

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



Assessment Report

**for the Application of
Majmaah University, Saudi Arabia
College of Applied Medical Sciences
for the Accreditation of the Bachelor Study Program
"Health Informatics",
Bachelor of Health Informatics**

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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 University delegated the task of accrediting the following Bachelor study program to AHPGS: "Health Informatics".

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Majmaah University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on March 21, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Majmaah University and the AHPGS was signed on January 23, 2025.

On April 30, 2025 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On May 13, 2025 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Majmaah University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Health Informatics", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Health Informatics"

Annex	Description
1	01-Course Specifications
2	02-Teachers' CV
3	03-Teaching Matrix
4	04-Internship Manual
5	05-Program Specifications
6	06-Study Plan
7	07-Annual Program Report

8	08-Field Experience Specifications
9	09-Internship Regulations
10	10-Measurement Report of PLOs
11	11-Quality Assurance Manual
12	12-Department Manual
13	13-Research Priorities
14	14-Stakeholder Survey Report
15	15-Final Exam Guidelines for Instructors
16	16-Examination Instructions Student's Manual
17	17-Graduate Attributes Achievement Report
18	18-Scientific Publications 23-24
19	19-Guidelines for Graduation Minor & Major Project Report
20	20-Graduated Students List
21	21-Training Unit Report
22	22-Program KPIs Report
23	23-Curriculum Benchmark
24	24-Consistency between University and College Missions
25	25-Department Advisory Council
26	26-Vision, Mission, Objectives and Graduate Attributes
27	27-Vision, Mission, and Values
28	28-Approval of Establishment

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

Annex	Description
A	Academic Advising Manual
B	Curriculum Changes Approval Guide
C	Curriculum Development Guide
D	Discipline Regulations
E	E-Learning Regulations
F	Examination Guide
G	Executive Regulations for Extra Work Hours
H	Form for Annual Assessment of Faculty Members
I	Gender Equality Concept
J	General Students Handbook

K	Instructions to Exam Invigilators During Final Theory Exam
L	Laws of Employee Discipline
M	Organizational Structure
N	Personal Affairs Handbook
O	Policies and Procedures Manual
P	Quality Management System
Q	Quality Rules of Examination
R	Regulations about the Promotion of Faculty Members
S	Regulations for Recruitment of Non-Saudi Staff Members
T	Rights and Duties Manual
U	Special Needs Policy
V	Strategic Plan for the Scientific Research
W	Student Assessment Tools
X	Student Violations Regulations
Y	Students Advisory Council
Z	Virtual Desktop Infrastructure Guide

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 University.

2.2 Information about the University

Majmaah University was established in August 2009 to provide education, research and community services across a multi-campus network (Majmaah, Zulfi, Ghat, Ramah and Hawtat Sudair). The University serves about 19,956 students, comprises 11 colleges offering 43 programs, and continues to expand its academic portfolio. Research infrastructure includes an electronic research project management system, a graduation projects support program, and an outstanding research program that provides financial support tied to journal quartile rankings. Specialized research chairs (for example in stroke, inheritance studies and security media) and three multidisciplinary research centers provide disciplinary depth and collaborative capacity. Together these resources and programs offer a supportive environment for the Bachelor study program "Health

Informatics," enabling student project funding, faculty-supervised research, and access to multidisciplinary expertise (SER 1.1).

Majmaah University is ranked #1251–1300 in the QS World University Rankings: Sustainability 2025, reflecting institutional commitment to sustainability, social impact and environmental stewardship. The University supports community service and development (including cooperation with the King Salman Humanitarian Aid and Relief Centre), is expanding campus facilities and green spaces, and is pursuing a 2024–2026 IT strategy that strengthens e-learning and cybersecurity.

Institutional resources that benefit the Bachelor study program "Health Informatics" include an astronomical observatory for student training and outreach, a University medical center that is expanding clinical services (including a planned neuroimaging service in collaboration with the College of Medicine), a diversified revenue strategy with industry partnerships (for example with BAE Systems Sustainability Lab), and an innovation & entrepreneur center that fosters student creativity and technology transfer.

The Bachelor study program "Health Informatics" was formally established in May 2016 and currently enrolls 22 students at Majmaah University. The department presently offers only the Bachelor of Health Informatics.

Recent developments include submission of a proposed postgraduate curriculum for official approval (SER 1.2).

2.3 Structural data of the study program

University	Majmaah University (MU)
Faculty/Department	College of Applied Medical Sciences/ Department of Public Health
Cooperation partner	All the hospitals affiliated with the Ministry of Health.
Title of the study program	"Health Informatics"
Degree awarded	Bachelor of Health Informatics

Organizational structure	Full-time, on-campus, from Sunday to Thursday, from 8am to 4pm.
Language of Studies	English
Period of education	Eight semesters + one-year non-credit compulsory rotational internship
Credit Hours (CH) according to the internal credit hour system	132 credit hours
Hours per Credit	One hour of theory = one credit Two hours of practical work = one credit Two hours of clinical work = one credit
Workload	Total: 8,005 hours Contact hours: 2,685 hours Individual work: 3,240 hours Practice: 2,080 hours
Credits for the final paper/project	6 credits
Launch date of the study program	May 2016
Time of admission	Fall semester
Number of available places on the program	25
Number of currently enrolled students in the program	22
Number of graduates since launch date of the study program	22
Particular enrollment conditions	Minimum overall score of 75% or higher, the equivalent percentage is calculated by combining the cumulative High School GPA (30%), the General Aptitude Test scores (30%) and the Academic Achievement Test for scientific track score (40%).
Tuition fees	No tuition fees.

