

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



Assessment Report

**for the Application of
Jouf University, Saudi Arabia
College of Nursing
for the Accreditation of the Master Study Program "Nursing",
Master of Science in Nursing**

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

Expert group

Prof. Dr. Werner Birglechner
DIPLOMA University – Private University of
Applied Sciences North Hessen, Germany

Prof. Dr- Uta Gaidys
Hamburg University of Applied Sciences,
Germany

Prof. Dr. Johannes Gräske
Alice Salomon University, Berlin, Germany

Dr. Pauline Grys
Heidelberg Institute of Global Health (HIGH), Hei-
delberg University, Germany

Prof. Dr. Anne Herrmann-Werner, MME
University of Tübingen, Germany

Prof. Dr. Franz Hessel, MPH
SRH Berlin University of Applied Sciences,
Germany

Dr. Sylvia Kaap-Fröhlich, MBA
ZHAW Zurich University of Applied Sciences
Waedenswil, Switzerland

Prof. Dr. Gerd Mikus
Ruprecht-Karls-University of Heidelberg,
Germany

Ms. Rebecca Scriba
Julius Maximilian University of Würzburg,
Germany

Prof. Dr. Thomas Stamm
Brandenburg Medical School Theodor Fontane,
Germany

Prof. Dr. Silke Wiegand-Grefe
Medical School Hamburg – University of
Applied Sciences and Medical University,
Germany

Dr. med. Maximilian Dilger
Dres. Schwerdtfeger & Selbherr, Lörrach,
Germany

Decision

December 11, 2025

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the Accreditation Commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

IV. The AHPGS accreditation decision

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: “Medicine and Surgery”, “Oral and Dental Surgery”, as well as the following Master study programs: “Nursing”, “Prosthetic Dental Sciences”, “Public Health”, “Infection Prevention and Control”, “Clinical Laboratory Sciences” and “Psychological Counselling”.

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 Jouf University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on March 24, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Jouf University and the AHPGS was signed on March 20, 2025.

On July 15, 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 August 28, 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 Jouf University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Master study program “Nursing”, 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 “Nursing”

Annex	Description
1	01-Module Description
2	02-Teachers’ CV
3	03-Teaching Matrix
4	04-Program Specifications
5	06-Admission Handbook
6	07-Study Plan

7	09-Study and Examination Regulations
8	10-Program Handbook
9	11-Quality System Manual
10	12-Benchmarking General Comparison
11	13-Mechanisms of Monitoring the Effectiveness of Teaching and Assessment
12	14-Facilities for Disabled
13	15-Staff Skills Development Report
14	16-Scientific Publications Indicators
15	17-Nursing Track by Project
16	18-Community Services

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

Annex	Description
A	A-Policy of Encouraging Faculty Participation in Research and Scientific Activities
B	B-Intellectual Property Rights Protection Policy
C	C-Academic Quality Assurance Policy
D	D-Policy of Communication with Graduates
E	E-Council Self-Evaluation Policy
F	F-Outstanding Performance Award Policy
G	G-Monitoring the Quality of Teaching and Learning
H	H-National Qualifications Framework
I	I-Policy for Developing and Creating Academic Programs and RASCI
J	J-Examinations and Student Evaluation Policy
K	K-Policy of Verifying the Standards of Achievement for Students
L	L-Stimulation and Support of Employees' Participation in Community Activities
M	M-Professional and Personal Development Policy
N	N-Student Retention Policy and Increased Completion Rates
O	O-Policy of Attracting External Beneficiaries
P	P-Rights and Benefits in Providing Advice and Services to Outside Sectors
Q	Q-Support Mechanism for Faculty Conducting Joint Research with External Bodies
R	R-Policies for Marketing and Commercial Investment of Innovations and Productions
S	S-University Risk Management Policy
T	T-Workload Policy

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

2.2 Information about the University

Jouf University was established in 2005 and is located in Sakaka, in the Al-Jouf region of Saudi Arabia. The University currently enrolls approximately 17,000 students across 14 colleges and offers 46 academic programs at the Bachelor's, Master's, and Doctoral levels. The University is accredited by the National Commission for Academic Accreditation and Assessment (NCAAA). All programs are either fully accredited or in the process of accreditation. The University reports that its colleges cover a broad range of disciplines, including humanities, sciences, engineering, medicine, and business administration. Health-related programs are among its most developed areas. According to the University, the Clinical and Health Sciences are ranked 401–500 in the Times Higher Education Subject Rankings, Pharmacy and Pharmacology are placed 251–300 in the QS World University Rankings by Subject, and the Medicine program ranks 601–650 in the same QS subject ranking.

The University highlights its focus on aligning academic offerings with labor market demands and the objectives of Saudi Arabia's Vision 2030. It also emphasizes its investment in infrastructure, describing its campus as offering modern facilities that support both academic and extracurricular activities. In the area of research, the University outlines several priority fields, including health and wellness, sustainable environment and resource supply, renewable energy, and the economics of the future (SER 1.1).

The Master study program "Nursing" was launched in 2025. Right now, the College of Nursing has 470 enrolled students including 181 males and 289 females. The College of Nursing currently offers two programs: a bachelor's degree in nursing, including the academic upgrade program for nursing (bridging program), and a master's degree in nursing. According to the University, the College of Nursing has made significant progress to enhance educational quality and community contributions. First, the College updated its educational plans to align with global scientific advancements. This aligns with the Saudi Vision 2030 which encourages to improve the outcomes' quality and graduates' skills to

effectively serve the community and the nation. Moreover, the college integrates modern scientific methods, technologies, and advanced equipment while offering research, training, and scientific services. Finally, the college has earned full program accreditation from the Education and Training Evaluation Commission (ETEC) through the NCAAA in October 2024. All these elements guarantee a wide range of career opportunities for the graduates of the College (SER 1.2.1).

