

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



Assessment Report

**for the Application of
Damanhour University, Egypt
for the Accreditation of the Bachelor Study Program "Nursing Science",
Bachelor of Nursing Science**

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

Expert group

Lydia Gaidys

Medical School Hamburg – University of Applied Sciences and Medical University, Germany

Prof. Dr. Johannes Gräske

Alice Salomon University Berlin, Germany

Prof. Dr. Stefanie Kämper

Neubrandenburg University of Applied Sciences, Germany

Prof. Dr. Miriam Peters

Frankfurt University of Applied Sciences, Germany

Decision

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

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

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 Bachelor study program “Nursing Science” to the AHPGS.

The Self-Evaluation Report (hereinafter SER) for accreditation of the above-mentioned study program of the Damanhour University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on July 28, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Damanhour University and the AHPGS was signed on December 09, 2024.

On January 10, 2026 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On January 28 the University submitted the answers to the open questions and explanatory notes (hereinafter AOO) to the AHPGS in electronic format.

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

Documents for the study program “Nursing Science”

Annex	Description
1	Module Description
2	Teacher’s CV
3	Teaching Matrix
4	Program Specifications
5	Study Plan
6	Academic Advisory Guide
7	Program Matrix
8	Staff Training Plan 2024 – 2025

9	Training Needs Survey Report
10	Academic Regulations
11	National Academic Reference Standards 2017
12	Cooperation Protocol with Hospitals for Internship Year

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

Damanhour University is a public university located in Damanhour City, Egypt. It was initially established in 1988 as a branch of Alexandria University with the faculties of arts, agriculture, education, and commerce. In 2010, it became an independent institution following its separation from Alexandria University. Since then, the University has expanded its infrastructure, academic programs, and international cooperation activities.

In 2014, the University received ISO 9001:2008 certification, reflecting its commitment to quality management and institutional performance. The University aims to achieve excellence in knowledge, innovation, and sustainable development, while strengthening its competitive position and international visibility. Its mission focuses on providing educational and training programs that meet labor market requirements, promoting scientific research, and offering consulting services that contribute to addressing societal challenges and supporting national development plans.

As of the academic year 2024–2025, Damanhour University enrolls 52,473 undergraduate students and 16,783 postgraduate students. The University comprises 17 faculties and institutes offering undergraduate and postgraduate programs in a broad range of disciplines, including arts, education, science, agriculture, commerce, nursing, pharmacy, medicine, dentistry, veterinary medicine, engineering, law, applied arts, computers and information, specific education, and early childhood education.

Research activities are supported through institutes and laboratories, including the institute of graduate studies and environmental research and the central scientific laboratory. Damanhour University also participates in several international academic networks and continues to expand its infrastructure through the construction of new academic buildings and facilities (SER 1.1).

The Faculty of Nursing at Damanhour University was established in 2006. Initially affiliated with Alexandria University, it became part of Damanhour University after the University gained independence in 2010. The first cohort graduated in the academic year 2010/2011. Since then, the faculty has graduated several cohorts of students in accordance with national academic reference standards for nursing education. It comprises nine academic departments covering major nursing specialties, including adult health nursing, critical care and emergency nursing, obstetrics and gynecological health nursing, pediatric nursing, psychiatric and mental health nursing, community health nursing, nursing administration, nursing education, and geriatric health nursing. Student enrolment has increased in recent years, with more than 4,000 students registered across the four study levels in the academic year 2024–2025.

The Faculty offers one undergraduate program, the Bachelor study program "Nursing Science", as well as a range of postgraduate programs including master's, doctoral, and diploma programs. It received national accreditation from the national authority for quality assurance and accreditation of education in 2020. Recent developments include the introduction of a credit hour system for the undergraduate program, expanded clinical training opportunities through cooperation with hospitals, and increasing research output and academic activities (SER 1.2).

2.3 Structural data of the study program

University	Damanhour University											
Faculty/Department	Faculty of Nursing											
Cooperation partner	<ul style="list-style-type: none"> - The Ministry of Higher Education and Scientific Research (MOHE) - The Ministry of Health (MOH) - The Ministry of Education and Technical Education (MOE) - The Ministry of Social Solidarity (MOSS) 											
Title of the study program	Nursing Science											
Degree awarded	Bachelor of Nursing Science											
Organizational structure	15 teaching weeks in each semester, Saturday to Thursday between 08:00 am and 6:00 pm											
Language of Studies	English											
Period of education	4 years (8 semesters) + one-year internship											
Credit Hours (CH) according to the internal credit hour system	148 CH (136 + 12 Internship year)											
Hours per Credit	<ul style="list-style-type: none"> - One Theory credit hour = 1 contact hour - One Lab credit hour = 2 contact hours - One Clinical credit hour = 3 contact hours - One field clinical training credit hour = 4 contact hours 											
Workload	Total: 6.225 hours Contact hours: 1.887 hours Individual work: 2.852 hours Practice: 1.486 hours											
Credits for the final paper/project	4 CH (2 credits in seventh and 2 in eighth semester)											
Launch date of the study program	2006											
Time of admission	Spring Semester											
Number of available places on the program	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">2021 – 2022</td> <td style="width: 50%;">1023</td> </tr> <tr> <td>2022 – 2023</td> <td>999</td> </tr> <tr> <td>2023 – 2024</td> <td>1229</td> </tr> <tr> <td>2024 – 2025</td> <td>1531</td> </tr> <tr> <td>2025 – 2026</td> <td>1150</td> </tr> </table>		2021 – 2022	1023	2022 – 2023	999	2023 – 2024	1229	2024 – 2025	1531	2025 – 2026	1150
2021 – 2022	1023											
2022 – 2023	999											
2023 – 2024	1229											
2024 – 2025	1531											
2025 – 2026	1150											

