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


# Assessment Report

**for the Application of**
**Al-Ghad College for Applied Medical Sciences, Saudi Arabia**
**for the Accreditation of the Bachelor Study Program "Radiology",**
**Bachelor of Radiology**

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| Decision | December 11, 2025 |

## Table of contents

# 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 in-formation, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

## II. Written review

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

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

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

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

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

## IV. The AHPGS accreditation decision

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

# 2 Overview

## 2.1 Procedure-related documents

The College delegated the task of accrediting the following Bachelor study programs to AHPGS: "Radiology", "Emergency Medical Services" and "Nursing".

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Al-Ghad College for Applied Medical Sciences (hereinafter the College) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on February 28, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Al-Ghad College for Applied Medical Sciences and the AHPGS was signed on October 13, 2024.

On July 30, 2025, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the College. On August 05, 2025, the College submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Al-Ghad College for Applied Medical Sciences follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Radiology", the following additional documents can be found in the application package (the documents submitted by the College are numbered in the following order for easier referencing):

Specific documents for the Bachelor study program "Radiology"

| Annex | Description |
|---|---|
| 1 | Module description |
| 2 | Short Teachers' CVs |
| 3 | Teaching matrix |
| 4 | Strategic plan and priorities of Research |
| 5 | List of laboratories of the program with pictures |
| 6 | List of textbooks available in the library for program |
| 7 | Organizational structure of MIT program |
| 8 | Specialization allocation mechanism |

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| 9 | Example of research activities |
| 10 | Alignment of MIT mission and goals with college's mission and vision |
| 11 | Program specification |
| 12 | Field experiences specification of clinical practice modules |
| 13 | Lab content in the department (Content of each lab in the department) |
| 14 | Example of the social activities of the department |
| 15 | Examples of Course reports and Program report of the department |
| 16 | List of some MIT graduates and their job placement |
| 17 | The current situation or situation to be expected on the labor market |
| 18 | Study plan of the program |
| 19 | The Executive Rules of the Study and Examination Regulations at Al-Ghad Colleges for Applied Medical Sciences |
| 20 | Internship student guide |
| 21 | A matrix that aligns the program learning outcomes with program modules |
| 22 | Field experiences specification of internship |
| 23 | Logbook for internship |
| 24 | Alignment between the learning outcomes of the program with its objectives |
| 25 | Report of orientation workshop for internship students |
| 26 | Field experiences report of internship |
| 27 | Guide for how to use the platform of e-learning for students |
| 28 | Guides for how to use the platform of e-learning for faculty members |
| 29 | Student guide |
| 30 | College´s Facilities report for people with special needs (with pictures) |
| 31 | A list of students with chronic illness |
| 32 | A report of orientation of new students |
| 33 | Schedule of the academic counseling meeting |
| 34 | Example of the activities of the Student Support Center |
| 35 | Example of timetable of faculty member with office hours |
| 36 | The License of Psychological specialist |
| 37 | The summary of cases supported by social and psychological counseling in student support center |
| 38 | The formation of students' club and the report of extracurricular activities of department |
| 39 | Alignment of LO of the program with the community activities |
| 40 | Example of the English Language Center activities |
| 41 | Report of coffee with graduate for program student |
| 42 | Example of courses and program specifications |

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| 43 | Example of blueprints, CLO assessment, rubric of participation |
| 44 | Grade distribution of the modules of the program |
| 45 | Guide for accepting excuses for students absences from exams |
| 46 | Example of student's grade report |
| 47 | Guide to examination system and procedures |
| 48 | Course syllabus |
| 49 | Exam room instruction and example of exam schedule of the department |
| 50 | The organizational guide of the department |
| 51 | Instructors teaching Data T20 |
| 52 | List of faculty members of the department |
| 53 | List of registered students of the department |
| 54 | Program Key performance indicators |
| 55 | The college's Organizational Guide of Committees |
| 56 | Labor organization guide |
| 57 | Faculty Development guide |
| 58 | The Field Training Guide |
| 59 | List of facilities in the college |
| 60 | Library Policy Guide |
| 61 | List of technical equipment in the college and program |
| 62 | Procurement mechanism |
| 63 | Consistency with NQF |
| 64 | Organizational Guide of the college |
| 65 | Quality System and Academic Accreditation Manual |
| 66 | Example of peer review forms |
| 67 | Report of the activities of the professional development committee of the last year |
| 68 | Student's survey of the courses, clinical practice and offered services |
| 69 | Results of the survey of faculty members of program |
| 70 | Results of employers' survey |
| 71 | Students' advisory council minutes of meeting |
| 72 | Establishment of English language center based on the results of surveys of employers |
| 73 | Survey of the training place about the students |
| 74 | The Guide for filling out student evaluation questionnaires for modules, programs, and academic experiences |
| 75 | The quality assurance guide for the educational process |
| 76 | Survey of the students to the training place |
| 77 | Results of courses' survey and the program |

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| 78 | Mechanism for compensation measures for students with disabilities and chronic illnesses with regard to the scheduling and formal requirements in the study program |

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

## 2.2 Information about the College

Al-Ghad College for Applied Medical Sciences was established in 2009 in Riyadh. The College consists of four departments, including the preparatory year, and offers three Bachelor programs in Nursing (NURS), Emergency Medical Services (EMS), and Radiology (MIT).

The College's mission is to equip graduates with the knowledge and skills necessary to succeed in local, regional, and international healthcare markets, while also fostering scientific research and addressing the social, economic, and technical needs of the community.

