



Assessment Report

**for the Application of
Batterjee Medical College, Saudi Arabia
for the Accreditation of the Study Program “Respiratory Therapy”,
Bachelor of Respiratory Therapy**

AHPGS Akkreditierung gGmbH

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Decision

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¹ The experts in italics did not participate in the site visit but evaluated the study program on paper beforehand.

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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 “Respiratory 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 “Respiratory Therapy”

Annex	Description
1	Teaching Matrix (Jeddah and Aseer)
2	Module Description
3	Instructors’ CV (Jeddah and Aseer)
4	Curriculum Map and Plan
5	Program Specifications 22-23
6	Research Course Specifications
7	Program Annual Report 22-23

8	Student Handbook 23-24
9	External Review
10	Advisory Panel
11	Research Report 22-23
12	Research Committee Terms of Reference
13	Internship Program Handbook
14	Consistency with National Qualifications Framework
15	Exam Writing Guidelines
16	Distribution of Grades
17	PLOs Assessment Plan 22-23
18	Instructors' Office Hours
19	Cohort Analysis for Graduates
20	Students' Data Cohort
21	Organizational Chart
22	List of Books of the Library
23	Quality Assurance Manual
24	List of Module Exams
25	Alumni Status
26	Academic Advisory Example
27	Course Syllabus Example
28	Internship Field Experience Specifications 22-23

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 Borth 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 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 also 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 adaptative 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 Respiratory Therapy program was established in 2016 at the Jeddah main branch and expanded to the Aseer branch in 2019. The total number of students enrolled in the program is 255. After five years of development, a new study plan was created for the coming years by modifying, adding, and discussing various subjects and study hours (SER 1.2)

2.2 Structural data of the study program

University	Batterjee Medical College
Faculty/Department	Batterjee Medical College for Science and Technology (BMC) / Department of Respiratory Therapy-Jeddah
Cooperation partner	- Saudi German Hospital, - Dr. Erfan & Bagado General Hospital, - International Extended Care Center, - East Jeddah General Hospital, - Ghassan Pharaon Hospital, - Sameer Abass Hospital, - King Abdullah Medical Complex, - King Fahad General Hospital, - King Abdulaziz Hospital, - Koha Online Catalog, - Saudi Digital Library.
Title of the study program	"Respiratory Therapy"
Degree awarded	Bachelor of Respiratory Therapy
Form of studies	Full-time, on-campus.
Organisational structure	Sunday to Thursday, 8:30 to 16:30
Language of Studies	English
Period of education	Five years (including preparatory year and internship year)
Credit Points (CH) according to the internal credit hour system	162 credit hours
Hours/CH	1 hour of lecture = 1 credit 2 hours of practice = 1 credit 3 hours of clinical work = 1 credit
Workload	Total: 8094 hours Contact hours: 1425 hours Individual work: 2850 hours Practice: 1515 hours Internship: 2304 hours
CH for the final paper	5 credit hours

Launch date of the study program	2016
Time of admission	Summer before the start of the new academic year
Number of available places on the program	100
Number of enrolled students by now	255
Particular enrollment conditions	- High school certificate, - Science subjects (Biology Chemistry and/or Physics) in High school, - To not have been expelled from other universities, - To be medically fit, - Saudi curriculum, international curriculum or transfer.
Tuition fees	35.000 SAR per semester (8.900 Euro)

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 "Physical 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 2023/2024

The “Respiratory Therapy” 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 “Respiratory Therapy” program aims to offer a high-quality academic program which meets the needs and expectations of the communities, as well as to establish and maintain an outstanding regional reputation. Moreover, the program aims at conducting research in respiratory care while maintaining Islamic values. The general objectives are listed as follows (SER 3.1.1):

- Provide the community with responsible respiratory therapists who interact appropriately with the changing health care system,
- Achieve academic excellence and ensure inclusive and equitable quality education, as well as promote learning opportunities for all,
- Ensure and maintain gender diversity in the faculty and students to meet society and health needs,
- Encourage the respiratory department faculty and students to participate in community service projects and professional organizations,
- Encourage faculty development of teaching methods through participation in professional continuing education in respiratory therapy field,

- Utilize the BMC research center to promote and conduct research in respiratory field,
- Exhibit exemplary professionalism parallel to ethical standards of the medical profession and in accordance with the teaching and Islamic values.

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:

- Compare different health care systems, education principles, codes of ethics, and professional conduct,
- Recognize knowledge of basic sciences, infection prevention precautions, and evidence-based practice contributing to respiratory therapy,
- Discuss the etiology, pathophysiology, clinical presentations, treatment, and assessment of different cardiopulmonary diseases,
- Describe different therapeutic and diagnostic equipment and modalities related to respiratory care,
- Describe basic and advanced concepts of invasive and non-invasive mechanical ventilation,
- Discuss basic concepts of research methodology and statistical analysis.

