



## **Assessment Report**

**for the Application of  
Jouf University, Saudi Arabia  
College of Medicine  
for the Accreditation of the Bachelor Study Program  
“Medicine and Surgery”,  
Bachelor of Medicine and Surgery (MBBS)**

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## 1 Introduction

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

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

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

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

## **I. The University's application**

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

## **II. Written review**

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

## **III. On-site visit (peer-review)**

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

#### **IV. The AHPGS accreditation decision**

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

## 2 Overview

### 2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: "Medicine and Surgery", "Oral and Dental Surgery", as well as the following Master study programs: "Public Health", "Infection Prevention and Control", "Clinical Laboratory Sciences", "Prosthetic Dental Sciences", "Nursing" and "Psychological Counselling".

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of Jouf University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on March 24, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between Jouf University and the AHPGS was signed on the March 20, 2025.

On July 15, 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 August 28, 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 Jouf University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Medicine and Surgery", 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 "Medicine and Surgery"

Annex	Description
1	1-Module Description
2	2-Teachers' CV
3	3-Teaching Matrix
4	4-Program Specifications
5	5-Annual Program Report
6	6-Admission Requirements
7	7-Internship Booklet

8	8-Gender Equality Concept
9	9-Examination Policy
10	10-Program Manual
11	11-Program Quality System Manual

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

Annex	Description
A	A-Policy of Encouraging Faculty Participation in Research and Scientific Activities
B	B-Intellectual Property Rights Protection Policy
C	C-Academic Quality Assurance Policy
D	D-Policy of Communication with Graduates
E	E-Council Self-Evaluation Policy
F	F-Outstanding Performance Award Policy
G	G-Monitoring the Quality of Teaching and Learning
H	H-National Qualifications Framework
I	I-Policy for Developing and Creating Academic Programs and RASCI
J	J-Examinations and Student Evaluation Policy
K	K-Policy of Verifying the Standards of Achievement for Students
L	L-Stimulation and Support of Employees' Participation in Community Activities
M	M-Professional and Personal Development Policy
N	N-Student Retention Policy and Increased Completion Rates
O	O-Policy of Attracting External Beneficiaries
P	P-Rights and Benefits in Providing Advice and Services to Outside Sectors
Q	Q-Support Mechanism for Faculty Conducting Joint Research with External Bodies
R	R-Policies for Marketing and Commercial Investment of Innovations and Productions
S	S-University Risk Management Policy
T	T-Workload Policy

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

## **2.2 Information about the University**

Jouf University was established in 2005 and is located in Sakaka, in the Al-Jouf region of Saudi Arabia. The University currently enrolls approximately 17,000 students across 14 colleges and offers 46 academic programs at the Bachelor's, Master's, and Doctoral levels. The University is accredited by the National Commission for Academic Accreditation and Assessment (NCAAA). All programs are either fully accredited or in the process of accreditation. The University reports that its colleges cover a broad range of disciplines, including humanities, sciences, engineering, medicine, and business administration. Health-related programs are among its most developed areas. According to the University, the Clinical and Health Sciences are ranked 401–500 in the Times Higher Education Subject Rankings, Pharmacy and Pharmacology are placed 251–300 in the QS World University Rankings by Subject, and the Medicine program ranks 601–650 in the same QS subject ranking.

The University highlights its focus on aligning academic offerings with labor market demands and the objectives of Saudi Arabia's Vision 2030. It also emphasizes its investment in infrastructure, describing its campus as offering modern facilities that support both academic and extracurricular activities. In the area of research, the University outlines several priority fields, including health and wellness, sustainable environment and resource supply, renewable energy, and the economics of the future (SER 1.1).

The College of Medicine at Jouf University was established in 2006. The Bachelor study program "Medicine and Surgery" commenced in the academic year 2007–2008 with an initial cohort of male students. As the University explains, the College was initially developed in partnership with Qassim University, which supervised the program until the first male cohort graduated. In the academic year 2013–2014, the College expanded to include a section for female students.

The College of Medicine is described by the University as an integral part of its broader institutional mission to support regional development and address labor market needs through the training of qualified professionals. In the academic year 2024–2025, a total of 507 students (251 male and 256 female) are enrolled in the Bachelor study program "Medicine and Surgery". Additionally, the College offers two postgraduate programs: the Master of Infection Prevention and Control, and the Master of Public Health.

The College comprises 11 scientific departments, including anatomy, physiology, pharmacology and therapeutics, pathology, community and family medicine, internal medicine, surgery, ophthalmology, obstetrics and gynecology, pediatrics, and ENT. It also maintains specialized units in areas such as dermatology, orthopedics, forensic medicine, histology, microbiology, parasitology, biochemistry, psychiatry, and radiology (SER 1.2).

Several recent developments have shaped the College of Medicine and its educational environment. A new building for the College and an affiliated university hospital has been established on the University premises, offering expanded infrastructure such as larger classrooms, lecture halls, and laboratory facilities. The University Hospital is a major healthcare and academic facility currently under construction, with 80% of the work completed. Designed to house 300 beds, it will provide advanced medical services across multiple specialties, serving both the local community and the University's academic needs. As the University explains, the hospital is scheduled for completion and full operation by December 2026. It will serve as a key training site for medical students and healthcare professionals. The Bachelor study program "Medicine and Surgery" is closely integrated with the University Hospital, particularly in its clinical training and applied learning components. As a teaching hospital, it will function as the primary site where medical students move from theoretical study to hands-on clinical practice. The University further notes that the hospital will operate under the direct supervision of the College of Medicine's leadership.

The University further reports that a five-year strategic plan for the period 2022–2027 has been implemented to guide institutional development. Furthermore, the Bachelor study program "Medicine and Surgery" received full program accreditation from the Education and Training Evaluation Commission (ETEC), Saudi Arabia, valid from January 2023 to December 2027.