As of the start of the academic year, the College has a total of 716 students. 597 students are enrolled across the three study programs (including those in the preparatory year) and 119 students are currently completing their internships.

The College features state-of-the-art infrastructure, including interactive teaching halls, advanced laboratories, and specialized centers such as the Student Support Center, English Language Center, and Al-Ghad Center for Training and Development. The laboratories have been upgraded with the latest equipment, including mannequins and simulation tools, enhancing practical learning experiences. The Student Support Center provides academic, psychological, and career guidance, while the English Language Center focuses on boosting students' academic success. Furthermore, Al-Ghad Center for Training and Development offers workshops and specialized medical courses to expand students' practical expertise.

The Department of Radiology was also established in 2009 and equips students with the needed competencies and skills to provide health care for patients using essential radiology equipment. As the start of the academic year, 34 students are enrolled, with 23 in the internship phase. The five-year program includes a

preparatory year with courses in English and basic sciences, followed by three years of radiology-specific courses and concludes with an internship year of supervised hospital training. In 2023, the department modified and updated its program specification and courses specification.

## 2.3 Structural data of the study program

| | |
|---|---|
| University | Al-Ghad College for Applied Medical Sciences |
| Faculty/Department | Radiology |
| Cooperation partner | - Governmental and private institutions<br>- Foreign colleges<br>- Al-Inaya Colleges |
| Title of the study program | Radiology |
| Degree awarded | Bachelor of Radiology |
| Organizational structure | Full-time on campus<br>Sunday to Thursday, 8 am to 4 pm |
| Language of Studies | English |
| Period of education | 4 years (8 semesters) + one year internship |
| Credit Hours (CH) according to the internal system | 127 credit hours |
| Hours per Credit | One (1) theory credit Hour = 1 Hour contact<br>One (1) lab/practical credit Hour = 2 Hours contact<br>One (1) clinical/filed credit Hour = 3 Hours contact |
| Workload | Total: 535 hours / semester<br>Contact hours: 150 hours for theory /semester<br>Individual work: 100 hours / semester<br>Practice: 105 hours/semester practical lab<br>180 hours/semester practical clinical |
| Credits for the final paper/project | ./. |
| Launch date of the study program | 2009 |
| First accreditation | ./. |
| Time of admission | There are two intakes annually, in the fall and the winter terms. |
| Number of available | 160 |

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| places on the program | |
| Number of currently enrolled students in the program | By the first semester:34 students and 23 in the internship period |
| Number of graduates since launch date of the study program | 377 |
| Particular enrollment conditions | General Secondary Education Certificate and<br>the Diploma Certificate |
| Tuition fees | SAR 55,000 per year + 55000 for internship year<br>EUR 12,483 per year as well as the internship year |

Chart 1: Structural data of the study program

# 3 Expert Report

The site visit was carried out on September 29-30, 2025, according to the previously agreed schedule. Representatives from the head office of the AHPGS accompanied the expert group.

The expert group met on September 28, 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 College.

During the site visit, experts conducted discussions with the College management, representatives of the Department of Radiology, the head, and the teaching staff of the program "Radiology" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms and the library. 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 College, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the College and the Department of Radiology serve as the foundation for the statements made in the Assessment Report.

## 3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

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

**Summary**

The main objective of the study program "Radiology" is to prepare highly qualified and skilled professionals to meet the evolving needs of the health sector, with a particular focus on sustainable development, high-quality education, scientific research, and strong academic and community partnerships. The program aligns with the College's mission and Vision 2030, aiming to produce competent radiology graduates equipped with the necessary knowledge, practical skills, and ethical foundations for success in a dynamic healthcare environment.

The program's objectives include creating an organized and attractive academic environment grounded in quality and continuous improvement, supplying the health sector with qualified cadres, supporting faculty development and motivation, delivering distinguished services to students and alumni, fostering a research-driven culture of creativity and innovation, and building strong community partnerships at local, regional, and international levels (SER 3.1.1).

The "Radiology" program offers a scientifically grounded curriculum that integrates evidence-based practice and critical thinking. The learning outcomes of the program are categorized in Knowledge and Understanding, Skills and Values, Autonomy and Responsibility.

Knowledge and Understanding:

Students will gain foundational knowledge of biomedical sciences relevant to radiology, including theories, indications and contraindications of medical imaging procedures, medical terminology, human anatomy and physiology, techniques and strategies used for basic and advanced medical imaging procedures.

Skills:

Students will develop the ability to communicate effectively, apply protective measures while working in different settings, evaluate ethical and legal implications of research, perform medical imaging procedures by operating imaging instruments, recognize technical and pathological features of resultant images and use computed software and mathematical innovations in different settings.

Values, Autonomy, and Responsibility:

Students will demonstrate leadership, decision-making, time management and shared responsibility for interactive medical imaging activities and apply lifelong and self-learning personal and professional developments (SER 3.1.3).

Graduates of the "Radiology" program graduates are qualified for roles as radiologic technologists, diagnostic radiologists, medical imaging specialists, and interventional radiology technicians in hospitals, clinics, and diagnostic centers. Additionally, graduates can work in academic institutions, training centers, and industrial sites with on-site radiology response teams.

The labor market in Saudi Arabia is experiencing rising demands for skilled MIT professionals. The expanding healthcare sector and the establishment of new hospitals are also driving increased demand for skilled professionals, aligning with national objectives to improve patient care and overall healthcare quality (SER 3.2.1).

