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

Assessment Report

for the Application of
Liwa College, Abu Dhabi, United Arab Emirates
for the Accreditation of the Study Program "Medical Diagnostic Imaging",
Bachelor of Science

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: +49 (0) 761/208533-0
E-Mail: ahpgs@ahpgs.de

Expert group	**Clara Boudriot** Technical University of Munich, Germany **Prof. Dr. Johannes Gräske** Alice Salomon University Berlin, Germany **Dr. Sylvia Kaap-Fröhlich** ZHAW Zurich University of Applied Sciences, Switzerland **Prof. Dr. Sebastian Koch** Ernst Abbe University of Applied Sciences, Jena, Germany **Tina Hartmann** German Institute for Further Education for Technologists and Analysts in Medicine e.V. (DIW-MTA), Berlin, Germany **Prof. Dr. Franz Hessel, MPH** Business and Law School, SRH Universities, Berlin, Germany **Prof. Dr. Björn Maier** Baden-Wuerttemberg Cooperative State University Mannheim, Germany **Dennis Rahneberg** aczepta group, Freiburg, Germany **Prof. Dr. Jana Wolf Sussman** Aalen University, Germany **Prof. Dr. Waldemar Zylka** Westphalian University, Gelsenkirchen, Germany
Decision	**September 25, 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 fulfill 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 fulfillment 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

Liwa College delegated the task of accrediting the following Bachelor study programs to the AHPGS: “Emergency Medical Care”, “Medical Laboratory Analysis”, “Medical Diagnostic Imaging”, “Respiratory Care”, “Health Management”, and “Applied Health Sciences in Health Information Management” as well as the diploma programs ”Medical Laboratory Analysis” and “Health Management”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Liwa College (hereinafter the College) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on February 10, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the College and the AHPGS was signed on January 28, 2025.

On May 27, 2025, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation of the study programs to the College. On June 06, 2025, the College submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by Liwa College follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Medical Diagnostic Imaging”, 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 “Medical Diagnostic Imaging”

Annex	Description
01	Program Specification
02	Module Descriptions
03	Instructor CVs
04	Teaching Matrix
05	Internship Manual
06	Sample Course Experience Survey

07	Sample Course Review Report
08	Sample Program Review Report
09	Equipment List
10	Faculty Hospitals and Laps List
11	Faculty Improvement Plan 2024-2025
12	Faculty Strategy 2023-2028

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

Annex	Description
A	College Catalog 2023-2024
B	College Strategy 2023-2028
C	College Research Strategy 2023-2028
D	Policies and Procedures Manual
E	Quality Assurance Manual
F	Students Orientation
G	Student Statistics
H	Alumni Satisfaction Survey 2023-2024
I	Sample Memorandum of Understanding
J	List of Books in AD and AA Campuses

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

2.2 Information about the University

Liwa College (LC) was founded in 1993 as the Emirates Institute of Technology (EIT) in Abu Dhabi and was recognized as a higher education institution in the same year. It was renamed Emirates College of Technology (ECT) in 2004 and became Liwa College of Technology (LCT) in 2019. In 2022, LCT was acquired by NEMA Education, and in 2023 it merged with Al Khawarizmi International College (KIC), adopting its current name, Liwa College (LC). The College operates two campuses, one in Abu Dhabi and one in Al Ain.

The College has four faculties: the Faculty of Business (FB), the Faculty of Media and Public Relations (FMPR), the Faculty of Medical and Health Sciences (FMHS), and the Faculty of Engineering and Computing (FEC). The College offers a total of 24 programs, including 18 Bachelor degree programs and six diploma programs. Planned expansions include a Master of Business Administration (MBA) and new Bachelor programs in "Physiotherapy and Occupational Therapy", along with specialized tracks in "E-Commerce & Digital Marketing", "Fintech & Finance", "Artificial Intelligence", and "Cloud Computing & Networks".

Faculties and Student Enrollment

- **Faculty of Business (FB)**: 924 students (869 in Abu Dhabi, 55 in Al Ain)
- **Faculty of Media and Public Relations (FMPR)**: 920 students (702 in Abu Dhabi, 218 in Al Ain)
- **Faculty of Medical and Health Sciences (FMHS)**: 975 students (679 in Abu Dhabi, 296 in Al Ain)
- **Faculty of Engineering and Computing (FEC)**: 330 students (278 in Abu Dhabi, 52 in Al Ain)
- **Total Student Enrollment**: 3,149 students across both campuses

The College established its research unit in 2016 to support its research policy and strategy. The College is committed to fostering research and scholarly activities among faculty and students. The Strategy 2023-2028 prioritizes research expansion in medical sciences and applied research areas, aligning with UAE's National Strategy for Innovation and Abu Dhabi's strategic priorities.

The Faculty of Medical and Health Sciences has three departments which offer six programs at the bachelor's level and two programs at the diploma level: the Bachelor of Applied Health Sciences in Health Information Management; the Bachelor of Health Management, the Bachelor of Science in Medical Diagnostic Imaging, the Bachelor of Science in Medical Laboratory Analysis, the Bachelor of Science in Emergency Medical Care, the Bachelor of Science in Respiratory Care, the Diploma in Health Management, and the Diploma in Medical Laboratory Analysis.

