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

Assessment Report

for the Application of
Majmaah University, Saudi Arabia
College of Applied Medical Sciences
for the Accreditation of the Bachelor Study Program
"Medical Laboratories",
Bachelor of Medical Laboratories

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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' sup-port), 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: “Medical Laboratories”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Majmaah University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on March 21, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Majmaah University and the AHPGS was signed on the January 23, 2025.

On April 30, 2025 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On May 13, 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 Majmaah University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Medical Laboratories”, 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 “Medical Laboratories”

Annex	Description
1	1 - Course Specification
2	2 - Faculty members CVs
3	3 - Teaching Matrix
4	4 - Field Experience Report
5	5 - New Curriculum structure
6	6 - Curriculum Structure
7	7 - Annual Program Report

8	8 - Field Experience Specification
9	9 -Course Reports
10	10 - Internship Rules and Regulations
11	11 - OLD AND NEW CURRICULUM MODULE COMPARISION TABLE
12	12 - 1. AAS_2024-25
13	13 - Department Quality Management System Manual
14	14 - Advisory Board Decision
15	15 - Program Specification_2024_NEW CURICULLUM
16	16 - COURSE INSTRUCTORS- FINAL THEORY EXAM INSTRUCTIONS
17	17 - EXAMs - STUDENT MANUAL - 1441
18	18 - INVIGILATORS-FINAL THEORY EXAM INSTRUCTIONS
19	19 - Report of Program Learning Outcomes
20	20 - Program Policy for Supporting Students with Special Needs (MDL)
21	21 - Faculty promotion guide
22	22 - MUPs_All
23	23 - KPI report 2025 (BSc)
24	24 - Benchmark
25	25 - Recruitment procedure
26	26 - Program Specifications__2024_OLD CURICULLUM
27	27 - Course Specifications
28	28 - 2. FSS_2024-25
29	29 - 3. GSS_2024-2025
30	30 - 4. PES_2024-2025

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

Annex	**Description**
A	A - Academic Advising Guide
B	B - Academic Advising Manual
C	C - Curriculum Changes Approval Guide
D	D - Curriculum Development Guide
E	E - Discipline Regulations
F	F - E-Learning Regulations
G	G - Ethic Guide
H	Examination Guide

I	Examination Manual
J	Executive Regulations for Extra Work Hours
K	Form for Annual Assessment of Faculty Members
L	Gender Equality Manual
M	General Students Handbook
N	Instructions to Exam Invigilators During Final Theory Exam
O	Internship Rules and Regulations
P	Laws of Employee Discipline
Q	Organizational Structure
R	Personal Affair's Handbook
S	Special Needs Policy
T	Policies and Procedures Manual
U	Quality Assurance Manual
V	Quality Management System
W	Quality Rules of Examination
X	Regulations about the Promotion of Faculty Members
Y	Regulations for Recruitment of Non-Saudi Staff Members
Z	Rights and Duties Manual
A2	Strategic Plan for the Scientific Research
B2	Student Assessment Tools
C2	Student Violations Regulations
D2	Students Advisory Council
E2	Virtual Desktop Infrastructure Guide
F2	MU recruitment policy
G2	MU QUALITY MANUAL_English
H2	Student Conduct and Discipline Rules
I2	Student Societies at Majmaah University Regulations
J2	Study and Examination Regulations for the Undergraduate Level and Their Implementing Rules at Majmaah University
K2	Transfer _ Majmaah University
L2	Transfer from Almajma'ah University to Another _ Majmaah University
M2	Visiting Students regulation

The application, the open questions (OQ) 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

Majmaah University was established on August 24, 2009 to provide education, research and community services across a multi-campus network (Majmaah, Zulfi, Ghat, Ramah and Hawtat Sudair). The University serves about 19,956 students, comprises 11 colleges offering 43 programs, and continues to expand its academic portfolio. Research infrastructure includes an electronic research project management system, a graduation projects support program, and an outstanding research program that provides financial support tied to journal quartile rankings. Specialized research chairs (for example in stroke, inheritance studies and security media) and three multidisciplinary research centers provide disciplinary depth and collaborative capacity. Together these resources and programs offer a supportive environment for the Bachelor study program "Medical Laboratories," enabling student project funding, faculty-supervised research, and access to multidisciplinary expertise (SER 1.1).

Majmaah University is ranked #1251–1300 in the QS World University Rankings: Sustainability 2025, reflecting institutional commitment to sustainability, social impact and environmental stewardship. The University supports community service and development (including cooperation with the King Salman Humanitarian Aid and Relief Centre), is expanding campus facilities and green spaces, and is pursuing a 2024–2026 IT strategy that strengthens e-learning and cybersecurity.

Institutional resources that benefit the Bachelor study program "Medical Laboratories" include an astronomical observatory for student training and outreach, a University medical center that is expanding clinical services (including a planned neuroimaging service in collaboration with the College of Medicine), a diversified revenue strategy with industry partnerships (for example with BAE Systems Sustainability Lab), and an innovation & entrepreneur center that fosters student creativity and technology transfer.

The Bachelor study program "Medical Laboratories" was formally established in August 2009 and currently enrolls 174 students at Majmaah University. The department presently offers the Bachelor of “Medical Laboratories” and the Master of Science in “Clinical Laboratory”.

Also, the department is on the verge of launching its PhD program, which has already submitted the proposed curriculum for official approval (SER 1.2).