	This number reflects the admitted students in first semester and the third semester from technical health institute
Number of currently enrolled students in the program	Academic year 2024 – 2025: Level 1: 903 Level 2: 1111 Level 3: 878 Level 4: 1174
Number of graduates since launch date of the study program	5196
Particular enrollment conditions	<ul style="list-style-type: none"> - Scientific high school or equivalent certificates - Dedicated full-time study - English must be one of the languages studied - Passing the medical examination
Tuition fees	<p>1. Year: 1.600 Egyptian pounds</p> <p>2. – 4. Year: Less than 1.000 Egyptian pounds</p>

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on March 31 and April 01, 2026, according to the previously agreed schedule. A representative from the head office of AHPGS accompanied the expert group.

The expert group met on March 30, 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 Faculty of Nursing, the chair, vice chair and the teaching staff of the program "Nursing Science" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The 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, Faculty of Nursing and the study program "Nursing Science" 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 Bachelor study program "Nursing Science" aims to prepare qualified nursing professionals who are able to provide safe, ethical, and evidence-based patient care in different healthcare settings. The program focuses on developing professional nursing competencies, including health assessment, patient-centered care, health education, leadership, and the application of information technologies in healthcare. It also promotes effective communication, interdisciplinary collaboration, and the integration of research evidence into nursing practice in accordance with national healthcare standards (SER 3.1.1).

With regard to scientific qualification, the program aims to enable students to integrate theoretical knowledge, clinical skills, and evidence-based approaches in nursing practice. Graduates are expected to apply scientific methods, critical thinking, and research-based decision making in clinical care. With regard to qualification for employment, the program prepares students for professional nursing practice in hospitals, community healthcare institutions, and other medical facilities. The curriculum develops competencies required for safe patient care, clinical judgment, and healthcare management. For social responsibility, the program encourages graduates to promote health equity, support individuals and communities, and contribute to improving healthcare outcomes within the Egyptian healthcare system. To help personality development, the program fosters communication skills, teamwork, leadership, ethical awareness, and adaptability in changing healthcare environments (SER 3.1.2).

According to the University, the program is aligned with the Egyptian National Academic Reference Standards (NARS 2017) and aims to develop a comprehensive set of competencies. These include professional and ethical practice, holistic patient-centered care, leadership and quality management in healthcare, the use of information technology in nursing practice, and effective interdisciplinary communication. Graduates are expected to demonstrate accountability, provide evidence-based nursing care across different healthcare settings, participate in quality improvement processes, and collaborate effectively with healthcare teams (SER 3.1.3).

Graduates of the Bachelor study program "Nursing Science" are qualified to work as licensed nurses in governmental hospitals and health centers, university hospitals, specialized medical institutions, and private healthcare facilities. High-

performing graduates may also be employed as teaching assistants at the Faculty of Nursing. In addition, graduates may pursue postgraduate education or professional opportunities abroad, particularly in Gulf countries and increasingly in European countries such as Germany (SER 3.2.1).

As the University states, the labor market for nursing professionals in Egypt shows a strong demand due to population growth, expansion of healthcare services, and international migration of nurses. According to national placement systems, nearly all graduates of the Faculty of Nursing are employed after graduation, typically through the Ministry of Health placement system. Available positions in healthcare institutions increased from 317 placements in 2022/2023 to 425 placements in 2023/2024, reflecting the continuing demand for qualified nurses (SER 3.2.2).

After completion of the eighth semester, students take an exit examination intended to identify potential areas of weakness before entering the internship phase. Based on the results, a one-month training program is organized to address identified gaps prior to the start of the internship year. During the internship, students are continuously supervised by faculty members and participate in additional training workshops. After six months of internship training, students must take a centralized standardized examination organized in coordination with the Nursing Sector Committee and the Health Council in order to obtain a professional practice license. Students are allowed up to three attempts to pass the examination; if all three attempts are unsuccessful, they must wait six months before retaking the exam. The examination results are officially reported by the Health Council to the Medical Licensing Authority to complete the licensing process. According to the report on the professional practice licensing examination for the 2024–2025 cohort, most candidates successfully passed the exam: 960 of 1060 students passed on the first attempt, 90 of the remaining 100 students passed on the second attempt, and 9 of the final 10 students passed on the third attempt.

Judgment

The experts note that Damanhour University is a large public institution with a strong regional role in the Al Beheira Governorate, serving a population of approximately seven million inhabitants. The planned expansion of the University infrastructure, including the establishment of a University hospital as well as new

faculties of Medicine and Dentistry by 2026, is viewed positively, as it is expected to further strengthen the practical and clinical training environment of the Bachelor study program “Nursing Science”. The planned hospital facilities, including inpatient and outpatient services, intensive care units, and fully equipped surgical rooms, provide a solid basis for future-oriented healthcare education and support the program’s alignment with labor market needs.

