

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  
“Biomedical Equipment Technology”,  
Bachelor of Biomedical Equipment Technology**

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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: “Biomedical Equipment Technology” and “Medical Laboratory Sciences”.

The Self-Evaluation Report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) 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 April 13, 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 the February 25, 2025.

On June 27, 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 September 09, 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 “Biomedical Equipment Technology”, 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 “Biomedical Equipment Technology”

Annex	Description
1	1 - Module Description
2	2 – Teacher`s CV
3	3 – Teaching Matrix
4	4 – Consistency between University and College Missions

5	5 – Consistency with NQF
6	6 – Quality Training Challenges and Labor Market Needs
7	7 – Study Plan
8	8 – Field Experience Specifications
9	9 – PLOs Matrix 2014_2024
10	10 – Course Specifications
11	11 – University Courses Specifications
12	12 – Program Specifications
13	13 – Teaching Strategies and Assessment Methods 2014_2024
14	14 – Course Report
15	15 – Annual Program Report
16	16 – Quality Management System
17	17 – Achievement Reports
18	18 – Organizational Structure 2014_2024
19	19 – Benchmarking Consistency Report
20	20 – Ministry of Human Resources Announcement of Saudization
21	21 – Medical Devices_Market Forecast

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

<b>Annex</b>	<b>Description</b>
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 (OO) and the answers to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

## **2.2 Information about the University**

Majmaah University was established on August 24, 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 "Biomedical Equipment Technology," 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.

The Bachelor study program "Biomedical Equipment Technology" was established in 2008/2009 to support healthcare education and address the demand for skilled professionals in medical technology. The program currently enrolls 41 students and is delivered within a departmental portfolio that includes a Master of Science in Biomedical Engineering (postgraduate). At the faculty level, the College of Applied Medical Sciences offers four additional bachelor programs and two other master programs, enabling interdisciplinary collaboration.

Recent developments include the launch of the Master study program "Biomedical Engineering" in 2016 and sustained partnerships with professional bodies such as the Biomedical Engineering Technology Society, a memorandum of understanding with Ministry of Health hospitals supports clinical training and field placements and is renewed periodically. Furthermore, the program received international notice at the 2024 SIIF International Invention Fair for a multi-stage hybrid ultraviolet milk-sterilization device. This innovation, which aims to sterilize milk without noticeably affecting taste or color, illustrates the program’s applied research focus and engagement with industry-relevant problems (SER 1.2).

**2.3 Structural data of the study program**

University	Majmaah University
Faculty/Department	College of Applied Medical Sciences / Department of Medical Equipment Technology

Cooperation partner	The Institution has established a memorandum of understanding with all the Hospitals affiliated with the Ministry of Health and the program
Title of the study program	Biomedical Equipment Technology
Degree awarded	Bachelor of Biomedical Equipment Technology
Organizational structure	full-time, on-campus, Classes are scheduled from 08:00 am to 4:00 pm, Sunday through Thursday, encompassing all weekdays.
Language of Studies	English
Period of education	5 years
Credit Hours (CH) according to the internal credit hour system	133 credit hours
Hours per Credit	1 Theory credit hour = 1 contact hours 1 Practical credit hour = 2 contact hours
Workload	Total: 7660 hours Contact hours: 2700 hours Individual work: 2880 hours Practice: 2080 hours
Credits for the final paper/project	4 credit hours
Launch date of the study program	August 2008
First accreditation	From ABET 08/2015 09/2021
Time of admission	Fall semester
Number of available places on the program	70
Number of currently enrolled students in the program	41
Number of graduates since launch date of the study program	319
Particular enrollment conditions	The applicants are required to achieve a minimum overall score of 75% or higher, as stipulated by the

	college council, to get admission into the BSc BMET program. The equivalent percentage is calculated by combining the cumulative high school GPA, which accounts for 30%, the General Aptitude Test scores, which also contribute 30%, and the Academic Achievement Test for the science track score, which constitutes 40%
Tuition fees	No tuition fees are charged as this is a government-funded university.

