

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



## **Assessment Report**

**for the Application of  
Riyadh Elm University  
for the Accreditation of the Bachelor Study Program "Nursing",  
Bachelor of Nursing**

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Decision

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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: “Nursing” and “Dental Assistance”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Riyadh Elm University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on August 07, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Riyadh Elm University and the AHPGS was signed on the June 26, 2025.

On March 05, 2026 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 March 08, 2026 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 Riyadh Elm University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor 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	Module Description
2	New Old Study Plan
3	Short Teachers’ CVs
4	Teaching Matrix
5	Academic courses level per hour
6	Internship Manual
7	Program Specifications
8	Course Specifications

9	Course Report 23/24
10	Course Report 24/25
11	Course Evaluation Survey
12	Implementation of Action Plans
13	Nursing Program KPIs
14	Student Experience Survey
15	Program Evaluation Survey
16	Field Experience Report Internship
17	DA APR 23/24 updated
18	Clinical Logbook
19	Analysis of Demographic Distribution
20	Clinical Rotation
21	CLO PLO Booklet
22	DA Facilities and Resources
23	Consistency with NQF
24	Graduate Attribute Assessment Survey
25	Electronic Information System updated
26	Governance and Management at REU
27	MGVO Survey Report
28	REU Learning Outcomes Assessment Manual
29	Satisfaction Survey
30	SRW 416 DA
31	SRW 427 Course Specification
32	Characteristics and distribution of dentist workforce
33	Work Environment Survey Report

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	Admission Manual
B	Bank Offer
C	Student Handbook
D	Governance and Management
E	Links for supportive videos
F	Medical Examination Form

G	Policy and Procedures Academic Affairs
H	Policy and Procedures General Affairs
I	Staff Development Activities
J	Policy and Procedures Student Affairs
K	SNB Offer
L	Human Resource Policies
M	The Faculty Handbook
N	Rajhi Bank offer
O	Quality Manual
P	Policy on Academic Advising and Counseling
Q	Academic Advising Manual
R	Policy for Monitoring Student Performance and Progress

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**

Riyadh Elm University is a private University originated from the College of Dentistry and Pharmacy and was established in 2001. The institution received progressive accreditations from the Ministry between 2004 and 2012, with its license renewed in 2020. Over time, the institution expanded and was renamed several times before being officially transformed into a university in 2018.

Initially comprising colleges of dentistry, pharmacy, and applied medical sciences, the University has continued to develop its academic structure. As of 2023, it includes colleges of medicine and dentistry, pharmacy, nursing and medical sciences, and technology and business, as well as several centers such as research, quality assurance, and community service.

In the academic year 2024/2025, the University has a total of 1,639 students enrolled across its programs.

Riyadh Elm University operates across four campuses (An Namuthajiyah, Olaya, Munesiyah, and Qurtoba), all located in Riyadh (SER 1.1).

The “Nursing” program was introduced in the first semester of the academic year 2009/2010. As of the academic year 2024/2025, the program has a total enrollment of 687 students (288 male and 384 female) (SER 1.1).

### 2.3 Structural data of the study program

University	Riyadh Elm University
Faculty/Department	College of Pharmacy, Nursing & Medical Sciences / Department of Applied Medical Sciences
Cooperation partner	The students are trained in Namuthajiya campus of Riyadh Elm University and King Fahd Medical City and Riyadh Care National Hospital. Role: Clinical Training, Education, Research, Community service, Learning resources
Title of the study program	Nursing
Degree awarded	Bachelor of Nursing
Organizational structure	Days of the week: Sunday -Thursday Each semester is 18 weeks: (Weeks 16, 17 and 18 final exam weeks)
Language of Studies	English
Period of education	Four years / eight semesters + 12 months of internship for full time students
Credit Hours (CH) according to the internal credit hour system	134 CH
Hours per Credit	1 credit hour (theory) = 1 contact hour 1 credit hour (practice) = 2 contact hours 1 credit hour (clinical) = 3 contact hours 1 credit hour = 2 self-study hours
Workload	Total: 8,040 hours Contact hours: 2,010 hours Individual work: 4,020 hours Practice / Clinical: 1,560 hours Internship: 450 hours