**Judgment**

The experts inquire about the vision and mission of Al-Ghad College for Applied Medical Sciences. The College is implementing a structured development plan aligned with national higher education priorities and the Saudi Vision 2030. The College received the institutional accreditation by the national agency NCAAA in 2024 as a foundational step to strengthen quality assurance. Following national accreditation, the College pursues international accreditation to support engagement with international students and partners. Accreditation and enhancement of its Bachelor programs form the basis for future expansion into Master-level programs in applied medical sciences. The College also has a long-term objective to transition to a university.

From a regional perspective, the experts emphasize that the program addresses the growing demand for qualified radiologists in Saudi Arabia. As the College states, the program is aligned with labor market needs in radiology. The College has a strong focus on community services and various stakeholders are included in the design of the program.

Internationalization represents an element of the College's strategic development. According to the College, the internationalization is currently limited but the focus on this area will be increased. There are international students enrolled in the program, but the College would like to increase the number. Additionally, the College is currently building international research cooperations. The experts welcome

these ambitions and encourage the College to further attract international students, and foster more active participation in international research and teaching collaborations. To further establish internationalization at Al-Ghad College, the experts recommend to implement cooperation agreements with international universities to foster student and staff mobility. The experts suggest inviting international scholars for guest lectures or short visits to increase academic exchange and global visibility.

From the experts' point of view the Bachelor study program "Radiology" 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 experts encourage the College to consider implementing a Master program in order to shape the continuous education of their students and to strengthen the research component at the College. In the interview, the students also emphasized their desire for the possibility of a Master program.

**Decision**

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

## 3.2 Structure of the study program

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

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

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

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

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 41 modules, out of which all modules are mandatory. There are between 5 and 6 modules in total provided for each semester. All modules have to be completed within one semester. 10 modules are taught during the preparatory year, which are shared in all study programs, and 31 modules are program-specific modules.

The list of modules offered:

| Nr. | Title | Sem. | CH |
|---|---|---|---|
| STAT 100 | Statistics | 1 | 2 |
| CHEM 105 | Introduction to Biochemistry | 1 | 2 |
| COMP 105 | Computer Skills | 1 | 2 |
| ENG 105 | English Language -1 | 1 | 8 |
| PHYS 105 | Physics | 1 | 3 |
| | | | 17 |
| ARAB 103 | Arabic Editing | 2 | 2 |
| BIOL 105 | Human Biology | 2 | 3 |
| COM 105 | Communication Skills and Health Education | 2 | 3 |
| ENG 106 | English Language -2 | 2 | 7 |
| MENG 106 | Medical Terminology | 2 | 2 |
| | | | 17 |
| MIT 201 | Introduction to Medical imaging | 3 | 2 |

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|---|---|---|---|
| MIT 202 | Radiation Physics and Instrumentation | 3 | 3 |
| MIT 203 | Anatomy & Physiology (1) | 3 | 4 |
| MIT 204 | Principles of Image Formation | 3 | 3 |
| MIT 205 | Patient Care Procedures | 3 | 3 |
| | | | 15 |
| MIT 206 | Digital Imaging and Informatics | 4 | 3 |
| MIT 207 | Anatomy & Physiology (2) | 4 | 3 |
| MIT 208 | Radiation Biology and Safety | 4 | 2 |
| MIT 209 | Pharmacology for Medical Imaging | 4 | 2 |
| MIT 221 | Basic Radiographic Procedures | 4 | 5 |
| | | | 15 |
| MIT 322 | Special Radiographic Procedures | 5 | 3 |
| MIT 323 | Radiographic Pathology | 5 | 3 |
| MIT 324 | Sectional Anatomy | 5 | 3 |
| MIT 325 | Clinical Practice (1) | 5 | 4 |
| MIT 332 | Principles of Computed Tomography | 5 | 3 |
| | | | 16 |
| MIT 326 | Clinical Practice (2) | 6 | 4 |
| MIT 327 | Image Evaluation | 6 | 3 |
| MIT 331 | Angiographic and Interventional Procedures | 6 | 3 |
| MIT 333 | Basic Procedures of Computed Tomography | 6 | 3 |
| MIT 334 | Principles of Magnetic Resonance | 6 | 3 |
| | | | 16 |
| MIT 428 | Administration of Medical Imaging Department | 7 | 2 |
| MIT 435 | Basic Procedures of Magnetic Resonance Imaging | 7 | 3 |
| MIT 436 | Principles of Ultrasonography | 7 | 3 |
| MIT 437 | Principles of Nuclear Medicine | 7 | 3 |
| MIT 438 | Research Methodology | 7 | 1 |
| MIT 439 | Clinical Practice (3) | 7 | 4 |
| | | | 16 |
| MIT 440 | Basic Procedures of Ultrasonography | 8 | 3 |

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|---|---|---|---|
| MIT 441 | Basic Procedures of Nuclear Medicine | 8 | 3 |
| MIT 442 | Principles of Radiation Oncology | 8 | 3 |
| MIT 443 | Research Project | 8 | 2 |
| MIT 444 | Clinical Practice (4) | 8 | 4 |
| | | | 15 |
| | Total: | 8 | 127 |

Table 2: Module overview

The module description covers the following aspects: module number, title, level/year, credit hours (in lecture hours, practical hours, and self-study hours), language, learning outcomes/goals/skills, content of the module and examination (Annex 1).