As the University explains, it aims for a strategic orientation toward internationalization. Memberships and collaborations with international partners, including institutions in France, Japan, Iraq, and within the Erasmus+ framework, are intended to enhance academic quality, research output, and graduate employability. The stated objectives include increasing international visibility, attracting foreign students, and strengthening research cooperation. However, the experts note that many especially of the internationalization goals, particularly within the “Nursing Science” program are still in the development phase, and their concrete implementation within the study program remains to be further demonstrated. The experts encourage the University to further promote these activities by strengthening the implementation of existing strategies through concrete measures, such as establishing formal partnerships, student exchange opportunities, and joint academic activities with international institutions.

The Faculty of Nursing is described as a well-established unit with a considerable number of students, graduates, and academic staff. The availability of numerous affiliated hospitals supports the clinical training component of the program and ensures exposure to real healthcare settings. The experts positively acknowledge the Faculty’s research strategy, which is aligned with Egypt’s Vision 2030 and focuses on relevant healthcare topics such as patient safety, quality of care, and women’s health.

In addition, the experts highlight the Faculty’s engagement in community service activities, including health awareness campaigns, medical convoys, and educational seminars. These activities support the social responsibility of the program and contribute to the development of professional and ethical competencies among students.

The program’s objectives are further supported by mechanisms such as an exit examination, which aim to assess students’ competencies in relation to labor market requirements before entering the internship. From the experts’ point of

view the Bachelor study program “Nursing Science” focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

Decision

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

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

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

are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 75 modules, out of which 1 is a University requirement, 58 are compulsory, 9 are supporting modules and 7 are elective modules. There are between 9 and 13 modules provided each semester. All modules have to be completed within one semester. The study program does not include formal periods during which students are required or permitted to study at another university, either nationally or internationally. However, during the clinical and field training phases as well as the internship year, students complete practical training in hospitals and healthcare institutions located near their place of residence. These training placements are organized through formal cooperation agreements between the Faculty of Nursing and the respective healthcare institutions.

The study program follows a credit hour system in which students generally register between 12 and 18 credit hours per semester depending on their academic performance. Students with a cumulative GPA of 2.0 or lower are limited to a maximum of 12 credit hours per semester, while students with higher academic performance may register for up to 18 credit hours and, under certain conditions, an additional elective course. This structure is intended to ensure a manageable workload and support student progression throughout the program (SER 4.1.1).

The curriculum is developed in accordance with the National Academic Reference Standards (NARS 2017) for nursing education in Egypt. These standards define the competencies and learning outcomes expected from graduates across several domains, including professional nursing practice, patient care, communication, leadership, and the application of information technology in healthcare. The program progressively develops these competencies across the different academic levels through theoretical instruction, laboratory training, and clinical practice:

The list of modules offered:

Title	Sem.	CH
Fundamentals of Nursing (Theoretical)	1	3
Physiology	1	2

Human Anatomy	1	1
Biochemistry	1	1
Communication Skills and Human relation	1	1
Fundamentals of Nursing (Practical)	1	3
Human Anatomy (Practical)	1	1
Biochemistry (Practical)	1	1
New Concepts in Nursing	1	2
English (1)	1	2
		17
Adult Nursing 1 (Theoretical)	2	3
Internal Medicine	2	2
Surgery and Its Specialities	2	2
Health Assessment (Theoretical)	2	2
Pharmacology	2	1
Adult Nursing (1) (Practical)	2	3
Health Assessment (Practical)	2	1
English (2)	2	2
Scientific Writing	2	0,25
Race and Racism	2	0,25
The Art of Etiquette	2	0,25
Artistic and Musical Appreciation	2	0,25
		17
Adult Nursing (2) (Theoretical)	3	3
General Pathology	3	2
Applied Nutrition	3	2
Microbiology	3	1
Health Education in Nursing	3	2
Professional Ethics and Legislation	3	2
Teaching Skills and Strategies in Nursing	3	1
Adult (2) (Practical)	3	3
English (3)	3	1

		17
Emergency Nursing (Theoretical)	4	2
Critical Care Nursing (1) (Theoretical)	4	2
Emergency Medicine	4	1
Fundamentals of Quality and Safety in Healthcare	4	2
Information Technology in Nursing	4	2
Emergency Nursing (Practical)	4	2
Critical Care Nursing (1) (Practical)	4	2
Information Technology in Nursing	4	1
English (4)	4	1
Emergency Ambulance	4	1/3
Palliative care	4	1/3
Medical Devices Management	4	1/3
Critical Medicine	4	1
		17
Obstetrics and Gynecological Nursing (Theoretical)	5	3
Reproductive Health	5	1
Obstetrics and Gynecology	5	1
Forensics And Toxicology Medicine	5	1
Critical care nursing (2) (Theoretical)	5	2
family health	5	1
Evidence-Based Nursing Practice	5	2
Obstetrics and Gynecological Nursing (Practical)	5	3
Critical care nursing (2) (Practical)	5	1
Women's Psychology	5	1/3
Health Promotion in Obstetrics and Gynecology	5	1/3
Scientific Thinking	5	1/3
		16
Pediatric Nursing (Theoretical)	6	3
Pediatric Surgery	6	1
Pediatrics Medicine	6	1

