

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



## **Assessment Report**

**for the Application of  
Jouf University, Saudi Arabia  
College of Medicine  
for the Accreditation of the Master Study Program "Public Health",  
Master of Public Health**

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Decision

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## **1 Introduction**

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

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

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

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

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

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

## **II. Written review**

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

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

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

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

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

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

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

## 2 Overview

### 2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study 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 the 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 the 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 the Jouf University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Master study program “Public Health”, 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 Master study program “Public Health”:

| Annex | Description                |
|-------|----------------------------|
| 1     | 01-Module Description      |
| 2     | 02-Teachers’ CV            |
| 3     | 03-Teaching Matrix         |
| 4     | 04-Program Specifications  |
| 5     | 06-Admission Policy        |
| 6     | 07-Statistics              |
| 7     | 08-Gender Equality Concept |



|    |   |
|----|---|
| 8  | 09-Policy of Examination and Student Evaluation |
| 9  | 10-Student Handbook                             |
| 10 | 11-Quality Assurance Policy                     |

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

| <b>Annex</b> | <b>Description</b>  |
|--------------|---|
| 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 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. 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 reports that a five-year strategic plan for the period 2022–2027 has been implemented to guide institutional development.

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).

The department of family and community medicine was established in the academic year 2007/2008. It contributes teaching to the Bachelor of Medicine and Surgery program across both the pre-clerkship and clerkship phases and is responsible for delivering the core curriculum of the Master study program "Public Health," drawing on occasional collaboration with colleagues for specialist topics. In the current academic year the department recruited three new faculty members and has two further appointments under consideration, with recruitment balanced between national and international candidates. Currently, a total of 26 students (19 male and 7 female) are enrolled in the Master study program "Public Health" (SER 1.2).

### 2.3 Structural data of the study program

|  |   |
|--|---|
| University   | Jouf University   |
| Faculty/Department   | College of Medicine / Department of Family and Community Medicine   |
| Cooperation partner  | <ul style="list-style-type: none"> <li>- Ministry of Health,</li> <li>- Directorate of Health,</li> <li>- Aljouf Region.</li> </ul> |
| Title of the study program                                     | "Public Health"   |
| Degree awarded   | Master of Public Health   |
| Form of studies  | Full-time, on-campus  |
| Organisational structure                                       | Sunday–Thursday, 4:00-10:00 p.m.  |
| Language of Studies  | English   |
| Period of education  | Four semesters  |
| Credit Hours (CH) according to the internal credit hour system | 35 credit hours   |
| Hours/CH   | One theoretical hour = 15 contact hours<br>One practical hour = 30 contact hours  |
| Workload   | Total: 2,250 hours<br>Contact hours: 300 hours<br>Individual work: 1,500 hours<br>Practice: 450 hours                               |
| CH for the final paper   | 6 credit hours  |

|   |   |
|---|---|
| Launch date of the study program          | Academic year 2019/2020   |
| Time of admission                         | Fall Semester   |
| Number of available places on the program | 20 to 30  |
| Number of enrolled students by now        | 26  |
| Particular enrollment conditions          | <ul style="list-style-type: none"> <li>- Bachelor's degree in medicine, dentistry, applied medical sciences, pharmacy, or nursing from any university of Saudi Arabia approved by the ministry of higher education or other recognized universities by Saudi authorities,</li> <li>- Saudi nationality or official national award for postgraduate education,</li> <li>- Graduation grade at least good and a cumulative GPA of at least 3 out of 5,</li> <li>- English language proficiency score of minimum 55 or equivalent values in IELTS, TOEFL or similar exams and not older than three years.</li> </ul> |
| Tuition fees                              | Approximately 70,000 SAR (15,900 Euro)  |

### **3 Expert Report**

The site visit was carried out on October 13-14, 2025, 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 program "Public Health" 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:

- 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 department of Family and Community Medicine 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

As the University explains, the Master study program "Public Health" aims to equip graduates with the knowledge and skills to practice preventive care and health promotion and to act as health advocates. The program expects graduates to demonstrate public health leadership and to work toward greater health equity at local, national, and global levels. It also prepares students to contribute to population health by providing service and consultation to public health agencies and organizations. In addition, the program emphasizes public health professionalism and a sustained commitment to the health of individuals and communities. Finally, the curriculum requires students to apply research skills and to recognize research as a foundation for evidence-informed practice (SER 3.1.1).