2.3 Structural data of the study program

University	Majmaah University (MU)
Faculty/Department	College of Applied Medical Sciences/ Department of Medical Laboratory Sciences
Cooperation partner	None
Title of the study program	“Medical Laboratories“
Degree awarded	Bachelor of Medical Laboratories
Organizational structure	Full-time, on-campus, from Sunday to Thursday, from 8am to 4pm.
Language of Studies	English
Period of education	Eight semesters + one-year non-credit compulsory rotatory internship
Credit Hours (CH) according to the internal credit hour system	134 credit hours
Hours per Credit	One hour of theory = one credit Two laboratory hours = one credit
Workload	Total: 8,764 hours Contact hours: 2,584 hours Individual work: 4,100 hours Practice: 2,080 hours
Credits for the final paper/project	2 credits
Launch date of the study program	August 2009

Time of admission	Fall semester / Spring semester
Number of available places on the program	30 male / 30 female
Number of currently enrolled students in the program	174
Number of graduates since launch date of the study program	375
Particular enrollment conditions	Minimum overall score of 75% or higher, the equivalent percentage is calculated by combining the cumulative High School GPA (30%), the General Aptitude Test scores (30%) and the Academic Achievement Test for scientific track score (40%).
Tuition fees	No tuition fees.

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on December 15-16, 2025, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on December 14, 2025 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the College of Applied Medical Sciences, the chair, vice chair and the teaching staff of the program "Medical Laboratories" 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, College of Applied Medical Sciences and the department of Medical Laboratory Sciences serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

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

Summary

The Bachelor study program "Medical Laboratories" is aligned with the mission of the University to nurture professionals equipped to contribute meaningfully to healthcare delivery and scientific research, thereby addressing the evolving needs of the community through evidence-based practice and scholarly inquiry. The program objectives are (SER 3.1.1):

1. Meet the demand for qualified and skilled lab specialist in the market.
2. Prepare students for careers that will benefit communities.
3. Enhancing the learning environment and facilities to meet national and international academic standards
4. Encourage scientific research among undergraduate and graduate students.

According to the University, the program “Medical laboratories” provides a strong scientific foundation in medical laboratory sciences and trains students to accurately perform and interpret laboratory tests using modern diagnostic technologies. Students develop analytical and problem-solving skills, enabling them to address complex challenges in the clinical laboratory environment and make informed decisions. The curriculum also strengthens communication abilities to support effective collaboration within healthcare teams and ensures students uphold ethical, legal, and professional standards in practice.

Through theoretical coursework and practical training, graduates are prepared for professional roles in medical laboratories and committed to continuous learning and research. They demonstrate resilience, adaptability, and a sense of social responsibility, guided by Islamic values and cultural awareness. Finally, the program fosters personal growth by enhancing leadership, teamwork, and interpersonal skills, equipping graduates to contribute effectively in clinical, community, and research settings. (SER 3.1.2).

The Bachelor study program "Medical Laboratories" organizes its learning outcomes into different domains (SER 3.1.3):

- Students acquire comprehensive departmental and technical skills in the core fields of medical laboratory sciences, including clinical biochemistry, hematology, microbiology, immunology, molecular diagnostics, and

laboratory quality management, as well as proficiency in operating laboratory instruments.

- They develop strong methodological and analytical abilities, such as accurate sample analysis, data interpretation, experimental design, troubleshooting, and evidence-based decision-making. The program fosters self-directed learning, critical thinking, and reflective practice to support continuous professional growth.
- Students gain key social and professional skills, including teamwork, effective communication, ethical conduct, and time management. Additionally, graduates demonstrate overarching transferable competencies such as problem-solving, digital literacy, adaptability, and a commitment to ongoing professional development

As the University states, “Medical Laboratories” graduates find employment across a wide range of health-related organizations, including hospitals and healthcare systems, research Laboratories, Forensic Laboratories, Saudi Food and Drug Authority and many more opportunities. (SER 3.2.1).

The Bachelor study program "Medical Laboratories" prepares graduates to meet national workforce needs in alignment with Saudi Arabia’s Vision 2030, which prioritizes the modernization of the healthcare sector through innovation and advanced diagnostic services. The significant expansion of healthcare facilities, driven by rapid population growth, has increased the demand for qualified medical laboratory technologists capable of operating and optimizing sophisticated laboratory systems.

According to the report ‘The Reality of the Saudi Health Workforce over the Next Ten Years’, an annual increase of 16% in laboratory-technologist licensure is required to meet rising national demand. In parallel, Saudization policies mandate that the percentage of Saudi medical laboratory technologists will increase to 70% by April 17, 2025, further reinforcing the need for Saudi-trained professionals. Stakeholder surveys, including feedback from graduates and employers, similarly highlight the strong and growing demand for medical laboratory technologists across the country (SER 3.2.2).

Judgment

The program aims of the Bachelor study program "Medical Laboratories" are formulated in line with the strategic development objectives of Majmaah University. Planned measures include the gradual integration of artificial intelligence tools into administrative courses, the development of guidelines for student use of AI, and the application of AI-based methods in research-related activities. The "Medical Laboratories" program aims to improve the quality of graduate outcomes and the professional performance of its alumni. In this context, the University plans to expand its academic portfolio by introducing several new programs in the coming years, including postgraduate and doctoral offerings designed to address specific labor market needs. The experts particularly acknowledge the progress already achieved since the previous accreditation of the program. Several recommendations have been addressed, including the implementation of the Master program and the continued development of the program. The establishment of PhD programs should be accompanied by strengthened international research collaboration. This would not only enhance the University's global visibility but also create a more robust research environment for future master's and doctoral students.