Comprehensive Nursing Care	6	2
Pediatric Nursing (Practical)	6	3
Scientific Research in Nursing	6	2
Developmental psychology	6	1
Sociology	6	1
Social Issues (*)	6	1
Care for children with special needs	6	1/3
Health promotion in children	6	1/3
Therapeutic nutrition in children	6	1/3
		16
Psychiatric Nursing and Mental Health (Theoretical)	7	3
Nursing Administration (Theoretical)	7	3
Psychiatry	7	2
Graduation Project (Small Groups)	7	2
Psychiatric Nursing and Mental Health (Practical)	7	3
Nursing Administration (Practical)	7	3
Total Quality Management	7	0,5
Accreditation of health facilities	7	0,5
Counseling	7	0,5
New trends in psychiatric nursing	7	0,5
		18
Community health nursing (Theoretical)	8	3
Gerontological nursing (Theoretical)	8	2
Applied Statistics	8	2
Community health nursing (Practical)	8	4
Gerontological nursing (Practical)	8	3
Graduation Project	8	2
Health aspects and psychological and social problems of the elderly	8	1
Complementary and alternative therapy	8	0,25
Healthy and safe adaptation to the environment of the elderly	8	0,25

Entrepreneurship	8	0,25
Effective Leadership	8	0,25
		18
Total:		136

Table 2: Module overview

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

In the first year, students acquire foundational knowledge in biomedical sciences and introductory nursing concepts. Courses such as anatomy, physiology, biochemistry, pharmacology, and fundamentals of nursing provide the scientific basis for understanding human health and disease. Initial clinical training introduces basic nursing procedures and patient care skills.

In the second year, the curriculum builds on these foundations through applied nursing sciences and expanded clinical training. Students study subjects such as adult nursing, pathology, microbiology, health education, and professional ethics. At the same time, practical training allows students to apply theoretical knowledge in clinical settings and develop competencies in patient assessment and health education.

The third year focuses on specialized nursing fields and evidence-based practice. Students gain knowledge in areas such as obstetrics and gynecological nursing, pediatric nursing, and critical care nursing. Courses in research methods and evidence-based nursing support the development of analytical and scientific competencies, while clinical placements strengthen practical skills in specialized care contexts.

In the fourth year, the program emphasizes advanced professional competencies, leadership, and community-based nursing. Modules include psychiatric and mental health nursing, nursing administration, community health nursing, and gerontological nursing. Students also complete a graduation project and continue clinical training in preparation for professional practice (SER 4.1.3).

The internship year is a mandatory, structured training period that takes place after the completion of the fourth academic level. It comprises 12 credit hours and is designed to integrate theoretical knowledge and practical competencies in real healthcare settings before graduates enter professional practice. During this period, students rotate through major nursing specialties, including medical-surgical nursing, emergency and critical care, pediatric nursing, and maternity nursing, ensuring broad clinical exposure and alignment with the intended learning outcomes of the program.

The internship is conducted in affiliated public and private hospitals with which the Faculty has established formal cooperation agreements. Supervision is ensured through a structured system coordinated by the faculty. An internship coordinator from the academic staff oversees the program, supported by a committee chaired by the dean and the vice dean for community service and environmental development and including representatives of all nursing departments. Each department appoints faculty supervisors who are responsible for monitoring groups of interns at assigned hospitals. Within the training institutions, clinical preceptors supervise daily activities, while hospital head nurses coordinate the allocation of tasks across different units. Quality assurance of the internship is supported through continuous monitoring and evaluation. Faculty supervisors regularly visit training sites and submit monthly reports documenting attendance, performance, and training outcomes. These reports are reviewed by the internship coordinator to ensure that students achieve the required clinical competencies and that training remains aligned with the program's learning objectives. Additional quality measures include student evaluations, feedback from training institutions, and periodic reviews of cooperation agreements with hospitals (SER 4.1.4).

Different teaching methods are applied, depending on the intended learning outcomes and the type of module (theoretical, practical, or clinical). Teaching is mainly delivered through interactive lectures combined with open discussions that allow students to exchange ideas and clarify course content with instructors. Collaborative learning is encouraged through teamwork, research activities, assignments, and practical projects. In addition, simulation-based teaching methods such as demonstrations with diagrams and videos, role playing, and field visits are used to illustrate clinical situations and strengthen practical competencies. Practical components are delivered through laboratory sessions, tutorials,

or clinical training units, typically lasting two to three hours per practical credit hour (SER 4.1.5).

Electronic and multimedia forms of teaching are integrated through the University's e-learning platform "thinqi, DMU Smart Learning". This platform allows faculty members to upload learning materials and lectures, conduct interactive online sessions, and administer online quizzes. Students can also submit assignments and other learning activities through the system. Access to the platform is provided through the University's student services portal, where students log in using personal accounts. In addition, classrooms are equipped with smart boards, internet access, and a digital library to support multimedia-based teaching and learning (SER 4.1.6).

Research competencies are systematically integrated into the Bachelor study program "Nursing Science" in order to support evidence-based nursing practice. As the University states, students progressively develop research skills through several dedicated modules throughout the program. Early training is provided in the module scientific writing, which introduces basic principles of academic writing and referencing. In later semesters, modules such as evidence-based nursing practice and scientific research in nursing focus on the application of research findings, research design, and ethical considerations. In the final stage of the program, students also complete a module in applied statistics to develop skills in data analysis and interpretation. The program concludes with a graduation project conducted in small groups under faculty supervision and assessed through a poster and oral presentation (SER 4.1.7). Teaching is delivered through lectures, discussions, and workshops. Assessment consists of 20 marks for semester work and 80 marks for a written examination. In the second semester, students complete the practical component of the graduation project. They work in small groups under the supervision of faculty members, with approximately 15 students assigned to each supervisor. Groups develop and implement a research-based project related to nursing practice, community health needs, or faculty research priorities. Weekly supervisory meetings support project development and strengthen students' research, teamwork, and communication skills. Assessment includes 80 marks for semester work and project implementation and 20 marks for the final oral presentation.

