

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 “Occupational Therapy”,
Bachelor of Occupational Therapy**

AHPGS Akkreditierung gGmbH

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Decision

May 13, 2025

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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 Batterjee Medical College 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 “Occupational Therapy”, 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 “Occupational Therapy”:

Annex	Description
1	Teaching Matrix
2	Module Description
3	Instructors’ CV
4	Curriculum Map and Plan
5	Program Specifications
6	Program Annual Report 22-23
7	External Review Report

8	Program Quality Committee
9	Program Internship Manual
10	NQF Compatibility Report
11	Distribution of Grades
12	Program Assessment Plan 22-23
13	Cohort Analysis
14	Organizational Chart
15	Program List of Library Books
16	Quality Assurance Manual
17	Educational Standards for Developing the Program
18	Approval Certificates
19	Perceptions of OT in Saudi Arabia
20	Program Labs Layout
21	Program Promotion
22	Students Admission Criteria
23	Program and Internship Learning Outcomes
24	Program Job Descriptions

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 (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

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, including Dentistry, Radiological Sciences, and Pharmacy. These were followed by the Respiratory program launched in 2018 and the Occupational Health program launched in 2019. In conclusion, the BMC Jeddah offers nine programs.

Currently, the total number of students enrolled at BMC is approximately 4000. 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 Occupational Therapy program was established in 2019. The total number of students enrolled in the program is 51. It is the first Occupational Therapy program in the Saudi private sector of higher education to be approved by the World Federation of Occupational Therapists (WFOT). The program developed the first Arab wheelchair training program approved by the International Society of Wheelchair Professionals in 2021 (SER 1.2).

2.3 Structural data of the study program

College	Batterjee Medical College
Faculty/Department	Batterjee Medical College for Science and Technology (BMC) / Occupational Therapy Program (BMCOT)
Cooperation partner	- Saudi Occupational Therapy Association (SOTA), - World Federation of Occupational Therapists (WFOT), - World Health Organization (WHO), - International Society of Wheelchair Professionals (ISWP), - University of Ljubljana/European Union Erasmus Exchange Program, - University of Sydney.
Title of the study program	„Occupational Therapy“
Degree awarded	Bachelor of Occupational Therapy
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	Five years
Credit Points (CH) according to the internal credit hour system	158 credit hours
Hours/CH	1 hour of theory = 1 credit 2 hours of practice = 1 credit 3 hours of clinical work = 1 credit
Workload	Total: 7,830 hours Contact hours: 1,710 hours Individual work: 3,420 hours Practice: 660 hours Internship: 2,040 hours
CH for the final paper	5 credit hours
Launch date of the study program	August 2019
First accreditation	World Federation of Occupational Therapists (WFOT) Approval = June 2021
Time of admission	April/May for the upcoming academic year
Number of available places on the program	50 per year

Number of enrolled students by now	51
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 “Occupational Therapy” 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 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 “Occupational Therapy” program aims to provide the Kingdom of Saudi Arabia with skilled occupational therapists to address the community health, as well as its psychosocial, developmental, and cultural needs. The graduates are empowered to enhance the services for people with disabilities by improving their independence, safety, and quality of life. According to the College, the program promotes a holistic approach and comprehensive care by integrating occupational therapists into interdisciplinary medical teams. The programs’ objectives are named as follows (SER 3.1.1):

- Prepare the students for the complexity of emerging academic and evidence-based practice of the 21st century,
- help identify the essential knowledge, skills, and attitudes which encourage a more competent practice,

- educate students to practice ethical evidenced-based therapy in a variety of settings, manage service delivery, and contribution to the profession through service and participation in research,
- provide customized courses of study for students which are designed to meet their individual needs and to enhance their ability,
- provide continuing education for practicing therapists in order to facilitate their continued competence,
- plan and engage in research to advance the knowledge, practice, and education,
- serve the Islamic culture and the community,
- provide the region with unique, qualified, and competent therapists who can serve the needs of the population in the rural and underserved areas.

The program's learning outcomes are categorized into three domains: Knowledge and Understanding, Skills, and Value. The learning outcomes are as follows (see Annex 05: Program Specifications):

1) Knowledge and Understanding:

- Describe basic anatomy and physiology of the human body,
- recognize holistic occupational therapy philosophy, theories, models, approaches, and frameworks,
- identify the person-environment-occupation interaction, therapeutic use of human occupation, and its enablement for different age groups and communities within contemporary and future settings.