The experts note that several initial steps toward internationalization have already been taken. A summer exchange program is in place, and the experts positively acknowledge that at least one student has already participated successfully, with the credits earned abroad fully and smoothly recognized by the University. While these developments are commendable, the experts encourage the University to expand international opportunities further by establishing additional cooperation agreements with foreign partner institutions. This would allow a larger number of students to benefit from international academic exposure. Thereby, the experts recommend intensifying internationalization measures, including the expansion of summer schools, student and staff mobility, teaching exchanges, and the further development of international internships.

From the experts' point of view the Bachelor study program "Medical Laboratories" 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.

From the experts' point of view, students are prepared for the Saudi Health Commission licensing examination. The University indicated that a substantial proportion of students obtain employment during or shortly after their internship, while a smaller percentage continue with postgraduate studies.

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 has been accredited by both the Accreditation Agency in Health and Social Sciences (AHPGS) and the National Center for Academic Accreditation and Evaluation (NCAAA). The Department of Medical Laboratory Sciences has undertaken a major update of its curriculum to ensure the program alignment with current scientific advancements, best global practices, and the evolving needs of healthcare systems. The first batch with the new curriculum started this academic year, 2025-26. In this report, the new curriculum will be presented.

The program comprises 137 credit hours, distributed as follows:

The new/developed study plan:			
1- Compulsory and optional requirements:			
Requirement	Type of Requirement	Total credit hours	Percentage of the total hours of the study plan
University	Compulsory	29	22 %
	Elective	12	9 %
College	Compulsory	2	1.5 %
	Elective	4	3 %
Program	Compulsory	82	58.3 %
	Elective	5	4 %
Graduation project		3	2.2 %
Field Training		-	-
Internship (1 YEAR)		0	0
Other			
Total number of hours and percentages		137	100 %

Each semester typically consists of 14-18 credits for the span of 15 weeks excluding the time utilized for the examination, in addition to a one-year internship that is mandatory for program completion.

Successful completion of the foundational year is a prerequisite for admission into the College of Applied Medical Sciences' Bachelor program in "Medical Laboratories". Core modules in chemistry, biology, physics, and mathematics provide the scientific foundation necessary to understand laboratory concepts, techniques, and analytical methods. English language and IT modules enable students to access educational and research resources, enhance comprehension

of scientific material, and develop skills in technology use and scientific communication.

Starting from the third semester, students must complete six university-required courses, covering Islamic studies, basic Arabic language skills, and ethics grounded in Islamic culture. Additionally, students take two college-level elective courses designed to strengthen knowledge in medical terminology, biostatistics, and quality of healthcare, ensuring preparation for advanced scientific coursework. These modules are coordinated with other University programs to meet program-specific learning objectives while complementing the specialized curriculum (SER 4.1.2).

The list of modules offered are:

Nr.	**Title**	**Sem.**	**CH**
PENG111	English I for Preparatory Year	1	8
PMTH112	Introduction to Mathematics I	1	2
PCOM113	Computer Skills	1	2
PSSC114	Learning and Communication Skills	1	2
			14
PENG 121	English 2	2	6
PENG 122	English for Health science	2	2
PCHM124	Introduction to Chemistry	2	2
PPHS125	Physics for Health science	2	2
PBIO126	Biology	3	3
			15
	University Requirement	3	2
CAMS231	College Requirement	3	2
MLS 631	Introduction to clinical immunology	3	3
MLS 632	Fundamentals of Anatomy and Physiology	3	4
MLS 633	Medical Microbiology	3	4
MLS 634	Principles of clinical biochemistry	3	3
			18
	University Requirement	4	2

CAMS232	College Requirement	4	2
MLS 641	Clinical laboratory skills	4	2
MLS 642	Clinical Immunology and Serology	4	3
MLS 643	Clinical Bacteriology	4	3
MLS 644	Introduction to Histology	4	3
MLS 645	Clinical biochemistry 1	4	3
			18
	University Requirement	5	2
CAMS232	College Requirement	5	2
MLS 651	Laboratory instrumentation	5	2
MLS 652	Clinical Mycology	5	2
MLS 653	Clinical biochemistry 2	5	3
MLS 654	Haematology 1	5	3
MLS 655	Histotechnology	5	2
MLS 656	Pathology	5	2
			18
	University Requirement	6	2
MLS 661	Clinical Parasitology	6	3
MLS 662	Clinical Virology	6	2
MLS 663	Haematology 2	6	3
MLS 664	Urine analysis and body fluids	6	3
MLS 665	Research Methodology and Ethics	6	2
MLS 666	Molecular diagnostics	6	3
			18
	University Requirement	7	2
MLS 671	Blood Bank	7	3
MLS 672 or MLS 673	Toxicology or Introduction to Forensic Science	7	3
MLS 674	Clinical epidemiology	7	2
MLS 675	Advanced Medical Genetics	7	3

MLS 676 or MLS 677	Lab Management and QC or Health Care System and Vocational Safety	7	2
MLS 678	Research Project	7	3
			18
	University Requirement	8	2
MLS 681	Clinical Practicum (Microbiology)	8	3
MLS 682	Clinical Practicum (Molecular Diagnostics and Genetics)	8	3
MLS 683	Clinical Practicum (Haematology and Blood Bank)	8	3
MLS 684	Clinical Practicum (Clinical biochemistry)	8	3
MLS 685	Clinical Practicum (Immunology)	8	2
MLS 686	Clinical Practicum (Histology and Cytology)	8	2
			18
	Total:		**137**

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).