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on December 15-16, 2025, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on December 14, 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 University.

During the site visit, experts conducted discussions with the University management, representatives of the College of Applied Medical Sciences, the chair, vice chair and the teaching staff of the program "Health Informatics" 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.

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 University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, College of Applied Medical Sciences and the department of Public Health 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 Bachelor study program "Health Informatics" is aligned with Majmaah University's mission to equip graduates with high-level competencies that improve healthcare quality and societal well-being through research and technology. The program supports sustainable development in health informatics by combining scientific inquiry with practical skills.

Program objectives (SER 3.1.1):

1. Apply appropriate informatics management tools within health organizations.
2. Identify information and data needs of research projects and stakeholders in health organizations.
3. Specify information-system development, procurement, and implementation requirements that meet public-health needs.
4. Design and oversee security management systems for patient records.

According to the University, the program builds a solid scientific foundation in the principles and theories that link healthcare and technology, and trains students to apply critical thinking and analytical skills to evaluate data and design innovative solutions for health systems. Graduates are prepared for professional practice and eligible for licensing by the Saudi Commission for Health Specialties (SCFHS). They gain practical competence with specialized tools, digital applications, and industry-relevant methods, together with teamwork, leadership and decision-making abilities. The curriculum also emphasizes social responsibility and ethics, e.g. students are encouraged to volunteer, respect cultural diversity, and practice with integrity and transparency. Finally, the program supports personal and professional development by strengthening communication, leadership and lifelong-learning skills to enable graduates to contribute effectively in clinical, administrative, research and community settings (SER 3.1.2).

Aligned with NQF level 6, the Bachelor study program "Health Informatics" organizes its learning outcomes into three domains (SER 3.1.3):

- Knowledge and understanding: students acquire comprehensive, well-founded knowledge of health informatics principles, management tools and cross-disciplinary concepts (health, IT, statistics, management), and

can describe safe, efficient procedures relevant to healthcare organizations.

- Skills: graduates apply critical and analytical thinking to design technical solutions that protect confidentiality, security and data integrity; evaluate healthcare delivery and the impact of social, cultural, economic and environmental factors; develop improvement strategies; use digital media and statistical techniques for data collection, analysis and quality improvement; and communicate and present findings effectively.
- Values, autonomy and responsibility: students adhere to professional ethical codes, demonstrate interpersonal skills (listening, negotiation, persuasion), perform and lead effectively in team settings, and take responsibility for their continuing professional development and independent decision-making.

As the University states, "Health Informatics" graduates find employment across a wide range of health-related organizations, including hospitals and healthcare systems, health-informatics firms, medical centers, regulatory bodies (for example food and drug authorities), universities, medical research centers, and diagnostic laboratories (SER 3.2.1).

The Bachelor study program "Health Informatics" uses annual progress exams to assess cumulative knowledge and familiarize students with the format and difficulty of the professional licensing test and requires an exit exam before graduation that mirrors the licensing exam as a final benchmark of readiness. The curriculum is reviewed regularly to maintain alignment with the Saudi Commission for Health Specialties' standards and expectations. Currently, however, graduates are registered with the Saudi Commission for Health Specialties upon successful completion of graduation requirements without a separate licensing exam.

Saudi Arabia's Vision 2030 and the country's broader drive to modernize and digitize healthcare are creating strong demand for qualified health informatics professionals who can implement and manage advanced clinical and administrative systems. Rapid population growth and expansion of the healthcare sector increase this need, and stakeholder surveys of graduates and employers conducted by the program likewise indicate high demand for health informatics specialists nationwide (SER 3.2.2).

Judgment

The program aims of the Bachelor study program “Health Informatics” are formulated in line with the strategic development objectives of Majmaah University. Planned measures include the gradual integration of artificial intelligence tools into administrative courses, the development of guidelines for student use of AI, and the application of AI-based methods in research-related activities. The “Health Informatics” program aims to improve the quality of graduate outcomes and the professional performance of its alumni. In this context, the University plans to expand its academic portfolio by introducing several new programs in the coming years, including postgraduate and doctoral offerings designed to address specific labor market needs. The experts positively acknowledge the plans regarding the implementation of postgraduate programs in the field of Health Informatics, as this was also requested by teaching staff as well as students. The establishment of such programs should be accompanied by strengthened international research collaboration. This would not only enhance the University’s global visibility but also create a more robust research environment for future master’s and doctoral students.

The experts note that several initial steps toward internationalization have already been taken. A summer exchange program is in place, and the experts positively acknowledge that at least one student has already participated successfully, with the credits earned abroad fully and smoothly recognized by the University. While these developments are commendable, the experts encourage the University to expand international opportunities further by establishing additional cooperation agreements with foreign partner institutions. This would allow a larger number of students to benefit from international academic exposure. Thereby, the experts recommend intensifying internationalization measures, including the expansion of summer schools, student and staff mobility, teaching exchanges, and the further development of international internships.

From the experts’ point of view the Bachelor study program “Health Informatics” 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.

From the experts' point of view, students are prepared for the Saudi Health Commission licensing examination. The University indicated that a substantial proportion of students obtain employment during or shortly after their internship, while a smaller percentage continue with postgraduate studies.