The curriculum also incorporates international elements to support global academic standards. Most courses are taught in English, enabling students to

engage with international scientific literature and prepare for professional practice in diverse healthcare environments. Although formal study-abroad programs are not currently established, the faculty allows credit recognition for studies completed at other national or international higher education institutions. In addition, internship training may take place in reputable healthcare institutions with international affiliations, providing exposure to internationally recognized standards of care (SER 4.1.8).

Judgment

The Bachelor study program “Nursing Science” has a course-based structure and a course-related examination system. 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. From the experts’ point of view, the structure of the Bachelor study program “Nursing Science” is characterized by a clear orientation toward clinical practice, research integration, and current developments in healthcare education. The integration of research and evidence-based learning throughout the program is particularly emphasized by the University. Students are progressively introduced to research activities, culminating in graduation projects that are often aligned with community needs. Participation in national student conferences further supports the development of scientific competencies and communication skills.

The program also incorporates interprofessional elements, particularly in the context of community service and clinical training during the internship. From the experts’ point of view, the extent and systematic integration of interprofessional education within the curriculum could be further elaborated. Therefore, the experts suggest expanding the theoretical components of interprofessional learning within the curriculum to complement the existing practical exposure and to foster interdisciplinary collaboration skills more systematically. In this context, the planned establishment of a medical faculty, as well as the existing pharmaceutical faculty, offer valuable opportunities to further strengthen interprofessional education. Early interaction between students of different health professions could support the development of collaborative competencies and promote a deeper understanding of professional roles, thereby enhancing interprofessional exchange in later professional practice.

The arrangement of the practical components in the study program allows the acquisition of credits. The program includes structured clinical training components, in which students are supervised by qualified clinical preceptors. These preceptors are supported through targeted training measures offered by the Faculty of Nursing, including workshops and training on new technologies. The experts positively note that this structured supervision contributes to the development of practical competencies and ensures alignment between theoretical instruction and clinical application. Furthermore, the selection criteria for clinical training sites, such as availability of equipment, compliance with infection control standards, a sufficient variety of patients, and adequate space, are appropriate and aligned with the requirements of nursing education. However, the experts recommend further development of simulation-based learning in accordance with established guidelines, e.g. from the International Nursing Association of Clinical Simulation and Learning (INACSL). Enhancing simulation infrastructure and systematically integrating simulation into the curriculum would support the acquisition of clinical competencies in a safe and controlled learning environment.

According to the University, the graduation project was introduced as a new component in the revised academic bylaws. In the first semester, students complete a theoretical course that introduces principles of research design, project implementation, academic writing, ethical considerations, and current issues in nursing. The experts appreciate that the graduation project was implemented.

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 Bachelor study program "Nursing Science" follows the national university admission system regulated by the Egyptian Ministry of Higher Education and coordinated through the University Admission Coordination Office (Tansik). Applicants must hold a General Secondary Certificate in the scientific track (science division) or an equivalent qualification and must apply through the centralized national admission system in accordance with the regulations of the Supreme Council of Universities. Students must enroll as full-time students, and English must have been studied during secondary education. In addition, applicants are required to pass a medical examination confirming that they are free from infectious diseases and that their physical and psychological condition allows them to complete the academic and clinical requirements of the Nursing program. (Annex 10).

Transfer students from other faculties or institutes may be admitted in accordance with the regulations of the Supreme Council of Universities. International students are admitted under the same conditions as Egyptian students and according to national regulations. Applicants who already hold a higher education degree from another faculty or institute may also be admitted provided that they originally obtained a General Secondary Certificate in the scientific track and that no more than five years have passed since graduation. In addition, applicants holding diplomas from technical nursing institutes or technical health institutes (nursing division) may be admitted under specific conditions. Admission is limited to a defined quota of up to 20% of the total number of students in the second level of the program. Applicants must not have completed the six-month internship period or have been appointed by the Ministry of Health and Population and must provide proof of good conduct and behavior. (SER 5.1).

According to the University, students with chronic health conditions such as diabetes or asthma may be admitted provided that these conditions do not prevent them from participating safely in academic and clinical activities. After admission, such students are referred to the university medical unit, where a

confidential medical record is created and a health card is issued according to their medical needs. Relevant information is also communicated to the heads of departments to ensure that appropriate academic and clinical accommodations can be implemented, supporting an inclusive learning environment without discrimination.

Following admission, students receive academic guidance and support through the faculty's academic advising system. Academic advisors assist students with course registration, monitor academic progress, and provide guidance regarding academic or personal challenges that may affect their studies. Additional support services such as tutoring and continuous monitoring of student performance help identify potential difficulties at an early stage and contribute to ensuring that students are able to complete the program within the standard period of study. (SER 5.2.1).