2.3 Structural data of the study program

University	Liwa Collage
Faculty/Department	Faculty of Medical and Health Sciences
Title of the study program	Medical Diagnostic Imaging
Degree awarded	Bachelor of Science
Form of studies	Full-time
Organisational structure	The program runs on weekdays. A typical course includes 3 theory credits (45 hours) and 1 practical credit (30 hours) per semester (15 weeks), totaling 75 study hours. Distance learning is not available. Part-time students must take at least 3 courses.
Language of studies	English
Period of education	4 years
Credit Hours (CH) according to the internal credit hour system	139 CH
Hours/CP	1 theoretical CH = 1 weekly contact hour, making a total of 15 contact hours per semester (15 weeks per semester) 1 practical CH = 2 weekly contact hours, making a total of 30 contact hours per semester (15 weeks per semester)
Workload	Total: 3015 hours/ 139 Credit Hours Theoretical: 1620 hours/ 108 Credit Hours Labs: 585 hours/ 13 Credit Hours Internships: 810 hours/ 18 Credit Hours
Credits for the graduation project	3 CH
Launch date of the study program	Winter semester 2019/2020
First accreditation	2019
Time of admission	Spring and fall semester (twice a year)
Number of available places on the program	70
Number of enrolled students by now	160
Tuition fees	54,912.5 AED or 13,000 € per year (incl. admission and registration fees, textbooks, labs, clinical practice, IT services, health services)

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on June 30 to July 01, 2025, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on June 29, 2025, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation, as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the College.

During the site visit, experts conducted discussions with the College management, representatives of the Faculty of Medical and Health Sciences, the chair, vice chair, and the teaching staff of the program "Medical Diagnostic Imaging", as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms and library. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

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

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

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

Summary

The "Medical Diagnostic Imaging" program focuses on students to become competent diagnostic radiographers by providing essential clinical and theoretical training. It develops their critical thinking and problem-solving skills, with a strong foundation in imaging techniques such as CT, MRI, and nuclear medicine. Students gain knowledge of professional ethics, healthcare regulations, and patient care. The program also emphasizes radiation safety and encourages both personal and professional development. Upon graduation, students are equipped with the academic and practical skills needed to work effectively as diagnostic technologists within a healthcare team (SER 3.1.1).

The Program Learning Outcomes (PLOs) cover a broad range of competencies. The program provides in-depth knowledge of human anatomy, radiographic techniques, and medical imaging technology. Students are trained in the operation of diagnostic equipment like X-rays, MRI, and CT scans, and they gain experience interpreting images to assist in patient diagnosis. The program teaches ethical responsibility regarding patient safety, including the appropriate use of radiation and patient-centered care during diagnostic procedures. Graduates are trained to support accurate diagnosis while ensuring patient comfort and safety.

According to Liwa College, after completing the program, graduates will be able to start their careers in any of the following areas:

- Diagnostic Medical Sonographer
- Magnetic Resonance Technologist
- Radiographer
- Cardiovascular Technologist
- Medical Imaging Technician
- Nuclear Medicine Technologist
- Radiation Protection Technician
- Radiation Technical Services Quality Manager
- Radiation Therapist

According to the College, the medical diagnostic imaging field in the UAE is rapidly evolving, marked by growing demand and technological advancement. With an aging population and an increase in chronic diseases, the need for diagnostic imaging services is on the rise, leading to expanded career opportunities. At the same

time, the UAE is adopting advanced imaging technologies such as MRI, CT, and ultrasound, which play a key role in early diagnosis and effective treatment. Medical imaging technicians in the UAE earn an average annual salary of approximately 220,000 AED. In support of this growing sector, the UAE government offers initiatives like the NAFIS Scholarship Program through the Ministry of Human Resources and Emiratization (MOHRE) (SER 3.2.2).

Judgement

During the site visit, the Liwa College informed the expert panel that it has recently transitioned from a college to a university. This process was supported by the Ministry of Higher Education and Scientific Research and the Commission for Academic Accreditation in Abu Dhabi. The change has direct implications for the design and approval of programs, as the institution now seeks to align its portfolio with the broader academic scope, research orientation, and qualification frameworks expected of a university. The experts congratulate Liwa College on this step. The experts highly recommend involving all stages of staff in this process in order to achieve a successful transformation. For the sake of consistency, the name Liwa College will continue to be used in this report.

The experts inquire about the possibilities of further education after the completion of the Bachelor program. The College is currently in the process of establishing a Master study program within the Faculty of Medical and Health Sciences. However, the decision on a specific field of study has not yet been made. The experts support this initiative.

From the experts' point of view, the Bachelor study program "Medical Diagnostic Imaging" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment, and personal development.

Decision

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

3.2 Structure of the study program

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

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

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

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

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

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

Summary

The "Medical Diagnostic Imaging" program contains 59 modules, which equals to a total of 139 credit hours, out of which all modules are obligatory. Of these, 33 credits (eleven modules) are General Education courses shared by all programs at Liwa College. Basic Science (six credits, two modules) and Basic Medical Science (twelve credits, four modules) are shared within the Faculty of Medical & Health Sciences. The remaining 88 credits (42 modules) are program-specific to Medical Diagnostic Imaging, providing specialized training.

There are between six and ten modules in total provided for each semester. Each module has to be completed within its respective semester.

