

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



Assessment Report

**for the Application of
Batterjee Medical College, Saudi Arabia
for the Accreditation of the Study Program "Health Management",
Bachelor of Health Management**

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Decision

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1 Introduction

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

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

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

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

I. The University's application

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

II. Written review

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

III. On-site visit (peer-review)

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

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the

Assessment Report is made available to the University for the opportunity to issue a response opinion.

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

IV. The AHPGS accreditation decision

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

2 Overview

2.1 Procedure-related documents

The BMC delegated the task of accrediting the following Bachelor study programs to AHPGS: “Health Management”, “Physical Therapy”, “Occupational Therapy” and “Respiratory Therapy”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Batterjee Medical College (hereinafter the College or BMC) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on June 24, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the BMC and the AHPGS was signed on May 20, 2024.

On November 22, 2024 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 December 15, 2024 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 Batterjee Medical College follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Health Management”, 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 study program “Health Management”:

Annex	Description
1	Teaching Matrix
2	Module Description
3	Instructors’ CV
4	Curriculum 22-23
5	Program Specifications 22-23
6	Course Specifications
7	Program Annual Report 22-23

8	Reports (Academic Advising, Health Indicators, PLOs Assessments, Program Evaluation and Stakeholders Survey)
9	Advisory Panel
10	Research Report
11	Program Research and Quality Committees
12	Practicum Assessment Logbook, Course Guide, and Course Specifications
13	Consistency with National Qualifications Framework
14	Exam Rules and Guidelines
15	Grade Distributions 22-23
16	Program Assessment (Terms of Reference)
17	Office Hours Professors and Instructors
18	Program Council
19	Cohort Analysis for Graduates
20	Alumni Workshop Handout on Interviews
21	Organizational Chart

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

Annex	Description
A	Academic Advising Policy
B	Academic Development Annual Report
C	Academic Staff Development Plan
D	Academic Workload of Faculty Members
E	Admission and Financial Aid Programs
F	Admission and Registration Policy
G	Blackboard Ultra Student Handbook
H	Counselling Support Services
I	Course Review Guidelines
J	Exam Policies and Procedures
K	Examination Disposal Policy
L	Gender Equality
M	General Academic Policy
N	Grading System
O	Grievance, Appeal and Exam Policy
P	HR Orientation Policy

Q	HR Recruitment Policy
R	Institution-Wide Organizational Chart
S	Intellectual Property Rights
T	Invigilator Online Exam Duties
U	Library Catalogues
V	Library Guide
W	Maternity Policy
X	McKinsey Global Institute 2015 Report
Y	National Qualifications Framework for KSA
Z	Non Discrimination Policy
a	Orientation of the New Staff
b	Orientation Program for New Staff
c	Policy and Procedures for Online Examination Student Audit
d	Policy and Procedures for Examinations
e	Policy and Procedures for Student Excuses
f	Reduced Inequalities
g	Research Financial Policy
h	Research Integrity, Ethics, and Animal Care Guidelines
i	Research Unit Booklet
j	Research Unit Staff Development Plan
k	Research Unit Strategic Plan
l	Scholarships and Financial Support
m	Strategic Plan
n	Strategic Plan Handbook 23-28
o	Student Affairs Guide
p	Student Attendance Policy
q	Student Handbook
r	Student Online Exam Rules
s	Student Performance Improvement Plan
t	Student Rights
u	Subject Instructor Online Exam Duties

The application, the open questions (OO) 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

The Batterjee Medical College (BMC) is the first comprehensive private college for medical sciences in the Kingdom of Saudi Arabia. According to the College, it is currently considered one of the newest and largest private colleges for medical sciences in the Middle East region. The vision of the College is to become a leader of excellence in medical education, while its principal aim is to achieve outstanding performance in medical education, research and social responsibility. The BMC was founded in 2006 and is located in North Obhur in Jeddah. The first batch of students was enrolled in 2006 within four credited medical programs including Medicine, Nursing, Physical Therapy, and Healthcare Administration. Later in 2008, three additional medical programs were opened: Dentistry, Radiological Sciences, and Pharmacy. These were followed by the Respiratory program launched in 2018 and by the Occupational Health program launched in 2019. In conclusion, the BMC Jeddah offers nine programs.

In 2019, the first branch of the BMC was opened in Aseer on King Fahd Road, Hiljah, Khamis Mushait, with a capacity of 1000 students. This Aseer branch offers four programs: General Medicine Practice, Health Management, General Nursing and Respiratory Therapy. Currently, the total number of students enrolled at BMC Jeddah is 3056, completed by 1070 students enrolled at BMC Aseer.

The BMC Research Unit was founded in the academic year 2017-2018, aiming to encourage competent faculty members to consolidate the culture of scientific research and promote its values. The BMC began its digital transformation a couple of years ago with the implementation of advanced and adaptive learning platforms, teaching and assessment. The strategic plan core elements were updated into a five-year structure in 2023. The goals of the College are to open the Dammam branch to serve the east region students, to enter the Saudi Global Ranking and QS Ranking, as well as to renew the NCAAA accreditation (SER 1.1).

