

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



Assessment Report

**for the Application of
Inaya Medical Colleges
College of Applied Medical Sciences
Dental Health Care Department
for the Accreditation of the Bachelor Study Program
“Dental Health Care”, Bachelor of Dental Health Care**

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Decision	February 15, 2024

¹ The experts in italics did not participate in the site visit but evaluated the study program on paper beforehand.

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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 law or economics. 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. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the ENQA and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Furthermore, the AHPGS has been listed in the European Quality Assurance Register (EQAR) since 2009.

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 criteria²:

1. Program aims and learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management

² Approved by the AHPGS Accreditation Commission

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 these information, the AHPGS produces a summary (see Sections 2-5), 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 on-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 writes the Expert Report. This 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 report is made available to the University for the opportunity to issue a response opinion.

The Expert 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 summary comprised by the AHPGS, the Expert Report, as well as the University's response opinion. These documents represent the foundation for the commission's decision regarding the recommendation for accreditation of the study program. Consequently, the decision – together with all other documentation – is forwarded to AHPGS Accreditation Commission for it to reach a decision regarding the accreditation of the study program.

2 Information about the Institution

Inaya Medical College (IMC) is a private higher education institution, located in the upper north area of Riyadh, Kingdom of Saudi Arabia, which was established in 2011. IMC is committed to provide students access to education, research as well as community services, which will have a positive impact on the economic, social and cultural vitality and health and well-being of the Kingdom of Saudi Arabia (KSA). Currently, IMC has 10 programs from the three Colleges (College of Applied Medical Sciences, College of Nursing, College of Health Information Systems) with 1.735 students in total.

The following table presents the number of students in each program at IMC:

Study Program	Registered Students
Clinical Laboratory Sciences	204
Dental Health Care	46
Nuclear Medicine Technology	46
Nursing	540
Radiological Sciences	138
Biomedical Technology	43
Respiratory Theory	287
Emergency Medical Services	295
Health Information Systems	67
Health Administration	69
	1.735

The “Dental Health Care” program was established in 2011 to cover the need for dental hygienists. Currently, there are 46 students in the “Dental Health Care” program. This program is the only one within the department of “Dental Health Care”.

3 Overview

3.1 Procedure-related documents

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 Inaya Medical College (hereinafter IMC) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on November 30, 2022. The decision regarding the accreditation of a study program is carried out by Accreditation Commission of AHPGS. The contract between the Inaya Medical College and the AHPGS was signed on March 14, 2022.

On April 28, 2023, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the IMC. On May 23, 2023, the IMC submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Inaya Medical College follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Dental Health Care”, the following additional documents can be found in the application package (the documents submitted by the IMC are numbered in the following order for easier referencing):

Specific documents for the study program “Dental Health Care”

Annex	Description
1	Program Specification
2	Study Plan
3	Module Overview
4	Module Descriptions
5	Field Experience Specification
6	Internship Logbook
7	Internship Evaluation Form
8	Teachers’ CV

9	Teaching Matrix
10	Annual Program Report
11	Field Experience Report
12	Evaluation Results 2020/2021
13	Enrollment Statistics
14	Information Dental Health Care Department
15	Research Methods Course Specification
16	Annual Student Research Day

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

Annex	Description
A	Study & Examination Bylaws
B	Credit Transfer Committee
C	Quality Manual
D	Academic Advising Policy
E	Student Handbook
F	Employment Policy
G	Recruitment, Selection & Hiring Policy
H	Professional Development Program Policy
I	Professional Development Report 2020/2021
J	Library Policy
K	Budget Policy
L	Organigram
M	Final License
N	Statute & Regulation of IMC
O	Internship Policy
P	Assessment Policy
Q	Specification & Reports Policy
R	IMC Research Plan 2012-2022
S	Scientific Research Unit Policies
T	Registration and Graduation Policy

The application, the open questions (OO) 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 within the IMC.

3.2 Structural data of the study program

Institution	Inaya Medical College
Faculty/Department	College of Applied Medical Sciences Department of Dental Health Care
Cooperation partner	Governmental and private hospitals & institutions
Title of the study program	"Dental Health Care"
Degree awarded	Bachelor of Dental Health Care
Form of studies	Full-time, on-campus
Organisational structure	Sunday to Thursday from 08:00 am until 04:00 pm
Language of Studies	English (excluding Arabic and Islamic courses)
Period of education	Eight semesters (common first year included) + one-year non-credit internship)
Credit Hour (CH) according to the internal Credit Hour System	139 Credit Hours
Hours/CH	1 hour of lectures = 1 Credit Hour 2 hours of laboratory = 1 Credit Hour 3 Hours of clinical work = 1 Credit Hour
Workload	Total: 9,040 hours Contact hours: 2,760 hours Individual work: 4,200 hours Internship: 2,080 hours
Launch date of the study program	2011
Time of admission	Twice a year at the beginning of each academic semester

Number of available places on the program	100 (50 male and 50 female students)
Number of enrolled students since 2011	380
Particular enrollment conditions	<ul style="list-style-type: none"> - General Secondary School Certificate - GPA of at least 80 % - Achievement test (grade 60 and above) - Aptitude test (grade 65 and above)
Tuition fees	27,500 SAR per year (6,830 Euro)

Chart 1: Structural data of the study program

4 Expert Report

The site visit was carried out on December 11-12, 2023, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on December 10, 2023 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 before. Furthermore, they prepared the plan of the site visit at the IMC.