Credits for the final paper/project	8 CP
Launch date of the study program	2009
First accreditation	Accredited by the National Centre for Academic Accreditation and Evaluation in November 2024
Time of admission	both semesters
Number of available places on the program	300 / year
Number of currently enrolled students in the program	687
Number of graduates since launch date of the study program	690
Particular enrollment conditions	<ol style="list-style-type: none"> <li>1. Applicants should have a High School Certificate (science) or equivalent from within or outside the Kingdom of Saudi Arabia.</li> <li>2. Applicants should not have an adverse history of being expelled from any college or other academic institute for disciplinary reasons.</li> <li>3. Applicants should get a medical report.</li> <li>4. Payment of registration fees.</li> <li>5. Payment of tuition fees.</li> <li>6. Met the program requirement as the following: The weighted ratio is not less than 65%. It is as follows: <ul style="list-style-type: none"> <li>• 30% of the High School percentage.</li> <li>• 30% of the General Aptitude Test (GAT)</li> <li>• 40% of the Scholastic Achievement Admission Test (SAAT)</li> </ul> </li> </ol>
Tuition fees	60,000 SAR per year to cover all educational services, training services, learning resources, facilities & materials

Chart 1: Structural data of the study program

### **3 Expert Report**

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

The expert group met on April 13 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.

Due to the current situation, the site visit was conducted online. During the site visit, experts conducted discussions with the University management, representatives of the College of Pharmacy, Nursing & Medical Sciences, the chair, vice chair and the teaching staff of the program "Nursing" as well as with students currently studying in the program and alumni. Because of the virtual site visit, the University submitted a virtual tour of the University, that the experts could inspect the learning premises, such as lecture halls, seminar classrooms, library and computer classes. Moreover, experts had the opportunity to see 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, the College of Pharmacy, Nursing & Medical Sciences and the department of Applied Medical Sciences serve as the foundation for the statements made in the Assessment Report.

#### **3.1 Program aims and their implementation**

In accordance with ESG 1.2 Design and Approval of Programs

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

## **Summary**

The Bachelor study program "Nursing" aims to prepare graduates for professional nursing practice by enabling them to provide safe, ethical, and evidence-based patient-centered care. The program integrates up-to-date scientific knowledge and modern technologies to support clinical decision-making in diverse healthcare settings. In addition, it promotes lifelong learning, continuous professional development, and active engagement in leadership and research activities at both national and international levels (SER 3.1.1).

The qualification objectives of the program focus on developing competent and professional nurses who are able to communicate effectively, think critically, and act responsibly within interdisciplinary healthcare teams. Graduates are expected to demonstrate innovation, creativity, compassion, and ethical awareness, as well as accountability in their professional roles. The program also emphasizes the use of modern technologies and continuous knowledge development as key components of professional competence (SER 3.1.2).

The intended learning outcomes are aligned with the national qualification framework and are structured across the domains of knowledge, skills, and values, autonomy as well as responsibility. Students acquire interdisciplinary knowledge in health sciences and develop competencies in clinical reasoning, critical thinking, and evidence-based practice. They are trained to apply research findings in clinical and community contexts, communicate effectively with patients and healthcare teams, and deliver holistic and culturally sensitive care. Furthermore, the program fosters accountability, teamwork, and adherence to ethical and professional standards (SER 3.1.3).

According to the University, graduates of the program have a wide range of career opportunities in healthcare settings such as hospitals, community health centers, schools, outpatient clinics, and specialized care institutions. The labor market situation in Saudi Arabia indicates a strong and increasing demand for qualified nurses, driven by population growth and healthcare system expansion. National initiatives, particularly within the framework of Vision 2030, aim to strengthen the nursing workforce, increase the number of nationally trained professionals, and enhance the attractiveness and sustainability of the nursing profession (SER 3.2.2). Approximately 60% of BSN graduates obtain employment

within six months after graduation. Graduates are employed in both public and private healthcare sectors, including Ministry of Health hospitals, military medical services, public health institutions, as well as private hospitals, clinics, and specialized health centers. Employment outcomes are influenced by factors such as academic performance, professional competencies, and successful licensure.