The Bachelor study program "Medical Laboratories" is structured to progressively develop departmental and methodological skills. The preparatory modules provide foundational knowledge in English communication, information technology, and core sciences such as chemistry, biology, physics, and mathematics. Supportive courses in anatomy, physiology, pathology, microbiology, and biochemistry prepare students for understanding clinical laboratory diagnostics and investigation parameters.

The program's core laboratory science modules include clinical microbiology, clinical biochemistry, and clinical immunology and serology, covering the fundamentals of diagnostic practice. Advanced topics such as healthcare systems, vocational safety, diagnostic molecular biology, and laboratory management build on this foundation. Higher-level modules in the final semesters emphasize

professionalism, research methodology, ethics, management, patient care, and community engagement.

This structured sequence of theoretical courses, applied laboratory sessions, and practical training ensures that students progressively acquire the knowledge, technical skills, and professional competencies required for successful practice in medical laboratories (SER 4.1.3).

The program includes a compulsory internship year after completion of Level 8, during which students gain hands-on experience across core clinical laboratory departments and apply the knowledge and skills acquired throughout their studies. The internship is designed to systematically reinforce and assess clinical competencies, ensuring graduates are prepared to provide safe, ethical, and high-quality laboratory services. The clinical training process is coordinated by the Dean and the Vice Deanship for Academic Affairs & Development through the Clinical Training Unit and the Practical & Cooperative Training Committee, in collaboration with hospital-based academic and clinical supervisors. Field supervisors are provided with field experience specifications, internship regulations, and assessment rubrics at the start of placement.

Internship content is aligned with program learning outcomes, and students rotate across major laboratory specialties such as clinical biochemistry, microbiology, and immunology, applying theoretical concepts in real laboratory environments, operating diagnostic equipment, analyzing samples, and demonstrating critical and analytical thinking. Field supervisors, who must hold a valid SCFHS license, maintain attendance and assessment records, conduct on-site evaluations (including case presentations, practical skill assessments, and logbook reviews), and submit periodic reports. Final evaluation is based entirely on field supervisor reports (final weighting 100%), and students must achieve a minimum overall score of 70% for successful completion. Feedback is collected through an Internship Evaluation Survey and documented in field experience reports to inform continuous enhancement of the internship process (SER 4.1.4).

The program ensures the effectiveness of its teaching methods through assessment strategies aligned with intended learning outcomes. Assessment plans are developed at the start of each semester, with module objectives mapped to program outcomes and related educational KPIs. A combination of quizzes, exams,

presentations, and assignments is used to measure student performance, and grades are linked directly to course learning outcomes. Both direct and indirect measures, including KPI benchmarks, support continuous evaluation and improvement of teaching effectiveness (SER 4.1.5).

The Bachelor study program "Medical Laboratories" uses Blackboard LMS as the central electronic learning platform to provide course specifications, lab manuals, lecture materials, videos, rubrics, and announcements of assessment tasks, with grades recorded in the full grading center and SafeAssign used for academic-integrity checks. The platform supports both classroom and remote delivery, with selected courses offered fully online, and provides students with ongoing notifications regarding assignments, presentations, and learning activities. Majmaah University also offers access to the Saudi Digital Library, ensuring students can access a wide range of scientific journals and reference materials. Classrooms and laboratories are equipped with computers, projectors, smart boards, and modern laboratory technology to support theoretical teaching and practical skill development (SER 4.1.6).

The Bachelor study program "Medical Laboratories" integrates research as a core component of teaching and learning, ensuring alignment with departmental, college, and university research priorities. The curriculum reflects key disciplinary research areas including clinical biochemistry, hematology, microbiology, immunology, molecular diagnostics, and laboratory quality management. Research-informed teaching and faculty engagement in ongoing projects enrich both theoretical and practical training, allowing students to connect scientific concepts to real laboratory and clinical applications. Students develop research skills progressively through modules such as Research and Seminar (MDL 475), Medical Genetics (MDL 476) with case-based activities, and Diagnostic Molecular Biology (MDL 477) featuring hospital-based exposure to applied research practices, while statistical competencies are supported through the elective CAMS 233. Through coursework, seminars, practical experiences, and supervised research activities, students gain the analytical and investigative abilities required to conduct independent research and contribute to advancements in medical laboratory practice (SER 4.1.7)

According to the University, the curriculum of the Bachelor study program "Medical Laboratories" is aligned with international standards and best practices in medical laboratory sciences. It provides students with comprehensive

knowledge across core disciplines while adhering to national professional guidelines and the licensing requirements of the Saudi Commission for Health Specialties (SCFHS). By combining theoretical instruction, practical laboratory training, and clinical exposure, the program ensures that graduates develop both foundational knowledge and applied competencies, preparing them to meet national and international professional standards and to excel in the global healthcare and research environment.

The program is delivered in English, with the exception of university-level electives courses, which are taught in Arabic. Students are permitted to study abroad at accredited national or international institutions in accordance with Ministry of Education and University regulations. Additionally, students may undertake up to two semesters of internal mobility at other colleges within Saudi Arabia, provided course credits and content meet equivalence and accreditation requirements (SER 4.1.8).

Judgment

The Bachelor study program "Medical Laboratories" 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 "Medical Laboratories" at Majmaah 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). The experts note that Therapeutic Drug Monitoring (TDM) and Quality Management are currently addressed within broader subject areas, particularly Clinical Chemistry and Toxicology. While this integration ensures basic coverage, the experts recommend highlighting and teaching these topics as distinct components of the curriculum rather than embedding them exclusively within toxicology-related modules. In particular, the experts encourage the further development and expansion of TDM with a focus on clinically relevant areas such as oncology and immunosuppressive therapies. Strengthening TDM as a dedicated curricular element is considered a significant opportunity to enhance the academic and

clinical profile of the program and to establish a clear unique selling point in view of the planned opening of the University Hospital within the next three years.