During the site visit, experts conducted discussions with the IMC management, representatives of the College of Applied Medical Sciences, the Chair, Vice Chair and the teaching staff of the program “Dental Health Care” as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Expert Report is structured 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 Study Program will be described and analyzed in a comprehensive manner below. The documents submitted by the IMC, the Experts’ feedback to the documents, the observations made during the on-site visit, the results of

discussions with the representatives of the IMC, the College of Applied Medical Sciences and the Department of Dental Health Care serve as the foundation for the statements made in the expert report.

4.1 Program aims and their implementation

Summary

The “Dental Health Care” program is dedicated to the education of dental hygienists who are scientifically oriented, socially aware, technically skilled and ethical practitioners who are competent for an employment in multiple delivery settings. As members of a dental health team, students get prepared to assume professional responsibilities for providing preventive, educational and therapeutic services to patients in their care (SER 1.3.1).

With regard to scientific qualifications, the study program “Dental Health Care” aims to educate and prepare competent dental health care professionals, who are applying knowledge they gained in general education, biomedical sciences and dental hygiene science when making decisions in the dental hygiene practice setting. Therefore, students will be prepared to gain an employment and successfully function as an ethical dental hygiene practitioner or pursue advanced studies in a related field. In order to embrace the social responsibility of the graduates of the “Dental Health Care” program, the students are expected to participate in continuing education in dental hygiene, community service as well as to promote optimal health by utilizing appropriate educational methods, strategies and communication skills. The graduates should also be able to critically analyze themselves, the standards of care and the current research practices (SER 1.3.2).

According to the National Qualifications Framework (NQF), the following learning outcomes have been identified in the three domains “Knowledge”, “Skills” and “Competence” (SER 1.3.3):

K	Knowledge
K1	Describe the nature of the oral cavity, the etiology and pathological processes of oral diseases and identify the morphology of the dentitions, in order to facilitate prevention, diagnosis and management.
K2	Outline the oral manifestations of systemic disease and record the applied biomedical sciences related to the periodontium and periodontal diseases.
K3	Recognize and explain community based strategies for preventing oral diseases.
K4	Identify the dental hygiene process of care (clinical settings, laboratory procedures, dental hygiene instruments...etc.)
S	Skills
S1	Plan health promotion sessions for individual and groups of patients.
S2	Use critical decision making skills to reach conclusions about the patient's dental hygiene needs based on all available assessment data.
S3	Collaborate with the patient and other health professionals, to formulate a comprehensive dental hygiene care plan that is patient centered and based on current scientific evidence.
C	Competence
C1	Apply numerical information and evidence based research to practice of dental hygiene.
C2	Perform comprehensive dental hygiene care for all types and age groups of patients in clinics and laboratories and implement health promotion services for individuals, groups, communities, and populations.
C3	Communicate effectively with individuals and groups from diverse populations both verbally and in writing.
C4	Apply a professional code of ethics in all endeavors.
C5	Provide individualized patient educational services to promote health maintenance and disease prevention.

As the IMC states, a high demand for dental hygienists is expected. Periodontitis is a common disorder affecting >40% of adults in the United States. The world-wide prevalence seems to be > 50 %. In addition, in Saudi Arabia the prevalence of periodontitis in high-school adolescents was reported with 8.6 %, higher than in Western countries. According to a Ministry of Health statistic, the prevalence of dental caries is 96 % among children until 6 years and 93,7 % among children until 12 years within the Kingdom of Saudi Arabia. These numbers indicate the need for more emphasis in the prevention approach within the dental health care sector. This approach goes along with the Kingdom's 2030 vision in the health sector transformation program, which states: "The program depends on the principle of value-based care, which ensures transparency and financial sustainability by promoting public health and preventing diseases, in addition to applying the new model of care related to disease prevention" (SER 1.4.2).

Regarding the intended and possible career fields, the IMC explains that working in a private dental office continues to be the primary place of employment for dental hygienists. Additionally, the IMC identified different areas for dental hygienists (please see SER 1.4.1 for all seven areas):

Clinician: Dental hygienists in a clinical role assess, diagnose, plan, implement evaluate and document treatment for prevention, intervention and control of oral diseases while practicing in collaboration with other health professionals. Examples of clinical settings include: private dental practices, community clinics, hospitals, university dental clinics, nursing homes, schools or prison facilities.

Corporate: corporate dental hygienists are employed by companies that support the oral health industry through the sale of products and services. In the dental industry, dental hygienists are often employed due to their clinical experience and understanding of dental practice. Examples of corporate positions include: sales representatives, product researchers, corporate educators or administrators.

Public Health: community health programs are typically funded by government or nonprofit organizations. These positions often offer an opportunity to provide care to those who otherwise would not have access to dental health care. Examples of employment opportunities within the public health sector are local health departments, school sealant programs, rural or inner-city community clinics.

Judgement

In the strategic plan of Inaya Medical College, there is a transition in progress to become a university in the coming months. All stakeholders are actively involved in shaping this strategy, which emphasizes community service, research, and the renewal of policies to meet institutional accreditation standards, which will be conducted by NCAAA in 2024. The institution is gearing up to establish itself as a university by introducing new colleges, including the implementation of the College of Nursing. In order to be able to become a university, it is recommended by the experts that IMC prioritize increased transparency in reporting graduation rates and implementing robust staff retention strategies. This could involve regularly disseminating accurate graduation statistics to all stakeholders, fostering accountability and trust. Additionally, IMC should formulate a comprehensive strategic plan for the development of academic staff, setting

specific targets for the recruitment and advancement of full professors, lecturers, and other academic positions. Furthermore, to promote a culture of research, IMC should explore and establish mechanisms that provide structured time for research activities. This might include introducing opportunities for faculty to apply for research terms or employing research assistants, fostering an environment conducive to impactful scholarly endeavors.