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

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

are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 54 modules, distributed as follows:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	0	0	0%
	Elective	6	12	9.1%
College Requirements	Required	1	2	1.5%
	Elective	2	4	3%
Program Requirements	Required	32	75	56.9%
	Elective	2	4	3%
Capstone Course/Project	Required	2	6	4.5%
Field Training/ Internship	Required	0	0	0%
Foundation year	Required	9	29	22%
Others		-	-	
Total		54	132	100%

All modules have to be completed within one semester. Each semester typically consists of 14-18 credits for the span of 15 weeks excluding the time utilized for the examination, in addition to a one-year, non-credit internship that is mandatory for program completion.

The College of Applied Medical Sciences provides a mandatory common foundational year, managed by the vice deanship of academic affairs & development, that equips students with English communication, IT skills and core basic-science knowledge (chemistry, biology, physics, mathematics) to prepare them for advanced courses in the Bachelor study program "Health Informatics". Students also take university-level elective courses (for example Arabic language, Islamic culture, economics, political systems, entrepreneurship and volunteering) administered through The University's vice rectorate of educational affairs, plus college-level electives such as emergency care, medical terminology, biostatistics and quality of health care. These shared modules complement the specialized curriculum. Clinical placements and the one-year compulsory rotary internship are delivered in cooperation with government hospitals; hospital field supervisors follow the program's field experience specification, conduct on-site

assessments and submit evaluation reports to the program after each rotation (SER 4.1.2).

The list of modules offered:

Nr.	Title	Sem.	CH
PENG111	English I for Preparatory Year	1	8
PMTH112	Introduction to Mathematics I	1	2
PCOM113	Computer Skills	1	2
PSSC114	Learning and Communication Skills	1	2
			14
PENG121	English II for Preparatory Year	2	6
PENG 122	English for Medical Specialities	2	2
PCHM124	Introduction to Chemistry	2	2
PPHS125	Physics for Health Purposes	2	2
PBIO126	Biology Science	2	3
			15
HIF231	Basics of Physiology	3	2
HIF232	Fundamentals of Anatomy	3	2
HIF233	Calculus	3	3
HIF234	Introduction to Public Health Informatics	3	2
HIF235	Introduction to Hospital System and Organization	3	2
HIF236	Principles of Nutrition	3	2
CAMS 233	Biostatistics	3	2
MU1	MU Elective Course	3	2
			17
HIF241	Quality Improvement in Health Care	4	2
HIF242	Healthcare Database I	4	2
CAMS***	CAMS Elective Course	4	2
HIF243	Epidemiology	4	2
HIF244	Electronic Health Records	4	2
HIF245	Applied Mathematics I	4	3

HIF246	Disease Mapping and Surveillance	4	2
MU2	MU Elective Course	4	2
			17
HIF351	Linear Algebra	5	3
HIF352	Healthcare Database II	5	2
HIF353	Public Health Policy and Society	5	2
HIF354	Information Technology Governance	5	2
HIF355	Healthcare Billing and Coding	5	2
HIF356	Introduction to Computer Programing in Healthcare	5	3
MU3	MU Elective Course	5	2
CAMS*** **	CAMS Elective Course	5	2
			18
HIF361	Survey of Disease and Treatment	6	2
HIF362	Computer Application in Hospital	6	2
HIF363	Discrete Mathematics	6	2
HIF364	Analysis and Design of Health Care Systems	6	2
HIF365	Data Transmission and Computer Networks	6	3
HIF366	Healthcare Informatics	6	3
MU 4	MU Elective Course	6	2
MU 5	MU Elective Course	6	2
			18
HIF471	Research Methodology	7	3
HIF472	Minor Project	7	3
HIF473	Hospital Practice I	7	2
HIF474	Information System Application Development	7	3
HIF475	Data Mining for Healthcare Management	7	3
HIF47*	Department Elective Course	7	2
MU 6	MU Elective Course	7	2
			18
HIF481	Health Information Service Administration	8	3

HIF482	Health Economics and Comparative Health System	8	2
HIF483	Hospital Practice II	8	2
HIF484	Major Project	8	3
HIF485	Data Security and Human Ethics	8	3
HIF48*	HIF Elective Course	8	2
			15
	Total:		132

The course specification for each course contains information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes (Annex 01).

The Bachelor study program "Health Informatics" is structured to develop departmental and methodical skills progressively. Levels 1–2 provide foundational skills (for example PENG 111 English for the preparatory year, PMTH 112 Introduction to Mathematics, PCOM 113 Computer Skills). Level 3 introduces core biomedical and informatics concepts (for example HIF 231 Basics of Physiology, HIF 232 Fundamentals of Anatomy, HIF 234 Introduction to Public Health Informatics). Level 4 focuses on data systems (for example HIF 242 Healthcare Database I, HIF 244 Electronic Health Records), and Level 5 advances programming and governance skills (for example HIF 356 Introduction to Computer Programming in Healthcare, HIF 366 Healthcare Informatics). Practical training occurs in Levels 7 and 8 through hospital placements (HIF 473 Hospital Practice I, HIF 483 Hospital Practice II), and the program concludes with a capstone Major Project (HIF 484) that requires students to design and implement a health-informatics solution. Furthermore, courses like Artificial Intelligence are implemented for graduate students to keep up with global trends. This sequence combines theoretical courses, applied labs and internships so students progressively acquire the knowledge and practical experience required for professional roles in health informatics (SER 4.1.3).