2) Skills:

- Assess individual and environmental factors affecting occupational performance,
- perform safe and effective therapeutic techniques,
- apply evidence-based practice in the occupational therapy process and in the comprehensive evaluation of problem-solving, clinical reasoning, professional decision-making, and critical reflection on intervention implementation,
- perform psycho-educational and positive interactions to improve client self-concept and mental health,
- apply various documentation methods of patient current functional status and progress,
- apply research methodologies and statistical analyses,

- develop treatment plans collaboratively with clients demonstrating application of best evidence, effective use of resources and client-centered practice,
- apply diverse service management and leadership roles in occupational therapy and rehabilitation,
- develop effective communication when dealing with clients, families, and other healthcare professionals.

3) Values:

- Clearly explain and practice the core values and attitudes of occupational therapy and the degree to which certain values take priority at a given time, situation, and context,
- demonstrate standards of conduct and ethical principles when dealing with clients and their families, as well as building trustful therapeutic rapport,
- recognize the value of community-focused and occupational-based approach to practice and participation in ongoing professional development,
- fully support the value of occupation and promote advocacy of cultural diversity and individual differences,
- demonstrate effective interdisciplinary teamwork and integrated intervention planning,
- commit to maintaining and/or enhancing client's functional performance in terms of independence, safety, and quality,
- maintain respect and responsibility to follow policies which affect development of best practice.

According to the College, the intended learning outcomes are well oriented towards equipping students with crucial skills required in the field of rehabilitation and occupational therapy. After the successful completion of the program, the student should be able to have knowledge, skills, and attitudes in relation to the science and art of occupational therapy (SER 3.1.3).

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

- Rehabilitation centers,
- psychiatric and mental health hospitals,
- community-based centers,
- nursing homes,

- school-based rehabilitation,
- learning difficulties centers,
- halfway homes and de-addiction centers,
- centers for assistive technology,
- academic and research institutions.

According to the College, occupational therapy is a rapidly growing healthcare profession with a critical need for more practitioners in Saudi Arabia. It is planned to have an increase of the employment of 24% between 2016 and 2026, which would be a much faster growth than average. Some of the occupational therapy professionals specialize in areas like hand therapy, driver rehabilitation, or assistive technology to allow specialized care. Overall, the salaries are ranked among the top healthcare jobs and have been increased over the decades (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 "Occupational Therapy".

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 an intensive two-semester Master program for "Occupational Therapy" is considered, which the experts welcome. The experts 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 "Occupational Therapy" 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 56 modules, out of which all are obligatory. There are between six and nine modules in total provided for each semester. All modules have to be completed within one semester. No semesters are offered as a period for exchange programs.

Students of the "Occupational Therapy" program share modules with other programs during the preparatory first year and during the second year of study (OT1). The shared modules are always organized and scheduled ahead of time at the beginning of each academic year in collaboration with the other programs (SER 4.1.2).

The list of modules offered:

Nr.	Title	Sem.	CP
BIO101	Human Biology I	1	4
CHM101	General Chemistry	1	4
PHY101	General Physics	1	2
MAT101	Mathematics	1	2
ENGFY101	English I	1	2
COM101	Computer I	1	1
IMEFY101	Islamic Medical Ethics	1	2
SSK101	Study Skills I	1	1
MT101	Medical Terminology I	1	1
			19
BIO102	Human Biology II	2	4
CHM102	Introduction to Biochemistry	2	4