As explained by IMC, a new research lab with an electron microscope is being incorporated. Despite facing challenges such as a shortage of teaching staff due to the specialized nature of some programs, the college has outlined action plans and key performance indicators (KPIs) related to community service. Future plans include the introduction of more Master's programs to diversify academic offerings. These Master's programs play a pivotal role in fostering research endeavors at the college, contributing significantly to the institution's research output. The experts positively acknowledge that the first Master study programs are going to be implemented in the area of Respiratory Therapy, Nuclear Medicine Technology as well as Clinical Laboratory Sciences in 2024.

Furthermore, the experts inquire about the advantages of private colleges over governmental universities. As IMC explains, the decision-making process is faster, allowing for more dynamic and easier implementation of changes compared to governmental universities. Additionally, they can approach admissions holistically, considering the overall enrollment rather than focusing solely on specific programs. This approach allows IMC to continue maintaining programs with lower enrollment numbers, such as the „Dental Health Care“ program. IMC cites the following reasons for the low enrollment in the program: In response to changes in government scholarship availability, there has been a decline in overall admissions. A strategic initiative involves partnering with the Saudi Commission to introduce "Dental Assistant Programs," consisting of a one-year course taught by Dental Health Care staff. To address low enrollment, IMC emphasizes the importance of these specialties through community awareness campaigns, particularly leveraging social media channels, as part of a marketing strategy.

As the experts inquire about the difference between a dental hygienist and a dentist, the IMC explains that a dental hygienist is an oral health professional who is responsible for preventing and executing different steps of the treatment of oral diseases. Hygienists and dentists are working together in a very close way.

While diagnosing and prescribing medication is in the hand of the dentist, the hygienist is fulfilling the treatment especially of milder periodontitis cases in close consultation with the dentist. Furthermore, hygienists are seeing patients for preventive care and providing information on topics like oral hygiene, nutrition, and screening for symptoms of oral cancer or periodontitis. Dental hygienists are an important part of dentist-led teams. They also educate patients on ways to improve and maintain good oral health. From the experts' point of view the Bachelor study program "Dental Health Care" 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.

4.2 Structure of the study program

Summary

The program comprises 51 modules, out of which 22 are studied within the common first year as well as Islamic, Arabic and basic medical sciences modules and 29 are dental health care specialty modules. There are no elective modules. There are between five and seven modules in total provided for each semester. All modules have to be completed within one semester. Currently, there are no semesters offered as a period for exchange programs. Nevertheless, the "Dental Health Care" program allows students to take part in mobility between colleges/universities inside and outside the Kingdom of Saudi Arabia. Students are admitted under the transfer policy according to each university eligibility requirements.

The list of modules offered:

Level 1			
Course Code	Course Name	Activity	Number of CH
BIOS 101	Biostatistics	T / P	2
COMM 101	Communication Skills	T	1
ISLM 105	Medical Jurisprudence	T	2
COMP 101	Computer for Health Sciences	T / P	2
ARAB 101	Sciences Arabic Language	T	2
ENGL 101	English Language (I)	T / P	8
Total Credit Hours			17
Level 2			
Course Code	Course Name	Activity	Number of CH
BIOL 101	Biology	T / P	3
ETH 101	Ethics in Health Care	T	1
PHYS 101	General Physics	T / P	3
CHEM 101	Introduction to Chemistry	T / P	3
ENGL 102	English Language (II)	T / P	4
ENGL 105	Medical Terminology	T / P	3
Total Credit Hours			18
Level 3			
Course Code	Course Name	Activity	Number of CH
DNT 231	Introduction to Dental Hygiene	T	2
DNT 232	Pre-clinical Dental Hygiene	T / P	2
ISLM 106	Family in Islam	T	2
BMS 231	Anatomy, Embryology and Histology	T / P	4
BMS 232	Physiology	T / P	3
BMS 233	Biochemistry	T / P	3
BMS 234	Medical Ethics	T	2
Total Credit Hours			17
Level 4			
Course Code	Course Name	Activity	Number of CH
DNT 241	Dental Materials (I)	T	3
DNT 242	Dental Anatomy, Morphology and Physiology	T / P	3
DNT 243	Oral Pathology	T	2
DNT 244	Periodontology for Dental Hygiene	T	3
DNT 245	Dental Hygiene Clinical (I)	T / C	3
BMS 241	Microbiology	T	2
BMS 242	Pharmacology	T	2
Total Credit Hours			18

T = Theory
P = Practical
C = Clinical

Level 5			
Course Code	Course Name	Activity	Number of CH
DNT 351	Preventive Dentistry (I)	T	2
DNT 352	Community Dentistry for Dental Hygiene (I)	T	3
DNT 353	Cariology	T	2
DNT 354	Dental Assisting	T / P	3
DNT 355	Oral Medicine for Dental Hygiene	T	2
DNT 356	Dental Hygiene Clinical (II)	T / C	4
ISLM 107	Economic System in Islam	T	2
Total Credit Hours			17
Level 6			
Course Code	Course Name	Activity	Number of CH
DNT 361	Dental Health Education	T	2
DNT 362	Community Dentistry for Dental Hygiene (II)	T	3
DNT 363	Preventive Dentistry (II)	T	3
DNT 364	Medical Emergency in Dental Practice	T	3
DNT 365	Dental Hygiene Clinical (III)	T / C	4
ISLM 108	Human Rights	T	2
ARAB 103	Writing in Arabic Language	T	2
Total Credit Hours			18
Level 7			
Course Code	Course Name	Activity	Number of CH
DNT 471	Dental Research Methods	T	2
DNT 472	Oral Health Care in Inpatient	T / P	3
DNT 473	Dental Laboratory Procedures for Dental Hygiene	T	2
DNT 474	Radiology for Dental Hygiene	T / P	3
DNT 475	Dental Hygiene Clinical (IV)	T / C	4
DNT 476	Dental Materials (II)	T	3
Total Credit Hours			17
Level 8			
Course Code	Course Name	Activity	Number of CH
DNT 481	Dental Health Care for Prosthodontics	T / P	2
DNT 482	Infection Control in Dental Offices	T	3
DNT 483	Dental Hygiene Seminar	T	3
DNT 484	Oral Hygiene and Young Patients	T / C	3
DNT 485	Dental Hygiene Clinical (V)	T / C	4
Total Credit Hours			15