2) Skills:

- Perform mechanical and functional inspection, as well as troubleshooting for all respiratory devices,
- Perform different diagnostics, therapeutic procedures, and complete cardiopulmonary assessments across all age categories,
- Use invasive and non-invasive ventilators based on patient assessment, response, and test results across all age categories,
- Operate devices and equipment used for pulmonary rehabilitation, pulmonary function testing, and sleep disorders,
- Utilize appropriate information technology tools for learning and patient care,
- Apply research methodology skills and ethics in conducting research,
- Apply evidence-based practice necessary to provide competent respiratory care services in different health care settings,

- Modify medical care plans according to patient condition in a multidisciplinary approach,
- Communicate effectively with instructors, classmates, patients, relatives, and healthcare practitioners.

3) Values:

- Demonstrate ethical behavior and professionalism in dealing with instructors, classmates, patients, relatives, and medical team members while maintaining Islamic values,
- Participate in community awareness program to improve quality of life of patients with respiratory conditions,
- Maintain safety, proper handling of equipment, patients' privacy and well-being while providing respiratory care services.

The "Respiratory Therapy" program outlines specific learning outcomes and skill domains. Moreover, it defines a set of graduate attributes for respiratory therapy graduates. These attributes aim to produce professionals who excel as healthcare providers, researchers, leaders, community service contributors, and lifelong learners. The learning outcomes are aligned with the specific module courses. This progression occurs from junior to senior years and across modules within the same discipline (SER 3.1.3).

The Bachelor's program in Respiratory Therapy prepares the graduates for a variety of career fields, listed as follows (SER 3.2.1):

- Hospitals,
- Home care,
- Medical offices,
- Sleep clinics,
- Pulmonary function labs,
- Community health centers.

Right now, there are 1,477 active respiratory therapists in Saudi Arabia, out of which approximately 25% are Saudi nationals. Most of them, about 60%, work in non-Ministry of Health (MOH) government hospitals, while nearly half of them work in the Riyadh province. The coverage of respiratory care in critical care units (ICUs) corresponds to 44,5% of the ideal level. In general, the Kingdom of Saudi Arabia suffers a shortage in respiratory therapists in the healthcare sectors,

which is impacting the quality of respiratory care provided in hospitals. A study conducted in 2015 indicated the overall ratio of therapists to patient in the KSA being of 1:11, with variations between MOH-hospitals (1:20) and non-MOH hospitals (1:9). To meet the international standards, the study proposed a ratio of 1:5 for ICUs, and 1:20 for general care (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 "Respiratory 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 a Master program in "Respiratory 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 "Respiratory 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 65 modules, out of which all are obligatory, and none are compulsory optional modules. There are between five 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 in the BMC RTP program are required to complete the following (SER 4.1.1):

- 18 courses from the PYP (Preparatory Year) program,
- 36 courses from the Respiratory Therapy program, including:
 - 29 program-specific courses,
 - Five courses from the Medicine program,
 - One course from the Pharmacy program,
 - One course from the Radiology program,
- 11 courses from the Internship year.

As a procedure, the courses instructors of modules taught by other programs have to submit the course documents to the BMC RTP Quality Committee for a quality review and internal audit. The course assessments are also overseen by the BMC RTP Assessment Committee. Finally, the BMC RTP Curriculum Development Committee reviews and monitors the need and effectiveness of any required or implemented curriculum change. According to the College, these measures ensure that program-specific objectives are followed in the modules taught by other programs (SER 4.1.4).

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
RT211	Clinical Biochemistry	3	3
RT212	Microbiology	3	3
RT213	General Anatomy	3	3
RT214	Physiology	3	3
RT221	Introduction to RT Profession	3	2
RT231	Medical Gases & Aerosol Therapy	3	3
			17
RT222	Respiratory Anatomy & Physiology	4	3
RT232	Patient Assessment	4	3
RT233	Respiratory Care Therapeutics	4	3
RT223	Respiratory Pharmacology	4	3
RT281	RT Clinical Training I	4	3
			15
RT324	Respiratory Diseases I	5	3
RT334	Blood Gases	5	3
RT361	Pulmonary Radiology Imaging	5	2
RT362	Basic Pulmonary Function Testing	5	3
RT341	Fundamentals of Mechanical Ventilation	5	4
RT382	RT Clinical Training II	5	3
			18
RT325	Respiratory Diseases II	6	3
RT342	Clinical Application of Mechanical Ventilation	6	4
RT363	Advanced Pulmonary Function Testing	6	3
RT364	Electrocardiology	6	2
RT371	Health Information Management	6	2