Furthermore, the experts recommend strengthening interdisciplinary collaboration with clinical disciplines such as surgery and cardiology, including structured cooperation on the use and analysis of biological samples (e.g. fatty tissue samples). Such collaboration would support practice-oriented training, enhance clinical relevance, and further integrate laboratory education with patient-centered care pathways.

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. Furthermore, the experts appreciate that specific courses addressing the use and application of AI shall be embedded in the curriculum, and ethical aspects of AI use are addressed through institutional and national guidelines. Student guidelines on the responsible use of AI were published in November 2025, complemented by nationwide regulations applicable to all universities in the Kingdom of Saudi Arabia.

Research and teaching are closely linked through the use of laboratory infrastructure, which is accessible for both instructional and research purposes. Students at Bachelor's and Master's levels are involved in research activities, often working together in mixed groups. Collaborations with external research institutions, such as the King Abdullah Medical Research Center, further support this research environment. Financial support for publishing and extracurricular research workshops is also provided.

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.

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

Applicants for the “Medical Laboratories” program must hold a high-school diploma or equivalent obtained within the last five years, be medically fit, of good conduct, pass any required university tests or interviews, obtain study approval if employed, and meet any additional conditions set by the University council. Expelled students are not eligible.

For programs in the College of Applied Medical Sciences (CAMS), applicants need a science-stream secondary certificate (or equivalent) and an Aptitude Test Certificate from the National Center for Assessment, with a minimum composite qualifying score of 75% (30% secondary certificate + 30% aptitude test + 40% cumulative basic-science marks).

When places are limited, priority is given to higher grades. All CAMS students complete a common preparatory year, and to be eligible for placement into the Bachelor study program "Medical Laboratories" they must attain a minimum GPA of 3.0/5 in that year. Program allocation is then based on student preference and program capacity. Applications are submitted via the University’s electronic admission gateway, national tests and interviews are held where required, and admitted students are notified by email and SMS and must confirm their status and print required documents from their online account.

Admission rules, selection criteria and procedures are published and administered centrally by the Deanship of Admission and Registration in accordance with the University bylaws (SER 5.1.1).

The program admits the students who are medically fit. However, if the student encounters any disability or illnesses during their study period, the University maintains policies to support students with disabilities and chronic illnesses and requires an official medical report from a recognized authority specifying the type and degree of disability. Exemptions from aptitude and achievement tests are possible with an official exemption letter from the National Center for Assessment (valid for up to two years).
Applicants' ability to perform essential program skills is assessed and may include tests or interviews required by the relevant college or program.
A specialized committee reviews cases and recommends academic accommodations, technological support, and administrative assistance as appropriate.
These procedures are applied across colleges, including the Bachelor study program "Medical Laboratories", to promote equal access and integration within the academic system (SER 5.1.2).

Students may transfer courses completed at other universities, up to a maximum of 40% of the program's total credit hours for the Bachelor study program "Medical Laboratories". The department academic affairs committee and the faculty who teach the relevant courses evaluate each transfer; final approval is given by the head of department. Transferred credits are recorded with a pass grade and do not affect the student's GPA. To take courses elsewhere and obtain transfer credit, a student must (SER 5.1.3):

- Submit a course equalization form to the head of department.
- Have the head of department and the course coordinator verify that at least 80% of the learning outcomes align with the equivalent course.
- Obtain signatures from the head of department and the dean of the college.
- Submit the signed form to the office of the registrar to receive an official approval letter.
- After completing the course, provide the University Deanship of Admission and Registration with a letter of completion and the official transcript for credit posting.

The Bachelor study program "Medical Laboratories" provides a range of student support services coordinated between college and university units. The Student Guidance Center (Deanship of Student Affairs) offers general academic, psychological and social counselling, while the College Academic Advisory and Student Rights Unit handles continuous, program-level advising beginning with orientation for new students. Department-level orientation at each semester start introduces students to available services; every student is assigned a faculty advisor and instructors publish office hours (also on Blackboard) for one-to-one support. Financial and social support includes a monthly stipend (SAR 1,000) from the Ministry of Education and access to counseling and extracurricular activities. Communication channels between staff and students include the Edugate system, Blackboard, university e-mail, and college/university websites. Academic tutoring is available during faculty office hours and through targeted interventions. A mentor program pairs students with alumni and faculty mentors for academic and career guidance, and the innovation center supports student engagement in research and creative projects (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 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. The experts appreciate the fact that students with disabilities or 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, 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. Progress examinations are implemented at the college level where the grade point average (GPA) of each student is reviewed regularly. If a student’s GPA falls below a defined mark, a mandatory meeting with the academic advisor is arranged to identify causes and develop support measures aimed at improving academic performance.

The students also highlighted that they benefit from a supportive institutional environment, including extracurricular activities and student life initiatives offered at the campus level. These include academic, cultural, and sports-related activities, which contribute to student well-being and integration into university life. 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

According to the University, the Bachelor study program "Medical Laboratories" uses clearly defined teaching, learning, and assessment strategies aligned with the college and the University missions. Course-level plans are developed by the curriculum committee, reviewed by the quality assurance committee, and approved by the department council. Each course specifies 4–6 course learning outcomes mapped to program outcomes and assessed through a mix of direct methods (quizzes, written and practical exams, assignments, projects, presentations) and indirect methods (surveys). Orientation sessions introduce students and faculty to objectives and exam procedures, and faculty receive periodic training to keep teaching methods consistent with institutional standards (SER 6.1.1).