„Nursing” graduates are required to obtain professional licensure before they are allowed to practice in the Kingdom of Saudi Arabia. This involves passing the Saudi Nursing Licensure Examination (SNLE), which is administered by the Saudi Commission for Health Specialties (SCFHS). The exam evaluates clinical knowledge and professional competencies, with a minimum passing score of 500. The program prepares students for the SNLE through structured review workshops, targeted revision sessions, and mock examinations that reflect the format and standards of the actual test. These preparation measures, together with extensive clinical training, support students in achieving successful licensure. According to recent data from the Saudi Commission for Health Specialties, the pass rate is approximately between 68% and 70%, although this range may vary over time.

### **Judgment**

From the experts’ point of view, the program aims of the Bachelor study program “Nursing” are clearly defined and comprehensively implemented. The program successfully integrates professional, academic, and societal objectives, particularly with regard to preparing graduates for the healthcare sector and addressing national needs.

The experts positively acknowledge the strong emphasis on community service, which is systematically embedded within the curriculum. Students are actively involved in community-based projects in various settings, such as families, schools, and public institutions. These activities are supported by structured approaches, including pre- and post-assessments of community knowledge as well as formal reporting to community centers. The integration of community-related learning outcomes within the courses ensures that students develop social responsibility, communication skills, and awareness of public health issues.

Furthermore, the experts note that the program addresses relevant societal challenges through public health initiatives, including topics such as smoking prevention, mental health awareness, and violence in schools. This alignment with

current societal needs is considered a strength and supports the development of graduates who are able to contribute effectively to community health promotion.

From the experts' point of view the Bachelor 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.

### **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.

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.

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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)

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 38 modules, out of which 5 are institution requirements and 33 are program requirements:

Program structure	Required/Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	5	10	13.2
	Elective			
Program Requirements	Required	33	124	86.8
	Elective			
Field Training/Internship	Required	Internship for 12 months		-
<b>TOTAL</b>		<b>38</b>	<b>134</b>	<b>100%</b>

All modules have to be completed within one semester.

The list of modules offered:

Nr.	Title	Sem.	CP
Semester 1			16
105ISLS	ISLAMIC CULTURE	1	2
105ARAB	LANGUAGE SKILLS	1	2
110BIO	BIOLOGY	1	3
111ENG	ENGLISH LANGUAGE I - NURSING	1	6
120ENG	ENGLISH LANGUAGE II	1	3
Semester 2			15
100ANTPH	PRINCIPLES OF HUMAN ANATOMY AND PHYSIOLOGY	2	4
106ISLS	MEDICAL JURISPRUDENCE	2	2
111COMP	INTRODUCTION TO COMPUTER SCIENCE AND INFORMATION TECHNOLOGY	2	3

130ENG	ENGLISH LANGUAGE AND MEDICAL TERMINOLOGY I	2	3
140ENG	ENGLISH LANGUAGE AND MEDICAL TERMINOLOGY II	2	3
Semester 3			17
101NURS	FUNDAMENTALS OF NURSING I	3	4
102NURS	NURSING HEALTH ASSESSMENT	3	6
200BICH	BIOCHEMISTRY FOR NURSING	3	3
202NURS	COMMUNICATION AND INTERPERSONAL RELATIONSHIPS	3	2
220ENTR	ENTREPRENEURSHIP	3	2
Semester 4			15
120PETH	PROFESSIONALISM AND ETHICS	4	1
201NURS	FUNDAMENTALS OF NURSING II	4	6
201PATH	PATHOPHYSIOLOGY FOR NURSING	4	3
210MIC	MICROBIOLOGY	4	3
210PSY	PSYCHOLOGY	4	2
Semester 5			18
200NURS	NUTRITION IN HEALTH AND ILLNESS	5	3
201PHRM	PHARMACOLOGY FOR NURSING	5	3
203NURS	ETHICAL ISSUES IN NURSING	5	2
204NURS	ADULT HEALTH NURSING I	5	6
305NURS	NURSING INFORMATICS	5	2
320CPR	EMERGENCY IN MEDICAL PRACTICE AND CPR	5	2
Semester 6			18
301NURS	PSYCHIATRIC AND MENTAL HEALTH NURSING	6	4
302NURS	ADULT HEALTH NURSING II	6	6
304NURS	GROWTH AND DEVELOPMENT	6	2
400BIOS	EPIDEMIOLOGY AND BIostatISTICS	6	4
403NURS	EVIDENCE BASED NURSING PRACTICE	6	2
Semester 7			17
300NURS	TEACHING AND LEARNING STRATEGIES	7	2

