



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Health Service Management

Provided by
University of Hail

20.03.2020

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
الصحة الخدمات إدارة	Health Service Management	ASIIN	Institutional accreditation from ASIC (as premier University) from 3/2017-3/2021) and ISO 9001/2015	TC 10
Date of the contract: 12 February 2018 Submission of the final version of the self-assessment report: 26 October 2018 Date of the onsite visit: 7-8 November 2018 at: Male campus of University of Hail				
Peer panel: Prof. Dr. Heinz Janßen, University of Applied Sciences Bremen; Dr. Manfred Kindler, Kindler International Prof. Dr. Bernhard Langer, University of Applied Sciences Neubrandenburg had to cancel his participation due to illness.				
Representative of the ASIIN headquarter: Dr. Michael Meyer				

¹ ASIIN Seal for degree programmes

² TC: Technical Committee for the following subject areas: TC 01 - Mechanical Engineering/Process Engineering; TC 02 - Electrical Engineering/Information Technology; TC 03 - Civil Engineering, Geodesy and Architecture; TC 04 - Informatics/Computer Science; TC 05 - Physical Technologies, Materials and Processes; TC 06 - Industrial Engineering; TC 07 - Business Informatics/Information Systems; TC 08 - Agriculture, Nutritional Sciences and Landscape Architecture; TC 09 - Chemistry; TC 10 - Life Sciences; TC 11 - Geosciences; TC 12 - Mathematics; TC 13 - Physics.

Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of 15.05.2015 ASIIN General Criteria, as of 10.12.2015 Subject-Specific Criteria of Technical Committee 10 – Life Science as of 2011-12-09	

B Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
الصحة الخدمات إدارة	Bachelor of Health Services Management	Health Services Management	Level 6 as per EQF	Full time	No	8 Semesters	131	June/2009

For the Bachelor's degree programme the institution has presented the following profile in the programme specifications:

- To orient students to the full spectrum of career opportunities in the field of health services, with an emphasis on the provision of high quality service delivery.
- To develop student ability to understand the health care policies, rules, regulations, standard operating procedures existing in various public and private health care sectors of the kingdom of Saudi Arabia and globally.
- To collaborate with professionals in Health Care Management to foster empowerment within the healthcare educational system.
- To develop goal oriented critical thinking and enhance a philosophy, code of ethics and set of values that will inspire dedication to excel in the health care industry.
- Practice self-learning skills that are essential for life-long learning and development through practical academy-industry interface.
- To provide opportunities for training and resources for research in order to improve the efficiency and effectiveness of health care delivery systems through contemporary publications in peer reviewed journals.

Graduates should be able to work in the following fields:

- Front office executive

³ EQF = The European Qualifications Framework for lifelong learning

- Hospital billing executive
- Third party Insurance executive
- Quality assurance executive
- Medical records executive
- Hospital administrative executive
- Hospital Floor in charge
- Central sterile supply department executive
- Public health executive
- Health administrator
- Health allied services
- Health care provider in Primary health care
- Hospital planning administrator
- Healthcare management executive
- Chief operating officer

C Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Self-Assessment Report
- Objective-Module Matrices
- Programme specifications
- Webpage of the college

Preliminary assessment and analysis of the peers:

The study aims and intended learning outcomes of the all programmes defined by the university correspond to learning outcomes relevant to level 6 of the European Qualifications Framework. Learning outcomes are accessible to students, staff members, and all the other stakeholders on the faculty web site.

The department of quality evaluates programmes regarding to the needs of the labour market and conducts Alumni surveys. Each college has a steering committee where stakeholders of the labour market are involved. Additionally, the Ministry of Health executes a yearly analysis of the needs of the labour market about capacities in the different fields. Finally, the college asks employers about their needs and Alumnis about their experiences in the job. Due to these close connections, the college is able to react very fast in cases stakeholders recognised a lack of qualifications. During the discussion with the auditors all representatives of the labour market were very satisfied being directly involved in the further development of the programme. The peers appreciated the close connections of the college to the labour market.

The peers examined the objectives and the learning outcomes of the programme in the light of the Subject-Specific Criteria (SSC) of the Technical Committee for Life Science of ASIIN. They assessed that the objectives reflect the level of academic qualification aimed

at and are equivalent to the learning outcome examples described in the respective ASIIN Subject-Specific Criteria as far as it is reasonable for this programme.

Out of the discussion with the programme coordinators the peers learned that the college established a programme without specialisations in certain fields in order to give graduates job opportunities in most parts of health service management.