2.3 Structural data of the study program

University	Jouf University
Faculty/Department	College of Nursing
Cooperation partner	/.
Title of the study program	„Nursing“
Degree awarded	Master of Nursing
Form of studies	Full-time, on-campus
Organisational structure	From Sunday to Thursday, from 8am to 4pm for theory courses and from 8am to 2pm for clinical practice.
Language of Studies	English
Period of education	Four semesters
Credit Hours (CH) according to the internal credit hour system	39 credit hours (research project track) 42 credit hours (thesis track)
Hours/CH	One theory hour = one credit hour Two laboratory/clinical hours = one credit hour
Workload	Total: 2,115 hours Contact hours: 435 hours Individual work: 1,245 hours Practice: 435 hours
CP for the final paper	6 credit hours
Launch date of the study program	January 2025
Time of admission	Beginning of each academic year
Number of available places on the program	40 students per year
Number of enrolled students by now	6
Particular enrollment conditions	- Bachelor's degree in nursing from a recognized university,

	<ul style="list-style-type: none"> - Minimum required results in one of the English language proficiency tests (for example IELTS 5,5), - Valid registration as a nurse specialist, - Minimum of one year of clinical experience in the specialty area, - Personal interview.
Tuition fees	80,000 SAR

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on October 13-14, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on October 12, 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 Nursing, the chair, vice chair and the teaching staff of the Master study program "Nursing" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

In the course of the on-site visit, the University submitted the following additional documents at the request of the experts:

- Laboratories Student's Guide
- Exemplary research projects

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 Nursing and the representatives of the "Nursing" program 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

According to the University, the Master study program “Nursing” equips students with advanced competencies, decision-making skills, and a solid professional foundation to meet the demands of the healthcare sector. The curriculum integrates theoretical, research-based, scientific, and clinical knowledge to ensure high-quality nursing care for diverse populations. Students are prepared to apply research findings from nursing and related disciplines to guide evidence-based practice and clinical decisions. The program also fosters cultural competence, enabling graduates to provide equitable care to all individuals regardless of background or beliefs. Ethical and legal principles are emphasized to ensure professional integrity and respect for patient rights. Finally, students develop research leadership skills that empower them to contribute to the advancement of the nursing field (SER 3.1.1).

The qualification objectives of the Master’s program in “Nursing” cover scientific expertise, professional practice, social responsibility, and personal development. Graduates are prepared to deliver nursing care across age groups and health conditions, contribute to health promotion and disease prevention, and integrate knowledge from biological, social, and humanistic sciences to address biopsychosocial needs. They learn to apply research for evidence-based practice, develop leadership skills, and participate in health education activities, while also using patient care technologies and communication systems to ensure safe and efficient practice. The program emphasizes ethical, moral, and legal standards, as well as internationally recognized approaches such as community outreach, patient advocacy, and case management. Finally, students are encouraged to pursue lifelong learning and cultivate qualities such as integrity, initiative, and perseverance, enabling them to realize their own potential and support others in achieving theirs (SER 3.1.2).

The program learning outcomes are aligned with the National Qualifications Framework (NQF) for the Kingdom of Saudi Arabia and can be described as follows (SER 3.1.3):

- **Knowledge and Understanding:** Graduates are expected to assess research findings in order to uphold high standards of clinical practice, to identify normal and abnormal health variations in individuals, families, and

communities, and to develop proficiency in leadership, decision-making, critical thinking, and problem-solving for healthcare management.

- **Cognitive Skills:** The program emphasizes the application of evidence-based research findings in combination with patient values and clinical judgment to guide best practices. Graduates learn to evaluate diverse clinical and educational challenges, to develop effective solutions, and to operate diagnostic, therapeutic, and medical equipment across different healthcare settings.
- **Values, Autonomy, and Responsibility:** The curriculum highlights professional integrity, respect, and honesty in accordance with ethical codes and cultural diversity. Graduates are expected to demonstrate managerial, leadership, collaboration, stress management, and teamwork skills in working with clients and colleagues, while also inspiring junior staff and fostering their professional development.

According to the University, career opportunities for graduates of the Master's program in "Nursing" are numerous and diverse. The majority of graduates are expected to pursue hospital-based careers in public, private, or military hospitals. In addition, opportunities exist in primary health care facilities, rehabilitation centers, birthing centers, community health centers, school clinics, private duty nursing, and critical care units. Graduates may also work in specialized fields such as nursing education, research, and informatics (SER 3.2.1).

As the University states, the Kingdom of Saudi Arabia currently has a population of approximately 32.16 million with a growth rate of 1.96%. The total healthcare workforce is around 248,000, of which nurses represent 32% (80,104), but only 38% of these are Saudi nationals, resulting in high turnover. With 36 nurses per 10,000 citizens, the World Health Organization estimates that about 170,000 new nurses are needed to address the shortage. Accordingly, attracting and retaining Saudi nationals in nursing is a high priority. The program aims to equip graduates with the skills to provide competent, high-quality care to meet these workforce needs (SER 3.2.2).

Judgement

From the experts' point of view, the Master study program "Nursing" pursues clear and well-defined qualification objectives that are consistent with the strategic mission of Jouf University. The experts recognize that the University follows a

coherent educational strategy that connects undergraduate and postgraduate education. While most Bachelor programs are accredited nationally, the University aims to obtain international accreditation for its postgraduate programs, thereby enhancing its global visibility and competitiveness. This approach underlines the University's commitment to continuous improvement and quality assurance at all academic levels.