306NURS	CHILD HEALTH NURSING	7	6
307NURS	WOMENT HEALTH NURSING	7	6
401NURS	NURSING RESEARCH	7	3
Semester 8			18
402NURS	CRITICAL CARE NURSING	8	6
404NURS	COMMUNITY HEALTH NURSING	8	6
405NURS	NURSING LEADERSHIP AND MANAGEMENT	8	6
	Total:		134

Table 2: module overview

The module description/catalogue covers the following aspects: module number, title, level/semester, credit hours (in lecture hours, practical hours, and self-study hours), language, learning outcomes/goals/skills, content of the module, and examination (Annex 01).

The curriculum is composed of two main components: basic science courses and program-specific nursing courses. Foundational knowledge is established in the early semesters through modules such as biology, anatomy, physiology, communication, and basic nursing concepts. As the program progresses, students build upon this foundation through increasingly specialized modules, including adult health nursing, mental health nursing, maternity and pediatric nursing, community health nursing, and nursing leadership and management. Clinical components are introduced from the third level onwards and are continuously expanded, enabling students to apply theoretical knowledge in real healthcare settings and develop practical and professional competencies. In the final phase, students focus on advanced clinical skills, critical care, leadership, and research competencies, preparing them for professional practice and decision-making in complex healthcare environments (SER 4.1.3).

The program includes a mandatory 12-month internship as an integral component of the curriculum and a requirement for professional registration. Upon successful completion, students receive a certificate confirming their clinical training. The internship is organized as a structured training period with rotations across different nursing specialties, ensuring the development of clinical competencies, professional skills, and practical experience in diverse healthcare settings. The internship program is administered by a dedicated Internship Training Program Committee, which is responsible for planning, coordination with

training institutions, scheduling of rotations, monitoring student progress, and overseeing evaluation and documentation processes. This ensures a structured and standardized implementation of the internship across all training sites. The internship combines hospital-based clinical training with complementary academic components. Clinical rotations provide hands-on experience under the supervision of hospital preceptors and university staff, supporting the development of clinical skills, decision-making, and professional behavior. In parallel, students participate in didactic activities such as research projects, seminars, journal clubs, case study presentations, and community projects, which enhance critical thinking, communication skills, and evidence-based practice (SER 4.1.4).

A particular focus is placed on the integration of research into clinical practice. Students are required to complete a research project, including literature review, methodology development, and presentation of findings. Additional academic activities, such as journal clubs and case presentations, further strengthen analytical and reflective competencies and promote continuous professional development. Quality assurance of the internship is ensured through a comprehensive monitoring and evaluation system. This includes orientation sessions, regular site visits, structured assessment procedures using evaluation forms and rubrics, and continuous supervision by faculty members and clinical preceptors. Student performance is documented and reviewed throughout the training period, and feedback from students and supervisors is systematically collected and analyzed. At the end of the internship, annual reports are prepared to evaluate training outcomes, assess learning achievement, identify challenges, and define improvement measures (SER 4.1.4).

The program employs a variety of teaching and learning methods, including lectures, simulations, clinical training, case studies, and problem-based learning, to support different learning styles and promote active student engagement. Digital learning is supported through an e-learning platform (Moodle), which provides access to course materials, assessments, and communication tools, as well as an electronic system for academic administration (SER 4.1.5).

Research is systematically integrated into the curriculum through dedicated modules such as nursing research and evidence-based nursing practice. Students develop research competencies and apply them in a final research project conducted under faculty supervision, including proposal development, ethical approval, and dissemination of results. The completion of a research manuscript

is a graduation requirement, reinforcing the program's focus on evidence-based practice (SER 4.1.7).