In summary, the auditors came to the conclusion that the objectives and intended learning outcomes are reasonable and well founded. Based on the Self-Assessment Report and the discussions during the on-site-visit, the peers observe that the graduates acquire the necessary subject-related competences. They are convinced that the intended qualification profile allows graduates to take up an occupation, which corresponds to their qualification.

Statistical data about the employment of the graduates confirms the conclusion. Most graduates found directly after finishing their studies jobs in their fields. For personal reasons - e.g. only looking for jobs in the Hail region and not in other parts of the country – some graduates need some more time to be employed. Most of the graduates start to work in hospitals, followed by health insurance companies.

Criterion 1.2 Name of the degree programme

Evidence:

- Programme specifications
- Webpage of the college

Preliminary assessment and analysis of the peers:

The peers followed the argumentation of the programme coordinators not to choose the title health care as health service is the more general term and includes for example health insurances as well. The panel confirmed that the names of all programmes reflect the intended aims and learning outcomes.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plan
- Programme specification
- Course specification

- Discussions with programme coordinators, lecturers, business representatives, students

Preliminary assessment and analysis of the peers:

The panel reviewed the curriculum of the programme in order to identify whether the described learning objectives can be achieved by the available modules. Course descriptions as well as matrices matching the general learning objectives and the module contents were also presented for a detailed analysis.

Students have to take a preparatory year before the start of the real first semester. In these two semesters, students are generally prepared for academic life and learn the basics of Math and English. In general, the curriculum is divided in three types of courses defined by the university, by the college and by the department.

The university courses complement the preparatory year in the fields of language skills, communication skills and computer skills. The governmental requirements for cultural and religious studies are covered in modules about Islamic culture and the Holy Quran. The panel looked at a number of examples of module descriptions and gained the impression that the modules deal with cultural and religious topics of Islam, which does not contradict the basic principles of scientific research.

The college defines basic courses introducing in the natural sciences, mathematics and informatics like biology, chemistry or programming. Additionally, the college offers general basics in the specific field of health like medical physics, biostatistics, epidemiology, anatomy, physiology and other medical foundations. Finally, it offered specific basic themes like community health, general aspects of health care and health informatics.

The department defines the specific courses for health service management like medical records management, financial and risk management in health care, evaluation in health care, ethics and laws, strategic and operational management, economics, marketing in health care. Additionally, the curriculum contains courses about research methods in Health services, hospital management and general project management added by two elective courses, several internships and a so-called research project as final project of the programme.

In general, the peers came away with a good impression of the curriculum, and that its structure and content conform to the aims of the programme.

The peers discussed with the programme coordinators the broad orientation of the programme. They learned that the department chose wilfully this orientation instead of a more specialised programme in order to give students job opportunities in most parts of health service management by a broad knowledge of fundamentals. Nevertheless, from the point

of view of the peers the ability to manage projects is one of the core skills in health service management. The peers assessed that students get sufficient theoretical knowledge about project management but do not have much practical experiences in it to realise specific application methods. Therefore, it seems to be helpful, if students would get more opportunities of practical experiences in project management.

Furthermore, the peers determined that quality management is handled in a real traditional way and they recommend to make students familiar with risk based thinking methods of ISO 9001:2015 in this field. The programme coordinators know about the importance of risk based thinking and implemented it into the curriculum but without any link to quality management.

The peers were astonished that hygienic management are not handled more intensively in the programme as one of the most serious risks in hospitals are hygienic aspects. Students should be aware more intense of these risks.

The peers determined that there are links to informatics regarding health informatics and students get an overview about it. But, the programme coordinators admitted that this is a new field and not really intensified yet. For the peers it seemed to be useful to implement additional modern aspects of health management like digitalisation (e.g. Big Data, Artificial Intelligence, Clinical Decision Support System, Block chain in Healthcare).

Finally the peers noticed that students only get late practical experiences in hospitals with the internships in the fifth year. They learned that most students got such experiences much earlier due to private work at hospitals. But from the point of view of the peers all students (independently from individual engagement) should have the opportunity for practical work in hospitals and private companies in order to get an impression of the practical application of their theoretical knowledge.

Summarising, the peers saw that the curriculum allows the students to achieve the intended learning outcomes and to find a job in their specific fields.

Out of the discussions with the programme coordinators and the teaching staff, the peers got the impression that the department would welcome to implement a more field specific programme. On the other hand the courses defined by the university and partly those defined by the college restricted a more detailed and deepened treatment of specific aspects of health service management. The panel would appreciate a more field specific orientation of the programme in order to prepare students even better for the labour market.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- The undergraduate study and examinations regulation & the UOH rules for their implementation
- Programme specifications
- Webpage University of Hail: <http://www.uoh.edu.sa/en/Pages/default.aspx>

Preliminary assessment and analysis of the peers:

Admission requirements for the programme are based on two elements: the final grade of the high school degree and passing of the General Aptitude Test (GAT) at National Center for Assessment in Higher Education.

