	Islamic Studies: belief and Worship	1	2
PHRM-101	General Chemistry for Pharmaceutical Sciences	1	2
PHYS-113	Physics	1	2
PHRM-103	Biostatistics for health Sciences	1	2
PHRM-105	General biology for health Sciences	1	2
PHRM-107	Terminology for Health Sciences	1	2
			<b>16</b>
ANAT-132	Anatomy	2	3
HIST-134	Histology	2	2
ENG-102	English Language Skills II	2	4
PHRM-102	Pharmaceutical Organic Chemistry	2	3
PHRM-104	Basic Biochemistry	2	2
GS-104	Islamic Studies: Islamic Values and Ethics	2	2
			<b>16</b>
GS-111	Arabic Language Skills I	3	2
PHP-241	Communication Skills	3	3
PHT-231	Clinical Biochemistry I	3	3
PPI-221	Microbiology	3	3
PPC-211	Pharmaceutical Analytical Chemistry I	3	2
PPI-223	Pharmaceutical Calculation	3	2

FE-1	Free Elective	3	2
			<b>17</b>
GS-112	Arabic Language Skills II	4	2
PHP-242	Basic of health informatics	4	2
PPI-222	Physical Pharmacy Principles and Liquid Dosage Forms	4	3
PPC-214	Pharmaceutical Chemistry I	4	2
PPC-212	Pharmaceutical Analytical Chemistry II	4	2
PHSL-234	Integrated Physiology and Pathology	4	5
PHT-232	Clinical Biochemistry II	4	2
			<b>18</b>
GSE-1	University Elective I	5	2
PHT-331	Pharmacology of Autonomic Nervous System	5	3
PPI-321	Pharmaceutical Compounding	5	4
PPI-323	Biopharmaceutics	5	2
PPC-313	Natural and Herbal Products	5	2
PHP-341	Integrated Pharmacotherapy I	5	3
PPC.311	Pharmaceutical Chemistry II	5	2
			<b>18</b>
GSE-2	University Elective	6	2
PHT-332	Pharmacology of Cardiovascular System	6	3
PPI-322	Pharmacokinetics	6	4
PPI-324	Sterile Pharmaceutical Products and Radiopharmacy	6	2
PHP-342	Integrated Pharmacotherapy II	6	4
PPC-314	Complementary and Alternative Medicine	6	2
			<b>17</b>
GSE-3	University Elective III	7	2
PPP-461	Program Elective Course I	7	2
PHP-441	Pharmacy management and Pharmacoeconomics	7	3
PHT-431	Pharmacology of CNS and Endocrine	7	3
PHP-443	Integrated Pharmacotherapy III	7	3

PPC-411	Pharmaceutical chemistry III	7	3
PPI-421	Pharmaceutical Biotechnology	7	2
			<b>18</b>
PPP-462	Program Elective Course II	8	2
PHP-442	Self-care and over-the-counter medication	8	3
PHT-432	Pharmacogenomics and Immunopharmacology	8	2
PHP-444	Integrated Pharmacotherapy IV	8	4
PHRM-452	Essentials of Clinical Research Methodology	8	3
PPI-422	Immunology	8	2
PHT-434	Toxicology	8	2
			<b>18</b>
PHP-547	Clinical Pharmacokinetics	9	3
PHP-543	Integrated Pharmacotherapy V	9	4
PHP-541	Patient Assessment and Medication Therapy Management I	9	4
PHRM-551	Research Proposal	9	2
PHP-545	Introductory Pharmacy Practice Experience (in/out-patient)	9	3
PHP-549	Pharmacy Law and Ethics	9	2
			<b>18</b>
PPP-562	Program Elective Course III	10	2
PHP-542	Patient Assessment and Medication Therapy Management II	10	3
PHP-544	Integrated Pharmacotherapy VI	10	4
PHRM-552	Graduation Project	10	2
PHP-548	IPPE – Community Pharmacy	10	3
PHP-546	Integrated Pharmacotherapy VII	10	4
			<b>18</b>
PHP-641	Clerkship Rotation I	11	4
PPP-661	Elective Clerkship Rotation I	11	4
PPP-663	Elective Clerkship Rotation II	11	4
PHP-643	Clerkship Rotation II	11	4

