

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



Assessment Report

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

AHPGS Akkreditierung gGmbH

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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 these 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 program to AHPGS: “Nursing Science”.

The Self-Evaluation Report for accreditation of the above-mentioned study program (hereinafter the SER) of the Alexandria University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on April 28, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Alexandria University and the AHPGS was signed on the April 03, 2023.

On October 29, 2024 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 November 29, 2024 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 Alexandria University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Nursing Science”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Nursing Science”

Annex	Description
1	1.1.2.1- List of Seconding Faculty Members from other Faculties
2	1.1.4- Postgraduate Programs
3	1.1.6.1- Internal Regulations
4	1.1.6.2- Program specification
5	1.1.11.1- Service Covered by tuition fees
6	1.2.1.1- Sample of Clinical Training Plan
7	1.2.1.2- Sample of Laboratories Schedules
8	1.2.2.1- Curriculum Plan

9	1.2.2.2.1- Intern Clinical Rotation
10	1.2.2.2.2- Teaching Matrix
11	1.2.3.1- Course specification
12	1.2.3.2- Practical Exam Policy
13	1.2.3.3.1- Final Written Exam Schedule
14	1.2.3.3.2- National Authority for Quality Assurance of Education -NARS
15	1.2.3.4- Courses and Study Program Reports
16	1.2.3.5- Students Satisfaction Survey
17	1.2.3.6- Sample of Course Exam Blueprint
18	1.2.3.7- Sample of Final Written Exam
19	1.2.3.8- Check List for Assessment of Exam Papers
20	1.2.3.9- Electronic Correction Work Report
21	1.2.3.10- Evaluation Sheet for Interns Performance
22	1.2.3.11- Academic Advising Unit
23	1.2.3.12- Achievements of the Students' Committees
24	1.2.3.13- Disabled Students Support
25	1.2.3.14- Report of Health Promotion Center Activities
26	1.2.3.15- Psychological Counseling Center
27	1.2.5.1- innovation in Pedagogy and Distance Learning
28	1.2.5.2- E-Course Human Rights
29	1.2.5.4- Example of E-Portfolio
30	1.2.6- Internship student's logbook
31	1.2.7.1- Faculty Workshop plan
32	1.2.7.2- Students Conference Agenda and Presentation
33	1.2.8.1- National and International Agreements
34	1.2.8.2- Research Projects
35	1.3.1.1.a- Faculty Members Awards
36	1.3.1.1.b- Certificates of Reviewing
37	1.3.1.1.c- Certificate
38	1.3.1.1.d- DPMA Register
39	1.3.1.1.e- Registerrauskunft Gebrauchsmuster
40	1.3.1.2- Student Awarded in Competition
41	1.3.1.3- Graduates' Opinion Survey about the Alumni Unit Services
42	1.3.2.1- Community Plan Gynecology and Obstetrics Nursing
43	1.4.2.1- Regulations of Condensed Nursing Program
44	1.4.2.2- Academic Regulations of Nursing Bachelor Speciality
45	1.4.2.3- Regulations of Bridging Program

46	1.6.1.1.1- Accreditation Certificate
47	1.6.1.1.2- QAU Organization Structure and Job Description
48	1.6.1.2.1- Administrative Staff Performance Evaluation
49	1.6.1.2.2- External Audit Report
50	1.6.1.3- Five Years Improvement Plan
51	1.6.1.5- Attendance Certificate
52	1.6.1.6- Internal Regulations and Executive Plan of QAU
53	1.6.2.1- Council Members of the Quality Assurance Unit
54	1.6.2.2- Self-study of Quality Management and Development
55	1.6.2.3- Procedures of Internal Audit System
56	1.6.2.4- Internal Audit Checklist of Quality Management System
57	1.6.3- Nursing Managers Opinion about Graduate's Level of Excellence
58	1.6.4- Graduate Unit Activities
59	2.1.3- Instructors' C.V
60	2.1.3.1- FLDC Training Programs for Teaching Staff.
61	2.1.3.2.a- Research Consultation Office Planned Workshops
62	2.1.3.2.b- Alumni Unit Seminars 19-21
63	2.1.3.2.c- Conferences and Scientific Days
64	2.3.1.1- Formal Declaration by The University Administration
65	2.3.1.2- Maintenance Plan
66	3.2.1- Faculty Council Recommendations
67	3.2.1.2- Faculty Agreements with international Institution

The application, the open questions (OO) 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 within the University.

2.2 Information about the University

Alexandria University (AU) was established in 1938 as part of Fouad I University, initially comprising the faculties of Arts and Law. It became an independent institution in 1942 with additional faculties of Science, Commerce, Medicine, and Agriculture and was renamed Alexandria University in 1952. Over the years, the University has grown significantly and is now one of the largest in Egypt,

maintaining academic and research collaborations, particularly in Africa and Francophone regions.

Currently, AU has 195,079 undergraduate students, including 12,000 new students for the academic year 2024/2025, as well as 22,648 postgraduate students, among them 1,388 international students. The University operates 33 faculties and offers a variety of academic programs, including bachelor's, master's, and doctoral degrees, alongside 21 specialized programs in English and French.

The University emphasizes research and innovation, supporting publications in prominent journals and fostering international cooperation. It has undertaken significant steps in digital transformation, aligning with Egypt's Vision 2030, through projects such as automated testing, a digital library, and infrastructure enhancements.