The results are combined and weighted against a minimum threshold percentage that is defined annually for each programme. Combined results above the minimum threshold grant access to the programme, results below threshold not.

As specified on the university's regulations the admission requirements at UOH are:

- a. He should have the secondary school certificate, or its equivalent from inside or outside the Kingdom of Saudi Arabia.
- b. He should have obtained the secondary school certificate in a period of less than 5 years prior to the date of application. However, the University Council may waive this condition if the applicant has a satisfactory explanation.
- c. He must have a record of good conduct.
- d. He must successfully pass any examination or personal interviews as determined by the University Council.
- e. He must be physically fit and healthy.
- f. He must obtain the approval of his employer, if he is an employee of any government or private agency.
- g. He must satisfy any other conditions the University Council may deem necessary at the time of application.

Before starting their undergraduate studies, all newly admitted students are required to complete successfully the preparatory year with classes in English, Mathematics, Computer Sciences, Study Skills and Physical Education.

The grade earned by the student in the preparatory year are recorded. However, these grades are not considered in the calculation of the cumulative GPA for the undergraduate programmes. After successfully passing the preparatory year, students can choose their Major according to their GPA. The peers liked that nearly all of the student admitted were capable to finish their studies after having passed the preparatory year.

The auditors consider the chosen requirements suitable for ensuring subject-specific qualification of graduates from high school for being admitted to higher education at UOH.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:

[...]

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules
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Evidence:

- Self-Assessment Report
- Study plan
- Programme specifications
- Module descriptions
- Webpage of the college

Preliminary assessment and analysis of the peers:

The peers acknowledged that the degree programme under review is divided into modules and their structure is clearly outlined on the subject specific website. Each module is a summation of teaching and learning. With its choice of modules, the structure ensures that the learning outcomes can be reached. The peers learned that because of national requirements there are only a few elective courses defined in the programme, but from the point of view of the peers students still have sufficient opportunities to define an individual focus especially during the design projects.

In general, the module structure with its elective courses allows students to absolve studies abroad without any loss of time. To facilitate the mobility of the students the university has defined rules for the recognition of credits acquired at other higher education institutions based on the competences of the students. Nevertheless, only 5% of the students are studying at universities abroad.

The panel learned that the department has no exchange programmes established with other universities but supports the mobility of the students by scholarships for summer schools at international universities. Incoming students came mostly out of Africa and Asia.

Criterion 2.2 Work load and credits
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Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The university has implemented the national credit point system. According to the Self-Assessment Report, one Saudi Arabian credit hour is awarded for one lecture or two or three laboratory or tutorial sessions over the 15-week long semester. For undergraduate students a workload of 15 credit hours is expected in a semester and 30 credit hours in an academic year. In addition, a maximum of 18 credit hours can be assigned in one semester. In the programme students must successfully complete 131 credit hours for graduation.

The peers laude that a conversion of national credit points to the European credit point System (ECTS) is put into effect at UOH and that it is made transparent in the course specifications. The calculation of ECTS-credits is based on the regulation that one ECTS-credit corresponds with 25 hours of students' workload, including contact hours (lectures, laboratories) and self-study time. An average of 1500 hours is required to complete one academic year, which corresponds to 60 ECTS-credits.

Considering the named ECTS points for the single modules the peers assessed the estimated time budgets as realistic to enable students to complete the degree without exceeding the regular course duration. Workload peaks have thus been avoided by the university. The students confirmed this assessment of the peers. Statistical data about the average duration to finish the programme showed no indicating as well that the workload would not be within the estimated hours for the students to reach the expected study goals.

Regarding the dropout rate, students as well as programme coordinators confirm during the discussions with the auditors that only a few students leave UOH without graduation.

In summary, the auditors conclude that there is no general structural pressure on the quality of teaching and the level of education due to the workload. The total workload appears to be adequate and the students are able to complete the degree programme without exceeding the regular period.

Criterion 2.3 Teaching methodology

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The programme is a full-time and on-campus programmes with lectures, laboratories, and in-class and self-study activities. Class attendance is mandatory for all courses.

A range of didactical methods is applied, to make sure that the students achieve the intended learning outcomes. Among the methods used are traditional lectures, classroom and laboratory exercises, assignments, small group work, presentations, and research activities as well as internships.