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 “Biomedical Equipment Technology” 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 Medical Equipment Technology 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 "Biomedical Equipment Technology" is designed to prepare competent graduates who contribute to societal well-being by integrating scientific research with applied training. The program's objectives are explicitly aligned with Saudi Vision 2030 and respond to labor-market needs in healthcare technology. It aims to prepare graduates with the core concepts, practical skills and professional values required for careers in biomedical equipment technology practice and research. Its objectives are to provide a solid foundation in life sciences and engineering; develop applied professional competencies in medical-equipment technology, foster lifelong learning and continuous self-development, strengthen research capacity and performance in the field and contribute to national priorities for sustainable development and community service (SER 3.1.1).

The Bachelor study program "Biomedical Equipment Technology" defines 12 graduate attributes grouped into four areas (SER 3.1.2):

- Scientific qualification: graduates demonstrate foundational scientific knowledge (facts, theories and principles), and can analyze and evaluate technical data to solve field-specific problems.
- Occupational qualification: graduates are prepared for professional practice and eligible for licensing (SCFHS and SCE). They can apply core concepts to address technical issues, propose practical innovations, operate relevant tools and equipment, use modern digital applications, and work effectively in teams, including leadership and decision-making responsibilities.
- Social responsibility: graduates are expected to act with integrity, honesty and professional ethics, participate in community service and volunteer initiatives, and show commitment to national values while respecting cultural diversity.
- Personal development: graduates demonstrate effective written and oral communication, and a commitment to lifelong learning and continuous professional development.

Aligned with NQF level 6, the Bachelor study program " Biomedical Equipment Technology" program articulates its learning outcomes across the three domains

of Knowledge, Skills, and Values, Autonomy, and Responsibility. Graduates are expected to demonstrate solid knowledge of fundamental sciences (K1) and comprehend the engineering sciences, theories, principles, and concepts underpinning biomedical technology (K2). They should also recognize the impact of biomedical engineering technology and its regulatory frameworks on the economy, public health, and the environment at both local and global levels (K3). In the skills domain, graduates will be able to apply foundational and engineering sciences, principles, and concepts across various biomedical technology contexts (S1), proficiently utilize contemporary instruments and software for diverse applications in the field (S2), and conduct standard measurements, tests, and experiments to design, develop, and evaluate appropriate solutions (S3). They will also communicate technical and non-technical information effectively using written, oral, and graphical formats across broad contexts (S4). Within the values and responsibility domain, graduates are expected to engage in effective communication and contribute proactively as team members or leaders in workplace environments (V1), while upholding professional and ethical responsibilities and committing to quality and lifelong improvement (V2).

According to the University, employment surveys indicate a high rate of job placement shortly after graduation. Career destinations include healthcare facilities (hospitals, medical centers, clinics, diagnostic services and home-care providers), the medical-device industry (product development, technical support and commercial roles), regulatory authorities (for example Saudi food and drug authority, Ministry of Health etc.), research and development units (universities, research centers, incubators and startups), and academic or training institutions (technical colleges, universities and corporate training programs).

As the University states, current market conditions show expanding healthcare investment and tighter regulatory requirements, which are increasing demand for biomedical-technology professionals in hospitals, manufacturers and regulatory bodies. Together with hospital growth, privatization and medical-tourism initiatives, these developments point to steady job opportunities for graduates of the Bachelor study program "Biomedical Equipment Technology", especially those with skills in device validation, regulatory compliance, maintenance and data-driven systems (SER 3.2.2).

## **Judgment**

The program aims of the Bachelor study program “Biomedical Equipment Technology” are formulated in line with the strategic development objectives of Majmaah University. The renaming of the program from “Medical Equipment Engineering” to “Biomedical Equipment Technology” is regarded as appropriate, as it reflects commonly used terminology in comparable national and international programs and adequately represents the broadened biomedical focus of the curriculum, including areas such as tissue engineering. The allocation of the program to the College of Applied Medical Sciences is considered a particular strength. In contrast to similar programs housed within engineering colleges at other institutions, this organizational structure enables graduates to pursue employment opportunities in both medical centers and the biomedical industry. The high employment rate among graduates supports this assessment.

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 “Biomedical Equipment Technology” 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. From the experts’ point of view, 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 "Biomedical Equipment Technology" 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)<sup>1</sup> 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.