Midterm theory and practical exam and final theory and practical exam are conducted during each semester and, as part of continuous assessment; quizzes, class presentations, practical demonstration and assignments are conducted on regular basis throughout the semester:

No	Assessment Activities *	Assessment timing
1	Quiz 1	4th -6th week
2	Midterm Theory Exam	8th-9th week
3	Lab assessments	During the course
4	Assignment & Presentations	During the course
5	Final Practical Exam	16th week
6	Final Theory Exam	17th-19th week

Table : Timing of the exams

Students who miss midterm exams or other internal assessments must apply for reexamination; the department council reviews each case on its merits. For missed final exams, students submit a reexamination request and, if the excuse is deemed valid under the bylaws, the department council forwards a recommendation to the college council for approval of the reexamination.

The Bachelor study program "Medical Laboratories" publishes key information on the college website. Course and study-plan details, program specification and intended learning outcomes are openly available on the department website. Admission rules and procedures are published online and handled through the University's electronic admission gateway. Examination regulations and schedules are communicated in advance, assessments follow published rubrics, and grading includes peer verification and options for students to review graded work. Compensation measures for students with disabilities are defined in a special-needs policy and posted on the program site. (SER 6.2.1)

Pass rates and cohort KPIs are tracked and reported in the annual program report; course-, PLO-, survey- and KPI-reports feed the annual improvement plan. Learning resources and opportunities (library, labs, research centers, interactive classrooms) are described in the program handbook and online. Graduate-employment data are collected by the graduate affairs unit and a graduate database is maintained and made available on the program website (SER 6.2.2).

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

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, is appropriate. The University guarantees that students with disabilities or 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 assessment system of the program is undergoing further development through the introduction of a centralized examination framework at Majmaah University. According to the University, this initiative aims to ensure consistent implementation of learning outcomes across colleges, improve assessment quality, and reduces procedural inconsistencies. The implementation of this system is scheduled to begin in the current semester. The centralized assessment process follows a structured, multi-step approach. Examinations are initially prepared and reviewed by the course coordinator before being submitted to a departmental examination committee for further analysis. Each department maintains an examination committee responsible for reviewing exam content, ensuring alignment with course learning outcomes, and verifying academic standards. Examinations are developed separately for each course. 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

According to the University, the Bachelor study program "Medical Laboratories " is taught by full-time faculty staff composed of highly qualified professionals. The staff includes 5 professor, 6 associate professors, 7 assistant professor and 2 lecturer (SER 7.1.1).

The current student-to-faculty ratio is 1:9.

The following table shows the workload for each staff member as per the Ministry of Education regulations:

Position	Numbers	Standard Load (CH)	Total Hours	% of Capacity
Professor	5	10	50	19.8%
Associate Professor	6	12	72	28.6%
Assistant Professor	7	14	98	38.9%
Lecturer	2	16	32	12.7%
Total	20	—	252	100%

Each year the department submits a request for faculty vacancies as part of its annual improvement plan. The request is reviewed by the department council, approved by the college council and forwarded to the University's general administration of human resources. Vacancies are publicly advertised on the university website and recruitment rules for Saudi and non-Saudi personnel are documented in the University recruitment procedure manual (SER 7.1.2).

The College Training Unit organizes weekly faculty development workshops and seminars, with staff registration managed through the Iertqa platform (IRTQAA). Participation in national and international conferences, continuing medical education (CME) events, and specialized workshops is encouraged and facilitated by

the Deanship of Development and Quality and Deanship of Graduate Studies and Scientific Research. Recognition programs honor outstanding academic, technical, and administrative staff, while annual evaluations link performance to teaching, research, and service outcomes. These initiatives ensure that faculty remain current, innovative, and aligned with global academic standards (SER 7.1.3)

The Bachelor study program "Medical Laboratories" is supported by a human-resources framework that provides structure for academic delivery and practical training. The program operates committees responsible for administrative, academic, and quality-assurance functions. Staff include lab technicians, a department secretary, administrative personnel and maintenance staff who coordinate daily operations, laboratory support and practical training. Roles and responsibilities are defined to support consistent program management and student supervision (SER 7.2.1).

Facilities include spacious, well-equipped classrooms, faculty offices, conference rooms, an auditorium, research and technology labs, and student and faculty lounges, as well as the research center which is available to staff and students. Classrooms accommodate 20–30 students and feature e-podiums, internet access, smart boards, whiteboards, projectors and sound systems. Laboratories are fully equipped for practical training, managed by certified technicians, follow strict safety protocols and comply with occupational safety standards. The medical laboratories program is supported by well-equipped laboratories across core disciplines, including hematology, clinical chemistry, microbiology, immunology, molecular diagnostics, and parasitology. Modern instruments, reagents, and safety equipment enable students to gain hands-on experience and perform diagnostic and research procedures in line with the curriculum. (SER 7.3.1).