BIOPHY102	Biophysics	2	2
BIOSTAT102	Biostatistics	2	2
ENGFY102	English II	2	2
COM102	Computer II	2	1
ARFY102	Arabic Language	2	2
SSK102	Study Skills II	2	1
MT102	Medical Terminology II	2	1
			19
ANTOT201	Anatomy I	3	3
PHYSOT201	Physiology I	3	3
OT201	Foundations of OT	3	2
OT202	Principles & Ethics in OT	3	2
OT203	Neuroscience	3	2
OT204	Functional Assessment in OT	3	3
OT205	OT Process	3	2
			17
ANTOT202	Anatomy II & Histology	4	3
PHYSOT202	Physiology II	4	3
OT206	Neurological Physical Cases	4	2
OT207	OT Techniques	4	3
OT208	OT Theories/Approaches	4	2
OT209	Pharmacology	4	2
			15
OT301	Human Growth & Development	5	3
OT302	Biomechanics	5	2
OT303	Applied OT for Neurological Physical Conditions	5	3
OT304	Strategies for Independent Living	5	3
OT305	Rehabilitation Psychology	5	2
OT306	Assistive Technology	5	2
			15
OT307	Upper Extremity Rehabilitation	6	2
OT308	Hand Splinting	6	3
OT309	Pediatric Cases	6	2
OT310	Psychiatric Cases	6	2
OT311	Occupational Performance: Adaptation & Analysis	6	2
OT312	Wheeled Mobility & Seating Interventions	6	3

OT313	Environment & Disability	6	2
			16
OT401	Introduction to Research Methodology	7	3
OT402	International Trends in Disability and Rehabilitation	7	2
OT403	Applied OT for Pediatric Conditions	7	3
OT404	Applied OT for Psychiatric Conditions	7	3
OT405	OT & the Healthcare System	7	2
OT406	Therapeutic Media in OT	7	2
OT407	Fundamental Clinical Skills	7	2
			17
OT408	Research Project in OT	8	2
OT409	Community Based Rehabilitation (CBR)	8	3
OT410	Group Therapy	8	3
OT411	Special Topics in OT	8	2
OT412	Management & Leadership	8	2
OT413	OT for Geriatrics	8	2
OT414	Professional Documentation for OT Practice Field-work	8	2
			16
OT	Neurological Physical Conditions	9/10	4
OT	Pediatric Conditions	9/10	4
OT	Psychiatric Conditions	9/10	4
OT	Community Based Rehabilitation	9/10	4
OT	Geriatrics	9/10	4
OT506/507/508/509/520/511/512/513/514/515/516/517/518	Elective Course (Acute Care/Inpatient Rehabilitation/Outpatient Rehabilitation/Hand Rehabilitation/Neurological Rehabilitation/Orthopedics/School Based Rehabilitation/Hospice Care/Home Health Care/Drug&Alcohol Rehabilitation/Vocational Rehabilitation/Skilled Nursing Facility/Assistive Technology Rehabilitation)	9/10	4
			24
	Total:		158

The module description/catalog covers the following aspects: module number, 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 3-8):

Building on the foundational knowledge, the six following semesters give the students more specialized knowledge about occupational therapy as well as skills and competences which will be needed in the professional world. A variety of theoretical, practical, medical and specialized courses are offered to the students.

Internship Year (semester 9-10):

The last semesters of the study program give the students the opportunity to apply the skills and knowledge learned during the study time. The practical skills learned can be used during clinical rotations and field experience in hospitals.

The fifth year of study is the internship year integrated for clinical practice fieldwork. It is organized into six rotations happening outside the College in different clinical settings. A practice supervisor from the occupational therapy field is responsible for overseeing the internship year. She supervises the students, including at least one hour of supervision during each shift. Moreover, she assesses the students along with the tutor and signs/stamps the grade reports with him/her, grade reports which will be then sent to the course office. The supervised practice advisor/tutor has the following tasks (SER 4.1.4):

- Give academic advice either in groups or individually,
- follow the students' performance in every field of practice,
- hold occasional meetings with students and the supervisor,
- assess the academic along with the practice supervisor designated by the course,
- keep all the necessary documents updated,
- inform the supervisor about the development of the internship in relation to the program and time allotment.

According to the College, a variety of planned methods of instruction are used in the program for the achievement of the learning outcomes. The teaching method

is governed by an evidence-based practice and relies on traditional face-to-face direct instruction. Besides that, other methods are used like interactive instruction, experiential learning, blended learning, case-study approach, inquiry-based learning, problem-based learning, and project-based learning (SER 4.1.5).