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<sup>1</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

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

During normal operation the Bachelor study program "Biomedical Equipment Technology" follows a two-semester academic year. In 2022–2023 the University temporarily adopted a three-term system in response to ministry directives, then reverted to the two-term structure for 2023–2024. A revised curriculum was implemented in 2024 for new cohorts, while students who enrolled earlier continue under the 2014 curriculum until graduation. In this report, the updated curriculum from 2024 will be described. More information on the "old" curriculum can be found in SER (4.1.1).

The program comprises 48 modules, out of which 8 are taught within the first foundation year for health colleges, 28 are program requirements, 3 are program electives, 2 are University requirements, 4 are University electives and 3 are College requirements. There are between 5 and 7 modules in total provided for each semester. All modules have to be completed within one semester.

As the University states, the Bachelor study program "Biomedical Equipment Technology" ensures that program-specific module objectives are met in shared courses by mapping course learning outcomes to the program learning outcomes, as documented in the program and course specifications. Shared modules include the foundation year for health colleges, college-required courses and university-required courses; these are organized so that their outcomes support the program curriculum. During the internship year, host institutions evaluate students according to the field experience specification, with assigned supervisors submitting biannual evaluation reports to the department (SER 4.1.2).

The list of modules offered:

Nr.	Title	Sem.	CH
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PENG 100	English (1)	1	5
PMTH 100	Introduction to Mathematics	1	2
PBIO 100	Human Biology Science	1	4
ULS 100	University Life Skills	1	2
PPHS 100	Biophysics	1	3
			16
PENG 102	English (2)	2	5
PENG 104	English for Medical Specialities	2	2
PCOM 100	Biochemistry	2	4
SOS 100	Community Skills	2	2
PCOA 100	Computer and Artificial Intelligence	2	3
			16
CAMS 233	Introduction to Biostatistics	3	2
BMET 231	Anatomy and Physiology for Medical Equipment Technology	3	2
BMET 232	Mathematics for Medical Equipment Technology 1	3	4
BMET 233	Biophysics	3	3
BMET 234	Computer Programming	3	2
CAMS****	College Elective	3	2
	University Elective	3	2
			17
BMET 241	Mathematics for Medical Equipment Technology 2	4	3
BMET 242	Physics for Medical Equipment	4	3
BMET 243	Electrical Circuits for Medical Equipment Technology	4	4
BMET 244	Biomechanics	4	3
BMET 245	Networks and Medical Cybersecurity	4	3
	College Elective	4	2
			18
BMET 351	Biomaterials	5	2
BMET 352	Basic Analog Electronics	5	3
BMET 353	Medical Measurements and Sensors	5	3

BMET 354	Basic Digital Electronics	5	3
BMET 355	Medical Device Design	5	3
	University Elective	5	2
	University Elective	5	2
			18
BMET 361	Medical Analog Signal Processing	6	3
BMET 362	Advanced Medical Analog Electronics	6	3
BMET 363	Advanced Medical Digital Electronics	6	3
BMET 364	Advanced Medical Mechanical Equipment	6	3
BMET***	Elective Speciality Courses	6	2
	University Elective	6	2
			16
BMET 471	Medical Digital signal processing	7	3
BMET 472	Medical Electronic Equipment	7	3
BMET 473	Medical Imaging Systems	7	3
BMET 474	Medical Equipment Maintenance and Safety	7	3
BMET 475	Clinical Research Methods and Practice	7	2
BMET***	Elective Speciality Courses	7	2
			16
BMET 481	Project	8	4
BMET 482	Health Technology Management	8	2
BMET 483	Optical & Laboratory Medical Equipment	8	3
BMET 484	Control of Biomedical Systems	8	3
BMET 485	Sales and Marketing in the Biomedical Industry	8	2
BMET***	Elective Speciality Courses	8	2
			16
	Total:		133

Table 2: module overview

The curriculum is organized in three progressive phases (SER 4.1.3):