For internship cooperation with 7 hospitals all over the country; regular visits of the staff at the hospital during internship, and weekly report by the students about their work

The internship has to be done in three blocks each of it for 4 month in hospitals, insurance companies or private sector enterprises.

To help the students to achieve the intended learning outcome and to facilitate adequate learning and teaching methods UOH provides a digital learning platform. Teachers and students use it for presenting course material like papers and assignments and for communicating with each other.

In summary, the peer group judges the teaching methods and instruments to be suitable to support the students in achieving the intended learning outcomes.

Criterion 2.4 Support and assistance

Evidence:

- Self Assessment Report

- Discussions with representatives of management of the university, programme coordinators, lecturers, business representatives, students

Preliminary assessment and analysis of the peers:

Students receive much support in study and interpersonal-related situations at UOH. Resources and infrastructure for an effective support and assistance system are clearly visible and are used by the students.

For guidance and assistance in planning their programme, students are assigned an academic advisor at the beginning of their studies. Programme coordinators, teaching staff, and members of the Careers and Employment Service are also involved in support and assistance. The teaching staff offers office hours for meeting students. The department's course coordinator and the Vice Dean for Academic Affairs have overall responsibility for student guidance, problem solving, and academic/ non-academic counselling.

Both staff and students seem highly involved in the academic activities. Good relationships evidently exist between students and staff members. Reportedly, the teaching staff is highly responsive towards the students' needs and complaints as well. All students met by the peers expressed a general and sometimes deep satisfaction with teachers' responsiveness to their needs.

The auditors are impressed by the dedication of the teaching staff for supporting and assisting students. This strong engagement is directly reflected by dedication, contentment, and respect of the students towards their teachers, as expressed in conversations the peers had during the audit.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:

[...]

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation
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Evidence:

- Self Assessment Report
- Examination Regulations
- Study plan

- Programme specification
- Course specification
- Discussions with representatives of management of the university, programme coordinators, lecturers, students

Preliminary assessment and analysis of the peers:

Each course-content in the reviewed study programmes is reflected in exams, which are distributed in three examination periods/types during the semester: each course has a mid-term exam and a final examination while students have to pass a number of smaller tests or quizzes during the semester. Midterm examinations are held in the form of quizzes, tests, presentations, essays, class discussions, roundtables, simulations and other assignments. Final examinations can be oral, written, in the form of tests, or as a combined form. The exact form of regular and interim examinations is determined by the lecturer depending on the specifics of the course; these are described in the syllabi students get at the beginning of the semester.

The consequent high amount of exams during one semester was not considered problematic but helpful by the students since it allowed for a continuous evaluation of each student's individual achievement. The students considered the information about examinations in the courses to be excellent; all information required was given in advance in the module descriptions or online and all course requirements including deadline or exam dates were conveyed at the beginning of the course. If there are any conflicts of dates during the examination period an individual solution is always found.

Many courses include small projects or practical work which the students have to prepare during a certain period and afterward present orally to the course. While the projects themselves are usually not part of the final grade the oral presentation is so in several cases. Consequently, the peers were convinced that apart from written exams the student were adequately trained in oral presentation skills as well. But the peers assessed a lack of ability in

The peers checked a variety of exams and agreed that they generally represented an adequate level of knowledge as required by the EQF-Level 6. The themes and tasks of the final projects seen by the peers during the onsite visit were equivalent to a Bachelor thesis as well. But, on the other side, the auditors assessed that students do not really met scientific standards in writing scientific papers which are required by the EQF level 6. Therefore, peers found it necessary to define requirements for the final projects, which ensure a quality corresponding to the aimed qualification level of the programme.

In conclusion, the peers saw that all relevant examination regulations are in place and well communicated in a transparent way. The forms of exams are oriented toward the envisaged learning outcomes of the respective courses and the workload is distributed in an acceptable way. Regarding to the final projects from the point of view of the peers the department has to ensure that students work on a set task at the level aimed for.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:

[...]

4. Resources

Criterion 4.1 Staff

Evidence:

- Self Assessment Report
- Staff handbook
- Discussions with representatives of management of the university, programme coordinators, lecturers,

Preliminary assessment and analysis of the peers:

The college of Public Health incorporates 2 associate professors and 25 assistant professors with 5 additional lecturers and demonstrators. Out of these, the Department of Health Management employs 9 assistant professors and 2 supporting staff. The academic position of every staff member depends on research activities, publications, academic education, supervision of students, and other supporting activities. The qualification of the single lecturers seems to be on a very high level from the point of view of the peers. The quantity of the staff ensured a good professor student ratio with regard to the supervision of the students during their studies.