The College uses different electronic platforms. The Student Information System (SIS) is used for the registration of students. Then, during their study, their courses and records are available on the platform “Examsoft”, which is also used for assessment tools. Moreover, the e-Learning Management System (eLMS) of blackboard is used for learning resources and online learning, as well as for plagiarism check. The “Occupational Therapy” program also encourages students to use other electronic resources like the World Health Organization (WHO) or the Training in Assistive Products (TAP). Finally, a new system has been recently established during the academic year 2021-2022: Clinical Training Tracking (CTT). This system is used during the internship to keep a detailed record of the student’s information and performance in the clinical rotations (SER 4.1.6).

According to the College, research and scholarly activity are a priority for the program. Both faculty and students are encouraged to undertake research projects and are offered various opportunities to do so. The engagement in research to advance occupation therapy and rehabilitation practice is a core competency area of the program as the College envisions it to become nationally and internationally a recognized leader in the education and a pioneer in research. The program offers two research-related modules which are named respectively “Introduction to Research Methodology” and “Research project in OT”. Besides that, activities such as journal clubs or the BMC scientific day are organized (SER 4.1.7).

All courses are instructed in English except a few courses during the Preparatory Year. The College has started communication with universities overseas to expand options of studying abroad with the potential of developing a memorandum of understanding for exchange programs and future collaborations (SER 4.1.8).

Judgement

The Bachelor study program “Occupational Therapy” 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 internships, 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. Specifically within the Bachelor study program "Occupational Therapy", additional opportunities are being created to practice clinical skills—such as simulated patient interactions with actors—and efforts are underway to make interprofessional training more visible. Overall, these strategic initiatives underscore the College's commitment to cultivating a dynamic and interdisciplinary educational environment that prepares students for the complexities of modern healthcare.

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 the Kingdom of Saudi Arabia 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 Bachelor study program “Occupational Therapy” 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 is followed with 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 5.1.2).

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 the “Occupational Therapy” 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 assign 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. These services include:

- Academic Progress Report,
- Academic Counseling and Advising Meetings,
- Counseling Services Follow-up,
- Faculty Counseling and Advising Office Hours,
- Fieldwork Feedback and Evaluations,
- Alumni Office Services.

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 issue, 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.

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

The "Occupational Therapy" program applies a variety of exam types depending on the nature of the module. The exam process essentially consists of two short quizzes, along with a final exam. Usually, the exams are timed as follows:

- Quiz 1 in weeks 4 to 6,
- Quiz 2 in weeks 8 to 10,
- Final exam in week 13 to 15.

Moreover, the students have to complete different assignments during the semester like evidence-based practice, case study, or individual/group projects. Finally, their skills are assigned during a practical exam. All quizzes and final exams are conducted via Examsoft, and the assignments have to be submitted via the online platform Blackboard Ultra. All assessment types are reviewed by the assessment committee of the department as well as by the college's assessment

committee. The review relies on the oversight and monitoring of the exams' skill set and follows the BMC skill-oriented exam system.

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

Depending on 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 being the NQF-KSA and MOE. The “Occupational Therapy” program 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 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 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 BMCOT 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 clinical 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

Currently, the program has a total of four staff members including three full time lecturers and one part-time faculty. The full-time faculty work a minimum of 40 hours per week. All full-time lecturers are specialized in rehabilitation science and occupational therapy. Besides that, the program has a total of nine adjunct professors from other programs of the College: three professors from medicine, five professors from physical therapy, and one professor from pharmacy. The percentage of the study program to be accredited that is taught by professors, lectures and adjunct professors is as follows:

- Professors: 22%,
- Associate professors: 14%,
- Assistant professors: 28%,
- Lecturers: 22%,
- Clinical instructors: 14%.

The faculty to student ratio of the program is 1:5 (SER 7.1.1).

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 7.1.2).

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 7.1.3):

- 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 program facilities include a variety of occupational therapy laboratories, listed as follows:

- ADLs training/therapeutic apartment,
- Neurological dysfunctions, physical disfunctions, and splinting lab,
- Pediatrics lab,
- Psychiatric and group therapy lab.

Moreover, the students have access to lecture rooms for teaching, learning, work-related activities, and creative activities. Finally, a variety of electronic resources are available (SER 7.3.1).