PHP-645	Clerkship Rotation III	11	4
			<b>20</b>
PPP-662	Elective Clerkship Rotation III	12	4
PPP-664	Elective Clerkship Rotation IV	12	4
PHP-642	Clerkship Rotation IV	12	4
PHP-644	Clerkship Rotation V	12	4
PHP-646	Clerkship Rotation VI	12	4
			<b>20</b>
	<b>Total</b>		<b>214</b>

The course specification for each course contains information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes (Annex 01 and Annex 05).

The curriculum is methodically structured to build competencies progressively. During the initial study phases, students acquire fundamental knowledge in biomedical sciences, basic pharmaceutical sciences, and general academic skills. In subsequent semesters, the focus shifts toward integrated pharmaceutical sciences, clinical pharmacy, and patient-oriented pharmacotherapy. Advanced modules emphasize clinical decision-making, evidence-based practice, and interdisciplinary integration. Elective modules allow students to broaden their academic profile according to individual interests. All course learning outcomes are aligned with the program learning outcomes and mapped to the Saudi National Qualification Framework (NQF) and Specialized Academic Standards for Pharmacy Programs. (SER 4.1.3).

Practical training and internships are core components of the study program. The curriculum includes 12 field training modules totaling 46 credit hours. Two modules are completed in the fifth year, introducing students to hospital and community pharmacy practice. The final year consists of ten consecutive clerkship rotations across diverse practice environments, including hospitals, community pharmacies, pharmaceutical industries, companies, and research laboratories. Each training phase is supervised by qualified academic staff and site preceptors,

ensuring close alignment between practical experiences and the intended learning outcomes of the program (SER 4.1.4).

The program employs a student-centered didactic approach that combines lectures, seminars, practical exercises, laboratory work, case-based learning, and project work, among others. These teaching methods are designed to promote active learning, critical thinking, and professional skill development. Electronic and multimedia learning tools, including the Blackboard learning management system, virtual laboratories, and digital resources, are systematically integrated into the curriculum to support learning continuity and flexibility. Distance-learning components are integrated to ensure educational continuity during disruptions, such as adverse weather, in accordance with University directions. (SER 4.1.5).

Research is integrated into the study program through dedicated research-oriented modules that introduce students to clinical research methodology, proposal development, and the graduation project. Additional research-related activities, including workshops, research clubs, and faculty-supervised projects, further strengthen students' research competencies. These elements ensure that graduates acquire skills in scientific inquiry, data analysis, ethical research conduct, and academic communication (SER 4.1.7). The final research project is a mandatory capstone requirement aimed at developing students' competencies in research methodology, critical thinking, evidence-based practice, and academic communication. Projects are designed to be completed within two consecutive academic semesters (Levels 9 and 10) and must align with program learning outcomes and the College's research priorities. A structured research process is followed, including proposal development, ethical approval where required, supervised implementation, and final submission with written documentation and oral presentation. Projects are conducted in supervised groups of three to five students, with individual contributions monitored through defined supervision and assessment mechanisms to ensure academic rigor and equitable workload distribution.

International aspects of the curriculum are reflected in the use of internationally recognized textbooks, alignment with global standards in pharmacy education, and benchmarking against leading international Pharm.D. programs. All

specialized courses are taught in English, supporting graduates' preparedness for international professional environments. While no formal exchange agreements are currently in place, the structure and recognition of the program enable graduate mobility and access to postgraduate studies abroad (SER 4.1.8). In line with Taibah University's strategic objectives and Saudi Arabia's Vision 2030, the University plans to expand international student recruitment, with a target of allocating approximately 5% of admissions in selected high-quality programs to international students by 2030. National and international accreditation processes are viewed as key mechanisms to support internationalization and external benchmarking.