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 the study program. 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 University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that admitted students with chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an "open-door-policy". In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are

supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issues, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

Decision

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

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 of the Bachelor study program "Nursing Science" is designed to ensure that the intended learning outcomes of the program and its modules are effectively assessed. According to the University, each course includes clearly defined learning objectives that are aligned with the overall program outcomes. The program applies a combination of direct and indirect assessment methods in order to evaluate theoretical knowledge, clinical skills, and professional competencies. These include written examinations, electronic examinations, quizzes, assignments, presentations, oral examinations, case presentations, and practical assessments such as Objective Structured Clinical Examinations (OSCE). Continuous assessment during the semester

complements final examinations and allows the monitoring of students' learning progress. In addition, a comprehensive exit examination is conducted prior to the internship training year to ensure that students have achieved the required competencies before entering clinical practice. (SER 6.1):

Assessment methods	Types	Time	Grades %
Theoretical semester work	Quizzes, presentations, participations, assignments & activities	All over the semester	30
practical semester work	OSCE (Clinical examination)	14 th week	40
	Oral exam	14 th week	20
Final exam	Practical	15 th week	40
	Theoretical	15 th week	70

Assessment components are distributed throughout the semester and include theoretical semester work, practical examinations, oral examinations, and final examinations. Semester work such as quizzes, assignments, presentations, and participation contributes to the course grade, while practical skills are assessed through clinical examinations such as OSCEs. Final theoretical and practical examinations take place at the end of the semester. The assessment methods are designed to measure different competencies, including cognitive knowledge, clinical reasoning, communication skills, and professional decision-making. (SER 6.1.1).

The grading is designed as follows:

Evaluation	Letter Grade	Grade Points / Credit Hour	Percentage
Excellent	A+	4.000	95% - 100%
	A	3.666	90% - <95%
	A-	3.333	85% - <90%
Very Good	B+	3.000	80% - <85%
	B	2.666	75% - <80%
Good	C+	2.333	70% - <75%
	C	2.000	65% - <70%
Pass (for 60% for nursing and medical courses)	D	1.666	60% - <65%
Pass (for 50% for supportive courses)	D	1.333	50% - <60%
Fail	F	0.000	<60%
Withdrawn Without Failing	W	0.000	----
Withdrawn Failing	FW	0.000	----

The Faculty of Nursing ensures transparency regarding the organization and implementation of the study program. Key information such as course specifications, student handbooks, the academic calendar, and the study plan is provided in printed form and through the faculty website and e-learning platform. Information on program structure, module descriptions, learning outcomes, and academic regulations is distributed at the beginning of each academic year, and students are informed about examination requirements, evaluation methods, and grading systems during orientation sessions and through digital platforms.

Admission to the program follows the national university admission system regulated by the Supreme Council of Universities. Information on program content, examination regulations, grading systems, and student rights is made accessible to students, faculty, and the public through various communication channels, including the faculty website and social media platforms (SER 6.2).

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. Nevertheless, in the experts' opinion, the study program includes a very high number of exams which results in a comparatively 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. Examinations are scheduled in accordance with the official faculty bylaws. Students who miss an examination due to an approved medical or social reason may take a re-examination at the beginning of the following semester. The approval requires confirmation by the Department Council, the Committee of Education and Student Affairs, and the Faculty Council. If the student fails the re-examination, the course must be repeated as a whole.

Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organization, is appropriate. The University guarantees that admitted students with chronic illnesses receive compensation 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 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.

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

The Bachelor study program "Nursing Science" is delivered by qualified academic staff from the Faculty of Nursing as well as by adjunct professors from other faculties of the University and cooperating institutions. The teaching staff includes professors, assistant professors, and lecturers with expertise in the different fields of nursing science:

Academic year 2024/2025								
Teaching staff					Teaching assistants			Total staff members
Degree	Professor	Assistant Professor	Lecturer	Total	Assistant lecturer	Demonstrator	Total	Total number
No.	22	29	53	104	35	78	113	217
Percent %	17.17%	29.29%	53.53%	100%	33.98%	66.02%	100%	100%

In addition, adjunct professors from related disciplines such as medicine, science, pharmacy, education, and arts contribute to the interdisciplinary teaching within the program. In the academic year 2024/2025, 21 adjunct professors were involved in teaching undergraduate courses, ensuring coverage of specialized subjects and supporting the interdisciplinary structure of the curriculum. (SER 7.1.1). The student-to-faculty ratio is 19:1.

The recruitment and appointment of teaching staff follow national regulations for Egyptian universities. Teaching positions are filled according to academic qualifications, professional experience, and specialization in the relevant field. Teaching loads are regulated by the Egyptian Universities Organization Law, which specifies standard weekly teaching hours depending on the academic rank. In addition to teaching, academic staff members are involved in research, administrative responsibilities, and community service activities. (SER 7.1.2).

The University supports the professional development of academic staff through participation in conferences, workshops, and training activities at the national and international level. These measures aim to enhance teaching competencies,

research productivity, and the overall academic development of faculty members. (SER 7.1.3).

In addition to teaching staff, the study program is supported by administrative and technical personnel who assist in program coordination, student services, and the organization of practical training activities. This support structure contributes to the effective administration and implementation of the study program. (SER 7.2.1).