From a regional perspective, the experts emphasize that the program addresses the growing demand for qualified nurses in the Al-Jouf region. As the University states, the program is explicitly aligned with labor market needs in nursing. Stakeholders, hospitals and the Ministry of Health, emphasized the urgent requirement for specialized nurses. A comprehensive needs assessment was conducted before the program was launched, ensuring that the chosen tracks (Adult Health Nursing, Emergency, Maternity and Pediatric Nursing, and Community Nursing) address existing workforce gaps. However, at this time, only Emergency Nursing and Community Nursing are available. The other two tracks are planned for the near future. The University maintains strategic and institutional partnerships with local health institutions and hospitals, which not only facilitate practical training opportunities but also contribute to high employability among graduates. As the University reports, there is currently a shortage of qualified nurses, which underscores the program's relevance and social importance.

With regard to curriculum design, the experts note that all academic programs are aligned with the strategic plan of the University and that curriculum development also considers national initiatives launched by the Ministry of Education or other relevant authorities. The University council retains the authority to review and approve program structures, ensuring flexibility and responsiveness to labor-market needs. Programs are evaluated every two years after the graduation of each cohort. The University also applies a sustainability policy to smaller master's programs: continuation or discontinuation is decided based on market demand, student interest, and overall relevance to regional needs.

Internationalization represents an element of the University's strategic development. Although enrollment in the Master study program "Nursing" is currently limited to Saudi nationals due to governmental regulations in the health sector, the University plans to open the program to international students in the near future. The experts welcome these ambitions and encourage the University to attract international students, and foster more active participation in international research collaborations. To further establish internationalization at Jouf University, the

experts recommend to implement cooperation agreements with international universities to foster student and staff mobility. Given cultural and structural constraints, the experts suggest inviting international scholars for guest lectures or short visits to increase academic exchange and global visibility.

Overall, from the experts' point of view the Master study program "Nursing" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development. The objectives are clearly defined, aligned with the University's mission and the national framework, and supported by adequate institutional strategies for research, quality assurance, and future development.

Decision

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

3.2 Structure of the study program

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

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

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

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

¹ 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

The program comprises 14 modules, out of which 11 are obligatory and 3 are compulsory optional modules. There are between two and four modules in total provided for each semester. All modules have to be completed within one semester. No semesters are offered as a period for exchange programs.

The "Nursing" program is a full-time, on-site program that requires successful completion of 39 credit hours. The program offers four different tracks being: "Adult Health Nursing", "Maternity and Pediatric Nursing", "Community Health Nursing", and "Emergency Nursing". Therefore, after studying general courses together during the first level, they will study specialized courses based on their chosen track from level two. The program ends with a thesis project. The 14 modules offered are given over four semesters (SER 4.1.1).

No module is offered to be studied in other study programs of the University, but some courses are taught by other departments like Pharmacology (SER 4.1.2).

The list of modules offered:

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours	Type of requirements
Level 1 General	MSN601	Advanced Research Methods in Nursing	Required	-	2 (2+0+0)	Program
	MSN602	Health Assessment	Required	-	3 (1+2+0)	Program
	MSN603	Statistical Methods for Healthcare Research	Required	-	2 (2+0+0)	Program
		Elective Course (1)	Elective	-	2 (2+0+0)	Program
Total	Four Courses				9	
Level 2 Adult Health Nursing	MSN 604	Qualitative Research Methods	Required	-	2 (2+0+0)	Program
	MSN605	Theoretical Foundations for Nursing	Required	-	2 (2+0+0)	Program
		Elective Course (2)	Elective	-	2 (2+0+0)	Program
	MSN611	Adult Health Nursing (1)	Required†	-	4 (2+2+0)	Track†
Total	Four Courses				10	
Level 2 Maternity and Pediatric Nursing	MSN 604	Qualitative Research Methods	Required	-	2 (2+0+0)	Program
	MSN605	Theoretical Foundations for Nursing	Required	-	2 (2+0+0)	Program
		Elective Course (2)	Elective	-	2 (2+0+0)	Program
	MSN621	Maternity Health Nursing	Required††	-	4 (2+2+0)	Track††
Total	Four Courses				10	
Level 2 Community Health Nursing	MSN 604	Qualitative Research Methods	Required	-	2 (2+0+0)	Program
	MSN605	Theoretical Foundations for Nursing	Required	-	2 (2+0+0)	Program
		Elective Course (2)	Elective	-	2 (2+0+0)	Program
	MSN631	Community Health Nursing (1)	Required†††	-	4 (2+2+0)	Track†††
Total	Four Courses				10	
Level 2 Emergency Nursing	MSN604	Qualitative Research Methods	Required	-	2 (2+0+0)	Program
	MSN605	Theoretical Foundations for Nursing	Required	-	2 (2+0+0)	Program
		Elective Course (2)	Elective	-	2 (2+0+0)	Program
	MSN641	Emergency Nursing (1)	Required††††	-	4 (2+2+0)	Track††††
Total	Four Courses				10	
Level 3 Adult Health Nursing	MSN606	Clinical Pharmacology for Nurses	Required	-	2 (2+0+0)	Program
	MSN607	Pathophysiology	Required	-	2 (2+0+0)	Program
	MSN612	Adult Health Nursing (2)	Required†	NRS611	4 (2+2+0)	Track†
		Elective Course (3)	Elective	-	2 (2+0+0)	Track†
Total	Four Courses				10	
Level 3 Maternity and Pediatric Nursing	MSN606	Clinical Pharmacology for Nurses	Required	-	2 (2+0+0)	Program
	MSN607	Pathophysiology	Required	-	2 (2+0+0)	Program
	MSN622	Pediatric Health Nursing	Required††	NRS621	4 (2+2+0)	Track††
		Elective Course (3)	Elective	-	2 (2+0+0)	Program
Total	Four Courses				10	
	MSN632	Community Health Nursing (2)	Required†††	NRS631	4 (2+2+0)	Track†††
	MSN633	Epidemiology in Nursing	Required†††	-	2 (2+0+0)	Track†††
	MSN634	Fundamentals of Environmental Health	Required†††	NRS631	2 (2+0+0)	Track†††
		Elective Course (3)	Elective	-	2 (2+0+0)	Program
Total	Four Courses				10	
Level 3 Emergency Nursing	MSN606	Clinical Pharmacology for Nurses	Required	-	2 (2+0+0)	Program
	MSN607	Pathophysiology	Required	-	2 (2+0+0)	Program
	MSN642	Emergency Nursing (2)	Required††††	NRS641	4 (2+2+0)	Track††††
		Elective Course (3)	Elective	-	2 (2+0+0)	Program
Total	Four Courses				10	
Level 4	MSN6 91	Research Project	Required	-	6 (6+0+0)	Track
	MSN6 92	Specialty clinical training	Required	-	4 (0+4+0)	Track
Total					10	
Thesis option						
Level 4	MSN6 91	Thesis	Required	-	9 (9+0+0)	Track
	MSN6 92	Specialty clinical training	Required	-	4 (0+4+0)	Track
Total					13	