The Health Management bachelor program of BMC Jeddah was launched in the academic year 2007-2008. The one from BMC Aseer was launched in the academic year 2020-2021. The following table shows the number of enrolled students:

	Level	Male	Female	Total
BMCHM-Jeddah:	HM 1	6	38	44
	HM 2	9	28	37
	HM3	2	8	10
	HM4	2	2	4
BMCHM- Aseer	HA1	5	22	27
	HA2	9	12	21
	HA3	4	7	11
	HA4	0	3	3

2.3 Structural data of the study program

University	Batterjee Medical College
Faculty/Department	Batterjee Medical College for Science and Technology (BMC) / Health Management Program (BMCHM)
Cooperation partner	- Saudi Arabia hospitals, - King Abdullah Medical Complex, - Dr. Samir Abbas Hospital, - Bupa Insurance Company, - King Abdulaziz University, - University of Jeddah, - Saudi Digital Library.
Title of the study program	"Health Management"
Degree awarded	Bachelor of Health Management
Form of studies	Full-time, on-campus
Organizational structure	Sunday to Thursday, from 8:30 to 16:30
Language of Studies	English
Period of education	Four years
Credit Hours (CH) according to the internal credit hour system	135 credit hours
Hours/CH	1 lecture hour = 1 credit 2 practical hours = 1 credit 2 clinical hours = 1 credit
Workload	Total: 5793 hours Contact hours: 1815 hours Individual work: 3630 hours Practice: 60 hours Clinical work: 288 hours
CH for the final paper	3 credit hours
Launch date of the study program	BMCHM-Jeddah: 2007 BMCHM-Asseer: 2020
Time of admission	Summer, before the beginning of the new academic year
Number of available places on the program	50 per year
Number of enrolled students by now	92
Particular enrollment conditions	The applicants are divided into four categories: 1. Saudi high school applicants (Saudi curriculum): - High School certificate in science not older than 5 years.

	- Qudrat and Tahsili results. 2.Saudi High School applicants (international curriculum): - British curriculum: O-level transcript including biology, chemistry, mathematics, physics and English. - AS/A level transcript must include two subjects: biology and chemistry/physics. - High school certificate not older than 5 years. 3.Bridging Applicants: - Diploma of a program except Medicine program. - Diploma must be corresponding to the wished program. - With a diploma of 3 years or more, the applicants may join from the 3rd year of the program, - With a diploma of less than 3 years, the applicant may join from the 2nd year of the program. 4.Transfer applicants: - High school certificate. - Academic transcript. - Course syllabus for completed subjects.
Tuition fees	50.000 SAR per year

3 Expert Report

The site visit was carried out on January 20-21, 2025 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on January 20 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, the vice deans for quality & development, hospital affairs, student affairs, director of academic affairs, the chair, head of programs, quality coordinators and the teaching staff of the program "Health Management" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

In the course of the site visit, the BMC submitted the following additional documents at the request of the experts:

- List of interdisciplinary/shared courses at BMC
- List of international students per program
- Annual program reports from 23/24

The “Health Management” program is offered in an identical format at the Asseer Branch. Key stakeholders, including responsible personnel, teaching staff, and students from Asseer, participated in the discussions. The confirmation that the curriculum is implemented in the same manner across both locations, and details regarding faculty coverage and facilities have been transparently disclosed.

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, Faculty and the departments serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

Summary

The general objectives of the study program “Health Management” are listed as follows (SER 3.1.1):

- Strive for continuous improvement through research and innovation for excellence in the field of healthcare administration education,
- Offer an approved curriculum through professionally qualified teaching staff in a quality learning environment, which will harness efficiency and socially responsible leadership qualities in the healthcare services industry,
- Provide an environment that encourages regular effort and contributions to healthcare and discipline-specific bodies of knowledge,
- Create opportunities for community service for BMC and promote a healthy relationship between students and the community,

- Support alumni through mentorship and networking for the update and completion of the educational mission of the program,
- Translate the basic knowledge of healthcare management into innovations, striving to be the best institution to further strengthen the basic research in line with leading global standards.

The program's learning outcomes are categorized into three domains: Knowledge and Understanding, Skills, and Value. The learning outcomes are as follows (see Annex 08: Reports):

1) Knowledge and Understanding:

- Understand the business environment, management functions, and operational functions at the national and international levels,
- Identify the essential concepts, principles, and theories used in healthcare settings,
- Recognize the basic mathematical, accounting, and financial functions in healthcare settings,
- Demonstrate an understanding of the key elements within the practice of public relations, organizational structure, workflow, and practice of healthcare settings,
- Discuss essential services that public health and environmental health programs provided to improve the health of populations,
- Recognize the impact of health information and communication technologies on healthcare performance, and the potential of new technologies in the field of healthcare.

2) Skills:

- Analyze health and financial information specific to the healthcare setting,
- Conduct research, statistical, and epidemiological analysis concerning healthcare profession,
- Evaluate the current healthcare challenges, future trends, and quality standards within healthcare settings,
- Integrate management, communication, and effective writing skills essential for use in healthcare settings,
- Apply the national and international schemes of operation management within healthcare settings,
- Demonstrate leadership skills and team building strategies in healthcare context,

- Apply critical-thinking and problem-solving skills of healthcare issues.

3) Value:

- Initiate appropriate healthcare delivery system in contribution to the country's prevailing healthcare reforms, patient safety, and quality approaches,
- Demonstrate ethical principles during healthcare management practice,
- Interpret the impact of policies and legislation on individual and population health,
- Show professionalism during group work and healthcare administration practice,
- Develop collaborative relationships with healthcare professionals and consumers.

The Bachelor study program Health Management prepares the graduates for a variety of career fields, listed as follows (SER 3.2.1):

- International and national healthcare organizations (public or private),
- Ambulatory health,
- Clinics,
- Insurance companies,
- Outpatient care centers,
- Healthcare supply companies,
- Pharmaceutical companies,
- Occupational health and safety department,
- Government institutions (for example Ministry of Health, Council of Health Insurance, or Saudi Commission for Health Specialist),
- Non-health organizations (for example consultancy and research firms, or academic health institutions).