### **Judgment**

The Bachelor study program "Doctor of Pharmacy" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within course specifications. The course specifications contain information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes. From the experts' point of view, the structure of the Bachelor study program "Doctor of Pharmacy" at Taibah University is coherent, well organized, and aligned with the intended learning outcomes. The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier).

Research training follows a structured progression in the new curriculum. In the final academic year, students complete three research-related modules: an introduction to research methodology, the preparation of a research proposal, and the completion of a research project. Research themes are aligned with departmental and national priorities. This staged approach is designed to prepare undergraduate students for basic research competencies and to provide a foundation for further development at the postgraduate level. The introduction of a dedicated research project course in the new program is regarded positively by the experts. Students are guided in selecting research topics and supervisors within the framework of defined themes suggested by the University. Research engagement is further promoted through activities such as annual research days, journal clubs, and structured group work monitored through rubrics and daily logs. From the experts' point of view, the research activities and publication

output should continue to be strengthened in order to enhance academic visibility and postgraduate development.

Practical competencies are systematically developed through laboratory instruction and supervised exercises. Practical sessions begin with structured introductions and, where appropriate, video demonstrations. Students are required to perform laboratory procedures, such as titrations or preparations of pharmaceutical formulations, repeatedly under supervision and are assessed accordingly. Applied problem-solving is embedded in practical courses, including compounding. Students also engage with scientific literature as part of coursework.

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 experts positively acknowledge that the internship is implemented within a structured supervision framework. Clear guidelines define the requirements for internship sites and supervisors, including minimum professional experience. Internship sites are regularly visited, and feedback is collected from both students and host institutions. From the experts' point of view, students are well supported throughout the internship period.

International exposure opportunities, such as internships or summer schools abroad, are viewed positively by students and represent a potential area for further development within the program. Collaborations with other institutions, particularly international universities and research centers, should be further expanded in order to strengthen the international profile of the University. The establishment of short-term mobility formats and the use of existing international staff networks are encouraged by the experts.

## **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 to the “Doctor of Pharmacy” program is managed centrally by the Deanship of Admissions and Registration. Applicants must hold a national high school diploma or an equivalent qualification and must have graduated within the previous two years to be eligible for health-related programs. Selection is based on a weighted admission score, consisting of high school grades (30%), the QUDRAT aptitude test (30%), and the TAHSILI achievement test (40%), with a minimum required overall score of 85%. The validity of standardized test scores is determined by the National Center for Measurement, and detailed information on admission procedures is publicly available through official University guidelines (SER 5.1.1).

Over the last five admission cycles, the “Doctor of Pharmacy” (Pharm.D.) program has admitted an average of 132 students per year, based on a total of 661 students enrolled between 2021 and 2026. Annual intake varied during this period, with a temporary increase in admissions in the 2022/2023 and 2023/2024 academic years in response to national labor market needs and a directive from the Saudi Universities Affairs Council. Following this expansion, admission numbers were adjusted to align with the program’s planned enrollment framework and available educational resources.

With regard to students with disabilities or chronic illnesses physical fitness is required for admission to the Doctor of Pharmacy program and is verified through medical examinations conducted by the University’s medical administration, reflecting the physical demands of the pharmacy profession. This examination includes assessments of vision, hearing, and physical mobility. Applicants are also required to disclose any chronic medical conditions that may affect regular participation in the program. No laboratory investigations are required at this stage. Laboratory investigations are conducted at a later stage, prior to the

internship year. These are required to ensure the safety of students, patients, and healthcare personnel during clinical training and include verification of vaccination status and screening for infectious diseases, in accordance with institutional and healthcare training requirements. Students with chronic non-infectious conditions may be admitted, provided that their condition does not pose a physical or psychological risk to themselves or others (SER 5.1.2).