The list of modules offered:

Nr.	Title	Sem.	CH

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

ENG 100	English I	1	3
MTH 105	Mathematics & Statistics	1	3
CIT 100	Introduction to Information Technology	1	3
GEN100/ GEN 101	Communication Skills in Arabic/ Communication Skills in Arabic for non - Arabic speakers	1	3
BMS 110	Medical Terminology	1	3
GEN 102	Islamic Culture (Arabic/English)	1	3
			18
ENG 104	English II	2	3
GEN 103	Logic and Critical Thinking	2	3
BMS 121	Human Anatomy	2	3
BMS 122	Human Physiology	2	3
MDI 121	Medical physics	2	3
MDI 102	Introduction to medical diagnostic imaging	2	1
			16
GEN 304	Ethics	3	3
GEN 105	Emirates culture and Society	3	3
GEN 201	Psychology	3	3
BSC 220	Biostatistics	3	3
BMS 410	Pathology	3	3
MDI 211	Physics of radiology	3	3
			18
MDI 216	Principles of Diagnostic Imaging 1	4	2
MDI 218	Principles of Diagnostic Imaging 1 lab	4	1
MDI 228	Patient care in radiology department	4	2
MDI 230	Patient care in radiology department lab	4	1
MDI 212	Digital image processing and analysis	4	1
MDI 214	Digital image processing and analysis lab	4	1
GEN 302	Fundamentals of Innovation and Entrepreneurship	4	3
MDI 202	Radiation biology and Radiation protection	4	2
MDI 224	Peripheral osseous system radiography	4	2
MDI 226	Peripheral osseous system radiography lab	4	1
			16
MDI 327	Central osseous system radiography	5	2
MDI 329	Central osseous system radiography lab	5	1
MDI 333	Radiographic surface anatomy	5	2
MDI 335	Radiographic surface anatomy lab	5	1

HCM 323	Quality Management in Healthcare	5	3
MDI 311	Principles of Diagnostic Imaging 2	5	2
MDI 313	Principles of Diagnostic Imaging 2 lab	5	1
MDI 385	Internship I	5	3
MDI 352	Fluoroscopic imaging	5	2
MDI 354	Fluoroscopic imaging lab	5	1
			18
BSC 221	Research Methods for Health Sciences	6	3
MDI 350	Breast Imaging	6	1
MDI 372	Nuclear medicine	6	3
MDI 356	Dental radiography	6	1
MDI 362	Ultrasound	6	3
MDI 346	Radiologic pathology	6	3
MDI 334	Radiographic cross- sectional anatomy	6	2
MDI 336	Radiographic cross- sectional anatomy lab	6	1
			17
MDI 467	Computed tomography	7	2
MDI 469	Computed tomography lab	7	1
MDI 453	Vascular imaging	7	2
MDI 445	Vascular imaging lab	7	1
MDI 463	Magnetic resonance imaging	7	2
MDI 465	Magnetic resonance imaging lab	7	1
MDI 413	Quality control in medical imaging	7	2
MDI 415	Quality control in medical imaging lab	7	1
MDI 487	Internship II	7	6
			18
MDI 419	Graduation Project	8	3
HIM 423	Introduction to Healthcare Informatics	8	3
MDI 444	Evidence Based Imaging	8	3
MDI 488	Internship III	8	9
			18
	Total:		139

Table 2: Module Overview

The module descriptions cover the following aspects: module number and title, semester, credit hours, language, learning outcomes, content, and examination.

During year one, students in the "Medical Diagnostic Imaging" program establish a foundational understanding of general education, medical terminology, and basic sciences, including subjects like anatomy, physiology, physics, and medical terminology. These courses provide the necessary groundwork for understanding the human body and the principles of medical diagnostic imaging. In year two, students transition to more focused topics such as radiology physics, radiation protection, and the initial principles of diagnostic imaging, along with patient care in radiology. This year marks the beginning of their hands-on training in diagnostic imaging laboratories. By year three, the focus shifts to advanced imaging techniques, including central and peripheral osseous system radiography, cross-sectional anatomy, and specialized imaging areas such as ultrasound, nuclear medicine, and breast imaging. The final year emphasizes clinical practice and advanced imaging techniques, including computed tomography (CT), magnetic resonance imaging (MRI), and vascular imaging, with significant time dedicated to internships and the completion of a graduation project (SER 4.1.3).

The program aims to graduate fully qualified professionals in medical imaging sciences, meeting community and regional needs. To achieve this, the program offers clinical training placements throughout the study years. There are three internships in total, in semester five, seven and eight.

- Internship 1 (3 CH): 9 practical hours/ week for a period of 15 weeks (semester duration) - introductory rotation (general radiography).
- Internship 2 (6 CH): 18 practical hours/ week for a period of 15 weeks (semester duration) - (mammography, dental, fluoroscopy, and CT).
- Internship 3 (9 CH): 27 practical hours/ week for a period of 15 weeks (semester duration) - (advanced practice + MRI/ US and NM).

Each student has an academic coordinator and a clinical instructor who works collaboratively to support and supervise the student during their clinical internship. Students meet one-on-one with their clinical instructor monthly for updates and feedback. This structure ensures close supervision and support throughout the internship, helping students achieve the intended clinical competencies.