The program defines the profile of graduates who can monitor and respond to population health trends through surveillance and statistical inference, manage public health services and workforces by applying health care management and policy principles, and design and implement health protection and promotion strategies including environmental health and disease-prevention interventions. The program also teaches efficient organization and financing of health services, with attention to budgeting and resource allocation, and it builds research and communication skills so graduates can conduct applied public health research and convey findings effectively to stakeholders. As the University explains, these competency areas are reflected across the curriculum through targeted courses and practice-oriented training (SER 3.1.2).

The Master study program "Public Health" 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 core public health concepts, including disease prevention, epidemiology, biostatistics, health economics, and research ethics. As the University explains, they should also grasp health system structures and the policy cycle, mass-gathering and environmental risk considerations, and the role of technology, communication, and leadership in public health planning.
- **Skills:** The program develops the ability to conduct ethical, methodologically sound research and to analyze public health data using contemporary

software tools. Graduates should be able to design strategic and quality-improvement plans, prepare management plans for interventions and emergencies, and present and communicate public health findings effectively.

- **Values, Autonomy, and Responsibility:** The program emphasizes teamwork, lifelong learning, and professional development, together with accountability and ethical practice. Graduates are expected to apply transparency and evidence-based decision making when managing resources and implementing population-level interventions.

According to the University, graduates can pursue leadership and specialist roles in ministries of health, research institutions, and public health organizations. As the University explains, the program also functions as a pathway to doctoral study or further specialization and often enhances the careers of students already employed in the Ministry of Health by preparing them for expanded responsibilities and broader opportunities in the health sector (SER 3.2.2).

As the University states, most graduates of the Master study program "Public Health" were already employed by the Ministry of Health. At the time of admission, only two students were unemployed; one has since joined the Ministry of Health, while the other is pursuing admission to a PhD program.

### **Judgement**

From the experts' point of view, the Master study program "Public Health" 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. While most Bachelor programs are accredited nationally, the University aims to obtain international accreditation for its postgraduate programs, thereby enhancing its global visibility and competitiveness. 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 public health specialists in the Al-Jouf region. The University maintains strategic and institutional partnerships with local health institutions, 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 public health specialists, 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 two years after the graduation of each cohort. The University also applies a sustainability policy to smaller master's programs: continuation or discontinuation is decided based on market demand, student interest, and overall relevance to regional needs.

Internationalization represents an element of the University's strategic development. Although enrollment in the Master study program "Public Health" 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 Master study program "Public Health" 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 13 obligatory modules. There are between 2 and 5 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.

All modules in the Master study program "Public Health" are program-specific and not shared with other study programs, ensuring a focused curriculum aligned with the program's objectives. The University has a partnership with the Ministry of Health, Directorate of Health, Aljounf region, which allows students to collect data and conduct research in real-life settings (SER 4.1.2).

The list of modules offered are:

| Nr. | Title | Sem. | CH |
|-----|-------|------|----|
|-----|-------|------|----|

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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)

|         |  |   |           |
|---------|--|---|-----------|
| PUBH611 | Principles of Epidemiology of Infectious and Non-Infectious Diseases | 1 | 5         |
| PUBH612 | Statistical Reasoning and Inferences in Public Health                | 1 | 5         |
|         |  |   | <b>10</b> |
| PUBH631 | Health Care Management of HCO, HSOs and NGOs                         | 2 | 4         |
| PUBH671 | Population Dynamics in Public Health                                 | 2 | 1         |
| PUBH697 | Research and Ethics - I  | 2 | 2         |
|         |  |   | <b>7</b>  |
| PUBH632 | Quality Assurance and Safety   | 3 | 3         |
| PUBH633 | Budgeting and Financial Management of HCO                            | 3 | 3         |
| PUBH634 | Public Health Policy and Practices                                   | 3 | 3         |
| PUBH651 | Health Issues of Mass Gathering                                      | 3 | 1         |
| PUBH661 | Communication and Leadership in Public Health                        | 3 | 1         |
|         |  |   | <b>11</b> |
| PUBH621 | Environmental Health   | 4 | 2         |
| PUBH641 | Health Promotional Interventions                                     | 4 | 1         |
| PUBH698 | Research and Ethics - II   | 4 | 4         |
|         |  |   | <b>7</b>  |
|         | Total:   |   | <b>35</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 Master study program "Public Health" introduces core research skills, evaluation and monitoring techniques, and research ethics in the first year and expects students to apply these competencies during the project work in the second semester of year two. As the University explains, this staged approach moves students from foundational learning to hands-on practice in realistic settings. Specifically, students acquire methodological and ethical research knowledge in year one and then use those skills to design, conduct, analyze, and report their projects in year two. Evaluation and monitoring of health systems are similarly taught early and applied in the project. Communication and leadership skills are developed through taught sessions and reinforced via group assignments and project leadership roles. Analytical thinking, critical appraisal, public health management and budgeting are practiced through problem-based discussions and casework across the program. Assessment and learning therefore combine practical exercises,