The recognition, conversion, and assessment of credits acquired at other higher education institutions are regulated by University-wide policies. Transfers into the “Doctor of Pharmacy” program from external institutions are permitted under clearly defined conditions, including prior study at a recognized institution, satisfactory academic performance, and completion of a minimum number of semesters and credit units. Transfer students are required to complete at least half of the program’s graduation requirements at Taibah University, and recognized courses are recorded with a pass grade without affecting the cumulative GPA. Internal transfers from other colleges within Taibah University are also permitted in accordance with approved regulations. These require completion of a minimum number of semesters and credit units, a specified minimum GPA, and compliance with procedural deadlines. Internal transfers are limited to one occurrence, and all recognized coursework is fully documented in the student transcript. Education at Taibah University is tuition-free for both national and international students. In addition, Saudi students receive monthly government stipends, ensuring the financial feasibility of the study program (SER 5.1.3).

General orientation for the students is organized centrally by the Deanship of Student Affairs and complemented by a structured college-level orientation delivered by the College of Pharmacy. This includes pharmacy-specific information on academic regulations, curriculum structure, student rights, advising procedures, and opportunities for leadership development, and is delivered by faculty members to facilitate students’ integration into the academic environment. Academic counseling is organized at both general and department-specific levels. Each student is assigned an academic advisor, and the academic counseling committee monitors academic progress throughout the study program. Advisors meet with students at least twice per semester to review performance and provide guidance, with particular attention given to students whose cumulative GPA falls below 2.75. Counseling activities are documented and reviewed to ensure systematic follow-up. Faculty members also offer regular office hours, enabling

students to seek academic and personal guidance through direct contact and institutional communication channels. Social and personal support is provided in cooperation with the Deanship of Student Affairs and includes access to psychological counseling, career guidance, and a dedicated counseling center. In addition, student engagement and peer interaction are promoted through extracurricular activities and student organizations.

## **Judgment**

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University 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 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.

As another support mechanism, each academic advisor is responsible for a limited number of students, typically between three and ten, which allows for individualized support. Formal meetings between students and their advisors take place at least twice per semester, and additional contact outside office hours is possible through direct communication channels. The advisory system follows a preventive approach, addressing potential challenges such as high absence rates at an early stage. Student performance is closely monitored through continuous assessment. An early detection mechanism is in place to identify students experiencing academic difficulties. If a student achieves less than 60% in assessments, the academic advisor is informed and evaluates the situation in order to

determine whether the underlying issue is academic, psychological, or social in nature. Depending on the outcome, targeted support measures are implemented. Academic support may include additional office hours offered by teaching staff or structured peer-advising, whereby academically strong students provide tutoring support. In cases involving personal or psychological challenges, social specialists and psychologists are available.

## **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 examination system is designed to assess students' achievement of the program's educational objectives and intended learning outcomes. Different assessment schemes are applied depending on the module type. In theoretical modules, student performance is assessed through a combination of continuous formative assessments and midterm examinations (50%) and a final examination (50%). Modules with theoretical and practical components allocate 60% of the grade to midterms, continuous assessments, and practical examinations, and 40% to the final examination. Internship modules are assessed jointly by field preceptors and academic supervisors, combining continuous workplace-based assessment (e.g. OSCEs and case studies) with documentation, reports,

assignments, and final presentations. The graduation project is evaluated through continuous assessment (40%) and a final written proposal and presentation (60%).

Examinations follow clearly defined timelines within each semester. Midterm examinations are typically conducted in weeks 5–6 and weeks 10–11, while final theoretical and practical examinations take place between weeks 16 and 19. Continuous assessment activities are announced at the beginning of the semester. Regulations governing exam repetition allow students with approved excuses to retake missed assessments within specified timeframes, including designated periods during the semester and, for final examinations, in the subsequent semester. Students who were absent from exams and submitted an institutionally approved excuse within two weeks were required to retake the exams. This is implemented for final exams, midterms, and quizzes. Additionally, the finals will be repeated in the second week of the subsequent semester

Across the full program, students complete a substantial number of summative assessments. These include 35 practical examinations (comprising laboratory-based, analytical, and simulation-based assessments such as OSCEs), 111 mid-term examinations, and 62 final examinations.