As per the National Qualifications Framework the skills and competencies for the "Health Informatics" program are categorized based on the domains of learning:

Skill Category	I (Introduced) Levels 1-3	P (Practiced) Levels 4-6	M (Mastered) Levels 7-8 & Internship
Departmental Skills	Basic language, math, computer skills, and foundational health informatics concepts.	Database management, Electronic Health Records systems, programming, and IT governance.	Hands-on hospital practice, system development, and major project completion.
Methodical Skills	Problem-solving, critical thinking, and basic data analysis.	Intermediate to advanced data analysis, system design, and optimization.	Practical problem-solving, project management, and integration of skills.
Practical/Internship	Prepares students for technical and academic challenges.	Focuses on practical applications of health informatics tools.	Internships and major projects in real healthcare settings.

The program also includes internship components in Levels 7 and 8, where students gain hands-on experience through HIF 473 (Hospital Practice I) and HIF 483 (Hospital Practice II), applying their knowledge in real-world healthcare settings. The practical and cooperative training committee and the clinical training unit coordinate communication between field supervisors and interns and provide field supervisors with the field experience specification, internship regulations and assessment rubrics at the start of placement. The course learning outcomes are mapped to the program learning outcomes and practical components (for example health data management and analysis, health information systems design and implementation, workflow integration, research projects and ethical/legal compliance) are aligned with the internship objectives. Field supervisors, who must hold an appropriate license from the Saudi commission for health specialties, submit periodic reports on attendance, conduct and continuous assessments. On-site assessments (case and topic presentations, logbook checks) are carried out by the field supervisor, and the final internship assessment is based on the supervisor's reports (final weighting 100%); a minimum overall score of 70% is required for graduation. The program collects indirect feedback through an internship evaluation survey and compiles field experience reports to inform ongoing improvements (SER 4.1.4).

The program emphasizes active learning across three domains: knowledge, skills, and values/autonomy. Teaching methods include lectures, group discussions, case studies, demonstrations and simulations, cooperative learning and problem-solving activities to develop understanding and practical competence. Students also receive tutorials during faculty office hours for targeted support (SER 4.1.5).

The Bachelor study program "Health Informatics" uses an electronic learning environment centered on blackboard to provide course specifications, lab manuals, lecture materials, videos, rubrics and announcement of assessment tasks, with grades shown in the full grading center and plagiarism checks. The program and the University provide access to the Saudi digital library and a virtual desktop infrastructure hosting software such as SPSS, MatLab, SAS, WEKA and ANACONDA to support practical and research work. Classrooms and laboratories are equipped with computers, projectors, smart boards and other multimedia tools to support both in-class and remote delivery, and some university-level courses are delivered wholly online through blackboard (SER 4.1.6).

As the University states, research is a core element of the Bachelor study program. The program is aligned with departmental, CAMS and University research priorities, and faculty undertake projects that relate to program objectives and institutional needs. Research-informed teaching methods are used and students are offered opportunities to participate in research activities. Students develop research skills in specific modules such as HIF 471 (research methodology), HIF 472 (minor project), HIF 484 (major project) and CAMS 233 (biostatistics). Course learning outcomes for these modules are mapped to the program's graduate attributes to ensure coherence between teaching, research and graduate expectations (SER 4.1.7). The research project is conducted in groups consisting of two or three students maximum. Each group collaborates to select relevant research topics and is approved by a faculty supervisor who guides them throughout the project. Responsibilities such as literature review, data collection, analysis, and report writing are divided among group members to ensure active participation and skill development. The project is typically carried out over a semester, with clearly defined tasks and periodic evaluations. Assessment is based on the quality of the final report, group presentation, and individual contributions to ensure fairness and accountability within the group.

According to the University, the curriculum of the Bachelor study program "Health Informatics" emphasizes global awareness, cross-cultural perspectives and alignment with international standards, using pedagogical approaches that are adaptable to varied learning needs and environments. All course materials are delivered in English, with the exception of university elective courses, which are taught in Arabic. Students may study abroad subject to ministry and institutional regulations, transfer credits are accepted only from accredited institutions

and must meet the program's equalization criteria. The program also permits internal mobility for up to two semesters at other colleges within Saudi Arabia, provided course credits and content satisfy the required equivalence and accreditation conditions (SER 4.1.8).

Judgment

The Bachelor study program "Health Informatics" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within course specifications. The course specifications contain information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes. From the experts' point of view, the structure of the Bachelor study program "Health Informatics" at Majmaah University is coherent, well organized, and aligned with the intended learning outcomes. 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. Contrary to initial impressions, the experts note that sufficient mathematical foundations are provided at the beginning of the program. However, these prerequisite competencies should be made more explicit and visible in the course specifications. Furthermore, the experts appreciate that specific courses addressing the use and application of AI shall be embedded in the curriculum, and ethical aspects of AI use are addressed through institutional and national guidelines. Student guidelines on the responsible use of AI were published in November 2025, complemented by nationwide regulations applicable to all universities in the Kingdom of Saudi Arabia.