group work, case-based discussions, and the capstone project so that students repeatedly apply classroom learning to real problems. As the University notes, this integration is intended to ensure that competencies introduced in year one are demonstrably applied and assessed during students' subsequent practical work (SER 4.1.3). The program has no integrated internship.

Master study program "Public Health" uses a mix of domain-specific teaching methods to support knowledge acquisition, skills development, and professional values. Interactive lectures and seminars build the theoretical base in epidemiology, biostatistics, health policy, and research methods, while workshops, case-based and team-based learning develop practical skills in data analysis, problem solving, planning and leadership. Fieldwork and project work give hands-on experience in public health settings and allow students to apply research ethics, monitoring and evaluation techniques. Group discussions, presentations, and seminars reinforce communication, teamwork and professional responsibility (SER 4.1.5).

Digital tools are integrated to support flexible, student-centered learning. The learning management system Blackboard is the central hub for course materials, announcements, quizzes and assignment submission; its discussion forums enable structured peer interaction. Virtual classroom sessions are used for focused revision or additional support when needed, and a variety of online assessment formats (quizzes, assignments, formative tests) complement in-person instruction. This blended approach ensures taught concepts are practiced in real settings and assessed through both direct (exams, projects, presentations) and indirect (course evaluations, supervisor feedback) methods (SER 4.1.6).

As the University explains, the Master study program "Public Health" is closely integrated with the department's and college's research priorities. Students acquire research skills through dedicated courses (Research and Ethics I & II, Statistical Reasoning & Inferences) and applied modules in epidemiology, policy, management, and environmental health, which provide analytical frameworks for addressing real-world public health problems. Each student is assigned a faculty supervisor who helps refine project ideas so they align with the department's thematic priorities and national needs. Students carry out field- and data-driven projects, often resulting in co-authored publications or conference presentations, and their work typically addresses topics such as diabetes burden, trends in

communicable and non-communicable diseases, and evaluations of new national services (for example telemedicine) (SER 4.1.7).

The Master study program "Public Health" is aligned with international public health education standards and benchmarked against leading schools such as Harvard School of Public Health and Johns Hopkins Bloomberg School of Public Health. The curriculum addresses regional priorities—notably mass-gathering health—while remaining globally comparable, and it is taught entirely in English. While formal student exchange is not yet in place, the department is pursuing international partnerships for research, faculty exchange, and virtual joint teaching to strengthen global engagement (SER 4.1.8).

### **Judgement**

The Master study program "Public Health" 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, in order to enhance the programs'

practical and clinical orientation and to broaden students' perspectives. 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 Master study program "Public Health". The program combines academic research with professional training. The experts acknowledge that the curriculum provides students with the necessary methodological and analytical competencies to design and conduct research projects independently. 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 thesis 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, typically in the first or second semester, and continue working on it throughout the program. With support of the scientific staff of the University a number of thesis project have been published in international scientific journals.

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**

According to the University, admission to the Master study program "Public Health" is subject to specific academic, nationality and language requirements. The main points are (SER 5.1.1):

- A Bachelor’s degree in Medicine, Dentistry, Applied Medical Sciences, Pharmacy or Nursing from a Saudi university approved by the Ministry of Higher Education, or from another university recognised by Saudi authorities. Applicants must provide an official recognition of their degree from the Saudi Ministry of Education prior to applying.
- Applicants must be Saudi nationals. Non-Saudi applicants are eligible only if they hold an official national award for postgraduate education.
- A minimum graduation grade of Good and a cumulative GPA of at least 3.0 out of 5 are required.
- English proficiency: minimum 55 in STEP or an equivalent score in IELTS, TOEFL or similar tests; test scores must be no older than three years.