The University has also extended its presence internationally with branches in South Sudan and Chad and supports international students through initiatives like "Study in Egypt." As the University states, it continues to focus on academic development, research, and its role in serving local and international communities.

The Faculty of Nursing was founded in 1954 with the Bachelor study program "Nursing Science" as the only program. Then, a master's degree was established in the academic year 1969/1970, followed by a doctorate degree in Nursing Science established in the academic year 1976/1977. The Faculty of Nursing was accredited by the National Authority for Quality Assurance and Accreditation of Education on July 2010. There were 1,219 undergraduate students enrolled in the academic year 2024/2025. The total number of undergraduate students at the Faculty of Nursing in the academic year 2024/2025 was 3,649. Moreover, there were 2,025 postgraduate students (SER 3.1.2).

2.3 Structural data of the study program

University	Alexandria University
Faculty/Department	Faculty of Nursing, Department of Nursing
Cooperation partner	The program collaborates with various faculties within Alexandria University and partners with governmental and non-governmental organizations in education, research, and community services. Partnerships with ministries and agencies provide clinical training opportunities and support skill development, while collaborations in research include thesis supervision with other universities. Community service partnerships involve organizations like the African Center for Women's Health and the Rotary
Title of the study program	„Nursing Science“
Degree awarded	Bachelor of Nursing Science
Form of studies	Full-time, on-campus
Language of Studies	English
Period of education	Eight semesters
Credit Hours according to the internal credit hour system	143 credit hours
Hours per credit hour	1 credit hour = 1 hour theory 1 credit hour = 2 hours lab 1 credit hour = 3 hours clinical 1 credit hour = 4 hours field training
Workload	Total: 9,413 hours Contact hours: 4,316 hours Laboratory hours: 504 hours Clinical Training: 3,008 hours Field Trip: 668 hours Self-Study hours: 917 hours
Launch date of the study program	Fall Semester 1954
First accreditation	2010
Time of admission	Fall semester
Number of available places on the program	35
Number of enrolled students by now	1,219 (enrolled in the first level 24/25)

Particular enrollment conditions	Passing the aptitude test (English language, critical thinking, personal traits, interview and medical examination)
Tuition fees	2700 - 3000 Egyptian Pounds per year (60 EUR)

3 Expert Report

The site visit was carried out on February 24-25, 2025, according to the previously agreed schedule. A representative from the head office of AHPGS accompanied the expert group.

The following experts were appointed by the Accreditation Commission of the AHPGS for the evaluation of the study program:

Mr. Christopher Beetz

Albert Ludwig University of Freiburg, Germany

Student of the master program "Nursing Science"

Prof. Dr. Uta Gaidys

Hamburg University of Applied Sciences, Germany

Professor of Nursing Science at Hamburg University of Applied Sciences, Germany

Head of the Nursing and Management Department, Representative for the Master's Degree program in Nursing

Member of the Board of the Federal Deans' Conference Nursing Science

Prof. Dr. Johannes Gräske

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Full Professor of Nursing Science at Alice Salomon University Berlin, Germany

Member of the Board of the Federal Deans' Conference Nursing Science

Prof. Dr. Stefanie Kämper

Neubrandenburg University of Applied Sciences, Germany

Professor of Highly Complex Nursing at the Neubrandenburg University of Applied Sciences, Germany

Deputy Chairwoman of the Examination Board in the Faculty of Health, Nursing, Management, Neubrandenburg University of Applied Sciences, Germany

The expert group met on February 23, 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 Faculty of Nursing, the chair, vice chair and the teaching staff of the program “Nursing Sciences” as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, Faculty of Nursing and the department Nursing serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

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

Summary

The qualification objectives of the Bachelor study program “Nursing Science” can be organized in four categories being the following: Scientific or artistic qualification; Engagement in a qualified occupation; Social Responsibility; Personal Development. They can be described as follows (SER 1.3.2):

- 1) Scientific qualification:
 - Embody ethical and professional disposition committed to excellence,

- equity and sustainability,
- engage in patient-centered care by being sensitive to the needs of individuals, families and communities,
- demonstrate integration of knowledge, skills, and profession attitudes utilizing clinical evidence to provide safe and holistic patient care,
- display cognitive flexibility and reflective functioning when working with patients,
- advocate for and engage with patients to ensure health equity and promote social justice,
- exhibit creative and adaptive thinking within a changeable scientific social and technological environment,
- demonstrate effective communication, collaboration and leadership valuing the diversity of people and communities,
- identify threats to safety and develop strategies to minimize risk of harm to individuals, families and communities.

2) Engagement in a qualified occupation:

- Provide safe, competent and effective nursing care,
- develop the students' ability to solve problems,
- stay in continuous communication with health institutions,
- develop the students' skills in technical aspects,
- strengthen students' abilities to provide good health service.

3) Social responsibility:

- Cultivate the students' knowledge,
- understand and appreciate the social, cultural, and ethical aspects of the healthcare system in Egypt,
- prepare a responsible Nursing specialist who provides care under an ethical, legal, professional, and scientific manner,
- conduct community assessments and community interventions with community health education,
- ensure the students' clinical and social competencies outcomes in the work-market,
- encourage the students to participate in social activities like conferences, events and campaigns.

4) Personality development:

- provide graduates with essential personal and professional attitudes such as: role model, leadership, professionalism, critical thinking, problem solving, decision making, and clinical judgment,

- give the students the opportunity to give their opinion about the program.