According to the College, "Health Management" remains an essential program for the healthcare industry, considering the healthcare reform happening in the KSA. This national transformation plan prioritizes healthcare development, leading to the establishment of new hospitals, clinics, and healthcare facilities which all require competent administrators with strong leadership and management skills. The report from the McKinsey Global Institute highlights that the healthcare sectors are employing 600,000 employees in Saudi Arabia which constitute 250,000 management, administrative, and support staff. The Ministry of Health also published health indicators which indicate that around 131,003 allied

health personnel are working in Saudi Arabia which represents an approximate rate of 38,4 allied health personnel for 10,000 people. These numbers indicate a high demand for qualified healthcare administrators to manage this growth effectively (SER 3.2.2).

Judgement

In line with the vision for internationalization, the College actively recruits international students—currently representing over 44 nationalities, with 45 percent of all students being international. These students often return to their home countries upon graduation, thereby enhancing the international standing of all programs, including the Bachelor study program "Health Management".

In compliance with Ministry of Education regulations, accreditation of Bachelor study programs is a prerequisite for the development of Master study programs. As the College states, the implementation of a Master program for "Health Management" is considered within the next three years, which the experts welcome. Furthermore, the College plans to develop a four-year "Health Information Management" Bachelor program. Meanwhile, the "Health Management" program has updated its curriculum in response to the Saudi job market by introducing two specialized tracks: "Healthcare Services and Hospital Management" as well as "Health and Wellness Tourism Management". The experts appreciate the adjustments based on current developments in the labor market. They recommend that the study program clearly articulate its research profile, emphasizing its alignment with a master's perspective and future development. They suggest that this profile be prominently integrated into both the curriculum and the institutional framework.

From the experts' point of view the Bachelor study program "Health Management" 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 commitment to social responsibility is also evident throughout the College's initiatives. As the College states, orientation sessions at the beginning of each program emphasize the importance of social responsibility. Moreover, structured incentives for community-based work, active participation in student clubs, and voluntary platforms that award credit hours for social activities reinforce this commitment.

Decision

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

3.2 Structure of the study program

Summary

The program comprises 44 modules, out of which all are obligatory, and none are elective. There are between two and six modules in total provided for each semester. All modules have to be completed within one semester. There are no semesters offered as a period for exchange programs. Under the 44 modules thought, twelve are part of the BMC Preparatory Program and 32 are specific modules.

The list of modules offered:

Nr.	Title	Sem.	CP
MATHA101	Mathematics	1	2
ENGHA101	English I	1	8
COMHA101	Computer Skills I	1	1
IMEHA101	Islamic Medical Ethics	1	2
SSKHA101	Study Skills I	1	1
MTHA101	Medical Technology I	1	1
			15
BIOSTHA101	Biostatistics	2	2
ENGHA102	English II	2	8
COMHA102	Computer Skills II	2	1
ARHA101	Arabic Language	2	2
SSKHA102	Study Skills II	2	1
MTHA102	Medical Terminology II	2	1
			15
HAM201	Principles of Management	3	3
HAA201	Principles of Accounting	3	3
HAE201	Healthcare Ethics	3	3
HAEP201	Principles of Epidemiology	3	3
HAC201	Introduction to Healthcare	3	3
HAB201	Business Communication Skills	3	3
			18

HAF202	Healthcare Financial Management	4	3
HAM202	Healthcare Organization Management	4	3
HAIS202	Healthcare Information Management	4	3
HAC202	Healthcare Systems	4	3
HARM202	Human Resources Management	4	3
HAPR202	Healthcare Public Relations & Negotiation Skills	4	3
			18
HAP301	Health Policy	5	3
HAE301	Health Law	5	3
HAT301	Total Quality Management in Healthcare	5	3
HAL301	Leadership in Healthcare	5	3
HAOB301	Healthcare Organizational Behavior	5	3
HASC301	Healthcare Supply Chain Management	5	3
			18
HAE302	Healthcare Economics	6	3
HASM302	Strategic Management in Healthcare	6	3
HAR302	Research Methods in Healthcare	6	3
HAI302	Healthcare Insurance	6	3
HAP302	Public Health	6	3
HAM302	Marketing in Healthcare	6	3
			18
HAE401	Environmental & Occupational Health	7	3
HAR401	Risk & Crisis Management in Healthcare	7	3
HAIS401	E-Health: Impact & Its Applications	7	3
HAO401	Operations Management in Healthcare	7	3
HAP401	Evaluation & Reform of Health Program	7	3
HAH401	Hospital Management	7	3
			18
HAM402	Minor Project	8	3
HAPA404	Practicum in Healthcare Administration	8	12
			15
	Total:		135

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

Foundational Modules (semester 1-2):

During the first year of study, the students take the courses from the BMC Preparatory Program. Those courses prepare the students with the basics needed in medical sciences, including Mathematics, Biostatistics, Medical Terminology, and Medical Ethics. Besides that, the students get to increase their communication and study skills with the following courses: English, Arabic Language, Computer, and Study Skills.

Advanced Modules (semester 3-7):

Building on the foundational knowledge, the five following semesters give the students more specialized knowledge about the health management as well as skills and competences which will be needed in the professional world.

Project and Practicum (semester 8):

The last semester of the study program gives the students the opportunity to apply the skills and knowledge learned during the study time. The research skills and knowledge can be applied in the minor project, while the practical skills can be used during the practicum which has to be taken in the healthcare administration.

The Health Management program includes a practicum in the final year of study. The practicum is taken over a period of three months, after which the students get a total of 12 credit hours for the field experience training. It is supervised by the faculty members of the program. The course instructor develops all documents of quality assurance including the field experience specification, logbooks, and reports. The program quality and curriculum development committees are responsible for the alignment and mapping of the practical content with the intended objectives of the program. Moreover, they coordinate with the practicum instructors, conducting internal and external surveys and recommending curriculum changes to the review committee and program council. During the practicum, the students have to complete the learning outcomes to reach the competency, which is supervised by a qualified clinical supervisor. The supervision of the students is assured by both the hospital and the College in the form of a practicum evaluation logbook. Finally, the students can count on their academic advisor and practicum course coordinator for support, assistance, and guidance.

needed during the training. They can also give feedback about their practical experience through to the stakeholder survey (SER 4.2.2).