- an introductory phase (levels 1–5) providing foundations in mathematics, physics, life sciences, electronics, IT and introductory medical-technology topics;
- a practicing phase (levels 6–7) focused on applied and technical subjects such as biomedical instrumentation, signal processing, embedded systems, sensors, equipment maintenance & calibration, software/programming, databases, quality management and regulatory aspects, supported by hands-on lab work
- a mastering phase comprising a capstone major project and a compulsory one-year clinical internship where students apply and consolidate their skills

The Bachelor study program "Biomedical Equipment Technology" requires a compulsory internship (no credit hours) whose course learning outcomes are directly mapped to the program learning outcomes. Supervision is provided by a designated field supervisor at the host institution who follows the program's field experience specification and holds an appropriate SCFHS (Saudi Commission for Health Sciences) license. Intern progress is evaluated biannually using the program's internship evaluation form, and reports are submitted to the department. The practical and cooperative training committee and the College clinical training unit coordinate placements, monitor compliance with work-placement regulations and address issues arising during training. Quality assurance is maintained through periodic assessments, meetings and oversight by the department, the clinical training unit, the vice deanship for academic affairs and development and the dean, ensuring alignment with NCAAA requirements and institutional standards (SER 4.1.4).

The program uses a mix of teaching methods like lectures and online delivery, group discussions and case-based activities, labs and simulations, fieldwork, and project-based capstones to develop knowledge, practical skills and professional attitudes (SER 4.1.5). Electronic and multimedia instruction are integrated via the Blackboard learning platform, where module materials, handouts, visual aids, assignments and grades are published to support both in-class and remote learning. Some university requirement courses are delivered fully online through students' University accounts (SER 4.1.6).

Research is integrated into the Bachelor study program "Biomedical Equipment Technology" through alignment with departmental and faculty research priorities

and the program's quality-management system. Faculty conduct research that supports the program objectives and the college mission and contributes to the University's competency-based agenda. Students develop research skills in the final-year graduation project and in the new BMET 475 course introduced in the 2024 curriculum (SER 4.1.7).

According to the University, the curriculum was developed following a benchmarking review against three local (King Saud University, Prince Sattam bin Abdulaziz University, Imam Abdulrahman bin Faisal University) and three international universities (University of Sydney, University of Texas at Austin, Purdue University). The review found substantial overlap (16 core courses common to all benchmarked programs, while differences in about 12 courses indicate areas for curricular differentiation and specialization). The curriculum was designed with reference to international and national accreditation standards (for example ABET and NCAAA) and benefits from faculty recruited from diverse international backgrounds. Instruction is delivered in English, with some MU-required elective courses taught in Arabic. The program prepares graduates for postgraduate study abroad and allows student mobility subject to the University and partner-institution regulations (SER 4.1.8).

### **Judgment**

The Bachelor study program "Biomedical Equipment Technology" 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 "Biomedical Equipment Technology" 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). The curriculum demonstrates a balanced composition, with a substantial proportion of courses aligned with nationally defined standards and a complementary set of institution-specific modules that contribute to the distinctive profile of the program. Engineering and mathematical fundamentals are integrated into applied courses rather than delivered as stand-alone preparatory modules. While this approach supports contextualized learning, the experts note

positively that previously identified shortcomings in mathematical foundations have been addressed through an increase in credit allocation to mathematics. This adjustment is considered an appropriate response to feedback from teaching staff. However, the experts recommend to follow-up if this adjustment was sufficient for the students in future evaluations.

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.

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 program places strong emphasis on practical training and research integration. Access to well-equipped research laboratories, involvement in applied research projects, and exposure to advanced manufacturing technologies provide students with relevant hands-on experience. The experts particularly acknowledge the scope and quality of student projects and the international recognition achieved through research activities. 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 further 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 "Biomedical Equipment Technology" 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 "Biomedical Equipment Technology" 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 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 "Biomedical Equipment Technology", 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 "Biomedical Equipment Technology". 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 registrar at the home university with a letter of completion and the official transcript for credit posting.

The Bachelor study program "Biomedical Equipment Technology" 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 extra-curricular 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 "Biomedical Equipment Technology" 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 3-4 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 (in week number)
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	15th-16th week
7	Final Theory Exam	16th-18th 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 "Biomedical Equipment Technology" 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 "Biomedical Equipment Technology" is taught by full-time faculty staff composed of highly qualified professionals from diverse national and international backgrounds. The staff includes 2 professors, 5 associate professors, 5 assistant professors and 1 lecturer (SER 7.1.1).