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. A library catalog is available in the general appendixes. Each library has 19 study rooms, one photocopy room, Wi-Fi services, computer labs equipped with 20 computers, and over 5000 medical books with 44 specific occupational therapy books. Online access to databases is offered, as well as access to nine journals. 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 (SER 7.3.2).

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 data shows, presenters, and smartboards. Finally, electronic tablets are used for final exams (SER 7.3.3).

The College relies on private funding. It 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 covering the materials and tools required for the research project. Reimbursement for publication fees on journal publications can also be requested (SER 7.3.4).

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. Notably, the head of the program enjoys a strong reputation, and BMC is recognized for offering the only Occupational Therapy program at private universities—one of only seven in KSA. Coupled with a modern environment, competitive salaries, and supportive management, these factors make BMC an attractive workplace for staff.

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.

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 Batterjee Medical College, where the skills labs of the Bachelor study program "Occupational Therapy" are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. Although the current equipment is well-suited to a small student body, planned changes in laboratory environments—such as the transformation of the neuro lab into an apartment-like setting and the recent ordering of advanced devices—reflect the College's forward-thinking approach.

As a whole, it was ascertained by the experts that the Bachelor study program "Occupational Therapy" 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

A 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 “Occupational Therapy” 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 8.1.2):

- 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,
- Review of the document’s quality,
- Promotion of quality activities among staff through training sessions and workshops,
- Promotion of the BMC mission, vision, and goals,
- Oversight of document audits for quality submissions,
- Development, discussion, and review of improvement processes.

The College has a policy for course review which is conducted to ensure that the quality and standards of individual courses are met. The program quality committee reports to the IQAU and to the program council, guides faculty members, course directors, and coordinators on documents and quality cycles to be followed. The quality assurance review process of the program is based on the use of multiple measures involving multiple sources of data to evaluate the range of instructional activities, including the following:

- 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 with the data generated from exam results, reflection of course directors, students' input through anonymous course evaluation surveys, as well as psychometric item analysis of exam questions. 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).

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. The following surveys are used in the review process (SER 8.1.4):

- Graduate satisfaction survey,
- Employment survey,
- Employer survey,
- Graduate survey,
- Internship survey,
- Field experience survey,
- Course evaluation survey,
- Program evaluation survey,
- Student satisfaction survey,
- Exit survey,
- PLOs achievement survey.

According to the College, the program is aligned with the national qualification framework in Saudi Arabia (NQF-KSA) that states a minimum of 120 credit hours for level 6 undergraduate (SER 8.1.5).

As the BMC states, the evaluation of student workload and its feasibility in 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 158 credit hours distributed across the curriculum. Each term ranges from 15 to 19 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 “Occupational Therapy” program has 51 students enrolled and distributed as follows (SER 8.1.6):

- Level 1: 18 students,
- Level 2: 14 students,
- Level 3: 12 students,
- Level 4: 7 students.

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 “Occupational Therapy”. 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 will be 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.

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. 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 9.1.1).

The “Occupational Therapy” program provides services to support the social, health, and mental wellbeing of its students. The students are encouraged to visit the Office of Student Affairs to learn more about those services, such as the College Psychological Unit and the Students’ Affairs Office. Appropriate accommodation is available for students with special needs in collaboration with the Office of Student Affairs, the head of the program, and the instructor. Moreover, the students are encouraged to utilize office hours and talk to faculty members about any concerns they might have throughout their study. Parents and family members are welcome to meet the head of program and faculty members to discuss, guide them through, and give them advice about the student’s academic performance (SER 9.1.2).

Students with disabilities should visit the Office of Student Affairs to learn about the services available at the Psychological Unit or in the Emergency Medicine. Students needing special accommodation or modifications must notify both the Office of Student Affairs and the instructor by the second week of the term. Documentation of the disability may be required (SER 9.1.3).

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 "Occupational Therapy" 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.
- 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 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 158 credit hours according to the internal credit hour system. The regulated study period in the program "Occupational Therapy" is five years: Four years at the BMC and one year internship. The study program comprises 56 mandatory courses, of which 38 are program-specific and 18 are courses offered during the BMC Preparatory Year. The language of instruction is English. The Bachelor study program "Occupational Therapy" is completed with awarding of the academic degree "Bachelor of Occupational Therapy". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2019.

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

The Bachelor study program "Occupational Therapy" 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.