The module description/catalogue covers the following aspects: module number and title, description of the content, level/semester, credit hours (divided in lecture hours, practical hours and self-study hours), language of instruction, learning outcomes/goals/skills, content of the module, examination methods (see Annex 04).

The study program is structured as follows (SER 1.3.4):

Semester 1-2: The Common First Year (CFY) is designed to help students during their transition from high school to college life. These modules aim to lay down the foundation of the student's learning through communication in English, information technology and science courses such as Physics, Chemistry and Biology. The CFY develops the mental capabilities of the first-year students and

provides them with technical, linguistic, cognitive and thinking skills through a progressive environment that stimulates learning and inspiration.

Semester 3: The basic medical sciences semester aims to provide students with a sound knowledge in basic medical sciences such as Anatomy, Physiology and Biochemistry as well as introductory dental hygiene modules.

Semester 4: In this semester, a greater focus is placed on dental hygiene core modules in addition to some basic medical sciences modules such as Pharmacology and Microbiology.

Semester 5-6: In these semesters, basic courses such as patient assessment, diagnostic techniques, disease pathology and entry level clinical posting are covered.

Semester 7-8: In these semesters, students in the “Dental Health Care” program learn to analyze and interpret patient related information and take appropriate therapeutic measures to treat them. They also learn about research methodology and conduct seminars in different topics related to dental health care.

IMC organizes an orientation session for DHC students who are about to start their internship. The session, led by the head of the Internship and Training Unit, includes a representative from the department. During the orientation, students are briefed about their roles, regulations, available clinical sites, and provided with an internship handbook. They are also informed about accessing internship-related information on the Inaya Medical Colleges website. The next step involves the graduates selecting their preferred clinical site and submitting a request with the specific duration they wish to spend there. Subsequently, the clinical coordinator contacts the chosen clinical site on behalf of the graduate by sending an official letter from the IMC. The clinical site may have its own acceptance process, which could involve a personal interview, English proficiency test, skill assessment, or specific GPA requirements. Finally, the clinical coordinator awaits a response from the clinical site regarding the student's acceptance. After receiving an approval, the student will be informed to proceed with the acceptance process by contacting the clinical site. However, if not approved, the student will be instructed to select another clinical site. During the internship year, the DHC program interns will be exposed to various

clinical areas, including taking health history, conducting comprehensive assessments, interpreting dental radiographs, performing scaling and root debridement, managing polishing and stains, applying fluoride agents, pits, and fissure sealants, providing nutritional counseling, offering oral hygiene instructions, and documenting patient cases. To ensure comprehensive exposure, students may apply for multiple clinical sites. Interns receive an internship manual, and the department assigns an internship coordinator to oversee students at the clinical settings.

Upon successful completion of the internship program, graduates will acquire the following skills:

- Design and conduct health promotion sessions for individuals and groups of patients.
- Utilize critical decision-making skills based on comprehensive assessment data to determine patients' dental hygiene needs.
- Collaborate with patients and other healthcare professionals to create patient-centered dental hygiene care plans backed by current scientific evidence.
- Apply numerical information and evidence-based research to dental hygiene practice.
- Perform comprehensive dental hygiene care for patients of all ages in clinics and laboratories, offering health promotion services to individuals, groups, communities, and populations.
- Communicate effectively, both verbally and in writing, with individuals from diverse populations.
- Provide personalized patient education to promote health maintenance and disease prevention.

At the beginning of the internship, the internship coordinator at the department communicates and coordinates with the clinical preceptor at the training site, providing them with the training and assessment manual, learning outcomes, and training regulations. The clinical preceptor provides periodic updates to the internship coordinator, including results of continuous assessments and attendance. Finally, at the end of the internship, the department evaluates the submitted documents.

Various student-centered teaching strategies are implemented in the "Dental Health Care". These include but are not limited to seminars, group discussions, project work and case-based learning. Students are also encouraged to do self-

learning by doing assignments and article reviews as well as presentations (SER 1.2.4).

In the DHC study plan, there is a research-based module called Dental Research Methods (DNT 471) taught at level 7. This course introduces students to the research process, enabling them to understand, criticize, and apply research findings to dental hygiene problem-solving and improved outcomes. The course focuses on developing skills to interpret scientific literature, formulate clinical questions, search for evidence, critically appraise information, and apply it to patient care. Students can propose research topics and prepare project proposals. Promising proposals may lead to students conducting their research under faculty supervision. Those with scientific work may participate in the Annual Student Research Day, an event promoting student and faculty involvement in research activities. The Scientific Research Unit (SRU) announces abstract calls through the college website and emails, inviting students and faculty to submit research for oral and poster presentations. A scientific committee appointed by the SRU evaluates the research presentations, and outstanding papers receive the Inaya Medical College student's research award. Students are also encouraged to present their research work in different reputed conferences in other parts of the Kingdom (SER 1.2.7).