Table 2: module overview

The module description/catalogue covers the following aspects: Level, course code, course title, if it is required or elective, if there are prerequisite courses, credit hours and the type of requirements (Annex 01)

According to the University, the Master study program "Nursing" is structured to progressively build students' knowledge, skills, and values across four levels. In the first level, students acquire foundational competencies through courses such as Advanced Research Methods in Nursing (MSN601) and Health Assessment (MSN602). In the second level, these competencies are further developed and practiced in track-specific courses, for example Adult Health Nursing (MSN611), as well as in Qualitative Research Methods (MSN604). The third and fourth levels focus on mastery, where students engage in advanced courses such as the Research Project (MSN691) or Thesis (MSN691). Here they apply evidence-based research and clinical skills to address complex nursing challenges. As the University explains, this structured progression is aligned with the Program Learning Outcomes Mapping Matrix and ensures a gradual transition from foundational learning to advanced research and professional practice in nursing. As the University explains, this structured approach guides students from foundational learning in theory and practice toward hands-on application in clinical and research settings, ensuring that competencies acquired early in the program are applied and assessed during subsequent clinical work and the capstone research project (SER 4.1.3) The program has no integrated internship. For clinical components, clinical supervisors in the Master study program "Nursing" must hold at least a master's degree in nursing with specialization in the relevant field, such as emergency nursing. Specialty clinical training courses, such as MSN692, are conducted in affiliated Ministry of Health hospitals, where students are placed in corresponding specialty departments, for example emergency departments for emergency nursing training. As the University explains, training is supervised by qualified clinical supervisors, and student competencies are assessed jointly by the supervisor and course coordinator through objective structured clinical exams (OSCE), checklists, and continuous evaluation. This process ensures that clinical training remains aligned with the program's learning outcomes.

The Master study program "Nursing" employs a variety of teaching methods to foster knowledge, practical skills, and professional values. Interactive lectures and seminars provide the theoretical foundation in nursing science, clinical practice, and healthcare management, while workshops, case-based learning, role play, and simulation-based training develop hands-on skills and critical thinking. Laboratory

sessions, clinical practice, and demonstration-re-demonstration activities allow students to apply theoretical knowledge in realistic healthcare settings. Group discussions, presentations, and reflective exercises such as portfolios and diaries reinforce communication, teamwork, ethical practice, and professional responsibility (SER 4.1.5)

Digital tools are integrated to support flexible, student-centered learning. The learning management system Blackboard is the central hub for course materials, announcements, quizzes and assignment submission; its discussion forums enable structured peer interaction. Virtual classroom sessions are used for focused revision or additional support when needed, and a variety of online assessment formats (quizzes, assignments, formative tests) complement in-person instruction. This blended approach ensures taught concepts are practiced in real settings and assessed through both direct (exams, projects, presentations) and indirect (course evaluations, supervisor feedback) methods (SER 4.1.6).

As the University explains, the “Nursing” program is closely aligned with the College of Nursing’s research priorities. Students are introduced to the principles and processes of research through dedicated modules, including Qualitative Research Methods (MSN 604), Epidemiology in Nursing (MSN 633), and the Research Project (MSN 691), which provide opportunities to apply analytical and methodological skills to nursing practice. The College encourages students to participate in university-wide research competitions and to attend and present at seminars, conferences, workshops, and colloquia. Selected students may also serve as post-graduate research collaborators on faculty-led projects funded by Jouf University, gaining hands-on experience in applied research. This structured engagement ensures that students develop research competencies while contributing to the College’s and University’s broader research agenda (SER 4.1.7). According to the University, the Master study program "Nursing" offers two options for completing the research component. The Research Project track comprises 39 credit hours and includes a 6-credit-hour research project (MSN691) completed in Level 4. This project focuses on applied research within a course, carried out under faculty supervision, and is assessed through both a written submission and an oral presentation. The Thesis track consists of 42 credit hours and requires a 9-credit-hour thesis (MSN691), which begins in Level 3 under the guidance of a supervisor. As the University explains, the thesis culminates in a formal defense before a panel of three faculty members, includes a plagiarism check, and must be submitted in hard-bound form for dissemination, as specified in the program documentation.