Research and teaching are closely linked through the use of laboratory infrastructure, which is accessible for both instructional and research purposes. Students at Bachelor's and Master's levels are involved in research activities, often working together in mixed groups. Collaborations with external research institutions, such as the King Abdullah Medical Research Center, further support this research environment. Financial support for publishing and extracurricular research workshops are also provided.

The experts positively acknowledge that the internship is implemented within a structured supervision framework. Clear guidelines define the requirements for internship sites and supervisors, including minimum professional experience. Internship sites are regularly visited, and feedback is collected from both students and host institutions. From the experts' point of view, students are well supported throughout the internship period.

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

Applicants for the "Health Informatics" program must hold a high-school diploma or equivalent obtained within the last five years, be medically fit, of good conduct, pass any required university tests or interviews, obtain study approval if employed, and meet any additional conditions set by the University council.

Expelled students and those seeking a second Bachelor's degree are not eligible.

For programs in the College of Applied Medical Sciences (CAMS), applicants need a science-stream secondary certificate (or equivalent) and an Aptitude Test Certificate from the National Center for Assessment, with a minimum composite qualifying score of 75% (30% secondary certificate + 30% aptitude test + 40% cumulative basic-science marks).

When places are limited, priority is given to higher grades. All CAMS students complete a common preparatory year, and to be eligible for placement into the Bachelor study program "Health Informatics" they must attain a minimum GPA of 3.0/5 in that year. Program allocation is then based on student preference and program capacity. Applications are submitted via the University's electronic admission gateway, national tests and interviews are held where required, and admitted students are notified by email and SMS and must confirm their status and print required documents from their online account.

Admission rules, selection criteria and procedures are published and administered centrally by the Deanship of Admission and Registration in accordance with the University bylaws (SER 5.1.1).

The program admits the students who are medically fit. However, if the student encounters any disability or illnesses during their study period, the University maintains policies to support students with disabilities and chronic illnesses and requires an official medical report from a recognized authority specifying the type and degree of disability. Exemptions from aptitude and achievement tests are possible with an official exemption letter from the National Center for Assessment (valid for up to two years). Applicants' ability to perform essential program skills is assessed and may include tests or interviews required by the relevant college or program. A specialized committee reviews cases and recommends academic accommodations, technological support, and administrative assistance as appropriate. These procedures are applied across colleges, including the Bachelor study program "Health Informatics", to promote equal access and integration within the academic system (SER 5.1.2).

Students may transfer courses completed at other universities, up to a maximum of 40% of the program's total credit hours for the Bachelor study program "Health Informatics". The department academic affairs committee and the faculty who teach the relevant courses evaluate each transfer; final approval is given by the head of department. Transferred credits are recorded with a pass grade and do not affect the student's GPA. To take courses elsewhere and obtain transfer credit, a student must (SER 5.1.3):

- Submit a course equalization form to the head of department.
- Have the head of department and the course coordinator verify that at least 80% of the learning outcomes align with the equivalent course.

- Obtain signatures from the head of department and the dean of the college.
- Submit the signed form to the office of the registrar to receive an official approval letter.
- After completing the course, provide the University Deanship of Admission and Registration with a letter of completion and the official transcript for credit posting.

The study program provides a range of student support services coordinated between college and university units. The Student Guidance Center (Deanship of Student Affairs) offers general academic, psychological and social counselling, while the College Academic Advisory and Student Rights Unit handles continuous, program-level advising beginning with orientation for new students. Department-level orientation at each semester start introduces students to available services; every student is assigned a faculty advisor and instructors publish office hours (also on Blackboard) for one-to-one support. Financial and social support includes a monthly stipend (SAR 1,000) from the Ministry of Education and access to counseling and extracurricular activities that promote belonging. Communication channels between staff and students include the Edugate system, Blackboard, university e-mail, and college/university websites. Academic tutoring is available during faculty office hours and through targeted interventions. A mentor program pairs students with alumni and faculty mentors for academic and career guidance, and the innovation center supports student engagement in research and creative projects (SER 5.2.1).

Judgment

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

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of mid-term 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 specifications at the beginning of each course. The

experts confirm that the University 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 or writing the exam in another room.

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 another support mechanism, each academic advisor is responsible for a limited number of students, typically between three and ten, which allows for individualized support. Formal meetings between students and their advisors take place at least twice per semester, and additional contact outside office hours is possible through direct communication channels. The advisory system follows a preventive approach, addressing potential challenges such as high absence rates at an early stage. Progress examinations are implemented at the college level where the grade point average (GPA) of each student is reviewed regularly. If a student’s GPA falls below a defined mark, a mandatory meeting with the academic advisor is arranged to identify causes and develop support measures aimed at improving academic performance.

The students also highlighted that they benefit from a supportive institutional environment, including extracurricular activities and student life initiatives offered at the campus level. These include academic, cultural, and sports-related activities, which contribute to student well-being and integration into university life. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

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

According to the University, the Bachelor study program "Health Informatics" uses clearly defined teaching, learning, and assessment strategies aligned with the college and the University missions. Course-level plans are developed by the curriculum committee, reviewed by the quality assurance committee, and approved by the department council. Each course specifies 4–7 course learning outcomes mapped to program outcomes and assessed through a mix of direct methods (quizzes, written and practical exams, assignments, projects, presentations) and indirect methods (surveys). Orientation sessions introduce students and faculty to objectives and exam procedures, and faculty receive periodic training to keep teaching methods consistent with institutional standards (SER 6.1.1).