The supervision of students during these internships is managed through a close collaboration between College faculty and clinical site instructors. College instructors ensure that learning outcomes are met by maintaining continuous communication with hospital-based supervisors and monitoring student progress through

regular evaluations and feedback sessions (SER 4.1.4). Clinical instructors at healthcare facilities are experienced professionals with advanced certifications. The College faculty works closely with these clinical instructors through regular meetings to discuss student performance, address any challenges, and ensure that clinical objectives align with academic goals. Each student's progress is tracked through detailed clinical evaluations, case presentations, and practical examinations, such as Objective Structured Clinical Examinations (OSCEs). The College has a list of hospitals for cooperation that can be found in Annex 10. The Internship Manual can be found in Annex 05. Clinical assignments are based on capacity, availability, and geographic preferences of the students.

According to the College, the program employs a diverse range of didactic methods to ensure comprehensive learning. Each module instructor is expected to employ a variety of teaching and training strategies in achieving the module's objectives and meeting its outcomes such as traditional teaching lecture format, role play, case studies, portfolios, keeping diaries, learning lab, simulation, PowerPoint presentation, and electronic teaching such as e-learning. Hands-on experience used in the laboratory, classrooms, and hospital environment is a cornerstone of clinical training (SER 4.1.5).

The program incorporates electronic and multimedia forms of instruction through the Blackboard learning platform. This platform provides students with access to lecture materials, videos, quizzes, and interactive simulations, enhancing the learning experience. Distance learning components, such as online discussion forums and virtual case studies, are integrated to facilitate engagement and collaboration outside the classroom. Additionally, "Blackboard" supports assignments, assessments, and feedback to ensure continuous learning and assessment progress. The scope includes both theoretical content and practical case-based scenarios, allowing students to learn at their pace.

The program integrates research into the curriculum through a variety of activities aimed at fostering critical thinking and evidence-based practice. Four key courses equip students with essential research skills: 1) Research Methodology (BSC221), 2) Graduation Project (MDI419), 3) Evidence-based Imaging & Critical Thinking and 4) Information Technology, which is designed to give the student the opportunity to design a research study, small project related to chosen subject. The college also encourages students to take part in research activities such as seminars, workshops, conferences, and research studies. The College executive plan

entails encouraging students to participate in research carried out by faculty members and other activities in clinical settings (SER 4.1.7).

According to Liwa College, the curriculum is benchmarked against international guidelines set by prominent organizations such as The Society of Radiographers UK, The American Society of Radiologic Technologists ASRT, and other leading diagnostic imaging societies.

The modules are only taught in English. Students have the option to study at other universities and transfer credits, as the courses are aligned with global standards and benchmarked against international curricula.

Liwa College currently doesn't have international cooperations in the study program "Medical Diagnostic Imaging".

Judgement

The Bachelor study program "Medical Diagnostic Imaging" 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 module number and title, semester, credit hours, language, learning outcomes, content, and examination.

The curriculum is evidence-based and learning objectives are co-developed with clinical experts from affiliated hospitals, ensuring the alignment of academic content with real-world clinical requirements.

The experts discuss the contents of the curriculum with the dean and teaching staff of the study program and consider a module on radiotherapy to be a valuable addition to the curriculum to introduce students to radiotherapy techniques and treatment planning. The application in clinical settings would be recommended. The experts further observe that certain elements of the curriculum in the "Medical Diagnostic Imaging" program are somewhat dated and would benefit from revision to ensure alignment with current developments and best practices in the field. The experts recommend revising the course contents in the long term.

The modules are designed with connections between theoretical knowledge and clinical application. In most cases, a single lecturer delivers both components, ensuring consistency and coherence. Each syllabus provides detailed descriptions of learning goals, theoretical input, and related practical experiences. The College has established a comprehensive support system that accommodates students

throughout their placements. The arrangement of the clinical practice courses in the study program allows the acquisition of credits.

In talks with the teaching staff, the experts note that some equipment for the practical parts is not in use due to different reasons, e.g. a missing license for the X-ray machine. The teaching staff explains that the practical parts of the modules are currently taught off-campus in a clinic, where the equipment is available. The topic is further discussed in section 3.5 and a solution should be found for this issue.

Students complete a graduation project in small groups (2-3 students). These projects allow students to conduct research or practical projects, applying their skills in a professional context. The module "Research Methods for Health Sciences" is completed in preparation of the graduation project. The format offers good potential for building academic and professional research capacity.

Liwa College explains, that they provide incentives for publication, such as salary-based rewards, encouraging faculty and students to contribute to the scientific community.

The experts acknowledge the very detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

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

During the Covid-19 pandemic, the College has embraced distance learning strategies for theoretical components as a new teaching method. However, practical units remain in-person.

Hybrid options are available upon request, particularly in cases of illness or personal hardship. Online guest lectures are currently not offered, though clinical speakers may be invited to the campus for face-to-face engagement. The program also accommodates part-time students, reflecting a flexible and inclusive approach.

The experts further discuss the College's internationalization efforts. The College explains, that so far, no structured international cooperation is in place, but will

be worked on within the next few months. The students have the opportunity to organize an international exchange individually. Nevertheless, according to the students, it is challenging without agreements and cooperations. The experts recommend establishing partnerships with other institutions to offer exchange periods to their students and stuff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

International exchange could also be enhanced by establishing a mobility window for students and staff. The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example, within the scope of an internship or summer school, could be more attractive for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community.