The teaching of the Health Management program is assured through a classic face-to-face teaching method. This includes classroom lectures with smartboards and projectors, as well as a computer laboratory. Moreover, small group discussions, webinars, and seminars are organized to allow students to work on their communication skills. Regarding practical training, laboratory practice, clinical demonstration, and team-based learning are offered (SER 4.2.3).

The program uses three main electronic platforms: eLMS Blackboard for learning management, Examsoft for examinations and assessments, and the Student Information System (SIS) for student registration, records, and grade posting. Additionally, student levels and class schedules in SIS are integrated within the Blackboard eLMS for virtual classrooms and attendance (SER 4.2.4).

The program curriculum equips students with the necessary research methodologies, data analysis techniques, and critical thinking skills to conduct independent research. The courses in which the students gain research skills are the following three: BISTHA101 (Biostatistics), HAR302 (Research methods in healthcare), and HAM402 (Minor Project). A BMC Research Booklet is provided by the Research Unit to provide the necessary documentation. The faculty members are encouraging students to seek an opportunity to submit their final project to local conferences and publications. Moreover, the faculty members are actively engaged in research. A list of the research projects and publications done by students and faculty is available in the program's annual report. Finally, the BMC established a research committee ensuring that all research topics are aligned with the BMC research theme by setting a research strategic plan and following up its implementation with key performance indicators (SER 4.2.6).

With the exception of some first-level courses, all courses of the program are taught in English. The curriculum is benchmarked by national, regional, and international universities including for example the State University of New York or the Umm Al-Qura University of KSA. There are no opportunities for studying abroad or mobility programs (SER 4.3).

Judgement

The Bachelor study program “Health Management” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. The course specifications contain information on the credit hours, course type, level, pre-requisites, mode of instruction, contact hours, course objectives, learning outcomes, content, teaching and assessment, assessment tasks, student academic counseling and support, learning resources and facilities.

The experts suggest to increase the number of joint and interprofessional courses to further strengthen interdisciplinary collaboration and attract international students. As the College explains, it has implemented several initiatives to ensure that interdisciplinary competences are effectively integrated within the structure of its study programs. The experts note that shared courses across all programs at BMC—including a dedicated digital health course and newly implemented interprofessional courses—serve as a robust foundation for fostering collaborative skills among students and encourage the College to further strengthen interdisciplinary collaboration.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

With regard to the practicum, the College has established a comprehensive support system that accommodates students throughout their placements. This includes opportunities to practice outside of Jeddah or even abroad, provided that the clinical sites meet all necessary requirements. Continuous supervision is maintained through regular meetings with clinical supervisors, the use of a clinical training tracker, and a dedicated internship coordinator who can be contacted if students encounter any issues. Furthermore, clinical placements themselves are organized on an interdisciplinary basis, ensuring that students benefit from diverse perspectives in practical settings. The experts recommend emphasizing the strong practical orientation of the program to stand out from competitors e.g. by organizing regular practice days in partner hospitals—and, prospectively, in wellness institutions for the second track with practical integration starting from the second year.

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.

In terms of teaching methods, the College has embraced both virtual and blended learning environments. Virtual lecturers are integrated into shared courses for all students, and there is a clear plan to design more attractive online and blended courses to enhance study feasibility. At present, over 30 percent of courses are offered in hybrid or online formats—a threshold that meets the minimum regulatory requirements. Moreover, cutting-edge technologies such as AI, VR systems, and digital health are incorporated into the curriculum through both face-to-face sessions and online platforms. Regular workshops for online lecturers and the provision of spacious facilities underscore the commitment to maintaining high-quality teaching standards, which the experts positively acknowledge. The experts recommend that the program continue to proactively develop AI capabilities, digital skills, and modern teaching methods.

Although the College has already taken steps toward internationalization—evident in various research partnerships that contribute to improved global rankings, an agreement with Maastricht University that facilitates staff exchanges across all branches, as well as engagements with international speakers and local agreements with other universities in KSA and the UK—the experts recommend that these initial efforts be further and more systematically expanded. International exchange could be enhanced by establishing a mobility window as well as to support exchanges with new branches the BMC plans to open in Dubai, Egypt, and beyond.

Decision

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

3.3 Admission and Feasibility

Summary

The admission requirements for students entering the Health Management undergraduate program are similar to the regulations for all other programs. To apply for the program, applicants must meet the following requirements (SER 5.1.1):

- 1) Saudi high school applicants (Saudi curriculum):
 - High School certificate in science not older than five years.
 - Qudrat and Tahsili results.
- 2) Saudi High School applicants (international curriculum):
 - British curriculum: O-level transcript including biology, chemistry, mathematics, physics and English.
 - AS/A level transcript must include two subjects: biology and chemistry/physics.
 - High school certificate not older than five years.
- 3) Bridging Applicants:
 - Diploma of a program except Medicine program.
 - Diploma must be corresponding to the wished program.
 - With a diploma of three years or more, the applicants may join from the 3rd year of the program,
 - With a diploma of less than three years, the applicant may join from the 2nd year of the program.
- 4) Transfer applicants:
 - High school certificate,
 - Academic transcript.,
 - Course syllabus for completed subjects.

According to the College, the admission process follows a clear and fair policy for the students. Applicants with disabilities follow the same admission procedures as others and the approval is based on the recommendation evaluation of the students' capability and condition compatibility with the scientific content of the studied course requirements (SER 1.5.2).