Currently, the Nursing program does not maintain formal international cooperation agreements or structured exchange opportunities with partner universities abroad. The program primarily emphasizes local clinical training and community-based activities within Saudi Arabia. Nevertheless, the curriculum is aligned with international standards in nursing education, and students are encouraged to engage in scientific conferences, research initiatives, and academic workshops.

### **Judgment**

From the experts' point of view, the structure of the Bachelor study program "Nursing" is coherent, well-organized, and aligned with the intended learning outcomes. The progressive development of competencies from foundational knowledge to advanced clinical and research skills are positively acknowledged.

The experts note that initial steps toward internationalization have been undertaken in recent years, including planned collaborations with universities in countries such as Australia and the United Kingdom. These initiatives include student and faculty exchange as well as the integration of international academic staff. However, the experts emphasize that these activities are still in an early stage of development and recommend further strengthening and formalizing international cooperation and mobility opportunities within the program.

As the University explains, interprofessional education is implemented through various elements within the curriculum and extracurricular activities. The experts positively highlight collaboration between faculties, for example in teaching modules such as pharmacology, as well as shared basic courses across study programs. In addition, interdisciplinary research activities and student engagement in joint research projects contribute to interprofessional learning. Clinical training elements, including exposure to other healthcare professions within the university environment, further support this approach. Nevertheless, the experts recommend a more systematic integration of interprofessional teaching, particularly within the theoretical components of the curriculum.

At the same time, the experts observe that certain relevant subject areas, such as geriatrics, dementia care, rehabilitation, and palliative care, have recently been included, which is seen as a positive development.

The experts also note the structured organization of the internship, including clear supervision mechanisms, regular meetings between students and clinical preceptors, and continuous monitoring by faculty members. Additional didactic elements, such as case presentations, journal clubs, and research projects, are considered valuable components that support the development of analytical and professional competencies. Research integration is well implemented, as students are introduced to research methodologies and are required to complete and present research projects. The possibility of continuing these projects during the internship and the emphasis on publication are viewed positively.

### **Decision**

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

### **3.3 Admission and Feasibility**

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

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

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

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

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

### **Summary**

Admission to the Bachelor study program "Nursing" is regulated through centralized policies and procedures administered by the Deanship of Admission and Registration. Applicants must hold a secondary school certificate in the scientific track or an equivalent qualification and meet a minimum weighted admission score of 65%, based on high school results (30 %), general aptitude test (30 %),

and scholastic achievement admission test (40 %). Additional requirements include good conduct, medical fitness, and no prior dismissal for disciplinary reasons (SER 5.1.1).

The program also defines specific regulations for transfer and bridging students. Transfer applicants must meet academic performance requirements and provide evidence of prior studies at recognized institutions, while credit recognition is subject to equivalency criteria, including content alignment, grading thresholds, and limits on transferable credits.

Bridging nursing students are qualified registered nurses who have completed a diploma in nursing at an institution recognized by the Ministry of Education and enroll in a bridging program to obtain a Bachelor of Nursing. The program builds upon their previous academic background and clinical experience, further developing their theoretical knowledge, clinical competencies, and professional skills in accordance with national and professional standards. Bridging students are required to hold a relevant diploma, demonstrate English language proficiency, and possess professional classification where applicable (SER 5.1.1).

Riyadh Elm University implements a policy to promote an inclusive environment that enables students with special educational needs and disabilities to participate fully in academic and social life. Admission procedures are identical for all applicants and are based on established standards, regardless of disability. Applicants are required to disclose any relevant conditions early in the process to allow the University to assess suitability and arrange appropriate support measures. Following admission, students submit a medical report and, if necessary, meet with an advisor to ensure that adequate accommodations are implemented (SER 5.1.2).