In the first year, students acquire essential foundational knowledge in statistics, human biology, Introduction to biochemistry, and physics, along with English language proficiency and computer skills. These modules establish the scientific and ethical basis necessary for understanding radiology practice. Students also begin developing communication skills and are introduced to basic medical terminology, laying the groundwork for future clinical education.

The second year builds on the foundational year by introducing students to key radiology modules such as “Introduction to Medical imaging” and “Digital Imaging and Informatics”. Students begin developing practical competencies in patient care, including assessment and management techniques, effectively bridging theoretical knowledge with hands-on application.

In the third year, students advance to more specialized topics such as “Special Radiographic Procedures”, “Radiographic Pathology”, and “Basic Procedures of Computed Tomography”. These modules enhance both their theoretical understanding and clinical proficiency. Field training is introduced, allowing students to apply their skills in supervised, real-life settings. This year plays a critical role in preparing students for real-world clinical practice.

The fourth year focuses on deepening students' expertise in specialized areas, including “Principles of Ultrasonography”, “Principles of Nuclear Medicine”, and “Principles of Radiation Oncology”. Emphasis is placed on advanced clinical decision-making, leadership, teamwork, and ethical responsibility.

The program culminates in a comprehensive internship, offering students the opportunity to apply their accumulated knowledge and skills in real healthcare environments. This final phase prepares them for independent, professional radiology practice.

The study program “Radiology” includes 4 clinical practice modules in semester 5, 6, 7, and 8. Additionally, a mandatory one-year internship clinical training in an approved hospital is required from all graduates to practice independently in the future. The department has developed a clinical logbook (Annex 23), that includes all mandatory skills required for professional practice in radiology medical settings. During the internship year, students rotate through various healthcare settings, where they systematically practice the skills outlined in the logbook. Further information is accessible through the internship student guide in Annex 20.

The College has established a dedicated centralized unit as well as a specialized committee to facilitate and monitor clinical training, including internships. Additionally, the Committee for Clinical Training, Internship, and Alumni, oversees all aspects of field training and internships. The department head conducts regular visits to training hospitals to monitor and support students during their internships. In addition, the clinical training coordinator, a College member assigned to each group of students in the internship, guides students' learning processes, provides consultations, and completes a comprehensive clinical training report. Site visits are also conducted. Attendance of the internship students is regularly tracked. Furthermore, the department organizes monthly workshops for internship students to enhance their analytical and technical skills, offering opportunities for continuous improvement and preparation for professional practice (SER 4.1.4). All clinical instructors hold at least a Bachelor degree in radiology and possess significant clinical experience, often exceeding five years. Instructors undergo training in student mentoring to ensure they can effectively guide and support interns. Training hospitals are carefully selected according to criteria detailed in the internship guide.

According to the College, the program uses a student-centered, competency-based approach to combine theory with practice, preparing students for real-world challenges. Instructional methods are designed to foster critical thinking, clinical decision-making, and teamwork. Key methods include: lectures, practical training, role playing, case studies and internships.

The College integrates electronic and multimedia systems to enhance learning and ensure academic support, for example:

- Electronic Portal: Students access academic information, such as course schedules, tuition payments, attendance, and academic calendars.
- E-Learning System: An online platform hosts multimedia lectures, course materials, and assignments, supporting both in-person and distance learning with interactive features.
- Training Tests: An online testing platform enables students to take practice tests, reinforcing essential radiology skills and competences (SER 4.1.6).
- Saudi Digital Library: Offers extensive research resources, promoting independent study and research among EMS students.
- Koha Library System: Provides library management tools, streamlining library access and communication for students and staff.

The College emphasizes evidence-based practice and research within the program. Through the modules "Research Methodology" and "Research Project", students gain essential skills in research design and data analysis for health data interpretation. The department also offers workshops on scientific research methods to help internship students apply theoretical knowledge practically. Additionally, the College hosts an annual Scientific Day were faculty and students present research through posters and oral presentations.

The language of instruction is English. There are currently no structured opportunities for international exchange or studying at other universities (SER 4.1.8)

**Judgment**

The Bachelor study program "Radiology" has a course-based structure and a course-related examination system. Descriptions of the courses contains information on module number, title, level/year, credit hours (in lecture hours, practical hours, and self-study hours), language, learning outcomes/goals/skills, content of the module and examination.

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.

During the discussions, the experts inquired about interdisciplinary taught modules. The College explains, that the preparatory year, which comprises 10 modules, is studied together with the study programs "Emergency Medical Services" and "Nursing". Interdisciplinary exchange is therefore in place right from the start. Nevertheless, the College should consider teaching together in the program-specific modules as well to further strengthen the interdisciplinary approach of the programs.

At present, Al-Ghad College of Applied Medical Sciences does not offer elective modules within its academic programs. All curricula are currently structured as fully prescribed study plans to ensure students achieve the required professional competencies for applied medical sciences fields. The experts recommend including elective modules into the study programs to provide students greater academic flexibility, opportunities for specialization, and enhanced interdisciplinary learning. The College confirms that plans for the introduction of elective courses were already made.

In talks on site, it became clear that nuclear medicine is one of the key areas in the program. This commitment is underlined by three modules in the fourth year (MIT 437, 441, 442). For nuclear medicine and radiation therapy, clinical facilities are used as needed, according to the teaching staff.

The arrangement of the clinical practice in the study program allows the acquisition of credits. The Radiology program provides a strong and well-organized clinical training that supports the development of professional competencies of students. The progressive structure of four clinical practice modules in semester 5, 6, 7, and 8, followed by a mandatory one-year internship in approved hospitals, ensures that students gain comprehensive hands-on experience and are well prepared for independent practice.