Applicants studying in other colleges or universities can apply as transfer students to any program offered at the BMC. The evaluation for transfer applicants needs to be approved by the Academic Affairs Office. If needed, an attestation of all documents from the concerned ministries can be necessary. In general, the following documents are required for transfer students (SER 5.1.3):

- High School Certificate,
- Course specification of studied curriculum,
- Transcript with credit hours,
- Other documents (if required).

The specific admission qualifications for BMCHM are the admission high school applicants. Students need to have completed their high school requirements in order to apply for a major based on their choices and merit (SER 5.1.4).

The students' advising policy is applied to all students to provide academic, social, and technical support. Faculty members may serve as academic advisors, therefore being the first person to address in case of concerns. If the concern cannot be resolved at the program level, it is then referred to the academic advisor facilitator who will arrange a meeting between the student and the Vice Dean of Academic Affairs. If necessary, confidentiality has to be respected and upheld. The academic advisor is available for the student through an appointment or drop-in basis during his office hours. At the beginning of each semester, every instructor has two weekly office hours for females and two weekly office hours for males. Each academic staff is requested to publish his office hours in Blackboard to inform the students. Appointments with the academic advisor can be conducted physically or online. Besides the academic advisors, the Counselling Unit was established at the level of the College to offer comprehensive counselling services to all students. This unit provides counselling services in several areas including psychological support and social wellbeing. Moreover, the study program organizes a tutoring workshop for students as part of some courses. For example, as a part of the minor project, the instructor provides several workshops focusing on academic writing and data analysis. Finally, the program team provides multiples sessions for alumni to guide the students in their future job opportunities, as well as to help building the CV profiles and learn job-hunting techniques (SER 5.2.1).

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program. Bridging students, who enter the program with a two-year diploma, are seamlessly integrated into the curriculum in the second or third year, reflecting the College's commitment to flexible entry pathways.

The experts draw attention to the relatively high number of exams and continuous assessments to be passed during the study program. In order to prepare students for the level of difficulty and volume of exams, the type as well as the

time of the different examinations is defined and communicated to the students transparently through the course specification at the beginning of each course. The students confirm that they feel well prepared. The experts confirm that the BMC takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time.

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 the College states, these services include specialized support for students with special needs—encompassing physical assistance, disability accommodations, access to assistive technology, and tailored psychological counseling—as well as guidance regarding scholarships and academic accommodations. More than 65 percent of the students benefit from full or partial financial support through scholarships.

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 issues, a social support unit is installed at the BMC. The experts find the support services at the BMC to be exemplary and conducive to the health and success of the student body.

Furthermore, the College offers individualized support for special needs students, ensuring that each case is managed individually. In cases where students exhibit a low GPA, a dedicated improvement plan with follow-up measures is implemented, and any arising issues are resolved within the BMC Council. Additionally, specific attention is given to students with disabilities, such as those with dyslexia, ADHD, and mental health challenges, who receive appropriate psychological support. The experts recommend that the College further increase the visibility of these support services to ensure that all students are fully aware of the resources available to them e.g., by including gender equality and gender rights within the students' rights. Furthermore, although current sports activities and

social events for students are appreciated, the experts recommend expanding these opportunities to further enrich the overall student experience.

The College ensures a comprehensive framework for student rights and support as part of its admission and feasibility measures. The experts note that during the orientation week, students are thoroughly informed of their rights and responsibilities as detailed in the student handbook, and they have access to a range of services provided by the Student Affairs Counseling Center.

Decision

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

3.4 Examination system and transparency

Summary

For the theoretical courses, the exam process consists of two short quizzes, along with a semester-long project/assignment, and a final exam. For the practical courses, the exam process is composed of a practical midterm exam, a final practical exam, two quizzes, and an assignment. All quizzes and final exams are conducted via Examsoft, and the assignments have to be submitted via the online platform Blackboard Ultra. Moreover, the students must submit a minor project, relying on continuous assessment, the realization of the research project, and a presentation. All assessment types are reviewed by the assessment committee of the department as well as by the college's assessment committee. The review includes the oversight and monitoring of the exams' skill set and follows the BMC skill-oriented exam system. Usually, the exams are timed as follows:

- Quiz 1 and Quiz 2 in weeks 5 or 6 and weeks 10 or 11,
- Assignment/project in week 14,
- Final exam in week 17 or 18.

The grading system is shown in the table below:

Academic Standing	Mark	Letter Grade	Points (5)
Exceptional	95 – 100	A+	5.00
Excellent	90 – 94.99	A	4.75
Superior	85 – 89.99	B+	4.50
Very Good	80 – 84.99	B	4.00
Above Average	75 – 79.99	C+	3.50
Good	70 – 74.99	C	3.00
High Pass	65 – 69.99	D+	2.50
Pass	60 – 64.99	D	2.00
Fail	0 – 59.99	F	1.00

As stated in the BMC Academic Policy, students who have acquired the approval of the academic committee for repeating an exam are able to take a makeup exam during the summer before the start of the new academic year. In general, the repeatability and timing of exams are governed by the institutional student exam and excuse policy which can also be upscaled to the appeal and grievance policy if deemed necessary. The study program complies with the national and institutional regulations for examinations, as the NQF-KSA and MOE. The BMCHM is compatible with five requirements for qualification placement, besides being a level 6 program (SER 6.1).

Complete information about the program curriculum is available publicly on the College website, including the range of courses, program requirements, services, and other relevant information. A copy of these information is also available in the student's handbook. Moreover, the program staff provides comprehensive orientation for new students during the first days of study to provide them with detailed information about policies for student enrollment, transferring study plan, learning resources, evaluation, etc. The BMCHM program orientations also provide students with an overview of the program's mission, vision, curriculum layout, academic map, attendance requirements, teaching methods, learning resources, etc. (SER 6.2).