The grades are distributed as follows:

% Marks	Grade	Grade Code	Grade Weight out of (4)	Grade Weight out of (5)
95- 100	Excellent +	A +	4	5
90- < 95	Excellent	A	3.75	4.75
85- < 90	Very Good +	B+	3.5	4.5
80- < 85	Very Good	B	3	4
75- < 80	Good +	C+	2.5	3.5
70- < 75	Good	C	2	3
65- < 70	Pass +	D+	1.5	2.5
60- < 65	Pass	D	1	2
60>	Fail	F	0	1

Transparency is ensured through the systematic publication of relevant academic and organizational information. The study plan, curriculum structure, course sequencing, and credit requirements are available via the program handbook, college website, and academic portal. Information on teaching methods,

assessment procedures, progression rules, admission requirements, and examination regulations is published through official University platforms and course documentation. Policies concerning compensation measures for students with disabilities or other disadvantages are defined in line with a non-discrimination approach, while observing professional and safety requirements. Information on extracurricular activities, learning opportunities, research projects, and community engagement is regularly updated and made accessible through institutional communication channels. In addition, key information for prospective and current students, graduates, and the public—such as intended learning outcomes, qualifications awarded, student performance indicators, and graduate employment data—is publicly available through University and college websites and official reports (SER 5.1.1).

### **Judgment**

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. With regard to assessment design, the rationale for implementing two midterm examinations instead of one is to provide students with an opportunity to improve their performance within the semester. This structure allows students to compensate for an initial weaker performance and to adjust their learning strategies. Feedback is provided after each midterm examination. The final examination, which must be passed independently, accounts for either 40 or 60 % of the total course grade, depending on the course type (theoretical, theoretical with practice, practical) with the remaining 50% distributed across semester assessments. The students on site confirm that this organization is feasible and appropriate for them, which the experts acknowledge. 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. However, the experts recommend closely supervising that the workload remains feasible.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, is appropriate. The University guarantees that students with chronic illnesses receive appropriate accommodations regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

The University ensures that information regarding its activities, particularly its academic programs, is easily accessible to prospective and current students, graduates, and other stakeholders, as well as the general 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. The experts also recommend providing additional information with 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.

### **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**

In the first semester of the 2024/2025 academic year, the Doctor of Pharmacy (Pharm.D.) program is supported by a total of 68 full-time teaching staff members:

	Professor	Associate Professor	Assistant Professor	Lecturer	Demonstrator	Total
Male Section	6	12	14	2	2	36
Female Section	3	8	18	1	2	32
Total Number	9	20	32	3	4	68

The staff is distributed across male and female sections, reflecting the program’s two-section structure. Of the total faculty, seven members are currently on academic leave pursuing postgraduate qualifications. The program includes 190 program-specific credit hours, with an average student workload of 18 credit hours per week. Teaching is organized into two sections (one male and one female), each divided into two groups. Based on this structure, the cumulative weekly contact teaching load amounts to 760 hours. With an average teaching load of 13 hours per instructor per week (determined according to national regulations by academic rank) the calculated staffing requirement is approximately 58 instructors. The available academic staff exceeds this requirement, ensuring that teaching obligations are met adequately.

The overall student-to-instructor Ratio is 11:1.

The College of Pharmacy prepares a bi-annual operational plan to determine staffing needs. Department heads submit required staff numbers for approval through the Dean and the Vice President for Educational Affairs. Approved positions are publicly advertised, and recruitment follows defined selection criteria, including academic qualifications, teaching experience, research activity, community service, and interview performance, with all credentials verified prior to appointment (SER 7.1.2).

The University supports the continuous professional development of teaching and administrative staff through regular workshops and seminars. Training programs are coordinated by the Training and Academic Development Administration under the Deanship of Quality and Development and cover areas such as teaching, research, information technology, administration, quality assurance, accreditation, and personal skills. Training opportunities are announced

centrally, and staff may register online for workshops offered in both on-site and online formats. In addition, the College of Pharmacy provides discipline-specific workshops and seminars, including annual orientation and training sessions for newly appointed faculty members (SER 7.1.3).