The classrooms are equipped with smart boards connected to the internet, providing a dynamic and interactive learning environment with multimedia capabilities. Google Classroom and Google Meet are used for sharing class materials, assignments, and for the communication between students and faculty. Medgate, the college website portal, allows students to access course details, timetables, assessment scores, admission policies, online applications, course registration, and graduation documents (SER 1.2.5).

The Dental Health Care program allows students to take part in mobility between colleges inside the Kingdom and in international universities. Students are accepted according to the eligibility criteria of each college/ university according to the transfer policy (SER 1.2.9).

Judgement

The Bachelor study program "Dental Health Care" has a course-based structure and a course-related examination system. Descriptions of the courses are

embedded within the course specifications. These course specifications contain information on the title, total credit hours, name of the instructor, office hours, phone number and mail address, class schedule, textbooks, description of the course, student learning outcomes, exams, weekly outline of curriculum as well as the schedule of assessments.

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 reference to the recommendation on research strategy (*see chapter 4.1*), the experts recommend further expanding the research skills taught to students within the "Dental Health Care" program and, where possible, involving students in the research activities of teaching staff. The experts further recommend to include new classification systems of oral diseases as well as international treatment guidelines.

The experts further inquire about the internship. As IMC states, clinical preceptors at respective sites receive an internship description and student assessment rubrics from the handbook at the beginning of the internship. The clinical coordinator makes site visits to ensure sufficient clinical practice exposure. Clinical preceptors supervise and assess students' clinical and professional performance during the internship, providing periodic reports to the department's internship coordinator. Since the student is not yet a licensed professional, they work under the supervision of the clinical preceptor, participating in typical dental hygienist activities at the facility. The minimum qualification a clinical preceptor must hold is a bachelor's degree in dental hygiene or general dentistry. All necessary internship documents are accessible through Google Classroom, where interns can refer to or use them as needed. The experts positively note that the students can learn the necessary practical skills and abilities to work as a dental hygienist during the internship. Nevertheless, the experts recommend that students should take a higher proportion of practical and clinical courses where the severity of the diseases is increased throughout their studies before the internship, in order to gradually build up their practical skills.

Furthermore, the experts recommend enhancing the dental machinery capacity to handle more complex and challenging cases effectively. They suggest

improving the instruments, specifically integrating actual air abrasive techniques and addressing also peri-implant diseases within the curriculum. Furthermore, the experts advise acquiring certain theoretical and practical knowledge in subgingival instrumentation also in patients with high severity of periodontal and peri-implant diseases for comprehensive dental procedures. Furthermore, the practical educational programs for different age groups and different clinical status (coronal and/or root caries, orthodontic appliances, different prosthodontics treatments etc.) should be strengthened. Additionally, instead of relying solely on students for patient acquisition, the experts recommend establishing and systematizing an independent patient pool organized by IMC. In this way, a correct assignment of the severity of the diseases to the level of training of each student can be ensured.

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

Decision

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

4.3 Admission and Feasibility

Summary

Students with a general secondary school certificate (science stream) or its equivalent should have a GPA of 80 % and above, pass the achievement test with a grade of 60 and above, pass the aptitude test with a grade of 65 and above, and have the approval of the employer (if employed). Furthermore, the general secondary transcript should not exceed five years.

For bridging students, the following requirements must be fulfilled:

- associate degree (post general high school certificate) in the respective health care program
- GPA "good" and above
- general high school certificate (science stream)
- professional accreditation certificate
- approval of the employer (for employee applicants)

- passing any interview or extra conditions proposed by the respective academic department
- passing the English proficiency certificate (TOEFL, IELTS) with the minimum grade as per the instructions of the ministry of education as shown below:

English Language Proficiency Test	Minimum score
Paper (PBT)) TOEFL	425
Computer TOEFL (CBT)	113
TOEFL (IBT) Internet Test	30
IELTS	305
STEP From National Center for Assessment in High Education	67

As the IMC states, bridging students are applicants who hold a diploma, associate or equivalent degree in related specialties. These applicants are accepted in the program via “credit hour transfer” according to their degree transcript.

Academic counseling and student support are integral to the DHC program, and various forms of assistance are provided to students from the time of admission (SER 1.6.8):

1. Program Orientation: At the beginning of each academic year, both faculty and students participate in an orientation meeting to become familiar with the range of support services available and receive essential training.
2. Academic Advisor Consultation: Each student is assigned an academic advisor who serves as a point of contact for consultation and advice throughout their studies.
3. Office Hours: Instructors display their available office hours in the course syllabus and on notice boards, allowing students to visit them for additional support.
4. Open-Door Policy: An open-door policy is followed by the Heads of Department and the Vice Dean for Academic Affairs, making them accessible to students seeking guidance.
5. Academic Advisory Committee: For students facing academic warnings, a specialized committee closely monitors their performance, assesses their status, and implements a reinforcement plan to help them improve.
6. Student PDU Workshops: IMC hosts workshops and seminars to equip graduating students with career-related skills and enhance their

employability, providing opportunities to interact with potential employers.

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. As the experts learned in discussions on site, most students come to the program as so-called "bridging students" and therefore bring a previous education in the form of a diploma. As the majority of students continue to work, the college makes it possible to combine studying and working with evening lectures, for example.

The experts confirm that the IMC 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 college prioritizes student support through a range of scholarship options. These include discounted tuitions for programs with lower enrollment, academic scholarships based on GPA, specific scholarships for siblings within the college, and additional support such as orphan discounts. The flexibility of fee payment, including installment plans, is designed to accommodate various financial situations, which the experts positively acknowledge.