Decision

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

3.3 Admission and Feasibility

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

Admission criteria at Liwa College are guided by the Ministry of Higher Education and Scientific Research (MOHESR) Decrees in UAE:

High School Certificate/Equivalency:

- Applicants must have a recognized and official secondary school certificate or its equivalent showing successful completion of secondary education.
- Applicants from private schools will only be accepted if the school is licensed by the Ministry of Education in the UAE.
- Students with a UAE General Secondary School Certificate must have achieved a minimum score of 60%, in line with the regulations of the Ministry of Education.
- Students with Industrial, Applied Technology, Commercial, and Agricultural Secondary School Certificates and with a minimum score of 65% can be admitted to Liwa College programs.
- Applicants from foreign schools that follow systems of education applied in their native countries, which have two levels of secondary school education, must have completed the higher level of secondary education to be admitted.

To be eligible for full admission to programs in the Faculty of Medical and Health Sciences, a student should:

- Meet the minimum average of 60% in the national secondary school certificate or its equivalent,
- Meet the minimum English requirement: Students with a minimum high school English score of 80 will be fully admitted and will be allowed to register directly for English 1. Students with high school English scores of less than 80 will be required to take a foundation English course during their first semester of study.

Students are admitted twice a year, aligning with the fall and spring semesters. For non-native English speakers, proficiency in English is required, demonstrated through tests such as IELTS or TOEFL.

According to the Transfer Admission and Credit Policy (Appendix D: Policies and Procedures Manual) candidates who have previously studied for at least one

academic semester, or equivalent, at another College or University licensed by the UAE Ministry of Education or any internationally accredited higher education institution may apply for admission to the College as a transfer student. A transfer student candidate must meet all admission requirements set by the College for the program as specified in the application. Transferred students are eligible to transfer a maximum of 50% of the credits required to finish their program of study. A minimum of 50% of the credit hours of the program must be earned through instruction at Liwa College. Students must spend a minimum of two regular semesters of study at Liwa College to be eligible to graduate.

The College has established a Deanship of Student Affairs responsible for planning and implementing academic and other support services for students. The Deanship of Student Affairs has ten supporting staff members, including full-time, professionally qualified counselors who provide personal counseling services.

Faculty members are expected to offer a number of office hours per week. The responsibilities of an academic advisor include providing advisees guidance and updates about relevant policies and procedures. They also assist students in developing realistic goals and a planned progression of courses to meet degree requirements and, if applicable, maximize elective choices to enhance career educational or personal interests and encourage the advisee to review progress toward the goal of degree completion.

The Deanship of Student Affairs supports the students by providing career development services. The Career Development & Alumni Affairs officer in the department provides the following career services to students: employer talks, career fairs, internship programs, career management workshops, career counseling, etc.

The Deanship of Student Affairs Department at the College conducts orientation sessions for all newly admitted students at the beginning of each semester. In the orientation, students are informed about the College's academic and career advising systems. At the time of admission, the Head of Department assigns academic advisors to all new students. Students can also see the details about their advisors through the Student Information System (SIS). All full-time academic staff are involved in academic advisory duties. Each student must have a designated academic advisor on admission and throughout his/her study. The Head of Department allocates academic advisors during the admission phase, and every effort is made to ensure that students keep the same advisors during their whole academic journey.

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.

The experts draw attention to the relatively high number of exams to be passed during the study program. The College states that the system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the College 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 program.

The experts inquire about possibilities for admission of professional entering from other educational backgrounds or regions, so called bridging programs. According to the College, there are options for transfer students but currently no bridging programs. The experts recommend developing bridging programs for professionals entering from other educational backgrounds or regions.

On site, it became obvious that the teaching staff follows an “open-door-policy”. Orientation sessions for all newly admitted students are held at the beginning of each semester, which familiarizes them with available support services and general information about the College and the study program.

As another support mechanism, an academic advisor is appointed. Each faculty member is responsible for academic advising of up to 32 students. This advising structure provides students with personalized guidance throughout their studies. Additionally, break semesters are allowed, offering flexibility for students managing personal or professional challenges. The experts find the support services at the College to be good and conducive to the health and success of the student body.

The experts further inquire about the options for scholarships. In talks with students, they express a desire for better financial support, for example, for exceptionally talented students. The experts support this wish and recommend establishing scholarships for different groups.

Decision

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

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

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

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

The exam system is structured to align closely with the specific educational objectives of the department and inter-departmental goals. Each course's learning outcomes are directly mapped to relevant skills and competencies that students are expected to demonstrate by the end of the study program.

A mix of formative and summative assessments is available for every module. This includes quizzes, assignments/lab report/case presentations, one written midterm exam, one written final exam, midterm and final practical assessments such as Objective Structured Clinical Examination, and practical skills demonstrations.

The assessments per module are listed in Table 6.1.1.1 in the SER. The theoretical modules typically include a midterm and final exam. There are up to five assessments per module. There are between 15 and 40 assessments per semester.

Midterm exams usually occur after the first half of the semester (typically during the 8th week) to evaluate progress, while final exams are positioned after all the

course content has been delivered. The exact dates can be found in the academic calendar.

Attendance at all exams is mandatory, and unexcused absences will result in a zero grade. The passing grade for each course is set at 60%. In cases where students cannot attend exams due to valid reasons such as illness (verified by a Ministry of Health-stamped medical report), family death, accidents, or natural events, a re-sit may be arranged once appropriate documentation is provided.

According to Liwa College, the grading strategy comprises multiple components, which offers students several opportunities to enhance their performance. Examinations cannot be repeated in the event of failure. Students have to repeat the module.