According to the University, the College of Pharmacy provides well-equipped educational and research facilities in both the male and female sections, located in separate campus buildings. Teaching spaces include classrooms equipped with standard instructional tools, as well as computer laboratories, seminar rooms, and study areas. In addition, the College maintains specialized laboratories for pharmaceutical sciences, including a cell culture unit and an animal facility, which are equipped with modern instrumentation to support practical training and research activities (SER 7.3.1).

The library provides access to a wide range of print and digital resources in pharmaceutical sciences. The collection includes textbooks, journals, and reference materials covering clinical practice, research methodologies, and drug development, and is regularly updated in coordination with academic departments. Faculty members contribute to collection development by recommending new titles, with multiple copies acquired for high-demand resources. The library is open on weekdays and offers access to key electronic databases, including the Saudi Digital Library, Access Pharmacy, SciFinder, and Scopus, supporting both teaching and research activities. In addition, the College of Pharmacy provides state-of-the-art computer and media facilities. Students and faculty have access to computer laboratories equipped with specialized pharmaceutical software, high-speed internet, and campus-wide Wi-Fi. Continuous technical support is provided by the University's IT services to ensure the reliability and functionality of all digital learning resources (SER 7.3.2).

The Pharm.D. program provides dedicated resources to support teaching and research activities in alignment with the curriculum. Each academic year, the Laboratory and Educational Needs Unit compiles a list of required laboratory equipment, chemicals, and consumables based on curriculum requirements. The list is reviewed and approved at both college and University levels to ensure adequate support for practical training and student-centered learning (SER 7.3.4).

## **Judgment**

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Taibah University shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivations to teach at the Taibah University the faculty cites the good working environment, young and motivated teaching staff and good reputation.

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. All academic staff are employed on a full-time basis. The reported student-teacher ratio of approximately 1:11 is considered appropriate for a clinically oriented program and supports individualized supervision, particularly in laboratory and practical components.

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. With regard to research support, the University provides access to research laboratories and a central scientific research center. Funding is available through university allocations, national research funds, and grants for clinical studies. Research performance is monitored through defined indicators, including participation in national and international conferences. While staff expressed general satisfaction with research support, there is a perception that funding opportunities could be expanded, particularly with regard to the frequency and volume of competitive research grants. The experts note that research funding is available but highly competitive and recommend to further expand it in terms of frequency and volume.

The experts visited the premises of the College of Pharmacy, where the skills labs of the Bachelor study program "Doctor of Pharmacy" are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. The experts further recognize the importance of the planned Medical Campus for the visibility and future development of the program. The

development of the new building and expanded facilities should be implemented in a timely manner to support simulation-based teaching and further research activities.

Overall, the experts concluded that the Bachelor study program “Doctor of Pharmacy” has ample teaching facilities at its disposals. The available resources are considered satisfactory and appropriate for the current scope of the program. Budget allocation for equipment, maintenance, consumables, and research activities is supported by both internal funding and external collaborations. A formal agreement with King Abdullah University of Science and Technology (KAUST) allows access to highly equipped laboratories, thereby strengthening the research infrastructure beyond the university’s own facilities. Continued investment and forward-looking development are encouraged to maintain this standard.

### **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**

The Doctor of Pharmacy program is embedded within the University-wide quality assurance system administered by the Deanship of Development and Quality.

Program performance is monitored using a structured set of Key Performance Indicators (KPIs), including nationally defined indicators and additional program-specific measures related to teaching, research, and community engagement. The program's mission, objectives, and learning outcomes are subject to regular review to ensure continued relevance and alignment with academic standards. Learning outcomes are clearly defined and systematically assessed through an established Program Learning Outcome Assessment Plan. Program development and modification are guided by formal governance procedures and informed by course reports, annual program reports, and feedback cycles.