The clinical logbook and internship guide provide clear documentation and guidance. The College demonstrates effective oversight through a centralized clinical training unit and dedicated committee, supported by regular site visits, structured reporting, and attendance monitoring. According to the experts, the selection of qualified clinical instructors and carefully accredited training hospitals ensures the quality and relevance of the learning environment. Besides the clinical practice, the various Radiology labs play a significant role in the practical education of the students. The students report that they feel well looked after by both the College and the staff during the internship. The exchange between the College and the

practical partners is exceptional. The students receive their Bachelor certificate after the completion of the internship year.

In talks with students the wish for preparatory courses was expressed. The experts recommend providing targeted preparatory courses and structured support to assist students in successfully completing the licensure examinations of the Saudi Commission for Health Specialists. Such measures would strengthen students' readiness for professional qualification and facilitate their transition into the healthcare workforce.

The experts further inquire about a graduation project. The teaching staff explains that there currently is the module "Research Project", where smaller research projects are completed. The experts were provided with some examples and commend the high standard of the projects. Additionally, the College organizes research days, where speakers from other universities are invited and include students in different research projects. The experts also appreciate the College's efforts to integrate digitalization and artificial-intelligence tools into teaching and learning.

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.

The internationalization of the College and the study program is also discussed. The experts acknowledge the internationalization measures already in place, e.g. the signed Memorandum of Understandings with other institutions. However, the experts recommend establishing partnerships with other institutions to offer exchange periods to their students and staff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community. These virtual initiatives support the development of intercultural and professional competencies while promoting internationalization and mobility opportunities without requiring students to leave the campus.

**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**

Al-Ghad College for Applied Medical Sciences provides equal opportunities for all applicants who meet the criteria based on fairness, and personal competence.

The admission criteria for the acceptance into a Bachelor program are the following:

- Holding a General Secondary Education Certificate or its equivalent from within or outside Saudi Arabia (after its equivalence by the relevant authorities).
- Taking the aptitude and achievement test prepared and administered by the National Center for Measurement and Evaluation in Higher Education.
- Holding a high school diploma or its equivalent that is not older than five years. An exception to this condition may be granted by the College Council or its authorized delegate if there are compelling reasons.
- Not being dismissed from any other educational institution for disciplinary reasons.

- Being medically fit.
- Successfully passing any test or personal interview announced at the beginning of the admission process.
- Fulfilling any other conditions announced at the start of admission.

Additionally, the College accepts students holding Diplomas in health-related specializations (Bridging Program). The admission criteria are the following:

- Holding a Diploma in health-related specialization with a duration of no less than two years after secondary school from one of the health institutes, accredited by the Saudi Commission for Health Specialties.
- Having a valid professional classification and registration from the Saudi Commission for Health Specialties.
- The overall GPA of the student in the intermediate university certificate program or diploma should not be less than "Good" or its equivalent.

According to the College, the admission of students with special needs is not feasible. However, the College has taken proactive measures to facilitate accessibility for students with special needs. The College Health Unit also maintains a list of students with chronic health issues, monitoring them closely.

The College accepts transfer students from recognized colleges or universities by the Ministry of Education, provided that the student has not been dismissed from the educational institution for disciplinary reasons and that the percentage of the courses studied at Al-Ghad College for Applied Medical Sciences is not less than 60% of the program requirements for the intended major. Additional conditions may apply during the designated transfer period. Transferred courses are evaluated by the College Council based on department recommendations, with only those graded "Good" or higher recorded, except for foundational courses like Arabic Language, Islamic Culture, Communication Skills, and Computer Skills.

The acceptance of a student's transfer from one college to another, whether accompanied by a change of specialization or not, is subject to the availability of a study seat in the college to which the transfer is sought, the approval of the deans of both colleges, and the endorsement of the Academic and Educational Affairs Management.

The Student Support Center provides academic, psychological, social and career guidance to support students' academic and personal development. Students are assigned academic advisors who assist in registering for courses and provide guidance on academic matters. They track students´ academic performance and attendance throughout the semester, with regular meetings at the start, in the middle and at the end of the semester.

The College supports students' social well-being through services provided by the Student Support Center, including psychological counseling by a licensed specialist and social support such as financial assistance. The student club of the program further promote engagement and community building. The Community Service Unit, under 'Public Relations and Social Responsibility,' oversees community service and partnerships, guided by an annual operational plan that aligns with the Radiology program learning outcomes.

Students can contact faculty members and students via designated in-person hours, email, online portals, in-person meetings, course management systems, and discussion forums. There are semesterly meetings with the Dean and the Head of the Department to address concerns and receive updates.

Tutoring services are available for students who require additional support with challenging courses. They are offered through faculty members´ office hours. English tutoring is available through the College´s English language Center. Upper-year students and the Alumni association offer mentorship and advice on academics, clinical practice and career preparation (SER 5.2.1).

**Judgment**

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

The experts draw attention to the relatively high number of exams to be passed during the study program. The College uses a continuous assessment of two midterm exams and one final exam per module. 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 College takes good measures to guarantee the feasibility of the study program

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

On site, it became obvious that the teaching staff follows an "open-door-policy". Students are assigned academic advisors who assist in registering for courses and provide guidance on academic matters. Students´ academic performance and attendance is tracked throughout the semester, with regular meetings at the start, in the middle and at the end of the semester.