The University is following the methods and directives given by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). Competent practice in nursing education is there to encourage the students to improve their innovative and creative skills, employ appropriate technologies and pursue independent and life-long learning. Therefore, the NAQAAE has developed an integrated system to assure the education quality. This includes a series of guides in different academic disciplines to help in designing the programs to meet the accreditation requirements. The graduates are equipped with suitable knowledge and understanding, intellectual skills, practical and clinical skills, general skills, and transferable skills that settle as major domains for formulating the nursing programs and the courses' intended learning outcomes. Overall, the "Nursing Science" program objectives and competencies involve overreaching skills and competencies according to the following specific learning domains:

- Professional and Ethical practice,
- holistic patient-centered care,
- managing people, work environment, and quality,
- informatics and technology,
- interprofessional communication.

The program competencies and learning outcomes are established based on these domains (SER 1.3.3).

According to the University, students from the "Nursing Science" program have job opportunities in different Arab countries with very good salaries. The graduated students can work in the following sectors:

- University hospitals,
- health insurance hospitals,
- hospitals affiliated to the Ministry of Health and Population,
- military and police hospitals,
- private hospitals,
- at universities or institutions as members of teaching staff (SER 1.4.1).

As the University explains, Egypt has a chronic shortage of nurses. Currently there are approximately 14,8 nurses for 10 000 Egyptians. Moreover, there are other issues including insufficient resources and funding, a geographical misdistribution of nurses and a poor public perception of the profession. A report from

the Ministry of Health and Population (MOHP) estimated that Egypt needs 44,000 more nurses. Still, the predictions show that the nursing workforce density is more likely to decline in the next year until 2030. To counter that tendency, the University has the upper hand to solve the shortage by increasing the number of nursing students enrolled annually by around 25%. The University also created an accelerated and condensed program to allow the students to enter the professional world faster (SER 1.4.2).

Judgment

As the University states, the “Nursing Science” program at Alexandria University operates within a comprehensive academic framework. The University comprises 21 faculties and institutes, 12 teaching hospitals, and 6 student hostels, serving over 220,000 students (206,851 Egyptian and 15,962 international) with a teaching staff of 7,561. This network supports a wide range of academic and clinical activities. Furthermore, international efforts are an important part of Alexandria University. It runs two international branch campuses in Chad and South Sudan and has established collaborations with institutions in Malaysia and Abu Dhabi. Additionally, a joint degree in medicine and dentistry with Manchester University has been implemented. The “Nursing Science” program aligns with the broader institutional strategy through its active research output as well as its community engagement via its teaching hospitals. While international exchange opportunities, such as Erasmus projects, have been considered, they have not yet been implemented within the “Nursing Science” program. The experts recommend to make internationalization also a key objective within the “Nursing Science” program. Therefore, the University should facilitate knowledge exchange among staff from diverse backgrounds and enhance the learning process for students by exposing them to varied international perspectives and supporting their professional development through student exchange options.

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

Decision

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

3.2 Structure of the study program

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

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

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

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

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

Summary

The program comprises 55 modules, out of which 47 (133 CH) are obligatory and eight (10 CH) are elective modules. Moreover, the students have to take two required courses from the University, they are not included in the CH calculation of the study program. Additionally, the students have to take one mandatory internship year. There are between six and eight modules in total provided for each semester. All modules have to be completed within one semester.

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

The two required courses from the University are namely “Human Rights” and “Entrepreneurship”. The Faculty of Nursing is working with the Faculties of Medicine, Science, Pharmacy, Education, as well as with the English Language Center to offer all the necessary courses (SER 1.2.2).

The list of modules offered:

Nr.	Title	Sem.	CH
100108	Human Anatomy	1	3
100109	Microbiology	1	3
100115	Biophysics	1	2
100101	Fundamentals of Nursing	1	7
101054	English (I)	1	2
100637	Community Health Principles	1	1
100118 100953 101059	Medical Terminology Health Education Anthropology	1	1
			19
100102	Medical-Surgical Nursing (I)	2	7
100105	Parasitology	2	2
101055	English (II)	2	2
100110	Physiology	2	2
100114	Biochemistry	2	2
100536	Communication Skills & Human Relation	2	2
100118 100953 101059	Medical Terminology Health Education Anthropology	2	1 1 1
			18
100103	Medical-Surgical Nursing (II)	3	7
100952	Educational Strategy in Nursing	3	2
100111	Medical Diseases	3	3
100106	General pathology	3	2
100113	Nutrition	3	2
100112	Pharmacology	3	2
10011 101061 100117	Medical Terminology Health Informatics Health Assessment	3	1
			19