Quality assurance is supported by strategic and operational planning processes aimed at continuous improvement. Performance data are collected through surveys and statistical analyses and benchmarked internally and externally. Oversight responsibilities are shared among college leadership, academic departments, and the Quality Assurance and Accreditation Unit. Continuous monitoring of completion rates, graduate employment data, and teaching and learning strategies ensures that the program remains effective and responsive to identified areas for improvement (SER 8.1.1).

Students, alumni, and employers are actively involved in quality assurance through surveys, focus groups, and advisory committees. External quality assurance outcomes, including accreditation reviews, are used to inform curriculum development and improvement plans, whose implementation is monitored through structured reporting cycles. Module evaluations are conducted regularly at course and program levels and lead to targeted adjustments. The practical relevance of the program is assessed using multiple indicators, including student satisfaction, field and clinical evaluations, alumni and employer feedback, licensure examination results, retention rates, and employment outcomes. Student workload and feasibility are reviewed on a regular basis. The standard workload ranges from 12 to 18 credit hours per semester, with regulated flexibility for high-achieving students and those with special circumstances, supported by structured academic advising (SER 8.1.2).

The following statistics were provided (SER 8.1.7):

### Graduation rate of three cohort

	2022		2023		2024	
	Male	Female	Male	Female	Male	Female
<b>Cohort Enrolled</b>	10	34	15	31	18	31
<b>Graduated Successfully</b>	8	31	14	29		

### Number of students in each level as 2<sup>nd</sup> semester 2024/2025

Student Level (Total)	M	F
Level 2 (109)	32	77
Level 4 (110)	41	69
Level 6 (95)	38	57
Level 8 (80)	30	50
Level 10 (70)	25	45
Level 12 (49)	18	31

### 2023-2024 cohort (Male-Female)

Student Categories	Year 1 2018		Year 2 2019		Year 3 2020		Year 4 2021		Year 5 2022		Year 6 2023	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Total cohort enrollment</b>	15	31	15	31	15	31	15	30	14	29	14	29
<b>Retained till year end</b>	15	31	15	31	15	30	14	29	14	29	14	29
<b>Withdrawn (drop-out rates)</b>						1	1	1	0	0	0	0
<b>Total graduated successfully</b>											14	29

### Graduation rate of three cohorts

	1445 (2022/2023)		1446 (2023/2024)		1447 (2024/2025)	
	Male	Female	Male	Female	Male	Female
<b>Cohort Enrolled</b>	9	31	14	36	18	32
<b>Graduated Successfully</b>	8	21	9	31	14	35

### 2023-2024 cohort (Male-Female)

Student Categories	Year 1 2018		Year 2 2019		Year 3 2020		Year 4 2021		Year 5 2022		Year 6 2023	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Total cohort enrollment</b>	14	36	14	36	14	36	14	36	14	36	14	35
<b>Retained till year end</b>	14	36	14	36	14	36	14	36	14	36	14	35
<b>Withdrawn (drop-out rates)</b>											0	1
<b>Total graduated successfully</b>											14	35

### Judgment

From the experts' point of view, the University has a well-structured system of quality assurance implemented across all of its units. 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 "Doctor of Pharmacy".

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 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 KPIs are captured. Staff performance is monitored through systematic student evaluations conducted at the end of each semester. Based on these evaluations, course reports are developed, which include analysis of student feedback. Negative comments are reviewed and validated before further action is taken. If teaching performance is evaluated as unsatisfactory, the respective staff member is contacted and encouraged to adopt alternative teaching strategies or pedagogical approaches. This process reflects a developmental rather than purely corrective orientation.

Student progression, success rates, and dropout rates are inherent considerations in the analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The collected information are integrated 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 University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Student involvement in quality assurance processes is structured and formalized. A student representative committee exists across all academic levels, ensuring broad representation. In addition to anonymous course evaluations, focus group meetings are organized at the end of each semester between the dean, vice dean, and representatives of each student cohort. The experts were informed that students perceive these mechanisms as effective and that they feel their feedback is taken seriously. On top of that, the experts recommend systematically collecting quantitative data on student workload within course evaluations to verify alignment between intended and actual workload.