The "Nursing" program at Jouf University is aligned with international nursing education standards and benchmarked against leading organizations, including the American Association of Colleges of Nursing (AACN), the American Nursing Association, and the International Council of Nurses. All modules are taught in English, and the program adheres to international standards in credit hours, clinical training, and grading systems, preparing graduates for postgraduate education at international institutions. While formal study-abroad or student exchange opportunities are not yet available, the College of Nursing is exploring international mobility initiatives and partnerships for research, faculty exchange, and virtual joint teaching to enhance global engagement and maintain international excellence in education and research (SER 4.1.8). According to the University, students in the Master study program "Nursing" may study one semester at an external institution, provided that the enrolled courses are at the master's level and align with the specifications of the program to be recognized and credited toward the required credit hours. In addition, the program plans to enroll international students by streamlining admission processes, requiring proof of English proficiency, and adapting support services such as orientation and counseling to meet the needs of a diverse student body

Judgement

The Master study program "Nursing" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. 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. The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

With regard to interdisciplinarity, the experts observe that Jouf University provides a suitable institutional framework and possesses considerable potential for interdisciplinary cooperation. Several programs, such as "Health Administration," are implemented jointly between the College of Medicine and the College of Administration, while others like "Public Health" and "Infection Prevention and Control" are coordinated between the College of Applied Medical Sciences and the College of Medicine. These structures create favorable conditions for interdisciplinary

teaching and research. However, in the view of the experts, the University has so far made only limited use of these opportunities. Interdisciplinary exchange currently takes place primarily at the faculty level through research cooperations or through the admission of students from different disciplinary backgrounds. There is no systematic integration of interdisciplinary courses or joint research activities with other colleges on a student level at this stage. The experts encourage the University to strengthen these connections, in order to enhance the programs' practical and clinical orientation and to broaden students' perspectives. The planned establishment of the new University Hospital within the next 15 months is expected to further enhance interdisciplinary collaboration and provide additional practical learning opportunities.

The experts also appreciate the University's efforts to integrate digitalization and artificial-intelligence tools into teaching and learning. A core course introduces students to the ethical and practical use of AI technologies and the University has implemented mechanisms to ensure responsible application. Students are trained in how to acknowledge AI assistance in academic work, and specific software tools are used to verify AI-generated content, particularly in research projects and theses. Additionally, the experts recommend expanding simulation-based teaching methods, as simulated client interactions with actors instead of students. Such training effectively bridges theory and practice and supports the professional identity of nurses.

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

Research plays an important role in the structure of the Master study program "Nursing". The program combines academic research with professional training in nursing practice. The experts acknowledge that the curriculum provides students with the necessary methodological and analytical competencies to design and conduct research projects independently. Students may choose their supervisor and research topic according to their professional interests, with each topic reviewed and approved by the departmental council to ensure academic relevance and ethical compliance. Every thesis must obtain approval from the ethics committee before implementation. Weekly meetings between students and supervisors are mandatory, providing ongoing academic guidance and progress monitoring. The research process follows a structured sequence and students begin developing

their research proposal early, typically in the first or second semester, and continue working on it throughout the program.

The research strategy of Jouf University is designed to align research priorities with national development goals, particularly in the fields of social well-being, sustainability, and public health. The experts appreciate that students are introduced early to scientific research and encourage the University to further include students to participate in applied projects that address local community needs and national priorities. In the long term, the University plans to expand its academic and research profile by introducing PhD programs, increasing collaboration with national and international partners, and encouraging faculty–student research teams. These plans are considered by the experts as valuable steps toward strengthening the University’s research culture and international visibility.

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

According to the University, admission to the Master of Science in “Nursing” is subject to specific academic, professional, and language requirements. Applicants must hold a bachelor’s degree in nursing from a recognized university and maintain a valid registration as a nurse specialist. They are required to have a minimum of

one year of clinical experience in their specialty area and be actively practicing at the time of application. English proficiency is also required, with a minimum score of 5.5 in IELTS or 75 in STEP. In addition, all candidates must successfully pass a personal interview. The admission process is managed electronically through the Deanship of Postgraduate Studies, from online application submission to the issuance of an acceptance letter for approved candidates (Appendices 17 and 18). (SER 5.1.1).

The College of Nursing requires students in the “Nursing” program to be physically fit due to the practical nature of the profession. Students with chronic illnesses may enroll if their condition does not pose physical or psychological risks to themselves or their patients. Eligibility is determined by a joint committee from the College of Nursing and Jouf University Healthcare Services, with recommendations reviewed by the Department and College Council to ensure program outcomes are met (SER 5.1.2).

The University may accept the transfer of students from other accredited national or international institutions. Transfers are subject to the Graduate Studies Regulations and require that the previous institution be officially recognized, the student not have been dismissed, and general and specific admission requirements be met. Students must have completed at least one semester at the previous institution and provide proof of enrollment and an official transcript. For transfers from institutions outside the Kingdom, all documents must be authenticated by the Saudi Cultural Attaché or consulates. The relevant department and College Councils review transfer requests and approve courses to be included in the student’s academic record, with the University Council establishing regulations for credit recognition and potential inclusion in the cumulative GPA (SER 5.1.3).

Student support within the “Nursing” program begins with a comprehensive orientation on the program, study plan, admission requirements, and career opportunities. Academic counseling is provided throughout the program via regular consultation hours and clinical supervision, with an open-door policy for students to approach faculty and administrators. Low-achieving students are closely monitored, and individualized reinforcement plans are implemented. Faculty members advise small groups of students on academic progress, curriculum, and university policies. Career orientation seminars and social, psychological, and vocational counseling further support students in their professional development (SER 5.1.5).