100104	Medical-Surgical Nursing (III)	4	6
100221	Emergency Nursing	4	3
100224	Emergency Medicine	4	1
100534	Fundamentals of Psychology	4	2
101056	Human Rights	4	Uni- ver- sity requi- re- ment
100107	Surgery	4	2
100118	Medical Terminology	4	1
101061	Health Informatics		1
100117	Health Assessment		2
			16
100429	Pediatric Nursing	5	6
100222	Critical Care Nursing (I)	5	3
100225	Critical Medicine	5	2
100430	Pediatric Medicine	5	2
101431	Pediatric Surgery	5	1
100847	Principles of Nursing Management	5	2
100642	Environmental Health	5	1
101062	Scientific Writing		
100432	Development Psychology		
101060	Scientific Thinking		
100120	Evidence-Based Nursing		
100117	Health Assessment		
100119	New Concepts of Nursing		
			17
100327	Obstetric and Gynecological Nursing	6	6
100328	Gyneological and Obstetric Medicine	6	2
100223	Critical Care Nursing (II)	6	3
100226	Forensic Medicine and Toxicology	6	2
101057	Fundamentals of Sociology	6	2
100638	Community Health	6	2
BUS342	Innovation and Entrepreneurship	6	Uni- ver- sity

			requi- re- ment
100642	Environmental Health	6	1
101062	Scientific Writing		
100432	Development Psychology		
101060	Scientific Thinking		
100120	Evidence-Based Nursing		
100117	Health Assessment		
100119	New Concepts of Nursing		
			18
100848	Nursing Administration	7	6
101058	Scientific Research Methods	7	2
100849	Professional Ethics	7	1
100533	Psychiatry & Mental Health Nursing	7	6
100535	Psychiatric Medicine	7	2
100642	Environmental Health	7	1
101062	Scientific Writing		
100746	Psychological Aspects of Geriatrics		
100850	Quality Management		
100120	Evidence-based Nursing		
100643	Statistics		
101063	Advanced Computer		
100117	Health Assessment		
100119	New Concepts of Nursing		
			18
100639	Community Health Nursing	8	6
100640	Epidemiology	8	2
100641	Statistics and Computer	8	3
100744	Gerontology Nursing	8	4
100745	Gerontology Medicine	8	1
100642	Environmental Health	8	2
101062	Scientific Writing		
100746	Psychological Aspects of Geriatrics		
100850	Quality Management		
100120	Evidence-based Nursing		
100643	Statistics		
101063	Advanced Computer		
100117	Health Assessment		
100119	New Concepts of Nursing		
			18
	Total:		143

The module description/catalog covers the following aspects: course number, level/semester, credit hours/week, language, learning outcomes, content, and examination.

The courses within the “Nursing Science” program are prepared and given by nine scientific academic departments, being the following:

- Nursing Administration,
- Psychiatric and Mental Health Nursing,
- Nursing Education,
- Pediatric Nursing,
- Critical Care and Emergency Nursing,
- Obstetric and Gynecological Nursing,
- Medical and Surgical Nursing,
- Gerontological Nursing,
- Community Health Nursing.

The courses are taught during the four years of study before the students get to take clinical training during the internship of the fifth year. The internship is designed to increase the students’ cognitive, affective, and psychomotor skills. Throughout the entire program, the image of the nursing profession is improved so that the future graduated students can contribute to the development of the health care system in Egypt (SER 1.3.4).

The internship takes place in different specialty settings of the University hospitals and private hospitals. During this period, the students are evaluated and receive an internship certificate. The different specialties covered during the internship are the following:

- Medical Surgical Nursing Department,
- Critical Care and Emergency Nursing Department,
- Obstetric and Gynecologic Nursing Department,
- Pediatric Nursing Department,
- Nursing Administration Department.

According to the University, the internship allows the students to strengthen their nursing skills, apply their knowledge in various cases, and demonstrate their competences. The internship also facilitates the transition from the studies to the professional life (SER 1.2.6).

Multiple types of teaching strategies are used depending on the nature of the course. The students get to train their psychomotor skills during the laboratory, clinical, or field training sessions. During these sessions, the skills are demonstrated using photos, mannequins, role playing and other equipment. The teachers are using the following methods: discussion and brainstorming; teamwork; assignments; case studies; presentations; seminars; interactive videos; lab simulation; problem-based learning; clinical training; role play; portfolios and care plans and hypothetical scenarios (SER 1.2.4).

The University increased the number of classes offered in distance learning via the use of the Microsoft Teams platform. The Innovation in Pedagogy and Aiding Distance Learning Unit was established in October 2021 to facilitate e-learning. A large infrastructure of programs, networks and equipment was created with qualified technical and academic supporting staff. Moreover, the Faculty created a program of lectures, seminars, workshops, and conference available as e-learning content. The classrooms are equipped with smartboards, computers, internet access and data show sets. Recently, interactive panel screens have been added to the classrooms and laboratories. The platform Moodle is also used to share information or documents (SER 1.2.5)

According to the University, the research methodology is an integral part of the “Nursing Science” program. In the seventh semester a course named “Scientific Research Methods” (101058) is offered. Later in the eighth semester, the students can choose a course named “Evidence-based nursing” (100120) as an elective course. The preparation to research includes the elaboration of theoretical knowledge of students, the practical application of investigation methods and the preparation of the research work. There is a specific session organized during the annual Faculty Conference which allows the students to present their research and during which they are awarded with prizes and certificates. The University also organizes a periodic conference which allows a student participation to show the latest research results and innovations (SER 1.2.7).

The teaching language of the Nursing Sciences program is English. In order to assure that the students’ competences correspond to the world professional nursing standards, collaborations with other universities are established. There is also a memorandum of understanding between the University and Southwest Medical in China. Both universities agreed on carrying out coordinated research and teaching programs through staff exchange. According to the University, the

graduated students are sufficiently equipped to apply for jobs or postgraduate studies internationally. There are options for post-graduate studies abroad as well as options for mobility for nursing students (SER 1.2.8)

Judgment

The Bachelor study program “Nursing Science” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. The course specifications contains information on the course number, semester, credit hours per week, language, learning outcomes, content, examination, course outline, teaching methods, media used, assessment or evaluation. As the students report on-site, they receive early online access to the course specifications. They feel well prepared and informed with the help of these. The experts take note of this.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general. From the experts’ point of view, the link between theory and practice is very robust. The students also report that they feel well prepared for their clinical work.