### **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**

Taibah University is committed to gender equality and non-discrimination as core institutional principles, as defined in its Ethical Professional Code, which explicitly rejects discrimination based on gender, religion, origin, or social

background. These principles are consistently implemented within the Doctor of Pharmacy program at the College of Pharmacy. Although the University operates within a gender-segregated structure, the program ensures equal academic standards for male and female students. Curriculum content, learning outcomes, teaching methods, assessment procedures, and academic requirements are identical across both sections. Governance structures support equal representation, including the appointment of female vice-chairs in departments led by male chairs, and female leadership roles at college and departmental levels (SER 9.1.1).

Female and male students have access to separated and equal equipped laboratories, research facilities, teaching staff, extracurricular activities, research projects, and community engagement initiatives. Faculty members may teach across sections as required to ensure instructional quality and scheduling flexibility. Student support services, including childcare facilities, counseling services, and medical care, are available to all students and contribute to equal participation opportunities. Student satisfaction surveys indicate high overall satisfaction, with particularly positive feedback from female students regarding academic support and access to services (SER 9.1.2).

With regard to students with disabilities or chronic illnesses, the program applies a non-discrimination approach while maintaining physical fitness requirements aligned with professional standards. Students with non-infectious chronic conditions may be admitted provided there is no risk to themselves or others. The University ensures barrier-free access, offers flexible examination scheduling, adjusted study loads where appropriate, and individualized academic support plans in coordination with academic advisors. Medical and counseling services are available to support students' health and well-being throughout their studies (SER 9.1.3).

### **Judgment**

The University demonstrates its strong commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner. The

experts further positively acknowledge that the first female president of a governmental university in Saudi Arabia is working at Taibah University.

**Decision**

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

## 4 Conclusion

From the experts' point of view, the Pharm.D. program is well positioned within the institutional and national higher education framework. The evaluation process was characterized by constructive dialogue and openness, reflecting a strong commitment to continuous development. The experts particularly acknowledge the young and dynamic academic team and the high level of motivation demonstrated by both staff and students. The program benefits from a clearly articulated strategic vision, including the planned expansion toward post-graduate programs in areas such as Industrial Pharmacy, Pharmaceuticals, and Nanotechnology. This strategic orientation is considered coherent and aligned with labor market needs and national development priorities.

Internationalization is identified as a strategic goal. Both students and faculty members expressed strong interest in expanding international exposure. The experts therefore encourage further efforts to strengthen international collaboration and mobility.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Doctor of Pharmacy" offered at the Taibah 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 experts recommend systematically collecting quantitative data on student workload within course evaluations to verify alignment between intended and actual workload.
- Collaborations with other institutions, particularly international universities and research centers, should be further expanded in order to strengthen the international profile of the university. The establishment of short-term mobility formats, such as summer schools, and the use of existing international staff networks are encouraged.

- Research activities and publication output should continue to be strengthened in order to enhance academic visibility and postgraduate development.
- The planned master's programs should be pursued consistently to establish a clear academic progression pathway within the pharmaceutical sciences.
- The development of the new building and expanded facilities should be implemented in a timely manner to support simulation-based teaching and further research activities.
- The University should closely supervise that the workload remains feasible.

## **5 Decision of the Accreditation Commission**

### **Decision of the Accreditation Commission May 11, 2026**

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 February 02-03, 2026, 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 Bachelor study program requires the obtainment of 214 credit hours according to the internal credit hour system. The regulated study period in the program "Doctor of Pharmacy" is six years (twelve semesters): five years of academic coursework, including a research-oriented graduation project, followed by a one-year internship.

The study program comprises 76 modules, out of which 65 are obligatory and 11 are compulsory optional modules. The (main) language of instruction is English. The Bachelor study program "Doctor of Pharmacy" is completed with awarding of the academic degree "Bachelor of Pharmacy". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2012/2013.

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

The Bachelor study program "Doctor of Pharmacy" is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

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.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.