## **2.3 Structural data of the study program**

University	Jouf University
Faculty/Department	College of Medicine
Cooperation partner	/.
Title of the study program	"Medicine and Surgery" (MBBS)
Degree awarded	Bachelor of Medicine and Surgery
Form of studies	Full-time/on-campus
Organisational structure	Sunday–Thursday, 8:00 a.m. to 4:00 p.m

Language of Studies	English
Period of education	Twelve semesters (including the first common year) + one-year clinical internship
Credit Hours (CH) according to the internal credit hour system	229 credit hours
Hours/CH	One theoretical hour = 1 credit hour Two practical hour = 1 credit hour
Workload	Total: 10,568 hours Contact hours: 1,433 hours Individual work: 6,000 hours Practice: 3,135 hours
Launch date of the study program	2007/2008 (male students) 2013/2014 (female students)
First accreditation	Education and Training Evaluation Committee (ETEC) from January 2023 to December 2027
Time of admission	Fall Semester
Number of available places on the program	100 to 110 (50 to 55 males + 50 to 55 females)
Number of enrolled students by now	507 (251 male students and 256 female students)
Particular enrollment conditions	<ul style="list-style-type: none"> <li>- Saudi Arabian Secondary School Certificate or its equivalent,</li> <li>- Aptitude Exam (provided by the National Centre for Assessment in Higher Education)</li> <li>- Achievement Exam.</li> </ul>
Tuition fees	Students enrolled in government universities are exempt from tuition fees. Additionally, the government provides monthly financial support to cover students' living expenses, including a stipend during the internship year.

### 3 Expert Report

The site visit was carried out on October 13-14, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on October 12, 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 Medicine, the chair, vice chair and the teaching staff of the Bachelor study program "Medicine and Surgery" 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.

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

- Description of OSCE stations
- Exemplary research projects

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 Medicine and the representatives of the "Medicine and Surgery" program 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**

According to the University, the Bachelor study program "Medicine and Surgery" is designed to graduate competent physicians who are prepared to deliver healthcare services, pursue further education, and engage in research. The program's mission is to provide a student-centered and community-oriented curriculum that fosters self-learning, evidence-based practice, and ethical responsibility. Based on this mission, the program outlines several educational objectives: these include delivering sound knowledge in medical sciences; developing clinical and communication skills in alignment with professional standards; fostering research and lifelong learning; and encouraging leadership, ethical practice, and social responsibility (SER 3.1.1).

The program defines a graduate profile that encompasses the competencies expected of a modern medical practitioner. According to the University, the program's graduates should be equipped to apply fundamental and clinical knowledge, communicate effectively, demonstrate professionalism, and engage in evidence-based decision-making. The attributes outlined in the graduate profile are grouped under five domains: Scientific Approach to Practice, Patient Care, Communication and Collaboration, Professionalism, and Research and Lifelong Learning. The University emphasizes that these attributes are intended to ensure graduates are capable of safe and effective medical practice, while also contributing to the healthcare system and wider society (SER 3.1.2).

The Bachelor study program "Medicine and Surgery" is aligned with Level 7 of the National Qualifications Framework of Saudi Arabia (NQF-KSA), indicating a high level of specialization and competence. Program Learning Outcomes (PLOs) are structured across three domains (SER 3.1.3):

- **Knowledge and Understanding:** Graduates are expected to demonstrate a sound understanding of biomedical and clinical sciences, healthcare systems, and ethical frameworks within the Islamic context.
- **Skills:** Graduates develop the ability to apply diagnostic reasoning, manage clinical cases effectively, use information technology, and communicate clearly in clinical and academic settings.
- **Values, Autonomy, and Responsibility:** The program emphasizes teamwork, lifelong learning, accountability, and ethical conduct in healthcare practice.

According to the University, graduates of the Bachelor study program "Medicine and Surgery" are qualified for a range of career paths in the healthcare sector. Graduates of the Bachelor study program "Medicine and Surgery" are required to complete a licensing examination after graduation in order to practice professionally. The licensing exam is separate from the Exit exam; however, as the University explains, the Exit exam serves as one of the preparatory tools, alongside the license simulation exam, to ensure that students are adequately prepared for the national licensing requirements. Career paths include clinical practice as general practitioners in public or private institutions, contingent on obtaining licensure from the Saudi Commission for Health Specialties (SCFHS). Other career options include academic and research positions, public health roles, and postgraduate medical specialization in fields such as internal medicine, surgery, pediatrics, or psychiatry. The University notes that many graduates successfully pass the Saudi Medical Licensing Examination (SMLE) and pursue further training in residency programs both in Saudi Arabia and abroad (SER 3.2.1).

As the University explains, the labor market for medical graduates in Saudi Arabia is expanding due to increased healthcare demand, population growth, and national healthcare initiatives. The Bachelor study program "Medicine and Surgery" is designed to align with these market needs by focusing on clinical competence, ethical standards, and adaptability to modern healthcare environments. The University states that the program supports the goals of Saudi Vision 2030 by contributing to the development of a well-trained national medical workforce (SER 3.2.2).

### **Judgement**

From the experts' point of view, the Bachelor study program "Medicine and Surgery" pursues clear and well-defined qualification objectives that are consistent with the strategic mission of Jouf University. The experts recognize that the University follows a coherent educational strategy that connects undergraduate and postgraduate education. This approach underlines the University's commitment to continuous improvement and quality assurance at all academic levels.

From a regional perspective, the experts emphasize that the program addresses the growing demand for qualified medical professionals in the Al-Jouf region. The University maintains strategic and institutional partnerships with local health institutions and hospitals, which not only facilitate practical training opportunities but also contribute to high employability among graduates. As the University reports,

there is currently a shortage of qualified medical staff, which underscores the program's relevance and social importance.