Comprehensive student support services are provided, including academic advising, orientation programs, and counseling services. These services address academic, personal, and psychological needs and include targeted support for students with high or low academic performance as well as those with special needs. Communication between students and faculty is facilitated through official channels such as email, office hours, and digital platforms, ensuring continuous academic guidance and monitoring of student progress. In addition, the University provides access to information technology resources and learning support systems, including e-learning platforms and digital services, which

facilitate course registration, academic tracking, and access to learning materials. Regular student satisfaction surveys are conducted to evaluate the adequacy of support services and learning resources, contributing to the continuous improvement of the study program (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 system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the 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. With regard to students with disabilities or chronic conditions, the experts observe that admission is subject to specific health requirements due to the professional demands of nursing practice. At the same time, the University follows national regulations and guidelines provided by the Ministry of Education, which define how different conditions are to be addressed. The experts positively note that, if students develop health-related conditions during their studies, the University makes efforts to provide appropriate support and accommodations to enable them to continue their education.

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. Financial feasibility is supported through various funding mechanisms. The experts highlight the availability of tuition fee reductions based on academic performance, as well as flexible payment models, including deferred payment options. In addition, cooperation with financial institutions provides students with access to educational loans, which contributes to broader accessibility of the program.

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.

### **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 examination system of the Bachelor study program "Nursing" is aligned with the defined learning outcomes and is designed to assess students' knowledge, skills, and competencies in a structured and transparent manner. At the beginning of each course, students are informed about the course objectives, intended learning outcomes, assessment methods, and grading criteria. Course

specifications are made available through the learning management system, ensuring that assessment requirements are clearly communicated (SER 6.1.1).

The program applies a standardized grading system based on a grade point average (GPA) on a 5.0 scale:

Mark out of 100	Grade	Description	Point GPA value out of 5
100 to 95	A+	Excellent plus	5.00
Less than 95 to 90	A	Excellent	4.75
Less than 90 to 85	B+	Very good plus	4.50
Less than 85 to 80	B	Very good	4.00
Less than 80 to 75	C+	Good plus	3.50
Less than 75	F	Failed	1.00
	DN	Denied	1.00
	DS	Disciplinary action	1.00
	IC	Incomplete	
	IP	In progress	
	W	Withdrawn	
	T	Transfer (out of REU)	

Assessment methods include continuous assessment components, such as mid-term exams, quizzes, assignments, attendance, and practical or clinical evaluations, as well as final examinations. The weighting of these components varies depending on the nature of the course, particularly in modules with clinical training, where practical performance is additionally assessed. According to the University, this structure ensures that both theoretical knowledge and practical competencies are adequately evaluated (SER 6.1.1).

The examination system complies with national regulations and institutional policies, including alignment with the National Qualification Framework. Procedures

for student appeals and grievances are formally defined and ensure that assessment processes are conducted fairly, transparently, and within a regulated framework (SER 6.1.1).

Transparency is ensured through comprehensive documentation and publication of all relevant information regarding the study program. Admission requirements, study plans, teaching methods, and examination regulations are accessible via the University's website and the e-learning platform. Students also have access to course specifications, student handbooks, and additional academic information through their personal online accounts (SER 6.2.2).

Furthermore, information about the program, including learning outcomes, academic regulations, and student services, is made available to prospective and current students, as well as the public, through multiple communication channels. This ensures that all stakeholders have access to up-to-date and relevant information about the program and its requirements (SER 6.2.2).

## **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. 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 exam due to health issues or other unforeseen circumstances are allowed to take the exam 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 syllabus. 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 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.

Upon graduation, students are awarded a Bachelor graduation diploma. 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**

The Bachelor study program "Nursing" is delivered by a total of 36 teaching staff members, including one professor, one associate professor, nine assistant professors, two lecturers, and nine clinical instructors specialized from the nursing department and one professor, 10 assistant professors and 3 lecturers from the basic science discipline. This composition ensures adequate academic and clinical expertise to support the implementation of the program. The program director oversees the program, monitors teaching activities, and follows up on both staff and student performance (SER 7.1.1).

The current student-to-faculty ratio is 15:1.

The University applies structured procedures for the recruitment and appointment of academic staff, ensuring that qualifications, teaching experience, and professional competencies meet institutional and national standards. In addition, opportunities for continuous professional development are provided, allowing faculty members to enhance their teaching, research, and clinical skills in line with current developments in healthcare and education (SER 7.1.2).

In addition to academic staff, further human resources are available to support the implementation of the program, including administrative personnel and technical staff. These support structures contribute to the smooth organization of teaching activities, student services, and academic administration (SER 7.1.3).