Additionally, although the fundamentals of evidence-based nursing are integrated throughout the courses, the experts recommend making this aspect more visible by explicitly incorporating it into course titles and course specifications.

The program takes efforts to foster a more interdisciplinary learning environment. Currently, the students work interdisciplinary during the internship, where they work together in a medical team in one of the 12 university hospitals in Alexandria, which cover all nursing specialties. In addition, the Faculty of Nursing promotes joint research activities with the Faculty of Medicine and other departments. While faculty members already publish jointly across specialties, experts see room for improvement in interdisciplinary student education. They suggest to implement interdisciplinary courses and combine medical and nursing courses such as “Pediatric Nursing” and “Pediatric Medicine” or “Emergency Nursing” and “Emergency Medicine”.

The experts ask about the implementation of a final module in the form of a graduation project. As the University states, students conduct research projects in

groups, selecting topics that match their personal interests. Comprehensive database access is provided to support these efforts. Research methods are integrated into various courses, such as "Nursing Research," where students learn how to formulate a research proposal and master data collection techniques. Throughout this process, academic advisors offer continuous support to guide student progress. In 2024, a student conference was held to further enhance research skills and provide a platform for sharing findings. The experts strongly recommend establishing a dedicated module for the final research project to clearly showcase the full scope of students' work.

Furthermore, the experts acknowledge the very detailed course files with its 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.

Decision

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

3.3 Admission and Feasibility

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

The admission procedure is based on an aptitude test which includes the verification of the level in English, the evaluation of the critical thinking and the personal traits, as well as a personal interview and a medical examination. The applicant must have the high school completion certificate and college acceptance rate according to the coordination office. Furthermore, the applicant must have a technical nursing diploma in the same year he or she applied for admission to

the Faculty of Nursing with at least 75 %. The admission process follows the “Internal Regulation Manual” contained in the Faculty bylaws (SER 1.5.1).

The College Council approved the recommendations of the “Clearing Committee” regarding course equivalencies for students transferring from the Technical Health Institute (Nursing Department) and the Technical Institute of Nursing. Students are required to complete courses such as Anatomy, Physiology, Microbiology, Biochemistry, and Psychology, among others, but are exempted from Communication Skills, Fundamental of Nursing, and Medical Terminology. Specific exemptions and required courses vary slightly between the two institutions.

There is an “Academic Advisory Unit” at the University since 2019/2020. The ratio of one academic advisor for a group of students is 1:25. According to the University, the majority of the students (90%) are satisfied with the support system. The University aims at improving the counselling system by adding the possibility to communicate online via the Faculty website or through the University e-mails. All important information about attendance, exam requirements or academic rules are given to the students at the beginning of each semester. Beside the social support offered, the students’ affairs also provide field trips and reactional trips. For students with particular needs of assistance, the University has set up a specialized committee which closely monitors them, assesses their status and performance as well as develops and implements a reinforcement plan (SER 1.6.8).

Judgment

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

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of 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 syllabus at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of

the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs.

The experts inquire about admission and support of students with disabilities and chronic illnesses. According to the admission bylaws, students with disabilities are not accepted in the “Nursing Science” program. However, the University has a variety of regulations helping these students to compensate for certain disabilities if they occur during the study period. The University further explains that students with chronic illnesses e.g. diabetes, asthma etc. are accepted. If a student is exposed to a chronic illness during its study time, a remediation plan is prepared. The experts welcome the individual and nuanced admission policy and recommend that the University communicate this more visible to potential students.

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.

Decision

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

3.4 Examination system and transparency

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

All courses of the study program have specific competencies with key elements and learning outcomes representing the program outcomes. Therefore, every course is evaluated through specific assessment methods, being direct or indirect, according to the content and the teaching strategies. The different assessment methods used for the theoretical part are the following: quizzes, assignments, e-exams, projects, presentations, homework, mid-term, and final written exams. For the practical part, checklists, rubrics, portfolios, and rating scales are used to assess the students' performance. The grades of the nursing courses are distributed as follows: 30% year work, 10% applied exam, 10% oral exam and 50% final written exam. While grades of medical courses are divided to 10% year work, 20% oral exam, and 70% written exam. The process of assessment is carried out using a combination of formal, predetermined, and semester-through assessment strategies. Each evaluation aims at assessing the level of achievement of one or more of the course learning competencies. Every teacher has to prepare an exam time blueprint and the exam in advance for it to be checked and validated by the Measurements and Assessment Unit (MAU). The grades and results are presented in the course reports written after the announcement of the results to expose the weaknesses, strengths and plans for improvement. Students in the "Nursing Science" program have to be tested during a midterm and a final exam. The schedule of the exams is as follows:

- Formative assessments through the semester,
- mid-term exam in the 7th-8th week of the semester,
- final exam between the 14th and 16th week of the semester.