With regard to curriculum design, the experts note that all academic programs are aligned with the strategic plan of the University and that curriculum development also considers national initiatives launched by the Ministry of Education or other relevant authorities. The University council retains the authority to review and approve program structures, ensuring flexibility and responsiveness to labor-market needs. Programs are evaluated every five years after the graduation of each cohort..

Internationalization represents an element of the University's strategic development. However, as the University states, enrollment in the Bachelor study program "Medicine and Surgery" is currently limited to Saudi nationals due to governmental regulations in the health sector, the University plans to open the program to international students in the near future. The experts welcome these ambitions and encourage the University to attract international students, and foster more active participation in international research collaborations. To further establish internationalization at Jouf University, the experts recommend to implement cooperation agreements with international universities to foster student and staff mobility. Given cultural and structural constraints, the experts suggest inviting international scholars for guest lectures or short visits to increase academic exchange and global visibility.

Overall, from the experts' point of view the Bachelor study program "Medicine and Surgery" 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. The objectives are clearly defined, aligned with the University's mission and the national framework, and supported by adequate institutional strategies for research, quality assurance, and future development.

## **Decision**

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

### **3.2 Structure of the study program**

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

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)<sup>1</sup> and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

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

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

### **Summary**

The program comprises 51 modules, out of which 3 are elective modules. There are between 8 and 10 modules in total provided for each semester. All modules have to be completed within one semester. There are no semesters offered as a period for exchange programs.

The credit hours are distributed across the following compulsory and elective courses:

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

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
<b>Institution Requirements</b>	Required	5	10	5%
	Elective	2 (2 out of 4)	4	2%
<b>Program Requirements</b>	Required	35	185	92.5%
	Elective	1(1 out of 2)	1	0.5%
<b>Internship</b>	Internship year	12 months	Not included	Not included
<b>Others</b>	-	-	-	-
<b>Total</b>		43	200	100%

Admission to the Bachelor of Medicine program requires successful completion of the Common First Year, a shared foundation for all medical and health-science students. This preparatory year combines intensive English and information-technology training with core science courses—chemistry, biology, physics, and mathematics—to prepare students for advanced health-science studies. Once they progress into the medical curriculum, students also complete seven university-mandated courses alongside their professional classes: five compulsory subjects (Fundamentals of Islamic Culture, Medical Jurisprudence, Language Skills, Islamic Economic System, and Editing) plus two electives—one chosen from The Role of Women in Development or Moderation & Sobriety, and one from Volunteer Work or Entrepreneurship. The College of Medicine oversees the full delivery of this integrated curriculum (SER 4.1.2).

The list of modules offered are:

Nr.	Title	Sem.	CH
ENGL001	English - I	PY	6
EDU101	University Life Skills	PY	2
CHM103	Chemistry	PY	3
CIS101	Computer Skills	PY	3
ENGL002	English – II	PY	6
BIO103	Biology	PY	3
PHS103	Medical Physics	PY	3
STAT103	Bio Statistics	PY	3
			<b>29</b>
CMD211	Concepts and Principles of Medical Education	1/2	3

CMD212	Growth and Development	1/2	5
CMD213	Man and his Environment and Metabolism	1/2	7
CMD221	Principles of Disease	1/2	6
CMD222	Musculoskeletal System	1/2	9
HIC211	Health and Illness in the Community – I	1/2	2
CMD214	Clinical Skills – I	1/2	2
ISL101	Fundamentals of Islamic Culture	1/2	2
ISL106	Medical Jurisprudence	1/2	2
ARB101	Language Skills	1/2	2
			<b>40</b>
CMD322	Reproduction and Endocrine	3/4	9
CMDR311	Hemopoietic and Immune Systems	3/4	7
CMD312	Cardiovascular System	3/4	7
CMDR321	Respiratory System	3/4	6
HIC311	Health and Illness in the Community – II	3/4	2
CMD313	Clinical Skills – II	3/4	2
ISL103	Islamic Economic System	3/4	2
ISL109/ ISL110	The Role of the Women in Development or The Moderation & Sobriety	3/4	2
EDU102/ BUS101	Volunteer Work or Entrepreneurship	3/4	2
			<b>39</b>
CMD332	Gastrointestinal System	5/6	8
CMDR341	Urinary System	5/6	4
CMD331	Nervous System, Special Senses and Behavior	5/6	10
CMDR342	Integrated Multisystem and Therapeutics	5/6	7
RES331	Research	5/6	2
CMD334	Infection Control	5/6	2
CMD333	Clinical Skills – III	5/6	2
MED341	Clinical Skills – IV	5/6	2
ARB102	Editing	5/6	2
			<b>39</b>
MED411	Medicine	7/8	16
SURG421	General Surgery	7/8	12
ORTH421	Orthopedics Surgery	7/8	5
IMG421	Medical Imaging	7/8	2
DERM411	Dermatology	7/8	2

OPTH421	Ophthalmology	7/8	3
CMD421	Patient Safety (Choose one of two)	7/8	1
CMD422	Healthcare Quality Management (Choose one of two)	7/8	1
			<b>41</b>
PED431	Pediatrics	9/10	11
OBGN442	Gynecology & Obstetrics	9/10	11
PSYC442	Psychiatry	9/10	3
FCM432	Family Medicine	9/10	5
EMR442	Emergency Medicine	9/10	3
ENT441	Ear, Nose and Throat Diseases	9/10	3
CMD431	Forensic Medicine	9/10	2
CMD441	Medical Ethics in Islam	9/10	3
			<b>41</b>
	<b>Total:</b>		<b>229</b>

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

The Bachelor study program “Medicine and Surgery” is structured in three phases:

1. Premedical (Common First Year, Semesters 1–2)
2. Integrated Organ-System (Medical Years 1–3, Semesters 3–8)
3. Clerkship (Years 4–5, Semesters 9–12)

The program adopts the SPICES educational model—student-centered, problem-based, integrated/interprofessional, community-oriented, with elective study components, and delivered through a systematic approach. Vertical and horizontal integration of basic and clinical sciences is achieved via system-based modules and early clinical exposure in skills and simulation laboratories. Continuous problem-based learning (PBL) further weaves together disciplines throughout the curriculum (SER 4.1.3).