The study program adheres strictly to national and institutional regulations concerning examinations, including guidelines for academic integrity, grading criteria, and student support. All exams are designed to ensure fairness and equity, with clear communication of assessment criteria provided to students at the beginning of each course. Regular reviews of the exam system are conducted to ensure alignment with evolving educational standards and regulatory requirements, thereby upholding the integrity and quality of the academic program.

The College states that cheating and plagiarism carry severe consequences, including a zero grade on the assessment, failure in the course, or even dismissal from the College.

The College publishes its catalog every academic year. The catalog includes a brief profile of the College and its programs, available resources, cooperative relationships, admission and program completion requirements, policies related to registration, financial policies, student services including role and responsibility, appeal process, information related to academic integrity, and other requirements. The catalog is publicly available for download on https://lc.ac.ae/downloads/. The College will archive and keep the catalogs available online for ten years.

According to the Students of Determination Policy, students have the right to request additional exam time, accompanied, if necessary, by a specialist shadow teacher, repeat coursework assessment, etc.

Liwa College offers student clubs and organizations, campus events and celebrations. Additionally, the College offers for example, leadership and development

programs, sports, community service opportunities, cultural and artistic showcases and wellness and health activities.

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 examinations serve 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 assessments (between 15 and 40 per semester) 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. However, the experts recommend checking whether all assessments are essential or whether some assessments can be combined.

In talks with Liwa College, it became clear that the examination cannot be repeated. When students fail a module, they are required to repeat the entire module. Explanations and feedback are provided, and reassessment opportunities are available in cases of grading disputes. Nevertheless, the experts recommend creating options for the repetition of exams in particular cases like health issues.

Students are required to attend all clinical hours, with a maximum of 20 hours of justified absence permitted. All other hours must be completed in full to maintain academic and clinical standards.

Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge. The requirements for students' performance in examinations are regulated and published in the course syllabus. The organization of examinations is appropriate.

The College ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications

awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students, as well as graduate employment information are shared.

Upon graduation, students are awarded a Bachelor graduation diploma. The experts recommend providing additional information with the graduation certificate: to increase international comparability, the College could use the template for Diploma Supplements developed by the Council of Europe, European Commission, and UNESCO.

Decision

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

3.5 Teaching staff and material equipment

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

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

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

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

Summary

The study program "Medical Diagnostic Imaging" is taught by three full-time faculty members belonging to the Department of Health and Medical Science: two associate professors and one assistant professor.

The respective workload is based on the faculty members' academic qualifications. Faculty members holding a Ph.D. are tasked with teaching 24 credit hours annually. Teaching staff with a Master's degree teach up to 30 credit hours yearly. The

framework implements load deductions for faculty members engaged in administrative roles.

Since the teaching staff of the program also teaches in other programs of the Faculty of Medical and Health Sciences, the student/teacher ratio is calculated for the entire faculty instead of the program itself. Currently, the student/faculty ratio stands at 30:1.

The HR department of Liwa College works with department heads and deans of the respective study programs to identify needs and create clear job descriptions. Candidates are sourced through internal and external channels, with a recruitment committee conducting interviews. The selection process is standardized, and successful candidates receive offers contingent on background checks and medical clearance. The HR department assists with legal documentation and ensures new hires are integrated through an orientation program. Further information can be found in Annex E.

The College has an Academic Staff Professional Development Policy that describes the possibilities for staff development. The teaching staff of the "Medical Diagnostic Imaging" program demonstrate a strong commitment to professional development through participation in various workshops and training courses. Examples can be found in SER 7.1.3.

The three faculty members are supported by one lab technologist, one medical lab supervisor and two assistant lab supervisors.

Liwa College has over 100 classrooms and labs on two campuses, with capacity ranges accommodating an average of twelve to 65 students. Classrooms are equipped with modern technology that enhances teaching methods. This allows to deliver lectures and workshops in diverse formats, tailored to the needs of students in the framework of the curriculum (SER 7.3.1).

The Learning Resources Centre (LRC) in the Abu Dhabi campus is 935 sq. meters and contains 169 reading chairs, 34 reading tables, and 30 computers connected with high-speed internet to accommodate 185 students.

The library provides photocopying and printing services to the faculty members and students and allows them to copy materials within limits for their research and teaching purposes. In addition to more than 190 bookshelves, the College also has newspaper and journal racks to keep users abreast of the current developments in the field of their interest. The library's collection is growing by

approximately 500 items per year to support the teaching and research of students and faculty members. The library subscribes to international databases and expects to add further electronic database subscriptions to support the program. E-resources are available 24/7 for its users through the LRC portal.

The opening hours of the Library Resource Center at the Abu Dhabi campus are as follows:

Monday to Thursday: 09:00 AM to 08:00 PM

Friday: 09:00 AM to 12:00 PM and 02:00 PM to 06:00 PM

Saturday to Sunday: 10:00 am to 07:00 PM

Overall, Liwa College has a total of 106 specialized lab and classroom spaces across both campuses. The list of labs at the Faculty of Medical and Health Sciences is detailed in Annex 10.

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 Liwa College show a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the College and the faculty administration. All teaching staff are employed in 100% academic positions, and current regulations do not permit simultaneous clinical work. While this separation supports academic focus, stakeholders expressed a desire for greater flexibility, as continued clinical engagement could enhance teaching quality and relevance.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

A PhD is required for appointment as assistant professor. The College 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. Topics for educational training programs are freely chosen by individual staff members. Some training sessions are not free of charge,

which may create barriers to participation; the College is encouraged to explore ways to offer essential training at no cost.