There is no specific re-examination schedule. In case of sickness or emergency cases, the re-examination is planned individually. For retaking the final exam, the students have to submit a request for re-examination to the vice dean of students' affairs who will examine it. In case a student is missing more than 25% of

the course activities due to sickness, a sickness report from the student's insurance hospital has to be submitted to the head of the academic department and a compensation plan is arranged through special and extra classes as well as teaching aids. For students facing any disability during the program, study, physical, psychological and/or social support is provided by the teaching staff and the academic advisors. Students with attested financial problems can request financial support to the "Youth Welfare Unit" (SER 1.5.2).

The grade system is as showed in the following table:

Percentage	Grade letter	Number of Points	Grade value
95 and above	A ⁺	4	Excellent
90 for less than 95	A	3.85	
85 for less than 90	A	3.7	
82.5 for less than 85	B ⁺	3.3	very good
77.5 for less than 82.5	B	3	
75 for less than 77.5	B ⁻	2.7	
72.5 for less than 75	C ⁺	2.3	good
67.5 for less than 72.5	C	2	
65 for less than 67.5	C ⁻	1.7	acceptable
62.5 for less than 65	D ⁺	1.3	
60 for less than 62.5	D	1	
Less than 60	F	0.00	Deposit
Withdrawal – W	W	-	Withdrawal
Incomplete - I *	I*	-	Incomplete
Absent - Abs E **	Abs E**	-	Absent

The students need to get at least 60% of the grade to pass the exam. The learning outcomes, the key elements and the exam system of the program are aligned with the predetermined domains in the National Academic Reference Standards 2017 (NARS). Moreover, the University has a special unit dealing with the examination process (MAU) (SER 1.2.3).

The transparent communication of information is there to assure that the students know how they will be assessed. The course specifications are prepared by the faculty members before the beginning of the academic year and the necessary adjustments are made. The coordinator of each course is then responsible for informing the students face-to-face during the first lecture of the semester. The information given to the students are the following:

- General objectives of the course,
- targeted learning outcomes,

- learning methods,
- assessment methods,
- scientific references that students can refer to.

A copy of these information is then uploaded on the Microsoft Teams platform, where all students are registered and can therefore access the information. The results of the final exam are announced during the ten days following the assessment and the student has the right to appeal the result. Moreover, the students have access to a student handbook which contains schedules, names of the faculty staff, etc (SER 1.6.7).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. Nevertheless, in the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. 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, is appropriate. The University guarantees that students with chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

The University ensures the experts 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. However, the experts point out that the English website is very rudimentary and ask the University to update it accordingly. 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

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

The teaching staff of the program comprises 375 members employed on a full-time basis. The distribution of the teaching staff in the category of non-emeritus is as follows: 32 professors, 76 assistance professors, 75 lecturers, 63 assistance lecturers, 88 demonstrators. Moreover, there are 59 professors, four assistance professors and six lecturers who are part of the emeritus. With 3,826 students enrolled in the academic year 2022/2023, the student-teacher ratio ranges from 1:8 to 1:25 (SER 2.1.1).

The criteria for the selection of the teaching staff are determined by the bylaws of the University which are developed by the Supreme of Ministry of higher education. The following criteria are used in the selection:

- Good reputation,
- "very good" grade at least in the general grade,
- "good" grade in the major or its equivalent.

According to the University, the preference is given to those whose general grade is higher (SER 2.1.2).

According to the University, developing the teaching and research skills is a great concern of the Faculty of Nursing. Staff development takes place in four different ways:

- Special training programs are offered by the Faculty and the Leadership Development Centre.
- Annual plan of workshops with the coordinators of the various Faculty units, which support the quality achievement of the study program objectives. The topics of the workshops are chosen based on reports of quality assessment surveys, important topics relevant to the qualification objectives as well as research needs assessment of the scientific department.
- Workshops organized by the scientific department based on teaching staff needs assessments and important topics.
- Organization of scientific days by the scientific department.

Moreover, the teaching staff has to conduct and publish a specific amount of scientific research in international journals. The administrative authority of the University awarded financially (check worth 25 to 40 Egyptian) the faculty members who published their research in highly ranked journals Q1 (SER 2.1.3).

Further specialized faculty members are required to teach the 22 theoretical courses of the Nursing program. Moreover, additional teaching staff is required for the internship training program, being responsible for training the intern students, supervise and evaluate their performance (SER 2.2.1).

The Faculty of Nursing has 14 rooms for lectures which are distributed on the four floors of the building. There are five seminar rooms for postgraduate students and 15 laboratories for practical nursing teaching. The capacity of each room ranges between 25 and 50 students. All rooms are equipped with the

essential models and air conditioners. A plan of maintenance is arranged for cleaning in order to assure the good functioning and the safety of the rooms. Recently, interactive learning screens were installed in the lecture halls and laboratories. The University is also planning to build another floor in order to expand the building of the Faculty of Nursing and allow an increase of the number of enrolled students (SER 2.3.1).

The nursing laboratories underwent regular monitoring between 2020–2022 and 2024–2025. These facilities include basic, internal/surgical, critical care/emergency, obstetrics/gynecology, pediatric, neonatal, and first aid laboratories, as well as dedicated centers for critical care/emergency nursing and health promotion. Faculty administrators have recently updated these laboratories with the latest models, manikins, and equipment, ensuring that students receive comprehensive training each semester before engaging with hospital patients. The OSCI lab continues to be an essential tool for evaluating nursing skills in various departments through scenario-based examinations, and additional open laboratory hours are provided for further training across multiple nursing disciplines.