The current faculty-to-student ratio is 1:3.

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 staff performance is considered in recognition and progression processes (SER 7.1.3).

The department is supported by lab technicians, a department secretary, administrative staff and maintenance personnel who coordinate practical training, laboratory operations and day-to-day activities (SER 7.2.1).

As the University states, the Bachelor study program "Biomedical Equipment Technology" provides a well-equipped learning environment: two shared computer labs and eleven specialized laboratories covering medical electronics, biosignal processing, electrical skills, radiological sciences and medical imaging, biophysics, and advanced medical devices. Students also have access to Students Innovation and Research Labs 1 and 2 for project work and experimentation. Teaching spaces include three classrooms and a larger events hall for assemblies and practical demonstrations. Research activity is supported by the Engineering and Applied Science Research Center and the Health and Basic Sciences Research Center. These facilities are used for teaching, hands-on training, student projects and research, and are managed and maintained by the department's technical and administrative staff (SER 7.3.1).

As the University states, the central library provides a comprehensive collection of program related books and healthcare books, journals, indexes, videos and software sufficient for the needs of students and faculty in the Bachelor study program "Biomedical Equipment Technology":

No.	Description	Number/Title
1	Number of books available in MU libraries/title	116,125
2	Number of available copies of books in MU 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).

Faculty are provided with office computers, laptops, printers, phones, copier machines, office supplies and scanners. Students in the Bachelor study program "Biomedical Equipment Technology" 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 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. However, staff development should remain a priority, with continued investment in professional development, international exchange opportunities, and the recruitment of highly qualified academic personnel.

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 “Biomedical Equipment Technology” are located. The skills labs are equipped with all relevant devices. Students have access to well-equipped research laboratories within engineering and health science research centers. These facilities support activities in product manufacturing, cell culture, and tissue engineering, and include advanced manufacturing equipment such as 3D printers, with Bio-3D printing facilities planned for future use. Student projects cover a wide range of applied topics, including customized knee prostheses, exoskeletons for children with scoliosis, wheelchairs, novel biomaterials, and cost-efficient production solutions. 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 "Biomedical Equipment Technology" 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 "Biomedical Equipment Technology" 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 "Biomedical Equipment Technology" 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 NCAAA 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):

- Success Rates:** The program has an average success rate of 98.5% for the year 2023-2024.
- Drop-out Rates:** The program has a 0% drop-out rate.

Table 10: Numbers of Students and Graduates Divided by Semester and Gender.

Year	Semester	Number of Students	Number of Graduates
2022-2023*	Semester 1	39	4
	Semester 2	40	0
	Semester 3	31	10
2023-2024	Semester 1	33	8
	Semester 2	42	0

\* see 4.1.1.

**Judgment**

From the experts’ point of view, the University has a well-structured system of quality assurance spread across all of its unit. 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 “Biomedical Equipment Technology”.

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 possess 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 "Biomedical Equipment Technology" 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 de-signed 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 "Biomedical Equipment Technology" 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 “Biomedical Equipment Technology” offered at the Majmaah University fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

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 and doctoral programs 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 monitoring the effectiveness of the increased credit allocation to mathematics in future evaluations to ensure that the adjustment sufficiently addresses students’ needs with regard to mathematical foundations.
- 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 Biomedical Equipment Technology 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 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 regarding the Assessment Report.

The Bachelor study program requires the obtainment of 133 credit hours according to the internal credit hour system. The regulated study period in the program "Biomedical Equipment Technology" is five years (ten semesters): Eight semesters at the University followed by a one-year, non-credit, compulsory rotatory internship.

The program comprises 48 modules, out of which 8 are taught within the first foundation year for health colleges, 28 are program requirements, 3 are program electives, 2 are University requirements, 4 are University electives and 3 are College requirements. The language of instruction is English. The Bachelor study program "Biomedical Equipment Technology" is completed with awarding of the academic degree "Bachelor of Biomedical Equipment Technology". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2008/2009.

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

The Bachelor study program “Biomedical Equipment Technology” 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.