The Faculty of Nursing provides the necessary physical infrastructure for teaching and learning activities. The facilities include lecture halls, seminar rooms, laboratories, and student workspaces equipped for both theoretical instruction and practical training. These facilities support the delivery of the curriculum and provide an appropriate learning environment for students. (SER 7.3.1):

Building	Classrooms	Space	Carrying capacity	Data show	Computers	Internet line
<i>Second floor upstairs</i>	Auditorium(١)	161 m ²	200 students	١	١	١
<i>Third floor upstairs</i>	Auditorium(٢)	161 m ²	200 students	١	١	١
<i>Fourth floor upstairs</i>	Auditorium(٣)	161m ²	200 students	١	١	١
<i>Fifth floor upstairs</i>	Classroom (1)	76.8 m ²	80 students	1	1	1
	Classroom (2)	86 m ²	100 students	1	1	1
	Classroom (3)	75 m ²	80 students	1	1	1
<i>Sixth floor upstairs</i>	Classroom (4)	76.8 m ²	80 students	1	1	1
	Classroom (5)	86 m ²	100 students	1	1	1
	Classroom (6)	75 m ²	80 students	1	1	1
<i>Eighth floor upstairs</i>	Auditorium(٤)	322 m ²	400 students	1	1	1
	Convention Hall	117 m ²	250 students	TV screen and data show	1	1

Building	Laboratories	Space	Carrying capacity	Data show	Computers
<i>Second upstairs</i> floor	Nursing basics lab	115.5 m ²	50 students	1	1
<i>Third upstairs</i> floor	Adult nursing lab	115.5 m ²	50 students	1	1
<i>Fourth upstairs</i> floor	Critical nursing lab	115.5 m ²	50 students	1	1
<i>Fifth upstairs</i> floor	Gynecology lab	115.5 m ²	50 students	1	1
<i>Sixth upstairs</i> floor	Pediatric nursing lab	115.5 m ²	50 students	1	1
<i>Seventh upstairs</i> floor	OSCE lab	115.5 m ²	6 stations	1	6
	Computer Lab	75 m ²	30 students	1	25

The University library system offers access to books, theses, scientific journals, and electronic databases relevant to nursing and health sciences. The library collection is regularly updated to support the academic needs of students and faculty members. (SER 7.3.2). Students and staff also have access to computer laboratories and media equipment that support teaching, learning, and research activities. The availability of information technology infrastructure and internet access facilitates the use of digital learning resources and modern teaching methods within the study program. (SER 7.3.3).

Financial resources are provided by the University to support teaching activities, equipment, and infrastructure development. These resources contribute to maintaining the facilities, acquiring new equipment, and supporting the further development of the study program. (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 Damanhour 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 Damanhour University, the Faculty cites the good reputation of the staff members and the family-like atmosphere. In addition, the close collaboration between the Faculty of Nursing and clinical training institutions is considered a strength. Regular communication and coordination between academic instructors and clinical supervisors help to ensure

consistency in teaching standards and alignment with the program's learning outcomes.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

The experts visited the premises of the Faculty of Nursing, where the skills labs of the Bachelor study program "Nursing Science" 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. Furthermore, the experts visited a cooperating hospital located in the center of Damanhour. During the visit, the experts met students who were completing their internship year. In discussions, the students reported that they felt well supported, had been appropriately introduced to their clinical tasks, and experienced a good integration of theoretical knowledge and practical training. In addition, the responsible clinical staff demonstrated clear awareness of the number of students currently assigned to the facility and outlined structured didactic approaches for their supervision and instruction.

As a whole, it was ascertained by the experts that the Bachelor study program "Nursing Science" has ample teaching facilities at its disposals.

However, the experts encourage the University to further take care of the improvements in the learning environment, particularly with respect to student facilities. This includes the provision of adequate accommodation, designated green or recreational break areas, and reliable WiFi access to support both academic activities and student well-being.

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 University has established a structured quality assurance system that supports the continuous development of teaching, learning, and research activities. Quality assurance processes are coordinated through institutional structures that monitor the implementation of educational standards and the achievement of program objectives. Within the study program, quality assurance procedures include the regular review of curricula, analysis of student performance data, and evaluation of feedback from students and other stakeholders in order to ensure the continuous improvement of the program. (SER 8.1.1).

Quality assurance measures of the study program are integrated into the overall quality management system of the University. Program evaluation is conducted through a variety of mechanisms, including course and program reports, stakeholder surveys, and periodic reviews of learning outcomes. The results of these evaluations are analyzed by responsible academic committees and used to identify strengths and areas for improvement within the program. (SER 8.1.2).

Module evaluation forms an important component of the quality assurance system. Evaluation results are reviewed by course coordinators and program management and serve as the basis for adjustments in teaching methods, course content, and assessment approaches. Students are involved in the internal quality assurance process through regular feedback and participation in evaluation

activities, which contributes to the continuous enhancement of the learning environment. (SER 8.1.3).

The practical relevance of the study program is assessed through feedback from graduates, employers, and other stakeholders. These evaluations provide information on how well graduates are prepared for professional practice and help ensure that the curriculum remains aligned with current healthcare requirements and labor market needs. (SER 8.1.4).

The feasibility of the student workload is monitored through analyses of academic performance, student progression, and stakeholder feedback. These data are used to review the balance between theoretical instruction, practical training, and assessment requirements to ensure that the workload remains appropriate and achievable for students. (SER 8.1.5).

In addition, the University collects statistical data on enrolment, admission procedures, student progression, and graduation rates. These statistics are regularly analyzed as part of the quality assurance system in order to monitor program performance and support evidence-based decision making for the further development of the study program. (SER 8.1.6):

Level	Level 1	Level 2	Level 3	Level 4	Graduation	Graduation Rate
Academic Year	2020/2021	2021/2022	2022/2023	2023/2024	May 2024	9 / 2025
No.	457	1160	1107	1108	1105	95.25%
				Male	324	
				Female	781	
Level	Level 1	Level 2	Level 3	Level 4	Graduation	Graduation Rate
Academic Year	2019/2020	2020/2021	2021/2022	2022/2023	May 2023	9 / 2024
No.	365	638	784	782	769	98.9%
				Male	208	
				Female	561	
Level	Level 1	Level 2	Level 3	Level 4	Graduation	Graduation Rate
Academic Year	2018/2019	2019/2020	2020/2021	2021/2022	May 2022	9 / 2023
No.	228	407	445	440	437	98.20%
				Male	111	
				Female	326	

Judgment

From the experts' point of view, the University has established a comprehensive and structured quality assurance system that covers teaching, learning, and research activities. This system is based on clearly defined procedures and supports the continuous development and implementation of the Bachelor study program "Nursing Science". Regular monitoring and periodic program reviews ensure alignment with institutional objectives, societal needs, and current developments in the discipline.