Midterm theory and practical exam and final theory and practical exam are conducted during each semester and, as part of continuous assessment; quizzes, class presentations, practical demonstration and assignments are conducted on regular basis throughout the semester:

No	Assessment Activities *	Assessment timing
1	Quiz 1	4th week
2	Quiz 2	6th week
3	Midterm Theory Exam	8th-9th week
4	Midterm Practical Exam	10th-11th week
5	Assignment & Presentations	During the course
6	Final Practical Exam	16th week
7	Final Theory Exam	17th-19th week

Students who miss midterm exams or other internal assessments must apply for reexamination; the department council reviews each case on its merits. For missed final exams, students submit a reexamination request and, if the excuse is deemed valid under the bylaws, the department council forwards a recommendation to the college council for approval of the reexamination.

The Bachelor study program "Health Informatics" publishes key information on the college website and in student handbooks, and academic records are maintained in the edugate system. Course and study-plan details, program specification and intended learning outcomes are openly available on the department website and course specifications are shared via blackboard. Admission rules and procedures are published online and handled through the University's electronic admission gateway. Examination regulations and schedules are communicated in advance, assessments follow published rubrics, and grading includes peer verification and options for students to review graded work. Compensation measures for students with disabilities are defined in a special-needs policy and posted on the program site. Program events and activities are announced through the website, social media, email and on-campus displays. Pass rates and cohort KPIs are tracked and reported in the annual program report; course-, PLO-, survey- and KPI-reports feed the annual improvement plan. Learning resources and opportunities (library, labs, research centers, interactive classrooms) are described in the program handbook and online. Graduate-employment data are collected by the graduate affairs unit and a graduate database is maintained and made available on the program website (SER 6.2.1).

Judgment

The University 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. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, is appropriate. The University 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 assessment system of the program is undergoing further development through the introduction of a centralized examination framework at Majmaah University. According to the University, this initiative aims to ensure consistent implementation of learning outcomes across colleges, improve assessment quality, and reduce procedural inconsistencies. The implementation of this system is scheduled to begin in the current semester. The centralized assessment process follows a structured, multi-step approach. Examinations are initially prepared and reviewed by the course coordinator before being submitted to a departmental examination committee for further analysis. Each department maintains an examination committee responsible for reviewing exam content, ensuring alignment with course learning outcomes, and verifying academic standards. Examinations are developed separately for each course. The University 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. 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

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

According to the University, the Bachelor study program "Health Informatics" is taught by full-time faculty staff composed of highly qualified professionals from diverse national and international backgrounds. The staff includes 1 professor, 2 associate professors, 1 assistant professor and 1 lecturer (SER 7.1.1).

The current student-to-faculty ratio is 1:5.

The following table shows the workload for each staff member as per the Ministry of Education regulations:

S.No.	Academic Designation	Credit Hours/Week
1	Lecturer	16
2	Assistant Professor	14
3	Associate Professor	12
4	Professor	10

Each year the department submits a request for faculty vacancies as part of its annual improvement plan. The request is reviewed by the department council, approved by the college council and forwarded to the University's general administration of human resources. Vacancies are publicly advertised on the university website and recruitment rules for Saudi and non-Saudi personnel are documented in the University recruitment procedure manual (SER 7.1.2).

The college training unit runs a faculty development program (FDP) with regular seminars and workshops (typically held on Sundays) and staff register via a platform. Participation in internal and external training, conferences and workshops is encouraged and facilitated by the Deanship of Development and Quality and Deanship of Graduate Studies and Scientific Research, and staff performance is considered in recognition and progression processes (SER 7.1.3).

The Bachelor study program "Health Informatics" is supported by a human-resources framework that provides structure for academic delivery and practical training. The program operates committees responsible for administrative, academic, and quality-assurance functions. Staff include lab technicians, a department secretary, administrative personnel and maintenance staff who coordinate daily operations, laboratory support and practical training. Roles and responsibilities are defined to support consistent program management and student supervision (SER 7.2.1).

Facilities include spacious, well-equipped classrooms, faculty offices, conference rooms, an auditorium, research and technology labs, and student and faculty lounges, as well as the research center which is available to staff and students. Classrooms accommodate 20–30 students and feature e-podiums, internet access, smart boards, whiteboards, projectors and sound systems. Laboratories are fully equipped for practical training, managed by certified technicians, follow strict safety protocols and comply with occupational safety standards. Three computer labs provide the necessary software for teaching and practical work (SER 7.3.1).

As the University states, the central library provides a comprehensive collection of health informatics and healthcare books, journals, indexes, videos and software sufficient for the needs of students and faculty in the Bachelor study program "Health Informatics":

S.No	Description	Number/Title
1	Number of books available in university libraries/title	116,125
2	Number of available copies of books in university libraries/copy	294,641
3	Arabic Books/Title	93,784
4	Foreign Books/Title	22,341
5	Books available in engineering specialization	4,766
6	Books available in medicine and medical sciences	3,134
7	Books available in the specialization of Business Management	3,110

Library services are managed by the directorate of library affairs and supported by the koha management system for searching, availability checks and borrowing. Acquisition needs are gathered annually from course reports and departments, submitted via the designated needs platform, and processed by the deanship of library affairs and specialist units through the university procurement workflow. Opening hours are central library 08:00–20:00 (Sun–Thu) and Zulfi college library 08:00–18:00 (Sun–Thu); online access to electronic resources and full-text databases is available through the Saudi digital library and the Deanship's subscriptions (SER 7.3.2).