Salary levels are reported as adequate, and there are systems in place for performance-based promotions and bonus payments. Faculty members also receive partial support for pursuing doctoral studies while employed.

The experts visited the premises of Liwa College, where the skills labs of the Bachelor study program "Medical Diagnostic Imaging" are located. During the tour, the experts were shown an X-ray machine. When asked, the College explained that it does not currently have a license to use the machine and, thus, it cannot be connected and used. Instead, the modules that require the use of an X-ray machine are held at another clinic. The experts consider a functioning X-ray machine to be indispensable for the study program. The license must be purchased in order to be able to complete the modules properly.

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 is sufficient. In the long term, the equipment in the laboratories should be modernized and expanded.

As a whole, it was ascertained by the experts that the study program "Medical Diagnostic Imaging" has ample teaching facilities at its disposal.

Decision

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

The license for the X-ray machine must be purchased. If this is not possible, an adequate alternative must be found.

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

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

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

Summary

Liwa College publishes a Quality Assurance Manual (Annex E) that documents the structure and design of the quality assurance framework covering academic and administrative units, integrated into one system that works to ensure that institutional activities, programs, and services are continually appraised. The implementation of this QA framework supports a continuous improvement cycle based on a PDCA (Plan-Do-Check-Act) model of evaluation and use of results for action planning which allows for "closing of the loop". The framework also covers the activities of the quality assurance unit: Institutional Research & Quality Assurance Department (IRQA).

The Institutional Research and Quality Assurance (IRQA) office is positioned at the functional management level and reports directly to the College President. The structure reflects the four major functions required of a quality assurance/institutional effectiveness unit at a higher education institution: institutional research, risk management, quality assurance, and accreditation (SER 8.1.1).

All programs offered at Liwa College are evaluated on an annual basis. The evaluation of the programs is published in Program Review Reports, which include details of student enrollment, retention, graduation rate, the satisfaction rate of students with the delivery of the program, benchmarking with other institutions, and other details of the programs. The engagement of students and other stakeholders in the ongoing review and adaptation of study programs is a core practice that reinforces the quality and relevance of education. The effectiveness of the Faculty of Medical and Health Sciences (FMHS) programs is assessed through structured direct and indirect assessment methods as outlined below:

Direct assessment methods are course review report and program review report. Indirect assessment methods are course experience survey, and the graduate student survey.

The external quality assurance process of IRQA at the College is based on the accreditation requirements of local and international accreditation bodies. The IRQA office at the University takes a leading role during the inspection/audit visits by local and international accreditation visits. The IRQA again leads in revising policies, practices, and other actions to align the operations of the College in compliance with the requirements of the accreditation bodies. Based on the guidelines and recommendations of the external accreditation bodies, Liwa College improves its strategy, policies, procedures, operations, facilities among other things.

The evaluation results from direct and indirect assessments and input from the Faculty Advisory Board are used to continuously improve study programs. Course Review Reports lead to adjustments in course content, teaching methods, and student performance support. Program Review Reports inform curriculum updates to keep programs aligned with industry standards and global trends. Indirect assessments, such as student surveys, provide insights to enhance teaching quality, course structure, and skill development.

The Faculty Advisory Board, primarily composed of external industry partners and one alumnus, provides strategic guidance to ensure programs remain relevant and aligned with real-world needs. Their feedback helps integrate new technologies, refine assessments, and ensure workforce readiness.

Ensuring the practical relevance of study programs is a key priority according to Liwa College, accomplished through systematic feedback mechanisms and stakeholder involvement. Especially the Graduate Student Survey is crucial for evaluating the practical relevance of the study program.

	Number of applications	Number of students Male / Female		Number of graduates
2024	148	24	97	6
2023	88	22	59	14

Judgement

From the experts' point of view, the College has a well-structured system of quality assurance spread across all of its units. The College has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program "Medical Diagnostic Imaging".

The College maintains a strong internal quality assurance system. A standardized process of module-level feedback collection ensures that each course is critically reviewed by students and faculty alike. These evaluations feed into internal academic committees, which guide strategic improvements and pedagogical innovation. This process is embedded in a broader philosophy of continuous development and reflective practice, emphasizing the program's commitment to maintaining high standards of education and clinical preparedness.

The College consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the College's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The College 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 institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the College regularly measures student satisfaction with their programs, the learning resources, and the available student support. The College also actively tracks and analyzes the career paths of its graduates. The College seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. A Program Advisory Board, primarily composed of external professionals, provides ongoing input into curriculum relevance

and ensures that changes reflect evolving healthcare needs. The College demonstrates a strong commitment to quality enhancement using a standardized process of continuous reflection, including feedback on each module and internal committee review. This feedback loop promotes curriculum innovation and quality. 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

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

Summary

The College is committed to promoting gender equality and equal opportunities for all students, staff, and stakeholders. This commitment is embedded in its core policies, ensuring a culture of fairness, respect, and inclusivity. The Academic and Administrative Staff Employment Policies emphasize merit-based recruitment and diversity, explicitly rejecting discrimination based on gender, race, nationality, or other attributes. These principles extend to the grievance policies, which empower employees to report discrimination, including gender-based grievances, fostering an equitable work environment.