The committee for staff affairs is responsible for recruitment of new staff members at UOH. The colleges and departments address their needs regarding staff to the committee, which search internationally and makes interviews with all applicants. As in this system the departments do not have direct influence to the recruitment of staff members, the panel recommended to implement a process which ensures the sustainability and continuity of the actual high qualification of the teaching staff.

The peers reviewed various research activities carried out by the lecturers in the last years. They welcomed that students were partly involved in these research projects. The staff members and programme coordinators agreed that in this regard there is still much room for improvement. However, through substantial University and Government support the research opportunities of the staff members are being enhanced. Schedules for professors are usually designed in a way to ensure that they have sufficient spare time for research.

The lecturers cooperate in their research projects with hospitals as well. As the research activities of the lecturers were limited until now, the transfer of knowledge from university to cooperating hospitals were as well. Cooperation with insurance companies or other enterprises of the private sector are on a low level. The peers understood the deep wish of the representatives of hospitals and private companies to enlarge the cooperation in research projects in order to establish a more intensified transfer of knowledge. They recommend that the department should build up more for those cooperations.

Summarising, the peers noticed that the composition, scientific orientation and qualification of the teaching staff are suitable for sustaining the degree programme and that the quantity of the staff ensured a good professor student ratio with regard to the supervision of the students during their studies.

Criterion 4.2 Staff development

Evidence:

- Self-Assessment Report
- Audit discussions

Preliminary assessment and analysis of the peers:

The University of Hail claims to set a special focus on professional development through the Skills Development Deanship on University level. This unit organizes workshops and seminars, which aim at sustaining different didactical, communication and professional skills, raising awareness of self-development and using new teaching methods.

The peers are also informed that members of the staff are allowed to attend international conferences abroad or to work jointly with international staff in research projects and that they are financed during their stay abroad by UOH.

In summary, the auditors confirm that UOH offers sufficient support mechanisms and opportunities for the didactic and personal improvement of members of the teaching staff.

Criterion 4.3 Funds and equipment

Evidence:

- Self-Assessment Report
- On-site visit of the laboratories, lecture rooms, and the library

Preliminary assessment and analysis of the peers:

The peers learned that financial sources for UOH originated from tuition fees, government funding and private funding of companies. The operational funds were distributed to the Faculties and Colleges of the university based on a specific formula depending on the number of students. The peers were convinced that the financial sources were sufficient and secured for the timeframe of the accreditation.

Research activities are financed by special governmental research funds and by international or national private projects. These funds are not given directly to the faculty but to the scientific department of the university.

The peers inspected the classrooms, library and laboratories. They assessed the quality of the infrastructure and the technical equipment as suitable for the programme under review.

The auditors are impressed by the modern central library that offers direct access to international literature, scientific journals, and publications. The students also express their satisfaction with the library and the available literature. From the point of view of the auditors, there is sufficient access to current international literature and databases and a remote access is possible. But the peers learned that there are no licences of actual revisions of quality standards for students like ISO 9001: 2015 or EN 15224:2016. From the point of view of the peers it would be helpful to offer students the access to such standards as well.

In summary, the auditors consider the available funds, technical equipment, and infrastructure (laboratories, library, seminar rooms etc.) adequate for implementing the degree programmes.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:

[...]

5. Transparency and documentation

Criterion 5.1 Module descriptions
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Evidence:

- Self-Assessment Report
- Module descriptions
- Webpage

Preliminary assessment and analysis of the peers:

The peers positively noted that the college published the module descriptions for the degree programme under review. They examined the module descriptions and noted that the modules have comprehensible names and identification codes that responsible persons are named, the teaching methods are specified and the workload is defined in connection with the credit points for each module. Additionally, the contents and objectives of the modules are described, their admission and examination requirements as well as the forms of assessments. From their point of view the module description are very informative for students and other stakeholders.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Transcript of Records for each degree programme
- Sample Diploma Certificate for each degree programme
- Sample Diploma for each degree programme
- Sample Diploma Supplement for each degree programme

Preliminary assessment and analysis of the peers:

The auditors approve from studying the documents provided for review that the students of programme in health service management be awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records.

The auditors assessed out that the Diploma Supplement given to them during the onsite visit informs about the structure and content of the respective degree programme, provide information about the individual performance as well as statistical data regarding the final grade, and include information about the composition of the final grade according to the ECTS-Users' guide. This allows the reader to categorise the individual results.

Criterion 5.3 Relevant rules

Evidence:

- Self-Assessment Report

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers realized that regulations for every important aspect of student life and the respective degree programmes have been issued by the HEI and are accessible to the students through the University website. During the discussion with the students, it became clear that all participants knew perfectly well where to find any regulations or whom to contact if any additional information was required.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:

[...]