As the University states, the central library provides comprehensive collection books, journals, indexes, videos and software sufficient for the needs of students and faculty in the Bachelor study program "Medical Laboratories":

S.No	Description	Number/Title
1	Number of books available in university libraries/title	116,125
2	Number of available copies of books in university libraries/copy	294,641
3	Arabic Books/Title	93,784
4	Foreign Books/Title	22,341
5	Books available in engineering specialization	4,766
6	Books available in medicine and medical sciences	3,134
7	Books available in the specialization of Business Management	3,110

Library services are managed by the directorate of library affairs and supported by the koha management system for searching, availability checks and borrowing. Acquisition needs are gathered annually from course reports and departments, submitted via the designated needs platform, and processed by the deanship of library affairs and specialist units through the university procurement workflow. Opening hours are central library 08:00–20:00 (Sun–Thu) and zulfi college library 08:00–18:00 (Sun–Thu); online access to electronic resources and full-text databases is available through the Saudi digital library and the Deanship's subscriptions (SER 7.3.2).

Faculty offices are equipped with computers, laptops, printers, and communication devices. Students and faculties benefit from Wi-Fi-enabled classrooms, computer labs, multimedia tools, and video conferencing facilities, supporting modern, technology-enhanced learning (SER 7.3.3).

The program "Medical Laboratories" is supported by the University's central budget, which provides funding for staff, research facilities, and laboratory equipment. Additional resources come from research grants, industry collaborations, and institutional investments, enhancing both teaching and research activities. The University Health Research Centre (MU Health Research Centre) offers a centralized laboratory with modern equipment, accessible to faculty, researchers, and students, promoting advanced studies and interdisciplinary work (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 Majmaah 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 College of Applied Medical Sciences at Majmaah University the faculty cites an attractive academic environment with strong faculty-development programs, a good institutional reputation, and opportunities for professional growth within a young and expanding university.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. The experts positively acknowledge that manuals and training sessions for faculty members are provided to support the development of AI-supported course content.

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 University pursues a targeted research strategy aimed at increasing international visibility and attracting international expertise. Faculty members are encouraged to publish in internationally recognized journals across different quality tiers (Q1–Q3). Furthermore, national regulations allow Saudi faculty members to spend up to one fully funded year abroad for research or academic development every five years, which supports international academic exchange. At the same time, the experts note that budgetary limitations may affect the recruitment of international staff in certain cases. While the existing measures support internationalization, the extent of international faculty recruitment remains partially dependent on available financial resources. Therefore, the experts recommend to further strengthen links with industry professionals as a potential area for future development.

The experts visited the premises of the College of Applied Medical Sciences, where the skills labs of the Bachelor study program “Medical Laboratories” are located. The skills labs are equipped with all relevant devices. From the experts’

point of view, the quality of the laboratories and premises used to train students in the program are sufficient. However, the experts recommend including larger monitors e.g. dual-screen workstations or enhanced projection facilities, to ensure optimal teaching and learning conditions for all students. In addition, the availability of quiet study spaces distributed across the campus could be expanded. As a whole, it was ascertained by the experts that the Bachelor study program “Medical Laboratories” has ample teaching facilities at its disposals.

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 quality assurance process of the Bachelor study program "Medical Laboratories" focuses on maintaining high-quality education to produce graduates capable of contributing to both the workforce and the community. The program aligns with Majmaah University’s quality management system and adheres to the National Qualification Framework (NQF) and NCAAA standards. Teaching quality is ensured through regular curriculum reviews, evaluation of teaching strategies, and stakeholder feedback from students, alumni, faculty, and the advisory board. Research activities follow ethical policies and publication standards

to ensure relevance and impact. Institutional oversight is provided by the Deanship of Development and Quality, while the College and program-level QA committees implement and monitor continuous improvement measures in alignment with national and institutional requirements (SER 8.1.1).

The Bachelor study program "Medical Laboratories" aligns its quality practices with University and College strategic objectives through a structured methodology including training, evaluation, analysis, surveys, benchmarking, and planning. Eleven committees, aligned with NCAAA standards and KPIs, operate under departmental oversight and report to the Department Council, collaborating with the Vice Deanship of Quality and Skills Development. The program conducts direct and indirect assessments of teaching, learning, research, and community engagement to ensure standards are met and continuous improvement is achieved. Resources, including laboratories, equipment, and materials, are regularly evaluated for adequacy and alignment with program objectives. Assessment results feed into comprehensive reports, including course, PLO, survey, KPI, and annual program reports, which guide improvement planning. Periodic internal audits and college/institutional reviews verify compliance and drive enhancements through formal “closing the loop” mechanisms. Students and other stakeholders, including faculty, alumni, advisory board members, and employers, actively participate in program review and adaptation, with feedback collected through surveys and committee meetings. Student involvement in committees and advisory boards supports curriculum updates, such as the addition of new courses based on alumni survey recommendations (SER 8.1.2).

The Bachelor study program "Medical Laboratories" incorporates external quality-assurance inputs, including feedback from employers, advisory boards, and benchmarking against similar programs. These inputs guide curriculum updates, resource allocation, and compliance with professional standards. Results are shared with stakeholders, and students participate in committees such as the Student Activities Committee and Department Advisory Board. Implemented changes are monitored to support continuous improvement and maintain program relevance (SER 8.1.3).

Evaluation findings from direct and indirect assessments, including external QA feedback and stakeholder surveys, are systematically used to improve the Bachelor study program "Medical Laboratories". Results from accreditation recommendations, employer and advisory board input, and benchmarking guide

curriculum updates, teaching refinement, and resource allocation to ensure alignment with national and international standards. Students actively contribute to the internal QA cycle through surveys such as course, program, and alumni evaluations, providing essential feedback on learning quality and program relevance. These evidence-based improvements strengthen teaching, enhance facilities, and ensure the program remains responsive to labor market and societal needs (SER 8.1.4).