Candidates are ranked using a points system (maximum 100 points):

- GPA  $\geq 3/5$  → 40 points (full).
- English proficiency (STEP 55 or equivalent) → 20 points (full).
- Field of prior study: graduates of Medicine and Public Health → 30 points; graduates of other health-sector programs → 20 points.
- Published research (Web of Science,  $\geq 1$ ) → 10 points

The admission criteria themselves remain the same for all applicants, but the admissions process is applied more flexibly for candidates with disabilities or chronic illnesses. Adjustments and support may include provision of large-print materials for application documents and additional, personalised assistance from admissions staff to facilitate the application process (SER 5.1.2).

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.

As the University states, the program admits up to 15 students per intake, which allows for close academic guidance and individualized mentoring. For the Master



program “Public Health”, the University reported more than 100 applications per year, of which approximately half meet the admission requirements. Despite this high demand, the program operates at full capacity with 15 students per cohort. A temporary increase to 20 students was tested but proved to be challenging for the teaching staff, who considered it to exceed the optimal supervision ratio. Therefore, the experts conclude that the current student capacity and supervision structure are well balanced and ensure effective learning conditions.

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 Master study program "Public Health" follows Jouf University's Examination and Student Evaluation Policy, adapted to align with course-specific learning outcomes (Annex 9). All courses are assessed by a mid-term written exam (carried out mid-course), a final practical and a final written exam (carried out at the end of semester). In addition, continuous assessments are carried out through assignments, in class quizzes and presentations (marked against checklists). The final project is presented in-front of an examination committee comprised of 3 academics. It is discussed and granted acceptance or rejection. Make-up final exams are provided for students who missed their finals and presented a valid reason that is accepted by the exams committee. The examination policy is in line with the university bylaws for postgraduate studies. The assessment policy is announced to all students at the beginning of the program and is available on the university website. Students with disabilities have the right for extra assistance during the examinations (for example large font size exam prints, physical assistance, ...etc) and students with chronic illnesses receive extra care and their illness-related needs are fulfilled (for example diabetic students monitored or receiving treatments during the exam).

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). Feedback regarding the assessment activities is collected from students, faculty members, and the quality unit during the program, by the end of each semester as well as by the end of the program through surveys and reports.

The minimum passing grade is 60%, and the University applies a 5-point GPA system:

| 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 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.

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 Master study program "Public Health" is taught by full-time faculty staff composed of highly qualified professionals from diverse national and international backgrounds. The staff includes 4 professors, 2

associate professors and 7 assistant professors. Both male and female faculty members contribute equally to teaching across the male and female student sections.

The current faculty-to-student ratio is 1:2.

According to the University, the recruitment of faculty members for the Master study program "Public Health" 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).

According to the University, the College of Medicine provides designated lecture halls with digital presentation equipment and classrooms for group discussion for postgraduate students in the Master study program "Public Health". As the

University explains, these spaces have adequate capacity for the student body and are equipped with a range of educational media — for example computers, data shows and smart boards — and all teaching rooms are connected to the internet to support learning and group activities (SER 7.3.1).

The central library at Jouf University provides essential academic resources to support the Master study program "Public Health". The collection includes books and journals, 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 Master study program "Public Health" 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 Master study program "Public Health" is located. As a whole, it was ascertained by the experts that the Master study program "Public Health" 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 Master study program "Public Health" 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 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 7 to 11 credits per semester. 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).

The program presents the following statistics:

- Enrolled in Year 1 (academic year 2022–2023): 13 students.
- Accepted into Year 2 (academic year 2023–2024): 13 students.
- Graduated in the academic year 2023–2024: 9 students.
- Failed in the academic year 2023–2024: 4 students.

## **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 "Public Health".

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. Field 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 Master study program "Public Health" 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 education. Both male and female students are taught in equally equipped, modern facilities and receive instruction from the same qualified faculty. Equal opportunities are provided in all academic and extracurricular areas, including research activities and leadership roles.

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 Master study program "Public Health" 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 virtual/online contributions to enhance academic exchange and global visibility.
- The University should establish a systematic integration of interdisciplinary courses and joint research activities, both across 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 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 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 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).
- The University should continue its efforts to promote gender equity and further advance women in academic and leadership positions.

## **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 Master study program requires the obtainment of 35 credit hours according to the internal credit hour system. The regulated study period in the program "Public Health" is two years. The program comprises 13 obligatory modules. The language of instruction is English. The Master study program "Public Health" is completed with awarding of the academic degree "Master of Public Health". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2019/2020.

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

The Master study program "Public Health" 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.