According to the University, the administration of the library has been constantly establishing and developing the infrastructure and technology of the library. The following services are provided by the library in order to support the educational process:

- Examination of knowledge services,
- external borrowing services,
- ongoing briefing services,
- reference service,
- database search training services,
- photography services,
- cultural services,
- research services,
- guided tour services.

According to the University, 78 recent English books were available in the academic year 2021/2022. Moreover, 78 English books and 61 Arabic books were gifted to the University this same academic year. There is a group of books available which are specialized in the field of Nursing sciences (SER 2.3.2). Generally, students access e-books and journals via the Egyptian Knowledge Bank.

The University provides the following list of the number of computers available in the Faculty:

Number of Computers	The hall
13 devices	E-Learning
16 devices	Training Lab 1
16 devices	Training Lab 2
20 devices	IT
27 devices	Electronic Examination Hall

The University bylaws emphasize that the University or the Faculty has the right to establish special funds for several purposes, these include:

- Educational services fund,
- fund for the sale of buildings and lands allocated to the University,
- funds for proceeds of maintenance fees,
- medical services fund.

Banking services provided by the National Bank are offered to the faculty employees for them to purchase and enjoy installments using the credit card for purchases. For the students, there is the Takaful Fund, from which 77 students benefited in the academic year 2020/2021. All students are enrolled under a health insurance assuring the availability of medical clinics for examining the student health (SER 2.3.4).

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Alexandria 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.

Over the past two years, 1.7% of AU's publications have been cited by international policy bodies, and the University currently ranks among the top 600

worldwide according to the Shanghai ranking. Every student benefit from access to the Egyptian Knowledge Bank, ensuring comprehensive access to essential academic databases. The University actively supports its research endeavors by providing financial incentives for publications in Q1 and Q2 journals, as well as additional financial support for promising research topics. Faculty members are allocated clear teaching hours—8 hours per week for professors and 10 hours for assistants. Furthermore, there are well-defined formal criteria for promotion, which include professional experience, research activity, and community service. When additional resources are needed, applications are first submitted to the head of the department, followed by a review by a designated committee and final approval from University management. The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

The experts visited the premises of the Faculty of Nursing, where the skills labs of the Bachelor study program “Nursing Science” are located. The skills labs, including basic, internal/surgical, critical care/emergency, obstetrics/gynecology, pediatric, neonatal, and first aid laboratories, as well as dedicated centers for critical care/emergency nursing and health promotion are equipped with all relevant devices. From the experts’ point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. Furthermore, the experts visited one of the 12 teaching hospitals of the Alexandria University. As a whole, it was ascertained by the experts that the Bachelor study program “Nursing Science” has ample teaching facilities at its disposals.

Decision

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

3.6 Quality assurance

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Summary

The Faculty of Nursing has a quality assurance system which is monitoring all the program activities and is based on the recommendations of the National Authority for Quality Assurance and Accreditation of Education (NAQAEE). The "Quality Assurance Unit" has been established in the Faculty of Nursing since 2003. The unit manager has experience in quality work and is responsible for the evaluation of other colleges. The unit director attends the meetings of the National Authority for Quality Assurance and Accreditation of Education as well as the meetings of the Quality Assurance Center from the University which are held monthly. The Quality Assurance Unit consists of executive committees, each of them having an executive officer. The Quality Assurance Unit is responsible for:

- Organizing and holding training courses, workshops, and seminars,
- Measuring the performance of all the units and facilities through annual questionnaires,
- determining the relevant standards and criteria of quality teaching programs in higher education,
- assuring the achievement of the vision and mission of the study program through continuous assessment of the compliance with the NAQAEE standards,
- assessing the stakeholders' satisfaction about the material resources, infrastructure, and support services,
- developing action plans for the improvement of the quality of the study program.

The University carries out internal and external quality assurance procedures on a cyclical basis (SER 1.6.1). The directors of the units meet every month at the Quality Assurance Center to discuss various quality issues and participate in the

meetings of the College Council. The Faculty of Nursing is assessed periodically, and the unit analyzes the strengths and weaknesses of the program. This is done by examining the responses of the students to the questionnaires on the courses and on the effectiveness of the Faculty, as well as reports of the courses and the program of internal audits. All the results are documented in the annual Quality Assurance Unit report (SER 1.6.2).

The module evaluation takes place from different sources. It begins with the development of the course specifications from which a copy is then submitted to the Quality Assurance Unit. The committee revises if for clear outcomes and learning activities being in compliance with the regulations of the Faculty bylaws and the internal regulation manual. A report is then sent to the head of the scientific department council for eventual modifications. Another step is the course evaluation survey which takes place at the end of each semester. In this survey, the students evaluate the objectives, resources and related academic activities proposed. Moreover, the students' performance and achievement in the final examination are documented in the course report. A plan for improvement is also documented in the course report and should be used in the development of the next course specifications for the new semester (SER 1.6.3).

The quality evaluation results and development plans are communicated to all the involved stakeholders. The results, reports, and satisfaction surveys of the students are documented and discussed before improvement plans are made. The students and the staff are involved in providing and analyzing information and planning follow-up activities. The Alumni Unit manages a website used to contact the graduated students. The members of this unit are there to assess the stakeholders' needs' assessments of the training programs and the feedback about the attended trainings through questionnaires. The Faculty of Nursing uses three types of questionnaires from the NCAAA: the employer survey, the students' survey and the faculty questionnaire. Online I-connect is used for the students to evaluate the availability of learning resources and the support offered by the University. After that, the committees prepare a visit report and send it to the University President who transfers the results to the relevant dean for him to take the appropriate initiatives (SER 1.6.4).