The internship phase spans a full calendar year (52 weeks at 48 hours per week) and is designed to bridge classroom learning and professional practice by rotating new graduates through all key clinical disciplines. After successful completion of year 5, interns begin on August 1 with six mandatory rotations, two months each in internal medicine, surgery and pediatrics, plus one month each in obstetrics &

gynecology, emergency medicine and family medicine, followed by three one-month elective placements in chosen subspecialties. No academic credit is awarded, but completion is required for licensure as a general practitioner in Saudi Arabia. The College's Internship Committee (8–10 faculty) and a dedicated Coordinator liaise with teaching hospitals, assign approved training sites, distribute an Internship Manual (Annex 7) with intended learning outcomes, and hold monthly review meetings to monitor progress, resolve issues and collect assessments. Under direct supervision, interns assume typical general-practice duties, e.g. patient care, documentation, ward rounds and case conferences, applying their foundational basic-science and clinical skills to develop clinical reasoning and problem-solving abilities. Before beginning internships, students must pass a comprehensive exit exam covering all major specialties. Continuous assessments and end-of-rotation evaluations (100 % of the grade) are submitted back to the coordinator, and a minimum overall score of 60 % is required for graduation. Quality-assurance field visits and satisfaction surveys of interns, supervisors and hospital staff help ensure that training resources and support meet the program's educational objectives (SER 4.1.4). The minimum qualification for a clinical supervisor in the Bachelor study program "Medicine and Surgery" is to hold the title of consultant (MD, PhD) in the relevant specialty and to be a fellow of the Saudi Commission for Health Specialties (SCFHS) or hold an equivalent professional qualification recognized by SCFHS. As the University explains, this dual requirement ensures that supervisors possess both advanced clinical expertise and the formal credentialing necessary to oversee and guide medical trainees.

According to the University, the Bachelor study program "Medicine and Surgery" applies domain-specific teaching methods to support knowledge acquisition, skill development, and professional values. Lectures, PBL, case-based learning, and seminars are used for theoretical understanding. Clinical skills are developed through demonstrations, lab sessions, and group activities. Values and professional responsibility are fostered through tutorials, outreach projects, and participation in community events (SER 4.1.5). Digital tools are also an integral part of the study program. Through the Blackboard platform, students access learning materials, lectures, assignments, and exams at any time. Virtual sessions, discussion boards, and pre-recorded content support flexible and location-independent learning (SER 4.1.6).

As the University states, research training is implemented throughout the curriculum, beginning in year 2 with the "Health and Illness in the Community II" course,

where students learn to formulate research questions, conduct literature reviews, design surveys, analyze data, and draft proposals and reports. This and the third-year “Research” module together contribute 30% of students’ grades. Annually, the Department of Community Medicine hosts a “Scientific Day” a poster and oral presentation forum judged by an expert panel, with top projects earning awards and opportunities to attend national conferences. Beyond these courses, the College supports ongoing research engagement through its Continuing Medical Education, Research & Bioethics, and Community Service Committees. Student projects receive university funding, and faculty promotions and contract renewals are tied to research output and publication in reputable journals (SER 4.1.7).

Drawing on international best practices and aligned with the Saudi Council for Health Specialties, the program integrates input from leading universities worldwide and anticipates graduates’ career paths in both public and private sectors. Many alumni pursue advanced studies abroad in North America and Europe. Students may undertake inter-university or international mobility within Saudi Arabia, provided they meet eligibility criteria. For external benchmarking, the MBBS program at Qassim University, which is an accredited, recognized curriculum, was selected; a formal agreement now enables the two colleges to exchange key performance data (SER 4.1.8). While no structured student mobility programs are in place, the University notes that the curriculum’s international orientation supports graduates in pursuing postgraduate education abroad (SER 4.1.8). As the University states, it is also possible to study a semester abroad. However, currently there are no visiting students or students studying abroad for a short period of time. If any student wants to apply for it, regulations are in place.

### **Judgement**

The Bachelor study program “Medicine and Surgery” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. 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. The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

With regard to interdisciplinarity, the experts observe that Jouf University provides a suitable institutional framework and possesses considerable potential for interdisciplinary cooperation. Several programs, such as "Health Administration," are implemented jointly between the College of Medicine and the College of Administration, while others like "Public Health" and "Infection Prevention and Control" are coordinated between the College of Applied Medical Sciences and the College of Medicine. These structures create favorable conditions for interdisciplinary teaching and research. However, in the view of the experts, the University has so far made only limited use of these opportunities. Interdisciplinary exchange currently takes place primarily at the faculty level through research cooperations or through the admission of students from different disciplinary backgrounds. There is no systematic integration of interdisciplinary courses or joint research activities with other colleges on a student level at this stage. The experts encourage the University to strengthen these connections to better reflect the realities of modern healthcare delivery. The planned establishment of the new University Hospital within the next 15 months is expected to further enhance interdisciplinary collaboration and provide additional practical learning opportunities.

The experts also appreciate the University's efforts to integrate digitalization and artificial-intelligence tools into teaching and learning. A core course introduces students to the ethical and practical use of AI technologies and the University has implemented mechanisms to ensure responsible application. Students are trained in how to acknowledge AI assistance in academic work, and specific software tools are used to verify AI-generated content, particularly in research projects and theses.