Judgement

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 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. Nevertheless, the experts recommend that courses with practical components should require students to pass the practical part of the exams to pass the whole module to ensure they are adequately prepared for internships.

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

The 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. From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

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

3.5 Teaching staff and material equipment

Summary

The Health Management program offered at BMC-Jeddah has a teaching staff composed of five full-time members (two males and three females) which should be complemented with two more staff members in the next academic year. Under these five faculties, there is one associate professor, three assistant professors, and one lecturer. Moreover, there are eight adjunct professors teaching the general courses in the first year in Jeddah.

The Health Management program offered at BMC-Aseer has a teaching staff composed of four full-time members (two males and two females) which should be complemented with one more staff member in the next academic year. Under these five faculties, there are one associate professor, two assistant professors, and one lecturer. Moreover, there are six adjunct professors teaching the general courses in the first year in Aseer.

The faculty-to-student ratio at full enrollment capacity is approximately 1:14 for Jeddah and 1:13 for Aseer (SER 7.1).

The staff selection process is regulated by specific policies and procedures conducted by the Human Resources Department. The Head of Departments in Administrative Unit and Head of Programs in Academic Units are responsible for the personal request in form of a proposal. The HR Department then prepares a comprehensive recruitment plan in accordance with the mission and goals of the strategic plan, as well as with the available resources. The recruitment plan then has to be approved by the Dean of the College. Each candidate has to be interviewed, and an interview evaluation form is completed to document the process. Further assessments can be administered by the Recruitment Specialist. After passing the HR interview and the assessment process, a technical interview will follow at the originating department. The final selection decision is taken by the HR and the originating department head. Further information can be found in the Annex HR Recruitment Policy (SER 7.1.6.1).

The measures for human resources development are governed by the Institutional Quality and Accreditation Unit (IQAU) through its health professions education division within the staff development policy. They are responsible for:

- collecting information and assessing program needs regarding training courses and staff development,
- conducting training sessions with all related logistic preparations,
- collecting feedback through post-event surveys and analysis of results,
- reassessing the needs.

Moreover, they work in collaboration with the E-Learning department to provide training for teaching staff on Blackboard ELMS. The goals of the professional development are to encourage the teaching staff to participate in extra curriculum, as well as to attend seminars, conferences, etc. Collaborations with other institutes' adjuncts professors are also promoted, while internal and external auditing is offered to monitor the faculty's performance. Finally, the BMC Quality and Development Department offers a variety of workshops throughout the academic year, of which examples are listed below (SER 7.1.6.2):

- Portfolio workshop,
- Rubrics,
- Course Specification,
- Item Writing MCQ,
- Blueprint,
- Preparing Writing of Learning Outcome,
- Psychometric Analysis of MSQ Workshop,
- Blackboard Collaborate Tracks,
- Course Report Workshop,
- Constructive Feedback,
- Curriculum Mapping.

The work placement coordination is managed through an orientation program. First, at the program level, an academic orientation is performed by the head of the program and quality coordinator regarding the study program coordination. Secondly, an institutional level orientation is offered for teaching and learning where newcomers are mandated to take specific academic development workshops during the first year of their appointment. Finally, at the institutional level, an HR orientation is performed by the HR department in order to assure work placement coordination (SER 7.2.1).

The College offers a variety of premises. Adequate open space, and lecture halls are available for all students (both male and female). Moreover, there are multiple tutorial rooms each with a maximum capacity of 15 students, as well as classrooms each with a capacity of 20 to 35 students. On the ground floor there are six seminar halls with a capacity of 50 to 90 students, while on the first floor, there are eight lecture halls with a capacity of more than 100 students. The College is also offering Computer Laboratories which are well equipped and contain all the required assets, tools, and devices to conduct practical training. Apart from this, there is an auditorium in the main building ground floor and first floor with dual access. The Sheikh Abdul Jalil Auditorium can accommodate more than 1500 individuals and is used for ceremonies, grand students' meetings, conferences, etc. (SER 7.3.7).

The College library system of Jeddah consists of two libraries (male, and female), which provide information resources to faculty, staff, and students. The library is located on the first floor in both male and female sections. According to the College, the library has acquired a vast number of book titles since its establishment. A library catalog is available in the general appendixes. The library of Aseer has male and female libraries, as well as two study rooms. The total number of books offered is 891. The library of Jeddah offers around 107 titles specific to the Health Management program, while the library of Aseer offers 42 titles. Funds are available for any program to raise requests for new purchases (books or periodicals). The library's services are available weekly from 8am until 4pm. On the weekends, students have to use the library's online services, which are accessible through the phone application. Each library has 19 study rooms, one photocopy room, Wi-Fi services, computer labs equipped with 20 computers, and over 5000 medical books. Online access to databases is offered, as well as access to nine journals (SER 7.3.8-12)

All faculty members' offices are equipped with computers. Both libraries have computer stations available to students (both male and female). Wi-Fi coverage is available to all students on all college premises. Classrooms are equipped with smartboards. Finally, electronic tablets are used for final exams (SER 7.3.13).

The College offers research awards and reimbursement to faculty who publish research in Scopus index journals. These funds are there to encourage the research culture of the BMC. There is an application to be completed and submitted to the Research Unit of the College in order to request a fund which covers the

materials and tools required for the research project. Reimbursement for publication fees on journal publications can also be requested (SER 7.3.14).