The program is delivered across the An-Namuthajiyah and Qurtoba campuses of Riyadh Elm University, where shared facilities with other departments support an interactive learning environment and facilitate student-to-student and student-to-faculty exchange. Classrooms are adequately equipped with electronic teaching media and appropriate seating, ensuring suitable conditions for teaching and learning. Clinical training is conducted in accredited hospitals with a broad range of departments, enabling comprehensive practical exposure in line with the program's learning objectives. The Department of Nursing maintains affiliations with institutions such as King Fahad Medical City and Care Medical Hospitals, ensuring structured and supervised clinical training experiences. In addition, the program provides well-equipped skills laboratories, including fundamental, medical-surgical, pediatric and maternity, critical care, and simulation labs. These facilities utilize low- and high-fidelity manikins and simulation technologies to support the development of clinical skills, critical thinking, and decision-making in a controlled learning environment. Simulation-based training

allows students to practice essential procedures and apply theoretical knowledge before engaging in real clinical settings (SER 7.3).

The University provides access to two main libraries located at the An-Namuthajiyah and Qurtoba campuses, offering a focused collection of academic resources relevant to nursing, including textbooks, instructional materials, and educational software. These libraries generally operate during regular academic hours, typically from 08:00 AM to 04:00 PM, facilitating study, research, and access to academic materials throughout the standard university day. In addition, students and staff have access to full-text electronic databases and the Saudi Digital Library (SDL). The program is further supported by computer and media equipment. Classrooms are equipped with computers, projectors, smart boards, and interactive screens, enabling technology-enhanced and interactive teaching methods. Students also have access to the learning management system (Moodle), which serves as the central platform for course materials, communication, and assessments. Additional digital services, such as the E-Gate system, support academic administration by enabling online course registration, monitoring of academic progress, and documentation of grades and attendance (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 Riyadh Elm 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 Riyadh Elm University the faculty cites a good institutional reputation, opportunities for participation in international conferences, and incentives for research activities.

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

The 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.

Since the site-visit had to take place virtually, the University provided the experts with a video of the University's premises. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient.

As a whole, it was ascertained by the experts that the Bachelor study program "Nursing" 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 Bachelor study program "Nursing" is embedded in the institutional quality assurance system of Riyadh Elm University, which is coordinated by the Quality Assurance and Accreditation Center. This system ensures standardized procedures for monitoring, evaluation, and continuous improvement of all academic programs and is aligned with national requirements, particularly those of the National Center for Academic Accreditation and Evaluation (NCAAA) (SER 8.1.1).

Quality assurance within the program is based on systematic data collection and analysis from multiple sources. These include course evaluations, student satisfaction surveys, faculty feedback, and performance indicators. The collected data are regularly reviewed to assess the effectiveness of teaching methods, curriculum design, and student support services, and to identify areas for improvement (SER 8.1.2).

A structured reporting system is implemented through course reports and annual program reports. At the course level, coordinators evaluate learning outcomes, assessment results, and student feedback, and develop action plans for improvement. At the program level, these findings are consolidated and reviewed to ensure alignment with program objectives and intended learning outcomes. This cyclical process supports continuous curriculum development and ensures the coherence of the study program. The program also applies key performance indicators (KPIs) to monitor its performance. These indicators are used to measure areas such as teaching quality, student achievement, progression rates, and overall program effectiveness. Benchmarking is conducted against internal and external reference points to ensure that the program remains competitive and aligned with national and international standards in nursing education (SER 8.1.4).

Stakeholder involvement is an integral part of the quality assurance system. Feedback is collected from students, graduates, employers, and faculty members through surveys and structured communication channels. This input is used to adapt the program to current labor market demands and developments in the healthcare sector, ensuring its relevance and responsiveness. In addition, the quality assurance system supports transparency and accountability by documenting evaluation results, improvement measures, and follow-up actions. Regular reviews by academic and administrative bodies ensure that identified improvements are implemented and monitored over time. Overall, the program follows a data-driven and systematic approach to quality assurance, which contributes to the continuous enhancement of educational quality and student outcomes (SER 8.1.5).