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Audit discussions

Preliminary assessment and analysis of the peers:

The peers noted that quality management at UOH is understood as a continuous process for improving the quality of the degree programme achieved through internal and external evaluation. Internal evaluation of the quality of the degree programme is performed by surveys. A students' survey is organised by the university's office for evaluating didactical and professional performance of teachers. This evaluation takes place in every course and in every semester. The students are informed about evaluation results. In the case of negative feedback, the Dean talks to the respective teacher, discusses problems, and offers solutions. The peers gained the impression that the teaching staff take the students' feedback seriously and negative feedback has the potential to initiate changes for enhancing the quality of the degree programme.

Additionally, the department conducts a graduate survey with respect to the quality of the degree programmes. This type of feedback is designed to consider changes in the curriculum by the department for matching needs of graduates in terms of job perspectives and future plans.

Finally, employers are asked to give their feedback on the qualification profile and employability of graduates from the department. For this purpose, employers are also invited to take part at annual workshops with the programme coordinators where the further development of the degree programme and the requirements of the job market are discussed.

The peers, in summary, consider the quality management system operative and suitable for identifying weaknesses and inappropriate trends, as well as implementing modifications for improving and strengthening the degree programmes. All stakeholders are involved in the process.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

[...]

D Additional Documents

No additional documents are needed

E Comment of the Higher Education Institution

The university abstain from any comment.

F Summary: Peer recommendations

The peers recommend the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Health Service Management	With one requirement for one year	--	30.09.2024

A) Accreditation with or without requirements
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Requirements

- A 1. (ASIIN 3) Ensure that students fulfill scientific writing standards in the final project.

Recommendations

- E 1. (ASIIN 1.3) It is recommended to offer opportunities for students to get familiar with actual methods of quality management (risk-based thinking).
- E 2. (ASIIN 1.3) It is recommended to offer opportunities for students to get practical experiences in project management to realize more application methods.
- E 3. (ASIIN 1.3) It is recommended to implement practical experiences in hospitals earlier in the programme.
- E 4. (ASIIN 1.3) It is recommended to increase the awareness of the students for hygienic management in hospitals.
- E 5. (ASIIN 1.3) It is recommended to implement more modern aspects of health management (e.g. innovations in digitalization).
- E 6. (ASIIN 4.1) It is recommended to intensify the transfer of knowledge to cooperating hospitals and to implement cooperation with industry partners.
- E 7. (ASIIN 4.1) It is recommended to implement a process which ensures the sustainability and continuity of the actual high qualification of the teaching staff.
- E 8. (ASIIN 4.3) It is recommended to buy licenses of actual revisions of quality standards for students (e.g. ISO 9001: 2015, EN 15224:2016)

G Comment of the Technical Committee

The Technical Committee discussed the procedure and followed the assessment of the peers without any changes.

The Technical Committee – 10 – Biology recommend the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Health Service Management	With one requirement for one year	--	30.09.2024

H Decision of the Accreditation Commission

The Accreditation Commission discussed the procedure und followed the assessment of the peers and the Technical Committee without any changes.

The Accreditation Commission for Degree Programmes decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Health Service Management	With one requirement for one year	--	30.09.2024

Requirements

- A 1. (ASIIN 3) Ensure that students fulfill scientific writing standards in the final project.

Recommendations

- E 1. (ASIIN 1.3) It is recommended to offer opportunities for students to get familiar with actual methods of quality management (risk-based thinking).
- E 2. (ASIIN 1.3) It is recommended to offer opportunities for students to get practical experiences in project management to realize more application methods.
- E 3. (ASIIN 1.3) It is recommended to implement practical experiences in hospitals earlier in the programme.
- E 4. (ASIIN 1.3) It is recommended to increase the awareness of the students for hygienic management in hospitals.
- E 5. (ASIIN 1.3) It is recommended to implement more modern aspects of health management (e.g. innovations in digitalization).

- E 6. (ASIIN 4.1) It is recommended to intensify the transfer of knowledge to cooperating hospitals and to implement cooperation with industry partners.
- E 7. (ASIIN 4.1) It is recommended to implement a process, which ensures the sustainability and continuity of the actual high qualification of the teaching staff.
- E 8. (ASIIN 4.3) It is recommended to buy licenses of actual revisions of quality standards for students (e.g. ISO 9001: 2015, EN 15224:2016)

I Fulfilment of Requirements

Requirements

- A 1. (ASIIN 3) Ensure that students fulfill scientific writing standards in the final project.