Judgement

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Batterjee Medical 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 staff members at BMC. As motivations to teach at the Batterjee Medical College the faculty cites several factors that contribute to the positive working environment, such as a modern work environment, competitive salaries, and supportive 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 BMC 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. Nevertheless, the experts recommend the development of a comprehensive strategic plan specifically focused on staff development, to ensure continued growth and excellence across all levels. They also suggest that the BMC explore additional governmental and international funding sources to strengthen its research capabilities, and consider offering part-time PhD options to support academic advancement without requiring extended leaves abroad. Implementing an incentive program for research excellence could further motivate faculty engagement.

The College library system of BMC consists of two libraries (male, and female), which provide information resources to faculty, staff, and students. The library is located on the first floor in both male and female sections. According to the College, the library has acquired a vast number of book titles since its establishment. The experts recommend updating the library's resources, particularly by including books and e-books published after 2016. While it is acceptable from the experts' point of view not to maintain a huge number of physical books, the access

to extensive online resources must be emphasized. These resources should comprehensively support international teaching and research, including access to relevant journals in Healthcare Management and General Management.

According to the students, the facilities offered by the College are appropriate for the number of students in the program. The experts visited the premises of the “Health Management” program as well as the library. As a whole, it was ascertained by the experts that the Bachelor study program “Health Management” 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

Summary

The BMCHM Quality Committee leads and executes an internal quality assurance cycle which is directed by the input from the BMC Quality Unit. The committee has issued a quality manual specific to the program and guided by the Institution Quality and Accreditation Unit (IQAU). The course review process plays an important role in ensuring that the quality and standard of individual courses lie with program heads and faculties. The course review targets the revised learning outcomes to confirm their alignment with the curriculum elements, and the teaching effectiveness of the course through direct and indirect assessment. Any course of the BMC undergoes a review by the quality assurance team. The quality assurance is regulated internally by the Vice Dean for Quality and Development Affairs (SER 8.1.1).

The quality committee of the BMCHM program reports to the IQAU and to the program council, as well as guides faculties, course directors, and coordinators on the documents and quality cycle to be followed. Moreover, the committee coordinates with the assessment and curriculum review committees in the program. The external quality assurance is assured through an annual review process by an appointed external reviewer. The quality committee assures the functions listed in the terms of reference as listed below (SER 8.1.3):

- Implementation of quality activities and requirements as per the directives of the Vice Dean of Quality and Development,
- Preparation of the NCAAA, academic program, and institutional documents requested by the Vice Dean of Quality and Development,
- Promotion of awareness and appreciation of quality activities among the staff through training sessions and workshops,
- Promotion of awareness of and strive towards the fulfillment of the BMC mission, vision, and goals as well as the mission of the program and its departments,
- Assurance of quality submissions by overseeing document audits,
- Development, discussion, and review of improvement processes,
- Encouragement and oversight of the progress regarding quality, accreditation, and improvement activities,
- Appointment of a member of the Quality and Development to act as the program quality coordinator.

At BMCHM, a variety of measures are used to evaluate its effectiveness. The following instructional activities are measures through multiple sources of data:

- Instructional delivery (quality, amount, and level of classroom instruction),
- Course planning (development of course materials, course revision, development of new courses),
- Grading and assessing student learning (appropriate level of assignments, exams, grading standards),
- Support for student internships, experiential/service learning,
- Department and curricular work,
- Advising and mentoring,
- Professional development and innovation around teaching.

The course report is conducted for each individual course at the end of every academic year. The collected data is then reported in the course report which includes an action plan that is to be implemented in the following academic year (SER 8.1.3). Students are involved in the quality review through the Program Evaluation Survey (PES) and through the Students' Satisfaction Survey (SSS). The first one, PES, deals with the students' life at the College and allows to evaluate the program. The second one is targeting the services provided to the

students (learning resources, facilities, library, activities, etc.). The opinion of the students is also considered through the advisory panel committee (SER 8.1.5).

As the College states, the evaluation of student workload and its feasibility is a comprehensive process aimed at maintaining a balanced and manageable academic experience. The program is structured in accordance with the National Qualification Framework of Saudi Arabia (NQF-KSA), with a total of 135 credit hours distributed across the curriculum. Each term ranges from 15 to 18 credit hours, ensuring a consistent yet achievable workload for students. The credit hours for each course are determined based on a careful analysis of class time, assignments, practical sessions, and independent study requirements. Faculty members assess workload distribution by reviewing course materials, student performance data, and feedback collected through course evaluation and student satisfaction surveys. Action plans derived from these evaluations are implemented to address challenges, ensuring that the workload supports academic excellence.

The practical relevance of the program is evaluated annually through a group of selected KPIs, reflecting the graduate employment level, the percentage of enrollment in postgraduate studies, graduate surveys and analysis, alumni surveys employer surveys, and graduate representation in the advisory panel committee. Examples of surveys include graduate satisfaction surveys, employment surveys or employer surveys (SER 8.1.6).

The enrollment statistics (including both male and female students) are shown in the following two tables:

Student Category	07	08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Total cohort enrollment	12	3	8	20	26	32	13	12	5	11
Retained till year end	10	3	2	7	20	18	12	11	4	11
Enrolled during the year	0	0	0	0	0	0	0	0	0	0
Withdrawn for good	2	0	6	13	6	14	1	1	1	0
Graduated successfully	10 (10) (10)	3 (11) (3)	1 (11-12) +1 (13-14) (2)	7 (12-13) (7)	19 (13-14) +1 (14-15) (20)	17 (14-15) +1 (15-16) (18)	7 (15-16) +5 (16-17) (12)	10 (16-17) +1 (18-19) (11)	4 (17-18) (4)	11 (18-19) (11)