RT383	RT Clinical Training III	6	3
			17
RT443	Prenatal & Pediatric Respiratory Therapy	7	3
RT451	Pulmonary Rehabilitation & Home Care	7	3
RT472	Applied Biostatistics	7	2
RT473	Research Methodology	7	2
RT474	Research Project I	7	1
RT484	RT Clinical Training IV	7	3
RT475	Respiratory Therapy Education	7	2
			16
RT444	Critical Care	8	3
RT465	Polysomnography	8	4
RT452	Clinical Respiratory Seminar	8	2
RT476	Ethics in Respiratory Therapy	8	2
RT477	Research Project II	8	3
RT485	RT Clinical Training V	8	3
			17
INTRT581	General Wards: Adult & Pediatric	9/10	4
INTRT582	Adult Critical Care	9/10	6
INTRT583	NICU, Delivery Room & Well Nursery	9/10	4
INTRT584	ER	9/10	2
INTRT585	OR	9/10	1
INTRT586	CSSD (Central Sterilization Services Department)	9/10	1
INTRT587	Biomedical Engineering	9/10	1
INTRT588	Sleep Laboratory	9/10	1
INTRT589	Home Healthcare	9/10	1
INTRT58-10	PFT Laboratory	9/10	2
INTRT58-11	Bronchoscopy	9/10	1
			24
	Total:		162

The module description/catalog covers the following aspects: module number, level/semester, credit hours, language, learning outcomes, content, 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 respiratory 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 (SER 4.1.2).

The final year of study is an internship year rewarded with 24 credits hours. The internship is regulated by the BMC RTP Internship Committee which reports to the BMC RTP Council and to the Institutional Hospital Affairs Committee. The Internship Committee is responsible for developing all documents concerning quality assurance which include field experience specifications, handbooks, logbooks, and reports. Moreover, the Committee aligns and maps practical contents with the intended objectives of the program, coordinating with the practical instructors and recommending curriculum changes. The practical contents of the internship are aligned with the intended learning outcomes (PLOs) and reflect the annual field experience specifications document. Finally, the BMC RTP Internship Coordinator is responsible for quality assurance through the communication and regulation with internal and external field experience supervisors (SER 4.1.6).

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. This includes classroom lectures with smartboards and projectors, e-learning using Blackboard, laboratory work, and clinical sessions. Besides that, other methods are used like small groups discussions, webinars, or

seminars arranged as a practice to educate students in taking an active part in discussions. Regarding practical training, the teaching methods include laboratory practice, clinical demonstration, simulation-based learning, and the teaching of psychomotor skills (4.1.7).

The College uses different electronic platforms. To begin with 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 (SER 4.1.8).

The students of the BMC RTP program have to take a research project which allows them to develop scientific research capacities and innovation. The courses linked to the project include a Research Methodology class (course code: RT 473), as well as the Research Project I and II (course codes: RT 474 and RT477). A Research Manual is provided by the College to help students with the documentation and design of the project. Students are then encouraged to seek opportunities to submit their projects abstracts to local conferences and publications. Moreover, the program has a Program Research Committee which assures that all research topics are aligned with BMC research theme by (SER 4.1.9):

- Setting a research strategic plan for the program and following up its implementation,
- Using up-to-date research database and calculating the research KPIs of the program,
- Encouraging and guiding students to participate and contribute to research,
- Encouraging faculty and students to participate in conferences and present research posters,
- Identifying research lines for each faculty according to the specialty.

The curriculum of the BMC RTP program was updated according to the latest teaching trends of national and international universities and the program was officially approved by the MOE in 2016. All modules are instructed in English except for a few courses of the First Preparatory Year (SER 4.1.10).

Judgement

The Bachelor study program “Respiratory 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. Nevertheless, the experts recommend incorporating a dedicated module on psychological and psychosocial support. A dedicated module instead of the current coverage in courses such as “Patient Safety” and “Islamic Ethics” would prepare students even more for the holistic care of patients.

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. 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 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 for students and staff 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 Respiratory Therapy 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 is followed with a clear and fair policy for the students. Applicants with disabilities or chronic illnesses 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. Still, the College does not accept medically unfit applicants (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 BMC RTP are the admission criteria from the Preparatory Year. Students need to have completed their preparatory year 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. 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 academic advisories, with each level being assigned two distinct instructors organizing a meeting at the beginning of every semester to outline the regulations and address any potential concerns. The BMC RTP also supports students by addressing attendance issues, academic performance in exams, and any other challenges they encounter (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.

The College offers also 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 BMC RTP program applies a variety of exam types depending on the nature of the module. The exam process essentially consists of two short quizzes, weekly checklist evaluations for clinical training courses and a final writing exam. Besides that, for some courses, a practical or clinical exam is conducted towards the final weeks of the semester. Usually, the exams are timed as follows:

- Quiz 1 in week 5,
- Quiz 2 in week 11,
- OSCE, clinical, and practical exams in weeks 14 to 15,
- Final exam in weeks 16 to 18.