On site, it became obvious that the teaching staff follows an "open-door-policy". In the first week of each semester, 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 the advisors 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 IMC. The experts find the support services at the College 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.

4.4 Examination system and transparency

Summary

The Dental Health Care program uses various assessment methods to evaluate students' knowledge, skills, and clinical competency. The choice of assessment depends on whether it is for formative (diagnosis, feedback, and improvement) or summative (promotion and certification) purposes, or both. All modules have specific learning outcomes aligned with program outcomes, and faculty members utilize multiple assessment measures, including assignments, quizzes, mid-term and final exams, projects, presentations, rubrics, and OSCE/OSPE. Students undergo formative assessments throughout the semester, which include quizzes, class presentations, group discussions, and assignments. Practical and clinical skills are assessed through logbooks and skills assessment rubrics. Summative assessments consist of one mid-semester assessment and one final examination at the end of the semester. An assessment policy and clinical and internship handbook are available for students' reference and use (SER 1.2.3).

If students are absent from exams, such as the midterm, practical, or final one, they can submit an application to the office of the student affairs department. This application should include supporting documents that provide a valid excuse for the absence. The Students' Rights and Responsibilities Committee reviews these applications.

If the absence excuse is approved by the Vice Dean's office, a make-up exam will be scheduled for the student to compensate for the missed exam. This allows students with legitimate reasons for their absence to have an opportunity to complete the assessment and demonstrate their knowledge and skills.

The timing of all DHC examinations follows the college-approved academic calendar, which aligns with the Ministry of Education (MOE) published academic calendar. The exam schedule during the study program is as follows:

- Midterm exam: Held in the 11th - 12th week of the semester.
- Practical exams: Conducted in the 16th week of the semester.
- Final exams: Scheduled for the 17th - 19th week of the semester.

The following table shows the grade distribution among modules activities:

Module Type	Midterm	Quizzes	Course Activities	Practical Reports	Final Exam
Theoretical modules	25%	15%	20%	-	40%
Practical/Clinical modules	20%	10%	-	30%	40%

Score	Grade	Course Grade
95 - 100	A+	Excellent Plus
90 - less than 95	A	Excellent
85 - less than 90	B+	Very Good Plus
80 - less than 85	B	Very Good
75 - less than 80	C+	Good Plus
70 - less than 75	C	Good
65 - less than 70	D+	Pass Plus
60 - less than 65	D	Pass
Less than 60	F	Fail

The program provides essential information to students through orientation, the IMC student handbook, and the Medgate platform. Medgate offers academic details like requirements, credits, attendance, grades, and the academic plan.

Judgement

The IMC 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. Nevertheless, 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. 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, is appropriate.

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.

Decision

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

4.5 Teaching staff and material equipment

Summary

The workload in the "Dental Health Care" program is managed by one assistant professor and four lecturers. Regarding the total of 46 students within the DHC program, the faculty to student ratio is 1:8.

According to the Ministry of Education regulations, the workload for faculty members are as follows:

Academic Rank	Credits per week
Instructor	20
Lecturer	18
Assistant Professor	14
Associate Professor	12
Professor	10

The recruitment and appointment process for teaching positions at Inaya Medical College is well-structured and compliant with Ministry of Education and Ministry of Human Resources regulations. Available vacancies are posted on the college

website and newspapers, providing complete job descriptions and required qualifications. The selection process involves initial application reviews to determine which candidates are meeting the minimum qualifications. Shortlisted applicants are then interviewed by a committee chaired by the Dean and composed of the Vice Dean, Head of Department, and a human resources representative. During the interview, candidates present a 20-minute topic-related presentation, evaluated using a rubric developed by the HR department. Successful candidates receive an offer/appointment letter outlining their employment terms, including compensation and benefits. New hires are required to present valid eligibility documentation before their first day of employment. An orientation session is held to introduce new faculty members to the work environment, college and department facilities, and main rules and regulations. Professional development workshops organized by the Professional Development Unit (PDU) are held periodically. These workshops aim to improve the knowledge and skills of the faculty, staff, and students at four levels: administration, faculty, employees, and students. Topics covered include course design, new teaching methodologies, authentic assessment, class management, infection prevention, and more. The college encourages its staff members to regularly attend these workshops for continuous improvement and quality job performance (SER 2.1.3).

The Dental Health Care Department consists of eight committees, each chaired by a faculty member responsible for coordinating with various college units and committees. The number of members in each committee varies based on their specific duties and tasks.

The coordinators and their respective roles are as follows:

1. Student's Registration, Scheduling, and Exams Coordinator (Head of Department): Oversees student registration, scheduling, and examination processes.
2. Curriculum Development and Outcome Assessment Coordinator (Head of Department): Manages curriculum development and ensures proper outcome assessment.
3. Quality Assurance and Accreditation Coordinator (Faculty Member): Focuses on maintaining quality standards and handling accreditation matters.

4. Academic Advisory Coordinator (Faculty Member): Provides academic guidance and support to students.
5. Clinical Training and Internship Coordinator (Faculty Member): Coordinates clinical training and internship programs.
6. Community Service and Students' Activities Coordinator (Faculty Member): Organizes community service initiatives and student activities.
7. Scientific Research Coordinator (Faculty Member): Facilitates scientific research activities within the department.
8. Laboratories Coordinator (Faculty Member): Oversees the functioning of laboratories.