Additionally, the Student Support Center provides academic, psychological, social and career guidance to support students' academic and personal development. Tutoring services are also available. The experts find the support services at the College to be good and conducive to the health and success of the student body.

However, from the experts' point of view, the College should establish sustainable support structures for students with special needs, including mentoring services, academic advising, and flexible learning arrangements. These measures would help ensure equitable access to learning opportunities and provide ongoing, individualized support throughout students' academic progress.

**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 modules of the program have defined assessment tools and specified timings, as described in the course specifications. These assessment methods are intended to effectively evaluate teaching and learning strategies, ensuring they align with the instructional objectives and intended learning outcomes defined at the start of each semester. The assessments include both formative and summative methods. The assessment methods include quizzes, exams, presentations, and class discussions, as well as practical exams and clinical practice exams.

Every module includes two midterm exams covering either theoretical or practical components or both. The final exam is conducted at the end of the semester for each module.

The exams are scheduled by Academic Affairs in alignment with the program and course specifications. These timings ensure evaluations align with the program's learning outcomes and objectives. The following is the timing of the exams based on the calendar:

| # | Exam | Timing |
|---|---|---|
| 1 | First midterm exam | Week 6th – 7th |
| 2 | Second midterm exam | Week 12th – 13th |
| 3 | Final practical exam | Week 15th -16th |
| 4 | Final theoretical exam | Week 16th – 17th |

To repeat a midterm or final exam, students must submit their excuse to their academic advisor. The terms for the acceptance of medical excuses can be found in Annex 45. If the inquiry is approved by the Department Council, the student may retake the exam one week after the completion of all exams in the semester.

If a student fails the exam after attending and completing the course, they are required to retake the course, which included attending classes and completing all assignments.

Each course is assigned credit hours that reflect its workload and academic requirements. Students are assessed based on the grades they achieve, following the grading scale outlined in grading system of appendix 19 (Study and Examination Regulations). The academic record serves as a record of a student's academic

progress and includes all the courses taken each semester, along with their credit hours and grades, as shown in the student's academic report. The record also displays the Grade Point Average (GPA), a key indicator of academic performance, which is calculated using grades and course credit hours.

The programs study plan, including course schedules and credit hours, as well as the student guide, which contains information about the study program and student-related details like admission, is available on the website of the College. The study and examination regulations are accessible as well.

**Judgment**

The College 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 due to the system of two midterm and one final exam per module. This system 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. However, the experts recommend reducing the number of exams in total. An examination may be retaken once in the event of illness. 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 descriptions. The organization of examinations is appropriate. However, the experts encourage the College to diversify its assessment methods by incorporating practical, project-oriented, and competency-based examinations. Expanding the range of assessment formats would better reflect the applied nature

of the programs and support a more comprehensive evaluation of students' skills and professional readiness.

The College ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

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 College 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**

The total number of teaching hours required for all courses in the study program for a semester under full enrollment is 2,895 hours per semester (equivalent to 193 hours per week). There are currently 21 staff members for the preparatory year and 10 staff members for the "Radiology" program. The position of staff members is as follows:

| | Type | Male | Female | Total |
|---|---|---|---|---|
| 1 | Professor | 0 | 1 | 1 |
| 2 | Assistant Professor | 1 | 4 | 5 |
| 3 | Lecturer | 0 | 1 | 1 |
| 4 | Clinical Instructor | 1 | 2 | 3 |
| **Total** | | 2 | 8 | 10 |

The College specifies the general workload for the lecturers as 18 credit hours per week, assistant professor as 16, associate professor as 14, professor as 12, and clinical instructor as 24 credit hours per week. Supporting the team is the Department Secretary, responsible for daily operations, scheduling, documentation, and logistics, ensuring smooth departmental functioning.

The faculty-to-student ratio is calculated by dividing the total number of enrolled students by the total number of full-time teaching staff: 34/10 = 3.4 (rounded up to 3).

Al-Ghad College of Applied Medical Sciences follows a structured recruitment and appointment process for teaching positions in the program. The Recruitment Committee, actively seeks qualified candidates with specialized expertise. Faculty vacancies are advertised on the College website and other platforms to ensure transparency and equal opportunity (SER 7.1.2). Candidates are evaluated based on CVs, qualifications, certifications, and relevant academic, clinical, or research experience.

The College offers various opportunities for the professional development of its faculty members. The College implements structured initiatives aimed at enhancing both professional and personal competencies. These include the annual formation of a centralized Professional Development Committee and internal departmental committees focused on developing teaching and administrative skills. The internal committees organize a range of development programs addressing differ-

ent aspects of professional growth. Certificates of attendance are issued for workshops conducted both internally and externally. The College also supports participation in external conferences and workshops. The effectiveness of these development activities is regularly monitored using performance indicators, including feedback from participants (SER 7.1.3).

Al-Ghad College of Applied Medical Sciences and the Department of Radiology are located in Riyadh. The facilities include a health unit, libraries, theaters, stadiums, gyms, parking areas, reading rooms, prayer areas, break areas, cafeterias, the English language center and the Student Support Center. The Department offers twelve labs in total where five labs are located on the male side, five labs on the female side and two in the shared area. There is for example a digital fluoroscopy x-ray unit, a radiology equipment unit, an ultrasound unit, or a mammography x-ray lab. The full list of labs can be found in Annex 13.