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

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 BMC RTP 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 this 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 BMC RTP 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 in Jeddah has a total of thirteen staff members including seven male teachers and six female teachers. Under these nine faculties there are two associate professors, eight lecturers, and three clinical instructors. Besides that, the program has a total of 18 adjunct professors from other programs of the College: twelve are from the Preparatory Year staff, three from the Medicine staff, one from the Biochemistry staff, one from the Radiology staff and one from the Pharmacology staff. The percentage of the study program to be accredited that is taught by professors, lectures and adjunct professors is as follows:

- Professors: 6%,
- Lecturers: 26%,
- Adjunct professors: 20%,
- Preparatory year faculties: 38%,
- Clinical instructors: 10%.

Finally, the faculty to student ratio of the program is 1:21.

Meanwhile, the program in Aseer has a total of seven staff members including two assistant professors, four lecturers, and one clinical instructor. The percentage of the study program to be accredited that is taught by professors, lectures and adjunct professors is as follows:

- Assistant professors: 29%,
- Lecturers: 57%,
- Clinical Instructors: 14%.

The faculty to student ratio of the program is 1:24 (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. The minimum educational qualification per position is as follows:

- Assistant/Associate professor: PhD,
- Lecturer: Master's degree,
- Clinical instructor: Bachelor's degree.

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 College is offering a variety of premises. To begin with, adequate building space, 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. Besides that, general laboratories are available for courses like Biology, Chemistry, or Anatomy, which are fully equipped with the latest technologies. 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. A College Hostel for female students and faculties offers a comfortable living opportunity with a playground for sports activities. The College also includes three clinics. Finally, respiratory therapy specific laboratories are available for the students, including the following:

- Skills laboratory,
- Pulmonary Functions Tests laboratory,
- Simulation laboratory,
- Neonatal and pediatric laboratory,
- Emergency laboratory,
- Sleep laboratory.

These laboratories include nine beds, ten manikins, and four functioning mechanical ventilators. Moreover, they are supplied with oxygen, air, and suction sources through a mounted wall pipping system and two stores where the medical equipment and consumable items are kept (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 around 84 specific respiratory 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 "Respiratory Therapy" are located. The skills labs are equipped with relevant devices. From the experts' point of view, the quality of the premises used to train students on a Bachelor level are sufficient.

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

The "Respiratory Therapy" program has an internal quality assurance cycle directed by the input from the BMC Quality Unit and led and executed by the program's Quality Committee. 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 BMC RTP 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:

- 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 8.1.2).

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 8.1.3):

- 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: Each course is allocated specific credit hours, considering many factors such as class time, assignments, and practical sessions. Moreover, faculty members analyze workload complexity and student engagement, while gathering feedback from students to assess feasibility (SER 8.1.4).

As the University 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 162 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 enrollment statistics are shown in the table below (see Annex 19 – Cohort Analysis):

Student Category	17-18	18-19	19-20
Total cohort enrollment	44	41	40
Retained till year end	39	37	37
Enrolled during the year	0	0	4
Withdrawn for good	5	4	3
Graduated successfully	33 (20-21) + 5 (21-22) + 1 (22-23) (39)	33 (21-22) + 4 (22-23) (37)	33 (22-23) (33)

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 "Respiratory 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.

Moreover, the experts suggest to improve the collaboration between the main branch in Jeddah and Asser Branch by supplementing online 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. 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 "Respiratory 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 "Respiratory 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.
- A dedicated module on psychological and psychosocial support should be implemented to prepare students even more for the holistic care of patients.
- 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.

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 165 credit hours according to the internal credit hour system. The regulated study period in the program "Physical Therapy" is five years: Four years at the BMC and one year internship. The study program comprises 44 mandatory courses, of which 34 are program-specific and 10 are courses offered during the BMC Preparatory Year. The language of instruction is English. The Bachelor study program "Physical Therapy" is completed with awarding of the academic degree "Bachelor of Physical Therapy". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2007.

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

The Bachelor study program "Physical 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.

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 162 credit hours according to the internal credit hour system. The regulated study period in the program "Respiratory Therapy" is five years: Eight semesters at the BMC and one year internship. The study program comprises 65 mandatory courses, of which 36 are program-specific, 18 are courses offered during the BMC Preparatory Year and 11 courses offered during the internship year. The language of instruction is English. The Bachelor study program "Respiratory Therapy" is completed with awarding of the academic degree "Bachelor of Respiratory Therapy". Admission takes place every fall semester. The first cohort of students in Jeddah was admitted to the study program in the academic year 2016. 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 "Respiratory 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.