The following statistics were provided (SER 8.1.7):

Level	Number of students, AY 2024-2025		
	Male	Female	Total
1	128	38	166
2	49	83	132
3	11	18	29
4	25	51	76
5	17	40	57
6	22	59	81
7	13	41	54
8	23	54	77
Postponed Student			15
<b>Grand Total</b>			<b>687</b>

Statistics for AY 2023-2024			
	Applicants	Accepted	Graduated
Nursing	1139	151	105

## 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 "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. 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 experts positively note that stakeholder involvement is ensured through regular program reviews conducted approximately every five years, as well as through continuous interaction with students and other stakeholders. Student participation is facilitated through elected student representatives who meet regularly with faculty leadership to discuss program-related issues.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the 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. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. The experts highlight that student feedback is systematically collected and has led to concrete improvements, such as adjustments to English language courses and the introduction of open laboratory access to enhance practical training opportunities. This demonstrates that feedback is taken seriously and actively used for program development.

Workload is regulated through defined credit hour limits and daily contact hour restrictions, ensuring that student workload remains manageable. Student progression is continuously monitored through administrative systems and academic advising structures, allowing early identification and support of students at risk. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

### **Decision**

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

### **3.7 Gender equality and equal opportunities**

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

#### **Summary**

Riyadh Elm University follows an equal opportunity policy in both recruitment and student admission, ensuring equal access to education for all students regardless of gender. Male and female students share the same facilities, resources, and infrastructure, which supports equal learning conditions and access to academic services such as libraries and research centers (SER 9.1).

The Bachelor study program "Nursing" provides support measures for students with health-related needs to ensure successful participation in the program. These include access to on-campus medical services, mental health counseling, and the confidential assessment and documentation of individual needs. In addition, policies allow the recognition of medical leave, supporting students in managing health-related challenges during their studies (SER 9.1.2).

The University has established regulations to support students with special educational needs and chronic illnesses through an inclusive policy framework. This includes measures such as flexible scheduling, medical leave arrangements, and, where applicable, remote learning options to facilitate participation in the study program. These provisions aim to ensure that students can complete their studies while maintaining academic standards and personal well-being (SER 9.1.3).

At the same time, admission to the nursing program is subject to specific professional requirements, as certain physical and functional abilities are considered necessary for safe clinical practice. Therefore, there are currently no students with disabilities or chronic illnesses within the program (SER 9.1.3).

#### **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.

## **Decision**

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

## 4 Conclusion

From the experts' point of view, the Bachelor study program "Nursing" at Riyadh Elm University is a high-quality program that is well structured, student-centered, and aligned with current healthcare needs. Overall, the experts gained a very positive impression of the program during the site visit. The existing structures, particularly the clinical training, skills laboratories, and student support mechanisms, provide a strong foundation for high-quality education.

A particular strength of the program lies in its potential for interprofessional collaboration. Due to the local conditions and the presence of multiple health-related study programs, the experts consider interprofessional networking to be a promising area that could be further developed into a distinctive and potentially internationally visible feature of the University.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Nursing" offered at the Riyadh Elm 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 develop and systematically strengthen inter-professional education and collaboration, with the aim of establishing it as a distinctive and potentially internationally visible feature of the institution.
- National and international cooperation should be expanded and formalized, particularly with regard to student and faculty exchange as well as joint academic activities with partner institutions.
- The University should develop and promote mobility opportunities for both students and teaching staff at national and international level.

## **5 Decision of the Accreditation Commission**

### **Decision of the Accreditation Commission May 11, 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 virtual site visit of the University took place on April 13, 2026, according to the previously agreed-upon schedule.

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

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

The Bachelor study program requires the obtainment of 134 credit hours according to the internal credit hour system. The regulated study period in the program "Nursing" is five years (ten semesters): four years of academic coursework, including a research-oriented graduation project, followed by a one-year internship.

The study program comprises 38 modules, out of which 5 are institution requirements and 33 are program requirements. The (main) language of instruction is English. The Bachelor study program "Nursing" is completed with awarding of the academic degree "Bachelor of Nursing". Admission takes place every spring and fall semester. The first cohort of students was admitted to the study program in the academic year 2009/2010.

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

The Bachelor 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.