Judgement

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

The experts draw attention to the relatively high number of exams to be passed during 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 specification 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, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. Students with illnesses or special circumstances are granted flexible arrangements such as online sessions, sick or maternity leave, and adjusted examination schedules. These measures ensure academic continuity and inclusivity. The experts also note that students who work alongside their studies are adequately supported through personal supervision and flexible scheduling.

Regarding psychological support, the University provides comprehensive services to safeguard student wellbeing. All students undergo a pre-screening to identify

health concerns, and those in need receive ongoing follow-up, counselling, and psychological consultation. The program trains peer mentors in stress-management techniques, fostering a supportive community. Financial assistance is available through an agreement with the Saudi Developmental Bank for students unable to cover tuition fees, and faculty members benefit from institutional health-care support.

Through these measures the University demonstrates its commitment to maintaining a healthy, resilient 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

The Master study program "Nursing" follows Jouf University's Examination and Student Evaluation Policy, adapted to align with course-specific learning outcomes (Annex 9). All courses are assessed by a mid-term written exam (carried out mid-course), a final practical and a final written exam (carried out at the end of semester). In addition, continuous assessments are carried out through assignments, in class quizzes and presentations (marked against checklists). The final project is presented in-front of an examination committee comprised of 3 academics. It is discussed and

granted acceptance or rejection. Make-up final exams are provided for students who missed their finals and presented a valid reason that is accepted by the exams committee. The examination policy is in line with the university bylaws for postgraduate studies. The assessment policy is announced to all students at the beginning of the program and is available on the university website. Students with disabilities have the right for extra assistance during the examinations (for example large font size exam prints, physical assistance, ...etc) and students with chronic illnesses receive extra care and their illness-related needs are fulfilled (for example diabetic students monitored or receiving treatments during the exam).

Each course has a defined assessment plan detailing methods and timelines, which is shared with students at the beginning of the course via the learning management system (Blackboard). Feedback regarding the assessment activities is collected from students, faculty members, and the quality unit during the program, by the end of each semester as well as by the end of the program through surveys and reports.

The minimum passing grade is 60%, and the University applies a 5-point GPA system:

Percentage	Grade	Symbol	Weight (out of 5)	Weight (out of 4)
95-100	Exceptional	A+	5.0	4.0
90-less than 95	Excellent	A	4.75	3.75
85-less than 90	Superior	B+	4.5	3.5
80-less than 85	Very Good	B	4.0	3.00
75-less than 80	Above Average	C+	3.5	2.5
70-less than 75	Good	C	3.0	2.0
65-less than 70	High Pass	D+	2.5	1.5
60-less than 65	Pass	D	2.0	1.0
Less than 60	Fail	F	1.0	0

The College of Nursing ensures that all key information regarding the study program is publicly accessible through the official college website. This includes a detailed study plan outlining course sequencing, credit hour distribution, and the integration of theory and practice. The educational process is described with reference to teaching methods, learning resources, clinical training, and assessment strategies. Admission requirements, including eligibility criteria and selection procedures, are clearly presented. Examination regulations are also available, covering assessment types, grading policies, academic integrity, and procedures for appeals and re-examinations. In addition, the website highlights extracurricular activities, community engagement, and research opportunities that complement the academic curriculum. The College also communicates with stakeholders through newsletters, social media, and public events to maintain transparency (SER 6.1.1).

Judgement

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. In the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. However, the transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, are 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 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.

From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. The experts also recommend providing additional information with the graduation certificate: To increase international

comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

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

3.5 Teaching staff and material equipment

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 Master study program "Nursing" is taught by full-time faculty staff composed of highly qualified professionals from diverse national and international backgrounds. The staff includes 1 professor, 1 associate professor and 20 assistant professors. Both male and female faculty members contribute equally to teaching across the male and female student sections.

The current student-to-faculty ratio is 1:1 (SER 7.1.1).

According to the University, the recruitment of faculty members for the Master study program "Nursing" is conducted through a structured, multi-stage process aligned with strategic priorities and international academic standards. Departments assess their staffing needs and submit requests specifying academic rank, specialization, and qualifications. These requests are consolidated by the College Recruitment Committee and approved by the College Council before being announced through official recruitment channels, including the Saudi Arabian Cultural

Missions and academic networks. Applicants are required to hold a PhD or equivalent degree from internationally ranked institutions, maintain academic continuity, demonstrate relevant experience, and possess peer-reviewed publications in recognized journals. Shortlisted candidates are evaluated via online interviews, and final selections are approved by the College Council and endorsed by the Vice Rectorate for Academic Affairs (SER 7.1.2).

Faculty development is overseen by the Skill Development Committee, which organizes targeted workshops and seminars in areas such as teaching strategies, student engagement, leadership, and academic writing. Activities are based on annual needs assessments and are documented through feedback and evaluation reports. Research is supported by the Deanship of Postgraduate Studies and Scientific Research, which provides funding for projects, publications, and conference participation. The University also offers incentives such as publication fee reimbursements, performance awards, and recognition prizes to promote a research-oriented academic culture (SER 7.1.3).

In terms of program coordination, the Master study program “Nursing” is supported by a team of key coordinators. The study program coordinator, typically the Head of the Department, oversees the overall management of the program. A clinical skills and laboratory coordinator manages laboratory and practical training, while a students’ registration and schedule coordinator handles course registration and timetable organization. The quality assurance coordinator monitors program standards and ensures continuous improvement. Each role is clearly defined to support smooth program operation and student learning outcomes (SER 7.1.4).