Faculties are provided with office computers, laptops, printers, phones, copier machines, office supplies and scanners. Students in the Bachelor study program "Health Informatics" have access to dedicated computing resources, as well as facilities provided by the College and the University's central library. Wireless internet is available throughout the college, including faculty offices and classrooms, allowing students and faculties to connect using their ID and password (SER 7.3.3).

The University operates under a centralized funding mechanism; the financial requirements of the program, including procurement of equipment, learning resources, and research activities, are managed through this overarching funding structure (SER 7.3.4).

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Majmaah University 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 University and the faculty administration. As motivations to teach at the College of Applied Medical Sciences at Majmaah University the faculty cites an attractive academic environment with strong faculty-development programs, a good institutional reputation, and opportunities for professional growth within a young and expanding university.

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 experts positively acknowledge that manuals and training sessions for faculty members are provided to support the development of AI-supported course content.

The University 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. The University pursues a targeted research strategy aimed at increasing international visibility and attracting international expertise. Faculty members are encouraged to publish in internationally recognized journals across different quality tiers (Q1–Q3). Furthermore, national regulations allow Saudi faculty members to spend up to one fully funded year abroad for research or academic development every five years, which supports international academic exchange. At the same time, the experts note that budgetary limitations may affect the recruitment of international staff in certain cases. While the existing measures support internationalization, the extent of international faculty recruitment remains partially dependent on available financial resources. Therefore, the experts recommend to further strengthen links with industry professionals as a potential area for future development.

The experts visited the premises of the College of Applied Medical Sciences, where the skills labs of the Bachelor study program “Health Informatics” are located. The skills labs are equipped with all relevant devices. From the experts’ point of view, the quality of the laboratories and premises used to train students in the program are sufficient. However, the experts recommend including larger monitors e.g. dual-screen workstations or enhanced projection facilities, to ensure optimal teaching and learning conditions for all students. In addition, the availability of quiet study spaces distributed across the campus could be expanded. As a whole, it was ascertained by the experts that the Bachelor study program “Health Informatics” 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

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

The QA system of the Bachelor study program "Health Informatics" combines a structured process and a supporting framework to ensure that the program's mission and vision are met and that performance remains aligned with its objectives. It covers teaching (regular curriculum review, teaching-method evaluation, student feedback, peer review and internal assessment) and research (ethical oversight, peer review, publication standards and societal relevance). Continuous monitoring, feedback mechanisms and targeted improvement initiatives close the loop and ensure teaching and research meet high academic standards while addressing student and societal needs (SER 8.1.1).

The "Health Informatics" program conducts annual structural evaluations following a Plan-Do-Check-Act (PDCA) cycle. A program quality assurance committee and 15 specialized committees (including an advisory board structured to NCAA standards and KPIs) oversee alignment with institutional policy and performance indicators. Direct and indirect assessments (teaching, research, community partnership) and regular reviews of facilities, equipment and learning materials feed into course, PLOs, survey, KPIs and annual program reports used to plan annual improvements. Periodic internal audits and college/institutional reviews verify compliance and findings are addressed through a formal "closing the loop" mechanism. Inputs from stakeholders are systematically collected and analyzed to drive continuous improvement (SER 8.1.2).

The study program makes systematic use of external quality-assurance inputs, including recommendations from national and international accreditation bodies, employer and advisory-board feedback, and benchmarking against similar programs to evaluate and strengthen its provision. Although the program itself has not yet undergone an accreditation review, external QA findings are treated as objective evidence to identify strengths and gaps, inform curriculum updates, guide resource allocation, and ensure compliance with relevant standards. Results and recommended actions are shared with stakeholders (students, faculty and employers) to promote transparency and accountability, and implemented changes are monitored to support continuous improvement and maintain the program's relevance to the labor market and society (SER 8.1.3).

Evaluation findings from both direct outcome assessment and indirect methods (for example course evaluation surveys) feed directly into program improvement. The program uses these insights to identify strengths and gaps, update the curriculum, refine teaching methods, and reallocate resources so that learning outcomes, industry requirements, and stakeholder expectations remain aligned. Continuous quality assurance ensures changes are evidence-based and focused on maintaining the program's relevance and competitiveness in the labor market. Students are actively integrated into the internal QA cycle and provide regular feedback via multiple instruments (course evaluation survey, program evaluation survey, student experience survey, academic advising survey, satisfaction on learning resources survey, internship evaluation survey, and alumni survey) (SER 8.1.4).

The program monitors student workload by analyzing the time and effort required for coursework, assignments, exams and other activities, using student feedback, workload surveys and faculty consultations to plan each semester's course load. Individual registration limits are set by cumulative GPA: students with a GPA of 2.0 may register up to 14 credit hours, while those with a GPA of 4.5 or above may register up to 20 credit hours. Final-level students can be allowed to take 23–25 credits with approval from the Department or College Council (SER 8.1.5).