The experts acknowledge the very detailed course files with their contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

Research plays an important role in the structure of the Bachelor study program "Medicine and Surgery". The experts acknowledge that the curriculum provides students with the fundamental methodological and analytical competencies to design and conduct research projects. Students may choose their supervisor and research topic according to their professional interests, with each topic reviewed and approved by the departmental council to ensure academic relevance and ethical compliance. Every research project must obtain approval from the ethics committee before implementation. Weekly meetings between students and supervisors are mandatory, providing ongoing academic guidance and progress monitoring.

The research process follows a structured sequence and students begin developing their research proposal early and continue working on it throughout the program.

The research strategy of Jouf University is designed to align research priorities with national development goals, particularly in the fields of social well-being, sustainability, and public health. The experts appreciate that students are introduced early to scientific research and encourage the University to further include students to participate in applied projects that address local community needs and national priorities. In the long term, the University plans to expand its academic and research profile by introducing PhD programs, increasing collaboration with national and international partners, and encouraging faculty–student research teams. These plans are considered by the experts as valuable steps toward strengthening the University's research culture and international visibility.

## **Decision**

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

### **3.3 Admission and Feasibility**

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

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

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

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

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

## **Summary**

Admission to the Bachelor study program "Medicine and Surgery" follows a criteria-based process in accordance with national regulations and the University's internal bylaws. The process is managed by the Deanship of Admission and Registration. As the University explains, applicants must meet eligibility standards related to academic performance, medical fitness, and behavior. Due to the physical and mental demands of the medical profession, students with disabilities or

chronic illnesses that interfere with essential motor or sensory functions may not be admitted, to ensure both patient safety and professional competency (SER 5.1.1)

Category	Description
<b>Eligibility</b>	Completion of minimum academic requirements for an applicant to be considered for the selection process.
<b>Selection Criteria</b>	The basis on which the eligible candidates are distinguished from each other in order to be selected for admission.
<b>Eligibility Criteria</b>	All students must complete the following minimum requirements for their application to be considered for the selection process:
<b>A- Requirements for First Common Year Admission</b>	<ul style="list-style-type: none"> <li>- Must obtain a secondary school certificate or equivalent from inside or outside the Kingdom of Saudi Arabia.</li> <li>- The secondary school certificate should not be more than five years old (University Council may grant exemption if there are valid reasons).</li> <li>- Should have good conduct and behavior.</li> <li>- Should be medically fit.</li> <li>- Must not have been dismissed from another university for disciplinary or educational reasons.</li> </ul>
<b>B- Selection Criteria</b>	<ul style="list-style-type: none"> <li>- Completion of the minimum requirements for admission does not guarantee acceptance.</li> <li>- The number of qualified applicants significantly exceeds the number of available positions.</li> <li>- Not every qualified applicant will be offered admission.</li> <li>- Selection will be based on the academic record in the foundation year.</li> </ul>

The University has defined policies for the recognition and transfer of academic credits from other accredited national or international institutions. These require equivalency in course content, a minimum grade, and timely completion. A maximum of 40% of the total credit hours can be transferred. The process is overseen by academic departments and finalized by the College Council, with exceptions reviewed by the University's Permanent Committee for Academic Affairs (SER 5.1.3).

According to the University, academic counselling is provided through faculty advisors and the University's Center for Academic Advising. Students receive support with academic planning, personal and social challenges, and career orientation. Structured tools and templates guide regular advisor-student interactions. Faculty staff maintain office hours for individual support, and communication is facilitated via email, Blackboard announcements, and feedback channels. Targeted assistance is available for specific student groups: creative students receive mentorship, high-achieving students gain access to additional resources, and underperforming students are supported through tutoring and progress monitoring.

Research mentoring is offered for student projects and conference preparation. Clinical and laboratory supervision is ensured through assigned faculty members. Additional support includes orientation sessions, skill development workshops, and access to campus-wide services such as libraries, sports facilities, and wellness resources, promoting a well-rounded student experience (SER 5.2.1).

### **Judgement**

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

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of mid-term 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 specification 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, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. Students with illnesses or special circumstances are granted flexible arrangements such as online sessions, sick or maternity leave, and

adjusted examination schedules. These measures ensure academic continuity and inclusivity. The experts also note that students who work alongside their studies are adequately supported through personal supervision and flexible scheduling.

Regarding psychological support, the University provides comprehensive services to safeguard student wellbeing. All students undergo a pre-screening to identify health concerns, and those in need receive ongoing follow-up, counselling, and psychological consultation. The program trains peer mentors in stress-management techniques, fostering a supportive community. Financial assistance is available through an agreement with the Saudi Developmental Bank for students unable to cover tuition fees, and faculty members benefit from institutional health-care support.

Through these measures the University demonstrates its commitment to maintaining a healthy, resilient student body.

### **Decision**

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

### **3.4 Examination system and transparency**

In accordance with ESG 1.8 Public Information

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

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

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

### **Summary**

The Bachelor study program "Medicine and Surgery" follows Jouf University's Examination and Student Evaluation Policy, adapted to align with course-specific learning outcomes (Annex 9). Student performance is evaluated using a

combination of continuous and final assessments covering cognitive, psychomotor, and affective learning domains. Generally, continuous assessments contribute 60% and the final examination 40% to the final grade. For skill-based courses, the ratio is 50:50. Continuous assessments include mid-block tests, quizzes, and assignments, while final exams are held at the end of each semester. For longitudinal courses, both mid-year and end-of-year assessments are conducted (SER 6.1.1).