The College of Nursing at Jouf University provides a functional and comfortable teaching and learning environment for both male and female sections, located within the same building on the main campus. Lecture halls and main halls are adequately equipped with electronic media, including interactive smart boards, projectors, whiteboards, and internet access, and have suitable seating to facilitate student-to-student and student-to-faculty interaction. The College includes eight specialized skills laboratories—such as Fundamentals of Nursing, Adult Nursing, Advanced Clinical Skills, Respiratory Cardiac Care, Clinical Evaluation, First Aid, Maternity Nursing, and Pediatric Nursing—each furnished with equipment, machines, apparatuses, and mannequins for practical training. Computer laboratories provide 25 individual workstations per section, with desks, chairs, computers, and internet access. Faculty and administrative offices are spacious and equipped with standard furnishings, computers, printers, and internet access, and bulletin boards

are provided for posting schedules and announcements. Wi-Fi coverage is available throughout the facility, and vending machines provide snacks and drinks, supporting a comprehensive and accessible learning environment (SER 7.1.5).

The central library at Jouf University provides essential academic resources to support the Master study program "Nursing". The collection includes over 500 books, with materials available in English and some in Arabic. The library also subscribes to various periodicals, both in print and digital formats, covering key topics in medicine and related fields. Digital access is offered through platforms such as the Saudi Digital Library, PubMed, Scopus, Web of Science, Elsevier, and Wiley. These resources are accessible on- and off-campus via university credentials and Blackboard. The library is open from Sunday to Thursday, 8:00 a.m. to 2:00 p.m., while digital resources remain accessible at all times. The inventory is regularly updated to ensure relevance and accuracy, with outdated materials replaced by current editions. A centralized library system manages lending and access (SER 7.1.6).

The University provides computer labs and high-speed internet to support digital learning and research. PCs are available for students and faculty in both male and female sections (SER 7.1.7).

Judgement

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Jouf 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 Jouf University, the faculty staff cite good working conditions, the good reputation and the family-like feeling between the staff.

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

The University informs its employees about opportunities for personal and professional development transparently, and 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. Each faculty member receives an individual development plan. General training courses cover teaching methodology, quality assurance, and academic leadership, while specialized workshops are offered at the program level. The professional development of faculty members is monitored through Key Performance Indicators (KPIs) defined in the University's strategic plan.

The experts note that academic career progression at the University follows a clear, government-regulated pathway: faculty advance through the ranks of assistant, lecturer, assistant professor, associate professor, and finally full professor, with each promotion contingent on demonstrated excellence in community engagement, research, and teaching. The University encourages participation in national and international conferences, provides full PhD scholarships for academic advancement, and covers publication fees to promote research output. Newly recruited faculty members participate in an induction program designed to support their integration into teaching and research activities. Research activities within the Master study program "Nursing" are supported through both internally and externally funded projects conducted in cooperation with local and regional institutions.

The experts visited the premises of the College of Nursing, where the skills labs of the Master study program "Nursing" are located. From the experts' point of view, laboratory training is well developed. The skills and simulation labs are sufficiently equipped, and the staff-student ratio (1:5) is very favorable. Students receive a guideline handbook prior to their first simulation session, which enhances orientation and consistency. Within the labs, internationally recognized nursing classifications (NANDA, NIC, NOC) are systematically applied. Staff members are trained directly by the mannequin provider in nursing simulations. A further recommendation would be to encourage staff participation in international faculty development initiatives such as the INACSL ISEP Program, which offers specialized training in simulation-based nursing education and could enhance alignment with international standards.

As a whole, it was ascertained by the experts that the Master study program "Nursing" has ample teaching facilities at its disposals. Students and staff have full access to the University's digital library and electronic databases, ensuring the availability of up-to-date academic literature.

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

According to the University, the Master study program "Nursing" ensures quality in teaching, learning, and research through the Quality and Academic Accreditation Unit (QAAU), under the supervision of the Deanship of Development and Quality (DDQ). The program applies the PDCA (Plan-Do-Check-Act) model as a framework for continuous monitoring and improvement of educational standards. The QAAU operates in accordance with the University's Quality Manual and is responsible for conducting internal audits, facilitating program reviews, organizing faculty training, and monitoring key performance indicators. These efforts are supported by several specialized committees and department-level quality coordinators. An advisory council, comprising internal and external experts, provides strategic input on academic quality and accreditation (SER 8.1.1).

Program and course quality is evaluated through structured mechanisms involving direct and indirect assessments. Course reports, submitted each semester using the up-to-date NCAAA template, include assessment results and proposed improvements. These reports are reviewed by the QAAU and relevant committees before final approval by the College Council. At the program level, the Annual Program Report (APR) is prepared by the Program Coordinator, guiding

development plans and actions for improvement. The QAAU compiles a summary of all action plans and oversees their implementation and follow-up to ensure closure of the quality loop (SER 8.1.2).

Stakeholder involvement is a central component of the quality system. The program conducts regular surveys, including Course Evaluation Surveys, Program Evaluation Surveys, Student Experience Surveys, and Stakeholder Surveys (e.g., alumni and employer feedback). These surveys assess course delivery, program relevance, academic advising, and graduate readiness. The QAAU analyzes the data, which is then discussed in institutional meetings and used to develop targeted action plans for continuous enhancement (SER 8.1.4). Student participation is further ensured through representation in departmental meetings, reinforcing their role in the decision-making process.

The practical relevance of the study program is systematically evaluated through employer and alumni surveys, patient feedback, clinical case assessments, and alignment of Program Learning Outcomes (PLOs) with professional standards. External reviewers and accreditation bodies, including SCFHS, assess whether the curriculum meets national and international expectations. Input from the advisory council, benchmarking against peer institutions, and tracking of key performance indicators such as graduate employability and clinical examination results all contribute to the ongoing adaptation and improvement of the curriculum (SER 8.1.5).