The quality assurance system includes systematic data collection and analysis. Key Performance Indicators (KPIs), student progression, success and dropout rates, as well as graduate employment data are regularly monitored. Student satisfaction is assessed through established feedback mechanisms, and the collected data are integrated into the internal quality assurance processes. The experts positively note that these procedures contribute to evidence-based decision-making and continuous program improvement.

Student involvement is ensured through course evaluations conducted at the end of each semester and through representation in relevant committees. This allows students to actively participate in quality development processes. Their feedback is discussed at Faculty level and has led to concrete adjustments, such as changes in clinical credit hours. The experts value this structured approach to student participation.

External stakeholders, including employers and clinical partners, are involved through workshops, seminars, and ongoing collaboration with healthcare institutions. These interactions support alignment with labor market requirements. In addition, the program provides support mechanisms for students facing academic or personal challenges. Services such as psychological counseling, recorded lectures, and follow-up measures demonstrate responsiveness to student needs and contribute to student success.

Overall, the experts conclude that the quality assurance system is well-developed and supports continuous improvement of the study program.

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 University promotes gender equality and equal access to education in alignment with Egypt's Vision 2030 and the Sustainable Development Goals. The Faculty of Nursing ensures that male and female students have equal rights, responsibilities, and access to academic resources, learning opportunities, and student services. The same regulations and academic standards apply to all students regardless of gender. Students are encouraged to participate equally in extracurricular activities such as cultural, scientific, social, and sports events. Participation statistics indicate active involvement of both male and female students in these activities across several academic years (SER 9.1.1).

All students enrolled at governmental universities in Egypt are covered by comprehensive medical insurance. During the admission process, students undergo medical screening, and those with chronic illnesses receive medical support through the University medical unit, where individual medical records and treatment cards are established according to their health conditions. Due to the professional requirements of nursing education, which require a high level of physical and mental fitness, applicants whose physical or mental conditions prevent them from fulfilling the program requirements are not admitted to the program (SER 9.1.2).

The University provides supportive measures for students with chronic illnesses to ensure equal learning opportunities. These measures include flexible attendance policies, the possibility to access recorded lectures or online learning materials, and the option to reschedule examinations or assignments in case of medical treatment or health-related difficulties. Additionally, workload adjustments and psychological counseling services are available to support students' well-being and academic progress (SER 9.1.3).

Judgment

The experts positively note the existence of a psychological support center with defined guidelines, which provides counseling services and addresses topics

such as mental health, bullying, and violence. In particular, initiatives addressing violence against women and awareness-raising activities are considered relevant in the context of healthcare education. Furthermore, gender-related topics are integrated into the curriculum, for example through the inclusion of women's empowerment as a subject within the "Nursing Science" program. The presence of a dedicated women's empowerment center, which organizes seminars and activities for both students and staff, further supports this objective and promotes an inclusive academic culture.

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

Decision

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

4 Conclusion

From the experts' point of view, the Bachelor study program "Nursing Science" at Damanhour University demonstrates a solid academic and structural foundation. The program is well aligned with national standards, labor market requirements, and societal needs. In particular, the strong focus on clinical training, community engagement, and evidence-based practice is positively acknowledged. The committed teaching staff, structured curriculum, and comprehensive quality assurance mechanisms contribute to the overall effectiveness of the program.

At the same time, the experts identify several areas for further development, particularly with regard to the systematic implementation of internationalization strategies, the strengthening of interprofessional education, and the enhancement of the learning environment and simulation-based training.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Nursing Science" offered at the Damanhour University fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The University should strengthen the implementation of its internationalization strategy by establishing formal partnerships, expanding student exchange opportunities, and promoting joint academic activities with international institutions.
- The University should further develop and systematically integrate interprofessional teaching components, particularly within the theoretical parts of the curriculum, in order to enhance interdisciplinary competencies.
- The University should improve the learning environment and student facilities, including the provision of adequate accommodation, designated green or recreational break areas, and reliable WiFi access.
- The University should expand and more systematically integrate simulation-based learning in accordance with established guidelines to further support the development of clinical competencies.

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

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 March 31 and April 01, 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 148 credit hours according to the internal credit hour system. The regulated study period in the program "Nursing Science" is five years (ten semesters): four years of academic coursework followed by a one-year internship.

The study program comprises 75 modules, out of which 1 is a University requirement, 58 are compulsory, 9 are supporting modules and 7 are elective modules. The (main) language of instruction is English. The Bachelor study program "Nursing Science" is completed with awarding of the academic degree "Bachelor of Nursing Science". Admission takes place every spring semester. The first cohort of students was admitted to the study program in the academic year 2006/2007.

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

The Bachelor study program "Nursing Science" is accredited for the duration of five years until September 30, 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.