The Bachelor study program "Medical Laboratories" undergoes an annual evaluation using direct and indirect measures to ensure its relevance and effectiveness. Graduate surveys, employer feedback, benchmarking against similar programs, and follow-up studies assess how well the program prepares students for professional practice and meets labor market needs. Insights from these evaluations inform curriculum updates and teaching improvements, ensuring the program remains competitive, up to date, and aligned with academic and industry standards. (SER 8.1.5).

The course load must not exceed the maximum credit hours allowed for bachelor's students, which is 16-18 credit hours per semester, aligned with the student's semester GPA. Students in their final semester may be permitted to register for 23-25 credit hours upon obtaining approval from the Department or the College Council. Graduating students in the summer term may be permitted an additional three credit hours. (SER 8.1.6)

The following statistics were provided (SER 8.1.7):

Academic Year	Academic Semester	Total Number of Student Enrolled	Total Number of Graduates
2024-25	Semester - 1	109	4 (male)
	Semester - 2	105	16 (4 male; 12 female)
2025-26 (Current Year)	Semester - 1	174	--

The study program "Medical Laboratories" has an average success rate of 98.5% for the year 2024 – 2025 and there is a 0% drop out rate in the program. (SER 8.1.7.)

Judgment

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its unit. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program "Medical Laboratories".

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. Various Key Performance Indicators (KPIs) as well as a range of information regarding study programs and activities is consistently captured. 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 is 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.

Alumni relations are supported through multiple communication channels. Master's students are connected with bachelor's students to facilitate peer learning, and digital communication platforms are used to maintain contact with graduates, including providing guidance related to professional licensing requirements.

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 "Medical Laboratories" program ensures equal opportunities for male and female students in accordance with the University's Gender Equality Policy and institutional regulations. Both genders follow the same curriculum, use identical laboratories, learning materials, and equipment, and are assessed through unified academic standards. Equal access to teaching, facilities, and student support services is guaranteed at all levels of study. The program also offers targeted academic and counselling support for students from disadvantaged backgrounds, including access to technology, mentorship, and foundational skill-building resources. Continuous monitoring and regular reviews ensure that inclusivity, fairness, and gender equality are consistently maintained across all aspects of the educational experience (SER 9.1.1).

The University provides comprehensive support for students with disabilities and chronic illnesses, combining financial allowances, tailored teaching aids, specialized classrooms and accessible transport. Each case is assessed individually and referred to the appropriate unit to ensure needs are met. Campus infrastructure includes elevators, ramps, wide doorways, accessible parking and toilets with handrails, and a medical center on the college premises handles

chronic-condition and emergency needs. A Student Guidance and Counseling Center offers ongoing psychosocial and academic support (SER 9.1.2).

Regulations regarding compensation measures for students with disabilities and chronic illnesses are de-signed to ensure equitable access to education while maintaining the academic integrity of the study pro-gram. These measures address scheduling flexibility and formal requirements to accommodate the unique needs of affected students, ensuring they can meet program objectives without undue disadvantage. The following measures are practiced in the program for the benefits of students with disabilities (SER 9.1.3):

- Provision of additional time during exams to accommodate students who may require more time due to their disability or health condition.
- Allowing students to take short, supervised breaks during exams to manage fatigue, pain, or other symptoms related to their disability or chronic illness.
- Adjusting exam dates or times to accommodate medical appointments, therapy sessions, or periods of illness.
- Permitting the use of assistive devices, such as hearing aids, magnifying tools, or specialized keyboards, during exams to support students with sensory or physical disabilities.

Judgment

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

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the Bachelor study program "Medical Laboratories" offered at the Majmaah 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.

From the experts' point of view, the involvement of students in research activities, the integration of digital and AI-supported teaching and assessment formats, and the structured quality assurance mechanisms are key strengths of the program. Staff development should remain a priority, with continued investment in professional development, international exchange opportunities, and the recruitment of highly qualified academic personnel.

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

- The experts support the planned introduction of postgraduate and doctoral programs and recommend linking them to stronger international research collaboration to enhance global visibility and research capacity.
- The University should expand international opportunities by establishing additional cooperation agreements with foreign partner institutions. Thereby, the experts recommend intensifying internationalization measures, including the expansion of summer schools, student and staff mobility, teaching exchanges, and the further development of international internships.
- The experts recommend strengthening Therapeutic Drug Monitoring (TDM) and Quality Management as distinct curricular components rather than embedding them solely within toxicology-related courses.
- In view of the planned opening of the University Hospital, the experts encourage expanding TDM, particularly in oncology and immunosuppressive therapies and strengthening interdisciplinary collaboration with clinical disciplines such as surgery and cardiology.

- To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.
- Links with industry professionals as a potential area for future development could be strengthened.
- The technical and spatial learning infrastructure should be improved by providing larger monitors, such as dual-screen workstations, and enhanced projection facilities to ensure optimal teaching and learning conditions. In addition, the availability of quiet study spaces distributed across the campus should be expanded to better support independent study.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission February 12, 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 December15-16, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 134 credit hours according to the internal credit hour system. The regulated study period in the program "Medical Laboratories" is five years (ten semesters): Eight semesters at the University followed by an one-year, non-credit, compulsory rotatory internship.

The program comprises 48 modules, out of which 8 are taught within the first foundation year for health colleges, 28 are program requirements, 3 are program electives, 2 are University requirements, 4 are University electives and 3 are College requirements. The language of instruction is English. The Bachelor study program "Medical Laboratories" is completed with awarding of the academic degree "Bachelor of Medical Laboratories". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2009/2010.

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

The Bachelor study program "Medical Laboratories" 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.