Each course has a defined assessment plan detailing methods and timelines, which is shared with students at the beginning of the course via the learning management system (Blackboard). Assessment formats include multiple-choice questions, single-answer questions, assignments, OSCEs, and clinical evaluations. Feedback is provided throughout the course. Students who miss final exams must submit an excuse for approval; if granted, a resit exam is arranged. The minimum passing grade is 60%, and the University applies a 5-point GPA system (SER 6.1.1):

Percentage	Grade	Symbol	Weight (out of 5)	Weight (out of 4)
95-100	Exceptional	A+	5.0	4.0
90-less than 95	Excellent	A	4.75	3.75
85-less than 90	Superior	B+	4.5	3.5
80-less than 85	Very Good	B	4.0	3.00
75-less than 80	Above Average	C+	3.5	2.5
70-less than 75	Good	C	3.0	2.0
65-less than 70	High Pass	D+	2.5	1.5
60-less than 65	Pass	D	2.0	1.0
Less than 60	Fail	F	1.0	0

The College of Medicine ensures that all key information regarding the Bachelor study program is publicly accessible through the official college website. This includes a detailed study plan outlining course sequencing, credit hour distribution, and the integration of theory and practice. The educational process is described with reference to teaching methods, learning resources, clinical training, and assessment strategies. Admission requirements, including eligibility criteria and selection procedures, are clearly presented. Examination regulations are also available, covering assessment types, grading policies, academic integrity, and procedures for appeals and re-examinations. In addition, the website highlights extracurricular activities, community engagement, and research opportunities that complement the academic curriculum. The College also communicates with stakeholders through newsletters, social media, and public events to maintain transparency (SER 6.2.2).

## **Judgement**

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. In the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. However, the transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. 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. As the University states, the Objective Structured Clinical Examination (OSCE) is implemented systematically, and each OSCE session typically includes 15 to 20 stations, with a duration of approximately four minutes per station. Simulated patients are also used to enhance realism and to assess communication and diagnostic competencies. From the experts' point of view, the University should align OSCE stations and final examinations with international standards, including explicit blueprints, global and weighted rating scales, predefined anchor descriptors, and formal standard-setting procedures (e.g., Angoff/Borderline methods). The University should also replace the examiner-as-patient approach with trained standardized patients, and ensure assessor/SP training, calibration, and post-exam quality analyses (item/station statistics, inter-rater reliability, and review of borderline performances).

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, are 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 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.

From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. 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 "Medicine and Surgery" is taught by full-time faculty staff composed of highly qualified professionals from diverse national and international backgrounds. This diversity fosters a global perspective and contributes to a dynamic learning environment aligned with

international standards (SER 7.1.1). The staff includes 12 professors, 17 associate professors, 43 assistant professors, and 2 lecturers. Both male and female faculty members contribute equally to teaching across the male and female student sections.

To address any staffing gaps, the College of Medicine maintains agreements with the neighboring Northern Border University and the Ministry of Health (MOH). These agreements facilitate the provision of part-time teaching staff, expert consultations, and joint research initiatives.

The student-to-faculty ratio is 1:7 at full enrollment capacity.

According to the University, the recruitment of faculty members for the Bachelor study program "Medicine and Surgery" is conducted through a structured, multi-stage process aligned with strategic priorities and international academic standards. Departments assess their staffing needs and submit requests specifying academic rank, specialization, and qualifications. These requests are consolidated by the College Recruitment Committee and approved by the College Council before being announced through official recruitment channels, including the Saudi Arabian Cultural Missions and academic networks. Applicants are required to hold a PhD or equivalent degree from internationally ranked institutions, maintain academic continuity, demonstrate relevant experience, and possess peer-reviewed publications in recognized journals. Shortlisted candidates are evaluated via online interviews, and final selections are approved by the College Council and endorsed by the Vice Rectorate for Academic Affairs (SER 7.1.2).

Faculty development is overseen by the Skill Development Committee, which organizes targeted workshops and seminars in areas such as teaching strategies, student engagement, leadership, and academic writing. Activities are based on annual needs assessments and are documented through feedback and evaluation reports. Research is supported by the Deanship of Postgraduate Studies and Scientific Research, which provides funding for projects, publications, and conference participation. The University also offers incentives such as publication fee reimbursements, performance awards, and recognition prizes to promote a research-oriented academic culture.

In terms of support staff, the College of Medicine employs a range of technical and administrative staff. Technical staff include laboratory technicians, IT specialists, and clinical support personnel, while administrative operations are handled by non-teaching staff assigned to areas such as logistics, human resources, and

facility management. Roles are clearly defined through formal job descriptions and organizational structures (SER 7.2.1).

The College is equipped with purpose-built academic, clinical, and administrative facilities, including lecture halls, problem-based learning rooms, specialized laboratories, and offices for faculty and staff. Laboratories include skills labs for anatomy, histology, biochemistry, physiology, pharmacology, pathology and microbiology. For carrying out practical training during the study, there is a separate building for well-equipped clinical skill laboratory to simulate the clinical examination and hands on training in a safe learning environment for all clinical courses that start from 1st year till the 5th year of education. For real-world hospital training in years 4 and 5, the college partners with Prince Metab Hospital, the Maternity Hospital, and King Abdul-Aziz Hospital, are ensuring comprehensive clinical exposure (SER 7.3.1).

The central library at Jouf University provides essential academic resources to support the Bachelor study program "Medicine and Surgery". The collection includes 7,203 books, with materials available in English and some in Arabic. The library also subscribes to various periodicals, both in print and digital formats, covering key topics in medicine and related fields. Digital access is offered through platforms such as the Saudi Digital Library, PubMed, Scopus, Web of Science, Elsevier, and Wiley. These resources are accessible on- and off-campus via university credentials and Blackboard. The library is open from Sunday to Thursday, 8:00 a.m. to 2:00 p.m., while digital resources remain accessible at all times. The inventory is regularly updated to ensure relevance and accuracy, with outdated materials replaced by current editions. A centralized library system manages lending and access (SER 7.3.2).