Student Category	16-17	17-18	18-19	19-20
Total cohort enrollment	29	19	12	9
Retained till year end	22	16	11	2
Enrolled during the year	1	1	4	0
Withdrawn for good	7	4	1	7
Graduated successfully	14 (19-20) +5 (20-21) +2 (22-23) (21)	13 (20-21) +1 (21-22) (14)	6 (21-22) +1 (22-23) (7)	2 (22-23) (2)

Judgement

From the experts' point of view, the College has a well-structured system of quality assurance spread across all of its unit. The BMC 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 "Health Management". The College has implemented a robust quality assurance framework that emphasizes collaboration between its main campus in Jeddah and Aseer Branch. The experts note that the curriculum development committee also includes members from both branches,

ensuring that a diverse range of perspectives contributes to the continuous improvement of the curriculum. As the College states, heads of programs are actively involved in standardizing program curricula, particularly if new branches are opened. In line with this commitment, lab structure layouts are developed in close coordination with the heads of programs, thereby ensuring consistency in both academic and practical training environments. 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. 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 Batterjee Medical College possess 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 College. A range of information regarding study programs and activities is consistently captured. Student progression, success rates, and dropout rates are inherent considerations in the College's analytical processes. With an established feedback mechanism, it regularly measures student satisfaction with their programs, the learning resources and the available student support. The BMC also actively tracks and analyzes the career paths of its graduates. The collected information are integrated in 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.

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. 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.

Moreover, the experts suggest to improve the collaboration between the main branch in Jeddah and Asser Branch by supplementing only meetings with periodic in-person sessions, which would help to strengthen ties and enhance joint initiatives.

Decision

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

3.7 Gender equality and equal opportunities

Summary

The College aims to promote gender equality and equal opportunities for students living in special living situations. It provides various forms of financial support and scholarship awards for students of deprived backgrounds and for foreign students. It also offers equal opportunities for all nationalities regardless of race, color, or faith. The BMCHM claims to have a zero-tolerance policy against any kind of racism. According to the College, the promotion of gender equality is sought at every level. This includes equal time for office hours allocations, identical facilities, equal learning and training opportunities and supervision by the same academic advisor, equal access to the onsite and online services, same teaching faculty and lecturers, and same assessment methods (SER 9.1).

The campus is equipped with special aids for visitors with disabilities including ramps for wheelchairs, elevators, and designated parking places. Special support is offered to less successful students and disabled students. Information about the support measures can be found in the academic advising policy and on the BMC website. Students with disabilities and chronic illnesses can also approach their academic advisors whenever needed as well as access information from the college advisory council (SER 9.2).

According to the College, no students' situation has been discussed since the program was initiated. Nevertheless, personal consultation for students with disabilities would be offered by the examination management or program advisory

committee in order to discuss examination arrangements or compensation measures (SER 9.2.1).

Judgement

The BMC 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 College's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented. The experts recommend that the College further increase the visibility of these support services to ensure that all students are fully aware of the resources available to them, e.g., by including gender equality and gender rights within the students' rights. Furthermore, the experts recommend establishing gender balance across all academic levels and intensifying efforts to promote female academic staff along the career ladder.

Decision

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

4 Conclusion

Overall, the College uses a well-structured approach to meeting its program objectives. Through international accreditation, a commitment to social responsibility, ongoing program development, integrated research, and a culturally diverse curriculum, the College works to keep its programs both academically rigorous and globally relevant. From the experts' point of view, the College's commitment to innovative teaching methods, consistent quality assurance, and active staff development creates a modern and inclusive learning environment.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Health Management" offered at the Batterjee Medical College fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

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

- The study program should clearly articulate its research profile, emphasizing its alignment with a master's perspective and future development. This profile should be prominently integrated into both the curriculum and the institutional framework.
- The number of joint and interprofessional courses should be increased to further strengthen interdisciplinary collaboration and attract international students.
- The strong practical orientation of the program should be emphasized to stand out from competitors e.g. by organizing regular practice days in partner hospitals—and, prospectively, in wellness institutions for the second track with practical integration starting from the second year.
- BMC should continue to proactively develop AI capabilities, digital skills, and modern teaching methods.
- Initial efforts regarding international exchange should be further and more systematically expanded.
- BMC should further increase the visibility of its support services to ensure that all students are fully aware of the resources available to them e.g., by including gender equality and gender rights within the students' rights.

Furthermore, although current sports activities and social events for students are appreciated, the experts recommend expanding these opportunities to further enrich the overall student experience.

- Courses with practical components should require students to pass the practical part of the exams to pass the whole module to ensure they are adequately prepared for clinical internships.
- Some additional information should be added to 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.
- The development of a comprehensive strategic plan specifically focused on staff development, to ensure continued growth and excellence across all levels is recommended.
- The library's resources, particularly by including books and e-books published after 2016 should be updated.
- The collaboration between the main branch in Jeddah and Asser Branch could be improved by supplementing online meetings with periodic in-person sessions, which would help to strengthen ties and enhance joint initiatives.
- The experts recommend establishing gender balance across all academic levels and intensifying efforts to promote female academic staff along the career ladder.

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 BMC's application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the BMC took place on January 20-21, 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 BMC regarding the Assessment Report.

The Bachelor study program requires the obtainment of 135 credit hours according to the internal credit hour system. The regulated study period in the program "Health Management" is four years. The study program comprises 44 mandatory courses, of which 32 are program-specific and 12 are courses offered during the BMC Preparatory Year. The language of instruction is English. The Bachelor study program "Health Management" is completed with awarding of the academic degree "Bachelor of Health Management". Admission takes place every fall semester. The first cohort of students in Jeddah was admitted to the study program in the academic year 2007. The first cohort of students in Asser was admitted to the study program in the academic year 2020.

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

The Bachelor study program "Health Management" 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 BMC 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.