The library holds a comprehensive collection of books, periodicals, and digital resources with 257 titles and 1067 copies. The library operates Sunday to Thursday, from 8:00 AM to 4:00 PM. Currently, no weekend access is available, but digital resources are accessible 24/7 via the Saudi Digital Library. Access is granted through the College's online portal using individual accounts, ensuring availability throughout the academic year (SER 7.3.2).

The Colleges IT infrastructure includes computers, interactive screens, photocopiers, printers, recording systems, and systems to ensure information security (SER 7.3.3).

**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 Al-Ghad College 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 College and the department administration.

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 College describes the increased demand for associate professors compared to full professors. The experts recommend further focusing on increasing recruitment and retention of qualified personnel by offering attractive conditions.

The College informs its employees about opportunities for personal and professional development transparently, and encourages their participation in workshops and training courses intended to improve their abilities, which is confirmed during the talks with the staff on site. The experts recommend a stronger support for the participation in national and international conferences. General training courses cover teaching methodology, quality assurance, and academic leadership, while specialized workshops are offered at the program level.

The Al-Ghad College recently build and moved to a new campus, which also include the facilities for "Radiology". The experts visited the premises of the Department of Radiology, where the skills labs are located. From the experts' point of view, laboratory training is well developed. The skills and simulation labs are sufficiently equipped, and the support for students by staff in the labs is well-organized. Students receive a guideline handbook prior to their first simulation session, which enhances orientation and consistency.

As a whole, it was ascertained by the experts that the Bachelor study program "Radiology" has ample teaching facilities at its disposals. The experts also visited the library. Students and staff have full access to the College's digital library and electronic databases. The resources are sufficient for the Bachelor program, but the experts recommend expanding the library collection and access to digital learning platforms in the long term.

**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**

Al-Ghad College of Applied Medical Sciences follows the standards of the National Commission for Academic Accreditation and Assessment (NCAAA) to ensure high-quality teaching and research. The institutional framework is based on eight NCAAA standards related to governance, management, and overall quality processes, while program-level quality is guided by five specific standards focusing on alignment with academic, professional, and learning outcomes.

The College maintains a structured quality assurance system, overseen by the Vice Deanship for Development and Quality, which includes the following units:

- Quality and Academic Accreditation Unit
- Strategic Planning and Statistics Unit
- Information and Decision-Making Unit

These units are responsible for planning, monitoring, and supporting continuous improvement in teaching and research. Their roles and interrelations are documented in the College Organizational Guide (Appendix 64) and the Quality System and Academic Accreditation Manual (Appendix 65). Communication between the Vice Deanship and other units, centers, and departments is clearly defined to ensure consistent application of quality processes.

The Department of Radiology has its own Internal Quality Assurance Committee, which oversees the implementation of policies, ensures compliance with standards, and acts on feedback. The Department also maintains an Advisory Council consisting of internal and external experts, alumni, and employers. This council supports strategic decisions, especially those related to curriculum development and alignment with labor market needs.

To support ongoing enhancement, the College:

- Uses Key Performance Indicators (KPIs) and benchmarking tools
- Conducts structured evaluations and surveys of students, faculty, and employers
- Reviews its quality units and committees annually for effectiveness
- Implements a peer review system to evaluate teaching quality (Appendix 66)

The Faculty Development Committee plays a vital role by organizing workshops and training to improve teaching and research practices. Reports on professional development activities are included in Appendix 67.

The department head works closely with faculty, clinical coordinators, and administrative staff to implement improvements, including curriculum updates and resource allocation. Decisions are typically documented in official department council meeting minutes.

Stakeholder involvement is a core aspect of quality assurance. Feedback is collected through student surveys, faculty surveys and employer surveys.

The Radiology Advisory Council includes external experts and graduates, ensuring stakeholder input on program relevance. Additionally, a Student Advisory Council collects direct student input for continuous development (Appendix 71).

The quality assurance measures of the "Radiology" program are fully integrated into the College-wide quality assurance framework under the supervision of the Vice Deanship for Development and Quality. All activities align with the Quality System and Academic Accreditation Manual (Appendix 65), which outlines communication and reporting protocols between departments and quality units.

A centralized platform for student surveys ensures efficient data collection and analysis. Findings are used to inform strategic decisions and continuous improvement plans at both program and institutional levels.

External input is gathered through the Advisory Council and employer surveys. Feedback from stakeholders has led to concrete improvements, for example, enhancing the English proficiency of graduates, based on employer feedback. Additional tools, such as external KPI benchmarks and training-site evaluations are used to support evidence-based improvements.

The evaluation of modules is guided by structured processes explained in the Students' Evaluation Questionnaire Guide (Appendix 74) and the Quality Assurance Guide for Educational Processes (Appendix 75). These evaluations cover course content, teaching strategies, and assessment methods.

The results are used to update and improve curriculum content and teaching methods, adjust assessment strategies, and are incorporated into the program improvement plan.

The practical component of the program is assessed through student evaluations of clinical placements and supervisors, employer surveys on graduate performance and the advisory council feedback from industry professionals, employers, and alumni. Graduate program surveys also contribute insights into the effectiveness and practical relevance of the program.