The College's Code of Honor reinforces these values by mandating all employees to uphold non-discrimination based on ethnicity, religion, gender, and equality in all actions. The Diversity & Inclusion Policy and Fair Treatment Policy further affirm that diversity is a valued attribute of the College's culture. These policies promote an environment where individuals from various backgrounds—including those with different genders, abilities, and living situations—are respected and valued, ensuring a collaborative and supportive community. For students, the Admission Policy guarantees equal access to education, admitting candidates based solely on academic merit, regardless of gender, disability, or other personal attributes. This

commitment is bolstered by the Students of Determination Policy, which provides detailed guidance on ensuring that students with disabilities have equitable opportunities to succeed academically.

Additionally, the Student Rights & Responsibilities Policy and Student Counseling Policy uphold the right of all students to be free from discrimination, including gender-based discrimination, and ensure access to professional, caring, and respectful support. In the academic realm, the Teaching & Learning Policy ensures that all students, including those with disabilities or exceptional circumstances, receive equal access to high-quality education. The Examination Policy complements this by considering the needs of students with exceptional circumstances, including those in special living situations, to provide appropriate accommodation.

Finally, the Sexual Harassment Policy underscores the College's zero-tolerance stance against gender-based harassment, ensuring a safe and inclusive environment for all, regardless of gender identity. Collectively, these policies create a robust framework for promoting gender equality and equal opportunities, aligning with the College's mission to cultivate an inclusive and supportive community for all its members.

Several compensation measures for students with disabilities and chronic illnesses are applied to address scheduling and formal requirements within their study program. These measures are designed to ensure inclusivity and support throughout the academic journey. Key provisions include:

- Flexible examination arrangements: Students have the right to additional exam time, designated rooms, breaks during exams, and alternative formats like oral tests or essays. Exams can be conducted in quiet, distraction-free environments to accommodate specific needs.
- Classroom adjustments: Academic staff are required to make necessary adjustments, such as modifying seating arrangements, providing additional time for in-class assignments, and using assistive technologies or note-takers to support students.
- Individual education plans (IEPs): The student success team develops tailored IEPs for students, which may include modifications in scheduling or format for coursework and assessments.

- Support for attendance: the College acknowledges that chronic illnesses may impact attendance. Flexible attendance requirements and alternative methods for completing coursework are considered on a case-by-case basis.
- Accessible facilities: the College ensures that physical resources, such as classrooms and labs, are accessible and provides adaptive seating and assistive equipment as necessary.
- Advisory support: Academic advisors meet regularly with students of determination to ensure their specific needs are considered when scheduling courses or assessments.

Judgement

The College 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 in a transparent manner.

Decision

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

4 Conclusion

On site, the experts find a well-structured Bachelor study program in "Medical Diagnostic Imaging", which provides students with a structured education that combines theoretical knowledge and practical training in imaging techniques. Throughout the study program, three internships (between year three and five) are completed. The experts consider this to be positive and valuable for the study program. The support for students during their practical phases is well-organized. The program prepares graduates for roles in healthcare settings where diagnostic imaging plays a key role.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Medical Diagnostic Imaging" offered at the Liwa College substantially fulfills 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.

Based on these observations, the experts recommend the accreditation of the study program on the following condition:

- The license for the X-ray machine must be purchased. If this is not possible, an adequate alternative must be found.

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

- All stages of staff should be involved in the transformation from Liwa College to Liwa University.
- A module on radiotherapy should be established.
- The course contents of the program should be revised and updated.
- Partnerships with other institutions should be established to offer exchange periods to their students and stuff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

- International exchange should be enhanced by establishing a mobility window for students and staff. The possibilities of going abroad through short-term stays, like internships, should be expanded.
- The participation in online conferences or guest lectures should further be supported.
- A bridging program for professionals entering from other educational backgrounds or regions should be established.
- Scholarships for different groups should be established.
- It should be checked whether all assessments are essential or whether some assessments can be combined to reduce the number of assessments.
- Options for the repetition of exams in particular cases like health issues should be created.
- Additional information should be provided with the graduation certificate, like a Diploma Supplement.
- Training sessions for staff should be free of charge, to reduce barriers of participation.
- The equipment in the laboratories should be modernized and expanded.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission September 25, 2025

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on June 30 to July 01, 2025, according to the previously agreed-upon schedule.

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

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

The Bachelor study program requires the obtainment of 139 credit hours according the internal credit hour system. The regulated study period in the program "Medical Diagnostic Imaging" is four years. The study program comprises 59 mandatory courses, of which 42 are program-specific, 11 courses are shared by all programs at Liwa College and six courses are offered by the Faculty of Medical and Health Sciences. The language of instruction is English. The Bachelor study program "Medical Diagnostic Imaging" is completed with awarding of the academic degree "Bachelor of Science". Admission takes place twice a year. The first cohort of students was admitted to the study program in the academic year 2019/2020.

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

The Bachelor study program "Medical Diagnostic Imaging" is accredited for the duration of five years until September 30, 2030.

Based on the Assessment Report the Accreditation Commission outlines the following condition:

1. The license for the X-ray machine must be purchased. If this is not possible, an adequate alternative must be found.

The Accreditation Commission discusses the condition. It notes that the College has an X-ray machine but is not permitted to operate it due to a lack of license.

The evidence that the formulated condition has been fulfilled by the study program "Medical Diagnostic Imaging" must be provided by September 25, 2026. According to the Accreditation Criteria developed by the AHPGS, in case of non-fulfillment of the conditions the accreditation of the study program will be revoked.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.