The following statistics were provided (SER 8.1.6):

Number of Students enrolled according to semester

Academic Year	Academic Semester	Total Number of Student Enrolled
2023-24	Semester -1	28
	Semester -2	28
2024-25 (Current)	Semester -1	22
	Semester -2	22

Table 10 – Number of Enrolled Students (2023-25)

Number of Graduated students for the past 3 academic years (2020 -2024)

Academic Year	Total Number of Graduated Students
2020-21	8
2022-23	4
2023-24	10

Table 11 – Number of Graduated Students (2020-24)

Judgment

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

The University 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 University'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 University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. Various Key Performance Indicators (KPIs) as well as a range of information regarding study programs and activities is consistently captured. Student progression, success rates, and drop-out rates are inherent considerations in the analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The collected information are integrated 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. 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 University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Alumni relations are supported through multiple communication channels. Master's students are connected with bachelor's students to facilitate peer learning, and digital communication platforms are used to maintain contact with graduates, including providing guidance related to professional licensing requirements.

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 “Health Informatics” program currently enrolls male students only, but the College operates an integrated gender-equality framework based on the University’s regulations, that guarantees equal rights and access to services for students of both genders. Students of different nationalities receive the same support, and those from educationally deprived backgrounds are offered tailored academic help, foundational skill-building, access to technology and mentorship. The program emphasizes inclusivity, equity and collaboration and conducts regular reviews to identify and address the specific needs of different student groups (SER 9.1.1).

The University provides comprehensive support for students with disabilities and chronic illnesses, combining financial allowances, tailored teaching aids, specialized classrooms and accessible transport. Each case is assessed individually and referred to the appropriate unit to ensure needs are met. Campus infrastructure includes elevators, ramps, wide doorways, accessible parking and toilets with handrails, and a medical center on the college premises handles chronic-condition and emergency needs. A Student Guidance and Counseling Center offers ongoing psychosocial and academic support (SER 9.1.2).

Regulations regarding compensation measures for students with disabilities and chronic illnesses are designed to ensure equitable access to education while maintaining the academic integrity of the study program. These measures address scheduling flexibility and formal requirements to accommodate the unique needs of affected students, ensuring they can meet program objectives without undue disadvantage. The following measures are practiced in the program for the benefits of students with disabilities (SER 9.1.3):

- Provision of additional time during exams to accommodate students who may require more time due to their disability or health condition.
- Allowing students to take short, supervised breaks during exams to manage fatigue, pain, or other symptoms related to their disability or chronic illness.
- Adjusting exam dates or times to accommodate medical appointments, therapy sessions, or periods of illness.
- Permitting the use of assistive devices, such as hearing aids, magnifying tools, or specialized keyboards, during exams to support students with sensory or physical disabilities.

Judgment

The University 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 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.

At the same time, it became evident that the implementation of some program aims is currently influenced by existing resource constraints. In particular, the limited availability of faculty staff was identified as a factor affecting student admission patterns, including the current absence of female students in the program. The University describes plans to address this issue and to enable the admission of female students in the "Health Informatics" program within the next two years, which the experts strongly encourage.

Decision

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

4 Conclusion

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the Bachelor study program “Health Informatics” offered at the Majmaah University fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS makes a positive decision regarding the accreditation of the study program.

From the experts’ point of view, the involvement of students in research activities, the integration of digital and AI-supported teaching and assessment formats, and the structured quality assurance mechanisms are key strengths of the program. Staff development should remain a priority, with continued investment in professional development, international exchange opportunities, and the recruitment of highly qualified academic personnel.

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

- The experts support the planned introduction of postgraduate programs in Health Informatics and recommend linking them to stronger international research collaboration to enhance global visibility and research capacity.
- The University should expand international opportunities by establishing additional cooperation agreements with foreign partner institutions. Thereby, the experts recommend intensifying internationalization measures, including the expansion of summer schools, student and staff mobility, teaching exchanges, and the further development of international internships.
- The experts recommend making the mathematical foundations and prerequisite competencies, which are sufficiently covered at the beginning of the program, more explicit and clearly visible in the course specifications in order to enhance transparency and support student orientation.
- To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

- Links with industry professionals as a potential area for future development could be strengthened.
- The technical and spatial learning infrastructure should be improved by providing larger monitors, such as dual-screen workstations, and enhanced projection facilities to ensure optimal teaching and learning conditions. In addition, the availability of quiet study spaces distributed across the campus should be expanded to better support independent study.
- The experts strongly encourage the timely implementation of the planned measures to enable the admission of female students into the Health Informatics program within the announced timeframe.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission February 12, 2026

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 Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on December 15-16, 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 and the response opinion of the University regarding the Assessment Report.

In the response opinion, the University points out that the program clearly defines and sequences mathematical prerequisites within the curriculum. Mathematical competencies are introduced early and developed progressively through Calculus (Level 3), Applied Mathematics (Level 4), Linear Algebra (Level 5), and Discrete Mathematics (Level 6). These courses are explicitly identified as prerequisite and supporting modules in the study plan and course specifications, ensuring transparency and helping students understand their relevance to the program learning outcomes. The Accreditation Commission recognizes these explanations.

The Bachelor study program requires the obtainment of 132 credit hours according to the internal credit hour system. The regulated study period in the program "Health Informatics" is five years (ten semesters): Eight semesters at the University followed by a one-year, non-credit, compulsory rotatory internship.

The study program comprises 54 mandatory courses, of which 44 are requirement courses and 10 are elective courses. The language of instruction is English. The Bachelor study program "Health Informatics" is completed with awarding of

the academic degree “Bachelor of Health Informatics”. Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2016/2017.

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

The Bachelor study program “Health Informatics” is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

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

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.