Initial Treatment	
Peers	fulfilled Vote: unanimous Justification: The university has defined standards regarding the writing of the final project, which correspond to European requirements for scientific essays. Additionally the program coordinators implement a new module wherein students should become familiar with scientific writing standards.
TC 10	fulfilled Vote: unanimous Justification: The Technical Committee follows the assessment of the peers.

Decision of the AC Programmes on 20.03.2020:

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
Ba Health Service Management	All requirements fulfilled	--	30.09.2024

Appendix: Programme Learning Outcomes and Curricula

According to the programme specifications, the programme shall achieve the following **objectives** and **learning outcomes (intended qualifications profile)**:

	NQF Learning Domains And Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	State the ethics, scientific, technological, and managerial laws in health care planning and evaluation to effectively control the health care settings.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.2	Define the interdisciplinary principles that support the organizational behavior of staff in the management of Hospitals, primary health care centers, tertiary care centers etc.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.3	Recognize the health policies, rules, regulations, standard operating procedures existing in various public and private health care sector of the kingdom.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.4	Describe social, political, economic forces affecting leadership and decision making for managing hospitals and health care delivery system.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam

1.5	Write a logical, analytical paper using report writing skills and construction supported by focusing on contemporary issues in research project.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
1.6	Recall relevant interdisciplinary information about Bed Management, Health care strategic and risk management techniques to be able to develop the solution for them.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.7	Name terminology in health management skills in relation to social, political, economic forces affecting the health status of the people and health systems.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.8	Outline managerial accounting, financial skills and ethical sensitivity that are essential for a successful career in the health field.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.9	List the skills of marketing, critical thinking and Human resource management required by the health care managers.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.10	Outline the components of health policy and procedures affecting the health care quality and medical records management.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.11	Memorize the statistical principles related for research methodology and report writing skills in health care.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam

1.12	Describe the importance of Operations and Project management and their implementation in health care field.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.13	Describe the analytical solutions of Health care Economics and Insurance to maintain the cost effectiveness of the organization.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
1.14	Describe ethical research for literature review and applying referencing principles.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.0	Cognitive Skills		
2.1	Compare the relationship between medical ethics and medical professionalism in various countries.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.2	Calculate the logical reasoning skills in health care planning, strategic management and risk management.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.3	Analyze contemporary strategies, bed utilization and issues influencing hospital safety and patient responsibility.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.4	Plan medical record auditing in relation to insurance to investigate Medico legal cases in Saudi Arabia.	Interactive Lectures, problem solving, Group discussions,	Mid term exam, Final exam, quizzes, class presentation

		Brain storming, E learning	marks, Assignment marks, Exit exam
2.5	Analyze marketing, accounting and financial issues faced by various health care organizations.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.6	Design, execute and communicate a sustained piece of independent academic research and report writing in hospital and Healthcare Management.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
2.7	Develop logical solutions to tackle problems arising at Operations and project management levels.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.8	Develop various strategies to tackle organizational behavior and human resource management issues.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.9	Design patient safety practices applied to the various levels of healthcare organizations.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
2.10	Reconstruct linking between the theoretical and practical skills in health management research and projects.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
2.11	Analyze the course terminology, literature, research using contemporary electronic analyzing methods.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam

2.12	Design evidence-based approaches for Health Service Management courses of primary health care services, health care systems and Leadership and decision making.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate methods of data analysis and illustrate statistical data.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
3.2	Evaluate the self-confidence and commitment to work.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
3.3	Evaluate the student's ability to work in groups and teams.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
3.4	Demonstrate various leadership styles like Democratic, Authoritative, Bureaucratic etc. for smooth working of hospital or any health care setting.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
3.5	Demonstrate personal attributes of autonomy, flexibility, creativity and adaptability in applying knowledge and executing practical skills in any kind of hospital or health care setting.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
3.6	Write reports and compile them for auditing purposes.	problem solving, Brain storming,	class presentation marks, Assignment marks,
3.7	Analyze reports and apply decision making skills to evaluate the health care programs.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,