The Dental Health Care Department is situated in the college building and shares some facilities with other departments. The labs and classrooms are spacious, easily accessible, and located on the ground and first floor. Faculty offices are well-equipped and provide a comfortable environment for their professional needs. The dental hygiene clinic and laboratories are well-equipped to meet the practical and clinical training requirements of the courses. Safety instructions are followed to ensure the safety of students, faculty, and equipment. All classrooms are equipped with computers, internet access, whiteboards, and projectors, with suitable seating for at least thirty students. These classrooms provide an excellent environment for both students and faculty to achieve program objectives and outcomes.

The phantom lab has 11 phantom heads and necessary instruments to teach basic clinical skills, such as chair positioning, instrument grasping, teeth carving, and more. The dental hygiene clinic features 10 dental chairs, each equipped with an ultrasonic scaling unit, and some have intraoral cameras and screens for intraoral diagnosis. The dental radiology lab houses a dental chair with a radiology unit and a digital radiology sensor connected to a laptop for instant imaging results. A dark room with developer and fixer solution containers is available for teaching manual X-ray processing. The dental materials lab has a pouring machine for making study casts from impressions taken during clinical and practical training. A vacuum machine is also available for forming personalized mouth guards. The infection control room consists of different areas for washing and disinfecting instruments, drying, packing for sterilization,

and two autoclaves used to sterilize dental hygiene instruments, handpieces, trays, and cotton rolls. These facilities ensure a conducive environment for comprehensive dental hygiene education and practice.

To support the curriculum and research of faculty and students, IMC has established a centrally located College library. The library offers a conducive learning environment, internet access, and quiet study areas. It provides 45 printed textbooks on Dental Hygiene, along with various dental health care periodicals and journals.

The library ensures free and open access to information in both print and electronic formats for all members of the College community. Electronic resources are available 24/7 off-campus and 8 hours a day on-campus. Access to databases can be obtained from any computer within the campus. Students, faculty, and staff can access databases remotely using individual passwords/username provided via the IMC website. Additionally, access to ProQuest databases and the Saudi Digital Library is available to students and faculty (SER 2.3.2).

Since its establishment, IMC has developed financial accounting policies and procedures in line with the requirements for private universities in Saudi Arabia. These policies ensure effective control over financial and accounting processes. The measures include organized financial planning and budgeting, stringent monitoring and follow-up procedures, proper accounting for all income and expenses with supporting vouchers and invoices, and a tracking system for accounting transactions.

The Dental Health Care Program's annual budget is prepared by the department chairperson, in consultation with program council members. The budget aligns with the program's strategic and operational goals, which in turn are in line with IMC's strategic goals and operational plan. The budget, along with the plan, is reviewed, evaluated, and approved by both the department and college councils (SER 2.3.4).

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 Inaya Medical College 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 IMC and the faculty administration. As motivations to teach at the Inaya Medical College, the faculty cites a positive and supportive environment. There is a strong emphasis on staff development, with support for academic promotions. The comprehensive health insurance, favorable conditions for individuals with family responsibilities, and promising career opportunities contribute to a conducive work environment.

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.

As a whole, the IMC informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

The experts visited the premises of the College of Applied Medical Sciences, where the skills labs of the Bachelor study program “Dental Health Care” are located. The skills labs are equipped with all relevant devices. From the experts’ point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient for the number of students enrolled at the time of the visit. When the number of students increases, the number of preclinical and clinical facilities (mannequins/phantom heads, dental chairs, both with their equipment) have to be increased accordingly.

As a whole, it was ascertained by the experts that the Bachelor study program “Dental Health Care” has ample teaching facilities at its disposal.

Decision

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

4.6 Quality assurance

Summary

IMC has a comprehensive internal quality system that covers various processes and organizational levels. Furthermore, IMC has a 4-year institutional

accreditation from the National Commission for Academic Accreditation and Evaluation (NCAAA) in Saudi Arabia. The NCAAA establishes standards and criteria for academic accreditation and assesses postsecondary institutions and their programs to ensure they meet the highest international standards.

To integrate quality concepts throughout IMC, the Directorate of Planning and Quality Assurance (DPQA) was established. The DPQA assists academic and administrative departments in planning and implementing improvement strategies, evaluating performance, and reporting achievements. The program's quality assurance and planning committee, in collaboration with the DPQA, fosters a commitment to quality improvement within the program, assists in quality improvement planning for administrative units, and reports on overall program quality assurance.

To maintain quality within the Dental Health Care (DHC) program, its learning outcomes align with the National Qualification Framework (NQF) and other employment and professional practice requirements. Various assessment methods, both direct and indirect, involving all stakeholders, are employed to measure the achievement of program objectives and courses within the study plan. These methods include program and course specifications and reports, surveys (student, alumni, employee, and faculty), advisory committee feedback, and program statistics.

There are monitoring and evaluation tools for improvement, such as the Annual Program Report (APR). The APR includes analysis of key performance indicators, students' feedback, retention and graduation statistics, and a summary of quality assurance activities. An improvement plan is developed based on the APR and forwarded for approval. Externally, benchmark processes, external reviews, and quality assessments are conducted. Additionally, surveys are carried out annually to gather feedback from stakeholders, including students, faculty, and employers, as part of indirect assessment of learning outcomes.

To ensure quality in teaching and learning within the Dental Health Care (DHC) program, several assessment tools are employed:

1. Course Specifications (CS) and Course Reports (CR): These tools monitor and evaluate students' academic achievements in each module. Course coordinators review the CS to ensure unified learning objectives and

assessment methods. Peer observations of course delivery and exam review and moderation policies are implemented during the semester.