According to the data provided by the University, more than two thirds of the enrolled students (69,7%) stated that they were satisfied with the practical and field training. The majority of the enrolled students (81%) stated that the ratio of

academic personnel to student number was suitable. The same was portrayed about the student workload (SER 1.6.5).

The enrollment statistics are as follows in the table below:

Academic year	Number of students who performed the admission requirements	Number of enrolled students
2018-2019	1246	330
2019-2020	1361	483
2020-2021	1755	884
2021-2022	4890	1034

Judgment

From the experts' perspective, the University has established a comprehensive and well-structured quality assurance system that underpins the development and continuous improvement of the "Nursing Science" program. A documented concept for quality assurance in education, teaching, and research serves as the foundation for regular, systematic reviews of the program. These reviews, which incorporate analyses of program content, student workload, progression and completion rates, and feedback on learning resources and support services, ensure that the curriculum remains aligned with established objectives and responsive to evolving societal needs.

The University employs a robust data collection system that captures key performance indicators—such as student satisfaction, progression, success, and drop-out rates—as well as graduate career paths. This data is seamlessly integrated into the internal quality assurance process, where the perspectives of both students and staff are actively considered in decision-making. Each faculty maintains a dedicated Quality Assurance Unit that gathers feedback on staff performance, course content, and facilities, with student representatives playing a significant role in quality assurance councils and committees dedicated to student affairs and education. A reward system for courses and programs triggers action plans for continuous improvement, while a dedicated questionnaire committee ensures that every survey is thoroughly followed up.

Curriculum revisions are driven by market analyses, stakeholder needs, and student feedback, with a student committee contributing to the development of the curriculum plan. Updates are conducted every four to five years or as necessary, with stakeholder recommendations—such as the recent implementation of AI courses—promptly integrated and communicated through revised program specifications. Additionally, the University’s commitment to transparency is reinforced by comprehensive annual reports that include online surveys of graduate employability, ensuring that all actions taken are well documented and accessible to relevant stakeholders.

Decision

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

3.7 Gender equality and equal opportunities

Summary

The number of male students enrolled in the first academic year has increased over the past three years from 197 male students in 2019-2020 to 351 in 2021-2022. The policy of the Faculty of Nursing assures that there is no discrimination between male and female students in the teaching halls and laboratories. It is ensured that male and female teaching staff is hired on the basis of the same standards and qualifications. All the students are represented in the Faculty committees regardless of their gender. The teaching staff avoids segregating male and female students into separate lines, separate sports activities and mix seating in the classroom. They also ensure that the educational materials are used in equal measures (SER 1.6.9).

The academic accommodations enable qualifying students with disabilities to perform equally with the other students. Though, students with any type of impairments are not allowed in the “Nursing Sciences” program. According to the University there are still some regulations that support nursing students in situations of disabilities. The regulations are applied if a student is exposed to chronic illness during its study time, if a student has missed more than 25% of course activities due to sickness, or if a student misses an examination because of sickness (SER 1.6.10).

Judgment

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

Decision

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

4 Conclusion

In conclusion, the Bachelor study program “Nursing Science” at the Alexandria University is supported by a broad infrastructure that includes 12 teaching hospitals, and comprehensive student support services. International collaborations, such as branch campuses and joint degree programs, further contribute to its global engagement. The curriculum is regularly revised based on stakeholder feedback to ensure continued relevance. Overall, the program aligns with the institution's strategic goals, maintains quality assurance processes, and integrates research and innovation to prepare graduates for the evolving challenges in healthcare.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Nursing Science” offered at the Alexandria 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:

- Internationalization should be established as a key objective within the “Nursing Science” program by facilitating knowledge exchange among staff from diverse backgrounds and by developing student exchange options to expose students to varied international perspectives and support their professional development.
- Evidence-based Nursing components should be explicitly incorporated into course titles and specifications to improve visibility.
- Interdisciplinary courses should be established by integrating existing medical and nursing subjects—such as combining Pediatric Nursing with Pediatric Medicine and Emergency Nursing with Emergency Medicine—to foster closer collaboration between the disciplines.
- A dedicated module for the final research project should be established to clearly showcase the full scope of students' work.
- A comprehensive communication strategy should be developed to make the individual and nuanced admission policy more visible to potential students and other stakeholders.
- A Diploma Supplement template, as established by the Council of Europe, European Commission, and UNESCO, should be adopted to provide

additional details with graduation certificates and enhance international comparability.

- An updated English website should be developed by the University to ensure comprehensive and user-friendly information.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission May 13, 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 February 24-25, 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 of the University regarding the Assessment Report.

The Bachelor study program requires the obtainment of 143 credit hours according to the internal credit hour system. The regulated study period in the program "Nursing Science" is four years. The study program comprises 55 mandatory courses, of which 47 are obligatory and eight are elective modules. Moreover, the students have to take two required courses from the University, which are not included in the credit hour calculation of the study program. The main language of instruction is English. The Bachelor study program "Nursing Science" is completed with awarding of the academic degree "Bachelor of Nursing Science". Admission takes place every fall semester.

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

The Bachelor study program "Nursing Science" is accredited for the duration of five years until September 30, 2030.

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.