The University provides computer labs and high-speed internet to support digital learning and research. PCs are available for students and faculty in both male and female sections (SER 7.3.3).

### **Judgement**

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Jouf 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 Jouf University, the faculty staff cite good working conditions, the good reputation and the family-like feeling between the staff.

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 University informs its employees about opportunities for personal and professional development transparently, and 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. Each faculty member receives an individual development plan. General training courses cover teaching methodology, quality assurance, and academic leadership, while specialized workshops are offered at the program level. The professional development of faculty members is monitored through Key Performance Indicators (KPIs) defined in the University's strategic plan.

The experts note that academic career progression at the University follows a clear, government-regulated pathway: faculty advance through the ranks of assistant, lecturer, assistant professor, associate professor, and finally full professor, with each promotion contingent on demonstrated excellence in community engagement, research, and teaching. The University encourages participation in national and international conferences, provides full PhD scholarships for academic advancement, and covers publication fees to promote research output. Newly recruited faculty members participate in an induction program designed to support their integration into teaching and research activities. Research activities within the Bachelor study program "Medicine and Surgery" are supported through both internally and externally funded projects conducted in cooperation with local and regional institutions.

The experts visited the premises of the College of Medicine, where the skills labs of the Bachelor study program "Medicine and Surgery" are located. The labs are equipped with all relevant devices. However, at the skills lab facilities there are currently only basic models and manikins. The experts have been assured that a whole floor for hosting high fidelity simulation is currently being built and will be equipped with latest state-of-the-art simulation equipment. Regarding the other lab facilities, the experts recommend that the University further strengthen safety measures within the laboratories, including the installation of additional safety

showers and emergency equipment, to ensure full compliance with safety standards and to protect students during practical training.

As a whole, it was ascertained by the experts that the Bachelor study program "Medicine and Surgery" has ample teaching facilities at its disposals. Students and staff have full access to the University's digital library and electronic databases, ensuring the availability of up-to-date academic literature.

## **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**

According to the University, the Bachelor study program "Medicine and Surgery" ensures quality in teaching, learning, and research through the Quality and Academic Accreditation Unit (QAAU), under the supervision of the Deanship of Development and Quality (DDQ). The program applies the PDCA (Plan-Do-Check-Act) model as a framework for continuous monitoring and improvement of educational standards. The QAAU operates in accordance with the University's Quality Manual and is responsible for conducting internal audits, facilitating program reviews, organizing faculty training, and monitoring key performance indicators. These efforts are supported by several specialized committees and department-level quality

coordinators. An advisory council, comprising internal and external experts, provides strategic input on academic quality and accreditation (SER 8.1.1).

Program and course quality is evaluated through structured mechanisms involving direct and indirect assessments. Course reports, submitted each semester using the up-to-date NCAAA template, include assessment results and proposed improvements. These reports are reviewed by the QAAU and relevant committees before final approval by the College Council. At the program level, the Annual Program Report (APR) is prepared by the Program Coordinator, guiding development plans and actions for improvement. The QAAU compiles a summary of all action plans and oversees their implementation and follow-up to ensure closure of the quality loop (SER 8.1.2).

Stakeholder involvement is a central component of the quality system. The program conducts regular surveys, including Course Evaluation Surveys, Program Evaluation Surveys, Student Experience Surveys, and Stakeholder Surveys (e.g., alumni and employer feedback). These surveys assess course delivery, program relevance, academic advising, and graduate readiness. The QAAU analyzes the data, which is then discussed in institutional meetings and used to develop targeted action plans for continuous enhancement (SER 8.1.4). Student participation is further ensured through representation in departmental meetings, reinforcing their role in the decision-making process.

The practical relevance of the Bachelor study program is systematically evaluated through employer and alumni surveys, patient feedback, clinical case assessments, and alignment of Program Learning Outcomes (PLOs) with professional standards. External reviewers and accreditation bodies, including SCFHS, assess whether the curriculum meets national and international expectations. Input from the advisory council, benchmarking against peer institutions, and tracking of key performance indicators such as graduate employability and clinical examination results all contribute to the ongoing adaptation and improvement of the curriculum (SER 8.1.5).

The University regulates student workload through defined credit-hour limits, typically ranging from 24 to 36 credits per year. Flexibility is provided for students nearing graduation, while students with lower GPAs are assigned reduced loads to support academic success. Academic advising, time management workshops, and workload adjustments under special circumstances ensure the workload remains manageable. The feasibility of student workload is continuously monitored

using performance metrics such as GPA trends, failure rates, and dropout statistics (SER 8.1.5).

According to the University, a total of 507 students (251 male and 256 female) were enrolled in the Bachelor study program "Medicine and Surgery" in the academic year 2024–2025. Of these, 88 students (48 male and 40 female) were newly admitted. In the academic year 2023–2024, 100 students (51 male and 49 female) successfully graduated from the program. Further details regarding student distribution across academic levels are presented in the following table:

level/semester	Number of students			Success rate		Drop-out rate		No. of graduates
	Male	Female	Total	Male	Female	Male	Female	
Year 1	77	63	140	82.4%	87.3%	17.6%	12.7%	73
Year 2	42	51	93	90.4%	100%	9.6%	0%	
Year 3	41	52	93	91.5%	100%	8.5%	0%	
Year 4	42	48	90	94%	100%	6%	0%	
Year 5	49	42	91	98%	96%	2%	4%	
Total	251	256	507					

## Judgement

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

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

the suitability of the learning environment and support services for the program's objectives.