2. Field Specifications and Field Reports: Similar to CS and CR, completed field experience reports and feedback from internship students are shared with the quality coordinator and the Department Council for quality review and improvement planning.
3. NCAAA Surveys: Institutionalized feedback from students is gathered using NCAAA surveys. The results are analyzed and included in the program evaluation and improvement plan. Surveys include course evaluation, student experience, program evaluation, alumni, and employer surveys.

The quality coordinator collaborates with the Curriculum and Outcomes Assessment Committee to enhance course objectives, content, teaching strategies, and assessment methods. Approved improvement plans are implemented, and course specifications for subsequent semesters are updated accordingly. This systematic approach ensures ongoing enhancement of teaching and learning in the DHC program, aligning module objectives with the overall program objectives and meeting international quality standards.

Judgement

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

The evaluation process at the college is comprehensive and involves various surveys designed by the National Commission for Academic Accreditation and Assessment (NCAAA). These include the course evaluation survey, a survey assessing the overall situation of the college (encouraged by department heads), and a survey targeting alumni. Students actively participate in the feedback process, serving as members of the annual student advisory board and contributing through the student council established in 2018. The open-door policy facilitates student involvement in curriculum development, and the

program development manual incorporates a feasibility study that considers input from all stakeholders, including employers and students.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the IMC takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates. The experts appreciate that regularly meetings on different levels are held to improve the study programs. On-site, it was confirmed by the students that evaluation results are taken seriously and changes are implemented based on these results.

Decision

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

4.7 Gender equality and equal opportunities

Summary

IMC upholds equal opportunity for all students throughout various aspects of its operations, including admissions, recruitment, study programs, learning facilities, and employment. Discrimination based on gender, culture, age, or socioeconomic status is strictly prohibited. Both male and female students are provided with an equal and inclusive learning environment to ensure the delivery of high-quality education. In the Dental Health Care (DHC) program, there is no gender-based discrimination, and all facilities, equipment, and labs are shared by both male and female students according to a predetermined schedule. The program maintains uniformity in textbooks, course specifications, course syllabi, and assessment tools to ensure parity in learning experiences between male and female students (SER 1.6.9).

Due to the specific nature of the dental hygiene profession, physical and mental fitness is considered a crucial criterion for admission into the DHC program. This requirement is essential to ensure that students are capable of handling the demands of the profession, which involves direct patient care and clinical practice. Students are expected to be physically and mentally fit to provide safe and effective dental hygiene services. However, the college recognizes that some

students may have temporary disabilities or chronic illnesses that do not pose any risks to their ability to practice dental hygiene safely, nor do they endanger their colleagues or patients. In such cases, students with disabilities or chronic illnesses are allowed to join the program, as long as they can meet the necessary academic and clinical requirements and perform their duties without any compromise to patient care or safety. By maintaining these principles of equal opportunity and ensuring fitness standards in the DHC program, the college strives to create a diverse and inclusive learning environment that empowers all students to succeed in their chosen career paths (SER 1.6.8).

Judgement

The IMC demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the College's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner. The nature of support varies depending on the program and the specific needs of the students. The college ensures that students facing circumstances that may impact their ability during their study are not excluded and are instead provided with necessary assistance. A barrier-free environment is maintained to accommodate the diverse needs of students, and special funds are allocated to support those with specific requirements.

Decision

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

5 Conclusion

Overall, the experts were impressed and highlight the strong commitment and engagement demonstrated by all levels of the College. From the experts' point of view, the curriculum is well-structured and aligned, providing a solid foundation for the program. The student-centered philosophy of the IMC is highly appreciated, as students are treated with care and respect. The experts are looking forward to Inaya Medical College's plans to achieve university status.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Dental Health Care"

offered at the Inaya Medical College fulfills the above-described criteria. Hence, the Experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

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

- A comprehensive strategic plan for the development of academic staff, setting specific targets for the recruitment and advancement of full professors, lecturers, and other academic positions should be formulated.
- Mechanisms that provide structured time for research activities should be established. This might include introducing opportunities for faculty to apply for research terms or employing research assistants, fostering an environment conducive to impactful scholarly endeavors.
- The "Dental Health Care program" should be constantly updated respecting actual international development of classification systems and/or international treatment guidelines.
- Research skills taught to students within the "Dental Health Care" program should be expanded and, where possible, students should be involved in the research activities of teaching staff.
- IMC should continue to implement postgraduate study programs.
- Students should take a higher proportion of practical courses throughout their studies before the internship with increasing severity of clinical cases, in order to gradually build up their practical skills.
- The dental machinery capacity (hand instruments, ultrasonic instruments, air abrasive techniques etc.) should be enhanced when the number of students increases.
- Peri-implant diseases should be addressed within the curriculum and preventive programs for different oral diseases and age groups should be more visibly included into the program.
- An independent patient pool should be established and systematized.

6 Decision of the accreditation commission

Decision of the accreditation commission February 15, 2024

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

The site visit of the University took place on December 11-12, 2023, according to the previously agreed-upon schedule.

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

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

The Bachelor study program requires the obtainment of 139 Credit Hours (CH) according to the internal credit hour system. The regulated study period in the program “Dental Health Care” is five years: eight semesters (four years) at the University followed by one year internship. The program comprises 51 modules out of which 22 modules are studied within the common first year as well as Islamic, Arabic and basic medical sciences modules and 29 are dental health care specialty modules. The main language of instruction is English. The Bachelor study program “Dental Health Care” is completed with awarding of the academic degree “Bachelor of Dental Health Care”. Admission takes place twice a year at the beginning of each academic semester. The first cohort of students was admitted to the study program in the academic year 2011/2012.

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

The Bachelor study program “Dental Health Care” is accredited for the duration of five years until September 30, 2029.

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.