The University regulates student workload through defined credit-hour limits, typically ranging from 7 to 11 credits per year. Flexibility is provided for students nearing graduation, while students with lower GPAs are assigned reduced loads to support academic success. Academic advising, time management workshops, and workload adjustments under special circumstances ensure the workload remains manageable. The feasibility of student workload is continuously monitored using performance metrics such as GPA trends, failure rates, and dropout statistics (SER 8.1.5).

The program presents the following statistics:

- Enrolled in Year 1 (academic year 2022–2023): 13 students.
- Accepted into Year 2 (academic year 2023–2024): 13 students.
- Graduated in the academic year 2023–2024: 9 students.
- Failed in the academic year 2023–2024: 4 students.

Judgement

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 "Nursing".

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. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the 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 institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. The experts observe that the University takes evaluation feedback seriously. For instance, changes to course timing, additional exam opportunities, and the introduction of practical assessments. All evaluation results are systematically reviewed and

discussed by academic committees, ensuring that constructive feedback leads to tangible enhancements in teaching and program delivery.

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. Curriculum review follows a structured schedule: minor changes are made annually, while major revisions take place every five years with input from external stakeholders, including employers and hospital representatives. Clinical placements are also evaluated through student and supervisor feedback. 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. To ensure accountability, the University maintains a formal complaints mechanism that allows students and staff to raise concerns about instructional quality or professional conduct. From the experts' point of view, the University should consider structured alumni activities or alumni programs to strengthen graduates' ties to the institution and to provide current students with access to and exchange with alumni in professional practice (e.g. mentoring, career talks and networking).

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

Jouf University adheres to a strict policy of equal opportunity for employment, recruitment, and admission of students regardless of gender, culture, age, or socioeconomic status. Thus, all students, male or female, are provided with equal rights, privileges, opportunities in education and training, and a unified, consistent, and fair system of grading. Both male and female sections in the College of Nursing follow the same set of rules and regulations, and both sections have equal rights

and responsibilities established by the University laws. Male and female students in the Master study program "Nursing" attend classes together, ensuring equal access to academic resources, instruction, and learning opportunities. At the same time, as the University explains, separate campus facilities such as cafeterias, recreational areas, and rest areas are provided for male and female students to respect cultural norms, as specified in the program documentation (SER 9.1.1).

Jouf University adheres to the structural regulation of the Disability Law stated in the 6th folder of the Saudi Laws which grants the rights of people with disabilities. Moreover, the University implements the guidelines and regulations set forth by the Ministry of Social Welfare concerning special support for students with disabilities and chronic illnesses (SER 9.1.2). The students should be physically fit to be eligible to enter the Master study program "Nursing". Therefore, applicants must pass a medical examination to prove that they are free of infectious diseases and that they are physically and mentally healthy (SER 9.1.3).

Judgement

The University demonstrates its commitment to the provision of equal opportunities for all students within the cultural conditions 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. The experts also acknowledge the University's progress in promoting gender equity and encourage further advancement of women in academic and leadership positions.

Decision

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

4 Conclusion

From the experts' point of view, all eight evaluated programs demonstrate clear and well-defined aims that are aligned with labor-market demands and community needs, with a strong emphasis on regional healthcare delivery. Throughout the meetings, the expert group observed high levels of motivation and commitment among students and staff. Students expressed overall satisfaction with the quality of teaching, academic guidance, and support services. Admission procedures and examination regulations are transparent, and the advisory and complaint systems function effectively and are well known to students.

Considering the University's large number of health-related programs, the experts suggest further strengthening interprofessional learning to better reflect the realities of modern healthcare delivery. Particularly with the establishment of the new University Hospital, they encourage the University to continue this development.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the Master study program "Nursing" offered at the Jouf 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.

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

- The University should further strengthen its international profile by concluding cooperation agreements with foreign higher education institutions to promote student and staff mobility.
- The University should invite international scholars for guest lectures or short-term academic visits, including virtual/online contributions to enhance academic exchange and global visibility.
- The University should establish a systematic integration of interdisciplinary and interprofessional courses and joint research activities, both across colleges and within the same college at the student level to enhance the program's practical and clinical orientation and to broaden students'

perspectives. The University should utilize the planned establishment of the new University Hospital to further promote interdisciplinary collaboration and provide additional practical learning opportunities.

- The University should continue to introduce students early to scientific research and further involve them in applied projects that address local community needs and national priorities.
- The University should expand its academic and research profile in the long term by establishing PhD programs and increasing collaboration with national and international partners.
- The University should further strengthen simulation-based teaching methods with simulated client interactions from actors.
- The University should encourage the formation of faculty–student research teams to strengthen the institutional research culture and enhance international visibility.
- The University should provide additional information with the graduation certificate to increase international comparability by using the Diploma Supplement template developed by the Council of Europe, the European Commission, and UNESCO.
- The University should encourage staff participation in international faculty development initiatives such as the INACSL ISEP Program, which offers specialized training in simulation-based nursing education.
- The University should continue its efforts to promote gender equity and further advance women in academic and leadership positions.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission December 11, 2025

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

The site visit of the University took place on October 13-14, 2025, according to the previously agreed-upon schedule.

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

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report. The Master study program requires the obtainment of 39 credit hours according to the internal credit hour system. The regulated study period in the program "Nursing" is two years. The program comprises 14 modules, out of which 11 are obligatory and 3 are compulsory optional modules. The language of instruction is English. The Master study program "Nursing" is completed with awarding of the academic degree "Master of Nursing". Admission takes place every spring semester. The first cohort of students was admitted to the study program in the academic year 2024/2025.

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

The Master study program "Nursing" 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.