3.8	Demonstrate the required knowledge in effectively managing the human resource policies.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
3.9	Demonstrate the understanding and implementation of organizational behavior learning.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
3.10	Judge interpersonal skills of effective listening, negotiating, persuasion and presentation.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate both written and oral communication skills, including a systematic approach to drafting, revising and editing, and the development of logical, clear, concise, balanced arguments.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
4.2	Evaluate assignments and writing reports.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
4.3	Illustrate various communication techniques which suite to different purposes and responsibilities in the hospital.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
4.4	Evaluate strategic contributions to health planning decisions.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
4.5	Evaluate Hospital Information System (HIS) to effectively manage the hospital	Interactive Lectures, problem solving,	Mid term exam, Final exam, quizzes,

	operations and for research and data analysis purposes.	Group discussions, Brain storming, E learning	class presentation marks, Assignment marks, Exit exam
4.6	Demonstrate Information Technology (IT) skills to medical record course students.	Interactive Lectures, problem solving, Group discussions, Brain storming, E learning	Mid term exam, Final exam, quizzes, class presentation marks, Assignment marks, Exit exam
4.7	Evaluate student's ability in understanding and analyzing the case studies.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
4.8	Calculate quality of class exercise, homework assignments, group work and research projects.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
4.9	Evaluate cultural literacy skills by exploring the principles of non-verbal communication and a range of strategies designed to overcome barriers to communication.	problem solving, Group discussions, Brain storming,	class presentation marks, Assignment marks,
5.0	Psychomotor		
5.1	-- NA --	-- NA --	-- NA --

The following **curriculum** is presented:

First Year	
I. First Semester (16 Cr. Hrs.)	II. Second Semester (11 Cr. Hrs.)

0 Appendix: Programme Learning Outcomes and Curricula

Course No.	Course Title	Cr. Hrs.	Pre-requisite	Course No.	Course Title	Cr. Hrs.	Pre-requisite
PENG 001	Prep English 1	3		PENG 003	Prep English 3	3	
PENG 002	Prep English 2	3		PENG 004	Prep English 4	3	
PHYS 121	Medical Physics	3		PCHM 121	Preparatory Chemistry	3	
PCSK 001	Communication Skills	2		PMDC 101	Medical Foundations	2	
PBIO 121	Preparatory Biology	3					
PCOS 001	Prep Computer Skills	2					
Second Year							
III. First Semester (17 Cr. Hrs.)				IV. Second Semester (18 Cr. Hrs.)			
PH 201	Epidemiology	3		PHHA 222	Health Care Organizational Behavior	3	PHHA 211
PH 202	Biostatistics	3		PHHA 316	Health Care Accounting	2	
PH 204	Community Health	3		PHHA 201	Health Care Systems 1	3	PHHA 211
PHHA 211	Introduction to Health Management	3		HINM 204	Principles of Health Informatics & Information Management	3	
ENGL 110	Writing Skills	3		ANT 211	Anatomy & Physiology	3	
IC 101	Intro. to Islamic Culture	2		IC 102	Islam and Society Building	2	
				ARAB 101	Skills of Arabic Language	2	
Third Year							
V. First Semester (18 Cr. Hrs.)				VI. Second Semester (17 Cr. Hrs.)			
ARAB 102	Arabic Editing	2		PHHA 324	Health Care Policy and Procedures	3	PHHA 313
PHHA 223	Health Care Financial Management	3	PHHA 211	PHHA 325	Health Care Risk Management	3	PHHA 311
PHHA 311	Health Care Planning & Evaluation	3	PHHA 201	PHHA 321	Health Care Strategic Management	3	PHHA 311
PHHA 315	Health Care Ethics and Laws	2		PHHA 326	Health Care Economics	3	PHHA 223
PHHA 313	Leadership & Decision Making	3	PHHA 211	PHHA 322	Health Care Marketing	3	
IC 103	Economic System in Islam	2		IC 104	Political System in Islam	2	
PHHA 314	Medical Records Management	3	HINM 204				
Fourth Year							
VII. First Semester (17 Cr. Hrs.)				VIII. Second Semester (17Cr. Hrs.)			
PHHA 414	Health Care Quality Management	3	PHHA 311	PHHA 426	Health Care Insurance	3	PHHA 326

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PHHA 419	Health Care systems 2	3	PHHA 201	PHHA 420	Hospital Management	3	PHHA 201
PHHA 415	Human Resources Management in Health Services	3	PHHA 211	PHHA 422	Project Management	3	PHHA 321
PHHA 412	Research Methodology in Health Sciences	3	PH 202	PHHA 424	Health Care Operation Management	3	PHHA 321
PHHA 410	Management of Primary Healthcare Services	3	PHHA 201	PHHA 429	Research Project	3	PHHA 412
PHHA***	Elective Course 1	2		PHHA***	Elective Course 2	2	
Elective courses (PHHA***)							
PHHA 351	Report Writing Skills	2		PHHA 428	Terminology in Health Management	2	
PHHA 352	Bed Management (Utilization)	2		PHHA 354	Contemporary Issues in Health Management	2	
Fifth Year - Internship Year							