The program's workload has been benchmarked with similar programs in Saudi Arabia. The Department evaluates student workload through course reports at the end of each semester. These reports analyze course completion rates and grades to determine whether the workload is manageable and achievable for most students. Additionally, student feedback surveys collect insights on workload perception, including time spent on lectures, assignments, and all related to the modules and program (SER 8.1.6)

The following table gives an overview of the student number:

| Statistics | | Male | Female | Total |
|---|---|---|---|---|
| No of enrolled students, First semester 2024-2025 | | 13 | 11 | 24 |
| success rates, 1st semester 2024-2025 | | 97.14 | 93.1 | Average% 95.12 |
| No of withdrawal students, First semester 2024-2025 | | 0 | 0 | 0 |
| numbers of students divided according semester and gender | 1st semester 2023-2024 | 17 | 15 | 32 |
| | 2nd semester 2023-2024 | 20 | 13 | 33 |
| | 1st semester 2024-2025 | 13 | 11 | 24 |
| numbers of graduates divided according semester and gender. | 1st semester 2023-2024 | 0 | 0 | 0 |
| | 2nd semester 2023-2024 | 0 | 4 | 4 |
| | 1st semester 2024-2025 | 0 | 0 | 0 |

**Judgment**

From the experts' point of view, the College has a well-structured system of quality assurance spread across all of its units. The College 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 "Radiology".

The College 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 College'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 College 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 College. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the College regularly measures student satisfaction with their programs, the learning resources and the available student support. The College 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 College takes evaluation feedback seriously.

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. Regular surveys are collected every semester and the advisory board includes members from different groups of stakeholders, like advisors from medical cities etc.

Clinical placements are also evaluated through student and supervisor feedback. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the College 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 College maintains a formal complaints mechanism that allows students and staff to raise concerns about instructional quality or professional conduct.

In addition to the structured feedback system, the students also describe further possibilities for feedback. On the one hand, there is an anonymous box where you can drop comments and suggestions for improvement. On the other hand, the dean is available at regular meetings to answer questions from students.

**Decision**

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

## 3.7 Gender equality and equal opportunities

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

**Summary**

The Department of Radiology promotes an inclusive and supportive environment by addressing diverse student needs and ensuring gender equality and equal opportunities for those in special living situations. The faculty members and students from both sections have equal rights and responsibilities governed by the College's laws.

The course materials are identical for male and female section. Financial assistance is available for low-income or educationally disadvantaged students in the form of

margin loans, supported by various foundations. The student support center provides specialized advising and counseling. There is guaranteed access to department facilities and learning resources. Faculty members and staff undergo training in cultural competence and sensitivity to ensure a respectful environment for students from diverse backgrounds (SER 9.1.1).

According to the College, admission of students with certain disabilities is not feasible. However, the College has implemented measures to ensure accessibility and support for special needs students. Program applicants are required to pass a medical examination. The College maintains a list of students with chronic health conditions (SER 9.1.2).

The College provides a list of facilities for students with disabilities (who become disabled during their studies) and chronic illnesses (SER 9.1.3).

**Judgment**

The College 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 College'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 College's progress in promoting gender equity and encourage further advancement of women in leadership positions.

**Decision**

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

## 4 Conclusion

The experts have conducted discussions with the College and gained an impression of the structures and portfolio of the Al-Ghad College of Applied Medical Sciences as well as the Bachelor study program "Radiology". The program emphasis on professional practice in clinical imaging environments, including competency in positioning, image production, image assessment, and modality-specific procedures. The program incorporates several practical/clinical modules as well as an internship year in hospitals and affiliated health centers. The institution places great emphasis on providing intensive support and guidance to students during practical training. This hands-on approach ensures that students receive comprehensive supervision and mentoring to enhance their learning and professional development.

The College should place a stronger focus on internationalization to remain competitive in an increasingly globalized world. By fostering more international partnerships, expanding exchange programs, and integrating global perspectives into the curriculum, the institution can better prepare students for diverse professional environments. The number of assessments is perceived to be high, resulting in an examination burden for students and staff. The College should consider whether the system is appropriate or could potentially be streamlined.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Radiology" offered at the Al-Ghad College of Applied Medical Sciences completely fulfil 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:

- Cooperation agreements with international universities should be implemented to foster student and staff mobility. Inviting international scholars for guest lectures or short visits are suggested.

- Elective modules should be integrated into the study program to provide students greater academic flexibility, opportunities for specialization, and enhanced interdisciplinary learning.
- Targeted preparatory courses and structured support to assist students in successfully completing the licensure examinations of the Saudi Commission for Health Specialists should be provided.
- International cooperation in research projects should be established.
- The possibilities of going abroad should be expanded through short-term stays. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive for students.
- Creative ways of internationalization, for example, online conferences or guest lectures, should be found to include their students in the international scientific community.
- The total number of exams should be reduced.
- The assessment methods should be diversified by incorporating practical, project-oriented, and competency-based examinations.
- A Diploma Supplements should be provided to the students.
- The College should focus on increasing recruitment and retention of qualified personnel by offering attractive conditions.
- The support for the participation in national and international conferences should be stronger.
- The library collection and access to digital learning platforms should be expanded in the long term.
- The further advancement of women in leadership positions should be encouraged.

## 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 September 29-30, 2025, according to the previously agreed-upon schedule.

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

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

The Bachelor study program requires the obtainment of 127 credit hours according to the internal credit hour system. The regulated study period in the program "Radiology" is 5 years: 8 semesters at the University followed by a one-year internship. The study program comprises 41 mandatory courses, of which 31 are program-specific and 10 are part of the preparatory year. The language of instruction is English. The Bachelor study program "Radiology" is completed with awarding of the academic degree "Bachelor of Radiology". Admission takes place twice a year. The first cohort of students was admitted to the study program in the academic year 2009/2010.

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

The Bachelor study program "Radiology" 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.