The University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the 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 institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. The experts observe that the University takes evaluation feedback seriously. For instance, changes to course timing, additional exam opportunities, and the introduction of practical assessments. All evaluation results are systematically reviewed and discussed by academic committees, ensuring that constructive feedback leads to tangible enhancements in teaching and program delivery.

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. Curriculum review follows a structured schedule: minor changes are made annually, while major revisions take place every five years with input from external stakeholders, including employers and hospital representatives. Clinical placements are also evaluated through student and supervisor feedback. 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. To ensure accountability, the University maintains a formal complaints mechanism that allows students and staff to raise concerns about instructional quality or professional conduct. From the experts' point of view, the University should consider structured alumni activities or alumni programs to strengthen graduates' ties to the

institution and to provide current students with access to and exchange with alumni in professional practice (e.g. mentoring, career talks and networking).

## **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**

According to the University, the Bachelor study program "Medicine and Surgery" is committed to fostering an inclusive and equitable academic environment. The program ensures that all students, regardless of gender, personal, or social background, receive equal access to high-quality academic education. The program is taught to both male and female students on the same campus, though classes are held separately for each group. The college ensures that the education process is equal in both sections, with identical course specifications, lecture formats, exam content and timing, as well as access to equipment and learning materials. Both groups also share the same library resources, including identical books and opening hours.

As the University explains, the same faculty members deliver lectures in both sections, and course organizers are consistent across male and female groups, with co-organizers appointed for the female section. Examinations are administered on the same day with the same content for both sections. The new college building, which includes separate male and female sections connected by a shared laboratory section, further facilitates communication, exchange, and collaboration between the two groups of students.

The University also provides structured support for students who develop disabilities or chronic illnesses after admission. Measures are in place to ensure that affected students can continue their studies without compromising patient safety or academic standards. The campus is equipped with ramps, elevators, accessible restrooms, assistive technologies, and on-site medical and psychological services.

Faculty and staff are trained to accommodate individual needs and to maintain a supportive learning environment. Compensatory measures include individualized assessments, adapted examination formats, provision of makeup exams, targeted support services, and the reassignment of clinical duties when necessary.

### **Judgement**

The University demonstrates its commitment to the provision of equal opportunities for all students within the cultural conditions and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner. The experts also acknowledge the University's progress in promoting gender equity and encourage further advancement of women in academic and leadership positions.

### **Decision**

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

## 4 Conclusion

From the experts' point of view, all eight evaluated programs demonstrate clear and well-defined aims that are aligned with labor-market demands and community needs, with a strong emphasis on regional healthcare delivery. Throughout the meetings, the expert group observed high levels of motivation and commitment among students and staff. Students expressed overall satisfaction with the quality of teaching, academic guidance, and support services. Admission procedures and examination regulations are transparent, and the advisory and complaint systems function effectively and are well known to students.

Considering the University's large number of health-related programs, the experts suggest further strengthening interprofessional learning to better reflect the realities of modern healthcare delivery. Particularly with the establishment of the new University Hospital, they encourage the University to continue this development.

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 "Medicine and Surgery" offered at the Jouf University fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

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

- The University should further strengthen its international profile by concluding cooperation agreements with foreign higher education institutions to promote student and staff mobility.
- The University should invite international scholars for guest lectures or short-term academic visits, including online/virtual contributions to enhance academic exchange and global visibility.
- The University should establish a systematic integration of interdisciplinary and interprofessional courses and joint research activities, both across other colleges and within the same college at the student level to enhance the program's practical and clinical orientation and to broaden students'

perspectives. The University should utilize the planned establishment of the new University Hospital as well as the high-fidelity simulation space to further promote interdisciplinary collaboration and provide additional practical learning opportunities.

- The University should continue to introduce students early to scientific research and further involve them in applied projects that address local community needs and national priorities.
- The University should expand its academic and research profile in the long term by establishing PhD programs and increasing collaboration with national and international partners.
- The University should encourage the formation of faculty–student research teams to strengthen the institutional research culture and enhance international visibility.
- The University should align OSCE stations and final examinations with international standards, including explicit blueprints, global and weighted rating scales, predefined anchor descriptors, and formal standard-setting procedures (e.g., Angoff/Borderline methods).
- The University should replace the examiner-as-patient approach with trained standardized patients, and ensure assessor/SP training, calibration, and post-exam quality analyses (item/station statistics, inter-rater reliability, and review of borderline performances).
- The University should provide additional information with the graduation certificate to increase international comparability by using the Diploma Supplement template developed by the Council of Europe, the European Commission, and UNESCO.
- The University should continue its efforts to promote gender equity and further advance women in academic and leadership positions.
- The University should further strengthen safety measures within the clinical skills laboratories, including the installation of additional safety showers and emergency equipment.
- The University should consider structured alumni activities or alumni programs to strengthen graduates' ties to the institution and to provide current

students with access to and exchange with alumni in professional practice (e.g. mentoring, career talks and networking).

## 5 Decision of the Accreditation Commission

### Decision of the Accreditation Commission December 11, 2025

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on October 13-14, 2025, according to the previously agreed-upon schedule.

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

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report. The Bachelor study program requires the obtainment of 229 credit hours according to the internal credit hour system. The regulated study period in the program "Medicine and Surgery" is 7 years: Twelve semesters at the University followed by a one-year clinical internship. The study program comprises 51 modules, out of which 3 are elective modules. The language of instruction is English. The Bachelor study program "Medicine and Surgery" is completed with awarding of the academic degree "Bachelor of Medicine and Surgery". Admission takes place every fall semester. The first cohort of male students was admitted to the study program in the academic year 2007/2008. The first cohort of female students was admitted to the study program in the academic year 2013/2014.

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

The Bachelor study program "Medicine and Surgery" 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.